

Guernsey and Alderney SEND Review

February 2021





FOREWORD



There is an increasing understanding and awareness of the importance of diversity in society. Where there is an inclusive values-base, the differences between people do not drive division, they build more cohesive communities. This principle applies to diversity in its broadest sense, including neurodiversity.

One aspect of neurodiversity is SEND (special educational needs and/or disabilities), which recognises that we all learn differently and so a dynamic and responsive approach to education is needed if it is to be truly inclusive and meet the needs of all learners. The reality is that putting inclusive provision in place and removing barriers to learning in the wider environment will benefit all children and young people, not only learners with SEND.

Ensuring there are sufficient resources in place to meet the needs of learners with SEND is morally the right thing to do. However, this should not be seen as an act of charity, since it is also economically advantageous to have an inclusive society and, in particular, an inclusive education system. Early investment can save money in the long term through effective preparation for adulthood that ensures full participation in society.

The global pandemic has reminded us of the value of education, and it has also emphasised the disproportionate impact that a lack of access to high quality education can have on particular groups of children and young people, including learners with SEND. In commissioning a SEND Review for Guernsey and Alderney, political leaders have demonstrated their commitment to inclusion. This is important, since the responsibility for SEND and inclusion rests not with a few of us, but with all of us.

My team and I were delighted to have the opportunity to lead the SEND Review and we thank the many learners, families and other stakeholders who we met, and who participated in this review. It is quite clear that there is already some excellent, inclusive practice in place and we hope our recommendations help to ensure this can now be extended to all learners, all of the time.

A handwritten signature in black ink that reads "Adam Boddison". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Professor Adam Boddison

Chief Executive

National Association for Special Educational Needs

CONTENTS

LIST OF FIGURES AND TABLES	05
EXECUTIVE SUMMARY	06
SECTION 1: INTRODUCTION TO THE SEND REVIEW	10
1a. The Purpose of the SEND Review	10
1b. The Scope of the SEND Review	11
1c. The SEND Review Team	12
1d. Terminology	13
1e. Review Design	14
1f. Additional Ethical Considerations	20
1g. Considerations for Generalisability	21
1h. Structure of the Report	23
SECTION 2: THE CURRENT STATE OF PLAY	24
2a. Background and Context	24
2b. Services Self-Evaluation	27
2c. Affordances and Constraints	48
2d. Perspectives from Workforce Professionals	51
2e. Data Analysis and Outcomes	77
2f. Perspectives from Families	92
SECTION 3: VIGNETTES – THE LIVED EXPERIENCE OF FAMILIES	105
3a. Summary of Key Messages Arising from the Vignettes	106
3b. The Nine Family Vignettes	107
SECTION 4: CONCLUSIONS	108
4a. Identifying Children and Young People with SEND	109
4b. Meeting the Needs of Children and Young People with SEND	110
4c. Securing Good Outcomes for Children and Young People with SEND	111
4d. Schools and Services Working Well Together to Deliver Positive Outcomes for Children and Young People with SEND	112
4e. Schools and Education Services responding to the Changing Needs of Learners with SEND	113
4f. Making the Best Use of Current Resources	114
SECTION 5: RECOMMENDATIONS	115
SECTION 6: APPENDICES	120
6a. Glossary of Acronyms	120
6b. Review Team Biographies	121
6c. References	127

LIST OF FIGURES AND TABLES

Figure 2.1: Distribution of SEND in Primary Schools (Nov 2019)	58
Figure 2.2: Proportion of Learners with SEND in Mainstream Schools and Special schools	61
Figure 2.3: Comparison of Increase in Number of Learners with SEND and Increase in SEND Spend	65
Figure 2.4: Distribution of SEND by School Type	79
Figure 2.5: Prevalence of SEND by School Phase	81
Figure 2.6: Proportion of Learners Achieving Five or More GCSEs (A* to C) including English and Maths	86
Figure 2.7: Stakeholder Confidence Levels on the Accuracy of the Identification of SEND	92
Figure 2.8: Stakeholder Experience of Effective Partnership	93
Figure 2.9: Stakeholder Perspectives on Learners with SEND Achieving their Potential in Guernsey	93
Figure 2.10: Stakeholder Perspectives on Ease of Access to Provision Information	94
Figure 2.11: Stakeholder Perspectives on Sufficiency of Resources	94
Figure 2.12: Stakeholder Beliefs on Prioritisation of SEND	95
Figure 2.13: Stakeholder Perspectives on Availability of Training on SEND	95
Figure 2.14: Stakeholder Perspectives on Responsiveness to SEND	96
Figure 2.15: Stakeholder Perspectives on Curriculum Access	96
Figure 2.16: Stakeholder Perspectives on Influencing Decisions	97
Figure 2.17: Learner Happiness at School	97
Figure 2.18: Learner Perspectives on Teachers Helping them to Learn	98
Figure 2.19: Learner Perspectives on Feeling Safe at School	98
Figure 2.20: Learner Perspectives on Joining in with Activities	99
Figure 2.21: Learner Perspectives on Teachers Listening to them	99
Table 1.1: Summary of Primary and Secondary Data Sets	15
Table 1.2: Summary of Stakeholder Survey Respondents	17
Table 2.1: Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation	30
Table 2.2: Summary of SEND Review Team Insights into the Suite of Self-Evaluation Reviews across Education Services	45
Table 2.3: Affordances and Constraints of the Education Strategy and Approach in the Context of SEND and Inclusion	50
Table 2.4: Attainment Gap between Learners with SEND and Learners without SEND Over Time for Key Stage 1 and Key Stage 2	84
Box 2.1: Inclusive Culture in Schools (Ofsted, 2020, p47)	25
Box 2.2: Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation	35

EXECUTIVE SUMMARY

In early 2020, nasen (National Association for Special Educational Needs) was commissioned by the States of Guernsey to undertake an independent review of SEND (Special Educational Needs and/or Disabilities). The review was elongated and reshaped due to the coronavirus pandemic and consequently it took more than one year to complete. The review was led by Professor Adam Boddison and Jon Gibson with support and input from a range of specialist colleagues.

The SEND Review identified that there is substantial effective practice happening to support learners with SEND across Guernsey and Alderney. However, this practice is not consistent everywhere and so the experience of learners and their families can vary significantly. There are several contributing factors to the inconsistency, including a lack of systematic and strategic collaboration between services and an over-reliance on the good-will of key individuals.

The SEND Review was broad and engaged with the full range of stakeholders, including learners with SEND and their families. There are 18 recommendations arising from the SEND Review and they have been grouped into immediate, short term (within 12 months) and medium term (within 3 years) priorities.

EXECUTIVE SUMMARY

Immediate Recommendations

1. Instigate a more nuanced approach to the collation and analysis of data in relation to the prevalence and distribution of SEND. This includes, but is not limited to, comparisons of academic progress and attainment between learners with non-cognitive SEND and those without SEND, as well as comparing outcomes by area of need. A broader notion of outcomes should also be introduced to ensure that outcomes are meaningful for learners across the full spectrum of needs, for example the extent to which learners are appropriately prepared for adulthood. Ensure that these analytics are used to target resources and to inform strategic decision making.
2. Clarify the diagnostic pathways for autism and ADHD, and ensure the retention of an on-island Clinical Lead so that the ASD diagnostic service is able to become sustainable within Guernsey and Alderney.
3. Ensure the multi-agency approach to transition between schools and further education is equally effective for all learners with SEND, irrespective of whether or not they have a Determination of SEN.
4. Service Level Agreements should consistently be in place with all third sector providers, with a common understanding of expectations in relation to provision and impact.
5. Ensure that existing anti-bullying initiatives have a sufficient focus on SEND and inclusion.

EXECUTIVE SUMMARY

Short Term Recommendations

6. Provide a clear and unambiguous expectation of the 'ordinarily-available provision' in schools. This should provide absolute clarity for families, school leaders and teachers on what should routinely be provided in school and what might be provided centrally from other services. Explicit within these expectations should be that 'every teacher is a teacher of learners with SEND' and 'every leader is a leader of SEND'.
7. Build capacity in the workforce through a substantial and ongoing programme of professional development, with a particular focus on SENCOs, teachers, leaders and LSAs. This will build on work that has already begun in this area for SENCOs. As part of this capacity-building programme, the status and impact of LSAs should be improved through specialist accreditation and more effective deployment.
8. Ensure that coproduction with families is embedded in every part of the SEND system from identification through to provision. A particular focus should be placed on improving parental partnerships at the 'entry-point' of the system to address misconceptions and establish a common understanding of expectations.
9. Expand the age-range for access to SEND provision from 5-18 to 0-25. Introduce targeted strategies to support the early identification of SEND and preparation for adulthood.
10. Ensure that each school has a full-time SENCO (i.e. non-teaching) who is part of the senior leadership team. Where appropriate, an Assistant SENCO or administrative support should also be put in place. The SENCO should play a key role in the development of universal provision and in ensuring the accurate and timely identification of SEND.
11. Introduce a real-terms year-on-year increase to the overall level of resource for SEND and inclusion aligned to the raised expectations of universal provision and the broadening of provision to include learners with SEND from 0-25.
12. Adapt the Guernsey Young People's Survey so that it has a stronger emphasis on SEND and inclusion. As well as additional questions, the analysis across all areas of the survey should consider differences between young people with SEND and young people without SEND.
13. Consider commissioning regular external SEND reviews at school and setting level to provide a more granular insight into inclusion in practice.

EXECUTIVE SUMMARY

Medium Term Recommendations

14. Using the established ordinarily-available provision as the baseline, establish a strategy for a staged-elevation of the level of universal provision over time to improve the overall inclusivity of the education system. The strategy should be based on the evidence and the five headline recommendations in the Education Endowment Foundation report: SEN in mainstream schools (EEF, 2020). SENCOs and specialist providers (including schools, services and the third sector) should be central in driving this forwards.
15. There should be greater strategic and operational alignment between Education Services and Health and Social Care Services. Where appropriate, teams should be co-located and budgets should be pooled to improve efficiency and to improve the experience of families.
16. Update the SEN Code of Practice to reflect the latest available evidence on what works and the renewed commitment to inclusive and effective SEND provision.
17. Education Service leaders should work with Ofsted to ensure that school inspections and the subsequent reports include an appropriate emphasis on SEND and inclusion.
18. Introduce a SEND governance function to all schools and settings to provide independent and specialist support and challenge.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1a. The Purpose of the SEND Review

As part of the wider programme of transforming education, the Committee for Education, Sport and Culture in Guernsey and Alderney commissioned an independent review of SEND¹ provision. This is to ensure that children and young people with SEND benefit equally from the evolution of educational provision as it takes place across Guernsey and Alderney. At the heart of the SEND Review is a drive to sustain high expectations for children and young people with SEND and to ensure that future provision is effective in supporting them to achieve their evident and latent potential.

It is important to note that the SEND Review has been designed to provide independent insights into current provision and to make recommendations on the arrangements for future provision. The SEND Review is not intended to be an ‘inspection’ of current practice, nor does it seek to attribute credit or blame in relation to decisions about provision over time. The review team acknowledge at the outset that there is no one definitive approach to effective SEND provision and so the recommendations in this report represent those strategic approaches deemed most appropriate in the context of the wider policy landscape, including:

- » The Disability and Inclusion Strategy
- » The Transforming Education Programme
- » Agreed external inspection frameworks for schools and FE settings (Ofsted 2019)
- » The Children & Young Peoples’ Plan (CYPP)

¹ Special Educational Needs and/or Disabilities

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1b. The Scope of the SEND Review

The commissioners of the SEND Review requested the review team to:

1. Establish the extent to which provision within all education settings is successfully and consistently meeting SEND learner requirements at every level and at each phase of states-funded education.
2. Explore the nature and sufficiency of resources and funding arrangements for learners with SEND including how efficiently these are used by schools and services across the States of Guernsey to meet the needs of learners and their families.
3. Engage collaboratively with children with SEND and their families, partner agencies and third sector organisations; enabling them to have an input into reviewing current provision and scoping future provision.
4. Examine the quality of training and support for teachers and other professionals who work with learners with SEND and their families and the extent to which this improves the offer that learners receive in their various educational settings.
5. Assess the quality of the governance and partnership arrangements that exist to promote and assure the best outcomes for learners with SEND including an evaluation of the impact that third sector contracts/service level agreements have on the outcomes of vulnerable learners.

The scope of the SEND Review was broad and strategic, with an exploration of stakeholder insights from across the States of Guernsey. Whilst SEND is an area that spans multiple areas of government activity, the focus of this review is primarily on educational provision, although it is acknowledged that in many areas of SEND this cannot be considered independently of provision more broadly. The review has not sought to assess SEND provision specifically in relation to health, social care or other multi-disciplinary areas beyond education, but elements of these areas are inevitably included. It is also important to note that the SEND Review was not intended to provide a granular analysis of provision for specific types of need nor to consider the commercial arrangements with individual providers. The review did extend to all phases of education including early years, further education and higher education.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1c. The SEND Review Team

The SEND Review was conducted by nasen (the National Association for Special Educational Needs). As the leading membership charity for SEND with more than 30,000 members, nasen was able to draw on a range of professional expertise and specialist knowledge in establishing the review team², which consisted of the following people:

- » Prof Adam Boddison (SEND Review Director)
- » Jon Gibson (SEND Review Team Leader)
- » Denise Yates MBE
- » Alison Wilcox
- » Anne Heavey
- » Margaret Mulholland
- » Kamal Bodhanker
- » Yola Jacobsen
- » Kate Browning
- » Sue Allingham

It should be noted that in addition to their professional skills and experience, multiple members of the review team have personal experience of SEND in their family life. Consequently, the team were well-placed to understand the perspectives of the full range of stakeholders contributing evidence to the review.

² Biographies for the SEND Review team are available in the appendices of this report

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1d. Terminology

Education policy and SEND are known for having a significant number of acronyms and for using specialist language and terminology, which can sometimes be a barrier for lay professionals and for families. To ensure this report is as accessible as possible, every effort has been made to use plain English as far as possible. However, the complex nature of the SEND Review means that specialist language is sometimes necessary. Therefore, a glossary of acronyms is provided in the appendices.

It should also be noted here that some terms are used interchangeably throughout the report. For example: SEND and SEN³; pupils, learners and students; parents, families, parents and carers. The expression ‘workforce professionals’ has been used to describe those in specialist employed or voluntary roles (including the third sector), which is a useful term to distinguish them from parents, who have often become professionals in relation to the specific needs and provision of their own children.

The SEND Review covers Guernsey and Alderney, and as far as possible this term has been used throughout the report. On occasions, Guernsey and Alderney are referred to as The Bailiwick.

³ Special Educational Needs

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1e. Review Design

Given the volume and complexity of the quantitative and qualitative data sets concerned, a mixed methods approach was used. The SEND Review sought to explore the five areas explicitly identified in the scope from the perspectives of multiple stakeholders. This included consideration of existing raw data sets and any self-evaluation and analysis documents. The data analysed by the review team comprised both primary data (generated in the process of undertaking the SEND Review) and secondary data (that already existed prior to the SEND Review)⁴. Triangulation was used to identify consistent themes and anomalies. Similarly, the review team sought to detect any previously unidentified themes emerging from the data.

It is acknowledged to be clear that the global pandemic prevented the review team from visiting schools and settings as part of the SEND Review. However, it is important to be clear that this has had a minimal impact on the findings and recommendations. The multi-faceted design of the review and the consensus of findings across multiple sources provides a significant level of robustness to the recommendations, which means that they are highly unlikely to be significantly affected by any findings from visits to schools and settings.

Table 1.1 summarises the data sets that were considered by the review team in undertaking their analysis.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

Table 1.1

Summary of Primary and Secondary Data Sets

Primary Data Sets ⁴	Secondary Data Sets
<ul style="list-style-type: none"> » Multiple stakeholder surveys (including pupils, parents and workforce professionals) » Focus group interviews (families and workforce professionals) » Individual interviews with government officials and third sector professionals » Vignettes demonstrating the individual experiences of children and young people and their families » Individual reviews of SEND for schools/settings (NB – this data has not yet been collated due to limitations described) 	<ul style="list-style-type: none"> » Self-evaluation documents and development plans » Relevant legislation, policy and reviews (including the SEN Code of Practice and needs assessment criteria/processes) » Progress and attainment data » Needs assessment data » Inclusion and equality reviews, reports and supporting guidance » Outreach support summary » Professional development offer » School inspection reports

As far as possible, the review team have sought to facilitate anonymity in the collation of primary data to encourage open dialogue. This was seen as important given the relatively small scale of Guernsey and Alderney. However, anonymity was not practicable for the focus groups nor for the vignettes due to the way in which they were conducted. Similarly, whilst the survey did not require participants to identify themselves, some of the individual responses included identifiable data. Therefore, the review team have maintained the principle of confidentiality in reporting their analysis of the data.

Design details of the three primary data sets used to inform this interim report are described below.

⁴ The reference to 'primary' and 'secondary' data sets in this section refers to whether or not the data set was collated directly by the review team (primary data) or existed prior to the review (secondary data). The use of 'primary' and 'secondary' in this context is unrelated to data from 'primary' schools or 'secondary' schools.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1e. Review Design - continued

Stakeholder Surveys

The stakeholder surveys were primarily conducted online and consisted of 15 questions for all respondent groups. Three questions covered demographics and context to support segmented analysis of the data. Ten questions garnered quantitative responses using a combination of sliding scales and Likert scales and, where appropriate, optional free-text responses boxes were included. Lastly, the survey included two open questions with free-text response boxes designed to capture stakeholder perspectives on the strengths and areas for development of current SEND provision. The qualitative data generated by these two questions was analysed using open coding in order to identify the emerging themes.

As well as the general online survey, an additional online survey aimed specifically at children was created. To ensure this survey was as accessible as possible, it comprised fewer questions with simplified language, although it covered similar themes to the general survey. In the spirit of including as many learners as possible, a paper variant of the children's survey was also created.

Across all survey instruments, 1285 valid responses were received from stakeholders and [table 1.2](#) provides a summary of the respondents.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

Table 1.2

Summary of Stakeholder Survey Respondents

Number of Respondents	General Online Survey	Children's Online Survey	Children's Paper-based Survey	Total
Learner (SEND not specified)	164	115	323	602 (46.8%)
Learner (without SEND)		251		251 (19.5%)
Learner (with SEND)		128		128 (10.0%)
Family Member of Learner with SEND	156			156 (12.1%)
Workforce Professional	129			129 (10.0%)
Other	19			19 (1.5%)
Total	468	494	323	1285

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1e. Review Design - continued

Focus Group Interviews

A series of seven focus group interviews took place during the SEND Review. In contrast to the stakeholder survey responses, the majority of participants were workforce professionals, although parents of children with SEND were also included. In total, the focus group interviews included 35 workforce professionals and 16 parents of children with SEND. The workforce professionals included representatives from third sector organisations, government departments and other specialist providers.

Due to the social distancing measures and travel restrictions in place in response to the global pandemic, the focus group interviews were all conducted online using a web-based video conferencing platform. Each focus group interview was up to two hours long and the semi-structured discussions were based around participants' views in relation to the effectiveness of Guernsey and Alderney in:

- » Identifying children and young people with SEND
- » Meeting the needs of children and young people with SEND
- » Securing good outcomes for children and young people with SEND

The analysis of the focus group interviews sought to identify common themes emerging across the different groups.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1e. Review Design - continued

Vignettes

At the heart of the SEND Review is the aim to develop a deep understanding of the lived experience of learners with SEND and their families. A series of interviews with nine families has helped to provide invaluable insights into how 13 learners with SEND have engaged with the current model of policy and provision. This feedback has been used to create a series of vignettes, which are provided in section three of the report. Please note that the vignettes have been redacted from the public version of this report.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1f. Additional Ethical Considerations

In collating data from primary sources, all participants were fully informed about the overall purpose of the SEND Review and how their data would be used as part of the review, so they could consent to being involved. Participants had the right to withdraw their consent to their data being included in the review at any point up to this report being submitted. It should be noted that the participants who provided information to inform the vignettes have done so on the basis that the vignettes will be used solely for the purposes of the report and will not be used for any other purpose.

In particular, the families who were interviewed for the nine vignettes in Section 3 have only given permission for the vignettes to be shared with the commissioning officials. Therefore, section 3b of the SEND Review has been redacted from the public version of this report. Instead, a summary of the key findings from the vignettes is provided in section 3a.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1g. Considerations for Generalisability

The number of responses to the stakeholder surveys strengthens the reliability of the findings. The sample size consisted of 1285 responses, which in the context of the population of Guernsey and Alderney (~63,000) represents around 2%. Whilst, there is general consensus that samples of at least 1000 have a sufficiently small margin of error for the findings to be meaningful (e.g. Barnett and Sisson, 2018; Conroy, 2006) it is acknowledged that the sample is made up from multiple stakeholder groups with differing perspectives and priorities.

There were at least 128 survey responses specifically from learners with SEND, although the actual number is somewhere between 128 and 730, since some learners chose not to declare whether they had SEND. Where possible, the findings in this review are compared with data from other reports, such as the Guernsey Young People's Survey (Schools Health Education Unit, 2019).

In total, 76.3% of the survey responses were from learners, making them the largest contributing stakeholder group. In generalising the results of the survey, the reader's attention is drawn to the fact that that response data from family members and workforce professionals may not align with the response data from learners. The data for each sub-group has been considered and reported in isolation and may not always be generalisable, particularly where sample sizes are small.

The triangulation approach used in the SEND Review further strengthens the reliability of the findings, since they are based on similar themes emerging across multiple data sets and perspectives. However, it is important to note that as a result of the global pandemic the SEND Review was elongated from six months to more than one year. In practical terms, this means that some of the primary data sets used for the analysis were several months old by the time the review was completed.

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1g. Considerations for Generalisability - continued

Similarly, several of the secondary data sets are more than one year old. Whilst more recent data is available, the data collation will have been conducted during the global pandemic itself, presenting a risk that the findings are skewed by immediate events and priorities. The review team were mindful of balancing these competing risks to reliability and validity whilst conducting the analysis.

The period of the elongated SEND Review has coincided with ongoing changes as a result of other reviews and key developments to statutory requirements and policies. This includes the Children Law Review, the Education Law Review, the Justice Review and anti-discrimination law. These changes may address or challenge the recommendations made in this interim report, but the over-arching point is that the recommendations are based on the best available knowledge at the time of writing.

In relation to validity more broadly, it should be acknowledged that there is no universally accepted measure of inclusion and nor has this SEND Review sought to measure inclusion explicitly. However, there are numerous qualitative and quantitative indicators of inclusive practice, which can be a useful proxy in assessing the extent to which children and young people are included and appropriately provided for within an educational context. Such indicators include:

- » The perspectives and experiences of children and young people, their families, and workforce professionals; and their confidence that provision is effective
- » Outcomes for children and young people with SEND (educational outcomes and life outcomes)
- » The prioritisation and allocation of resources at all levels
- » Leadership priorities and expectations
- » The culture, ethos and values of key organisations
- » The pro-activeness and accuracy of the identification of SEND

SECTION 1: INTRODUCTION TO THE SEND REVIEW

1h. Structure of the Report

The report is structured into six key sections:

- » Section 1: Introduction to the SEND Review
- » Section 2: The Current State of Play
- » Section 3: Vignettes – The Lived Experience of Families
- » Section 4: Conclusions
- » Section 5: Recommendations
- » Section 6: Appendices

SECTION 2: THE CURRENT STATE OF PLAY

2a. Background and Context

As described in the introduction, the SEND Review is taking place in the context of much broader change across Guernsey and Alderney. This includes change stemming from the following resolutions from the States Assembly:

- » Transformation in primary education and the early years
- » Children and Young People's Plan 2016-2022
- » Role of the Grant-Aided Colleges and their Future Funding Arrangements
- » Sports Strategy
- » The Transforming Education Programme
- » The Transforming Education Programme includes an ongoing commitment to providing specialist provision for learners with the most complex SEN through Le Murier School and Les Voies School as the designated special schools. There is also a clear commitment to an inclusive system of education, which ensures that all learners have the same opportunity to achieve their potential. This commitment was extended further by the Soulsby Amendment (Soulsby and Tooley, 2019) to include a focus on the health and wellbeing needs of all learners in the context of educational provision and outcomes.

School Inspection Framework

A new school inspection framework was at the pilot stage of being introduced at the time that this review was undertaken. This incorporated a change in inspection provider from Education Scotland to Ofsted. This report does not seek to make any judgement in relation to the choice of education regulator. However, the report does note with optimism that the structure of the incoming inspection framework for Guernsey and Alderney mirrors Ofsted's Education Inspection Framework in England, which has a renewed focus on ensuring that no school can be graded outstanding unless they can also demonstrate they are inclusive (Boddison, 2019). *Box 2.1* shows how the pilot school inspection handbook for the incoming Ofsted framework includes three clear expectations in relation to the 'inclusive culture' of schools.

SECTION 2: THE CURRENT STATE OF PLAY



Schools should have an inclusive culture
that supports arrangements to:

- identify early those pupils who may be disadvantaged or have additional needs or barriers to learning;
- meet the needs of those pupils, drawing, when necessary, on more specialist support, and help those pupils to engage positively with the curriculum;
- ensure that pupils have a positive experience of learning and achieve positive outcomes.

Box 2.1

Inclusive Culture in Schools (Ofsted, 2020, p47)

Whilst it is noted that Ofsted as the inspection provider should operate independently, it is important that the inclusion aspects of the new inspection framework receive sufficient attention during inspections and that the subsequent reports offer sufficiently detailed feedback in this area. Over time, this will provide school leaders and service leaders with a useful objective insight into how SEND and inclusion is being realised within the schools and settings across Guernsey and Alderney.

Recommendation: Education Service leaders should work with Ofsted to ensure that school inspections and the subsequent reports include an appropriate emphasis on SEND and inclusion.

SECTION 2: THE CURRENT STATE OF PLAY

2a. Background and Context - continued

Legislative Parameters and Commitments

It is important and appropriate to acknowledge the various national and international legislative parameters within which the SEND Review, and policy and provision more broadly, must operate. This includes, but is not limited to:

- » The United Nations Convention on the Rights of the Child (United Nations, 1989)
- » The United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006)
- » The Children (Guernsey and Alderney) Law, 2008 (Guernsey Legal Resources, 2008)
- » The Human Rights (Bailiwick of Guernsey) Law, 2000 (Guernsey Legal Resources, 2000)

The recent Justice Review (2019) in Guernsey and Alderney, combined with the broader strategic changes in education described above increases the likelihood of new and developing national legislation in relation to inclusion, equality and diversity. Similarly, there are forward-looking commitments, such as the 20-year vision within The Future Guernsey Plan 'Great today, Better tomorrow' (States of Guernsey, 2017) and the inclusion ambitions of the sustainable development goals 2030 (United Nations, 2015). Such legislation and commitments must be taken into consideration as part of any implementation of the recommendations set out in Section 5 of this report.

SECTION 2: THE CURRENT STATE OF PLAY

2b. Services Self-Evaluation

A useful starting point in assessing the effectiveness of current SEND provision within Guernsey and Alderney was to review the array of self-evaluation documents. The SEND Review team sought to test the robustness of the underpinning assumptions and the identified priorities as well as looking for common themes that spanned multiple areas. The self-evaluation documents and internal reports included as part of the review were:

- » English as an Additional Language Self-Evaluation (2020)
- » English as an Additional Language Self-Evaluation (2019)
- » Education Other Than At School Self-Evaluation (2020)
- » Education Other Than At School Report (2016–2019)
- » Hearing Impairment Services Self-Evaluation (2020)
- » Home Education Self-Evaluation (2020)
- » Les Voies Self-Evaluation Review (2020)
- » Les Voies Inclusion (Outreach) Service Self-Evaluation (2019)
- » Services for Children and Schools Self-Evaluation and Development Plan (2020)
- » Vision Impairment Services Self-Evaluation (2020)

In general, it is the opinion of the review team that self-evaluation is accurate and effective in driving strategic priorities, but there are barriers to some of the identified priorities being realised. For example, there are pre-determined limitations placed on the resources available to the Education Services team that are unrelated to the volume and complexity of needs across Guernsey and Alderney. The SEND Review team heard from both families and workforce professionals that when SEN is identified, the focus is on ‘thinning out provision’ to fit within the available financial budget or, alternatively, delaying the implementation of provision.

SECTION 2: THE CURRENT STATE OF PLAY

2b. Services Self-Evaluation - continued

In some cases, the limit on the resources available was not an issue of overall level of resources allocated, but the fact that resources are siloed into separate service areas, with duplication and gaps subsequently impacting both on the family experience and the total cost of provision. This silo effect is not occurring between services that come under the responsibility of the same committee area, but between services in different committee areas, notably the Education Services Committee and the Health and Social Care Committee.

In other instances, for example the increasing number of learners requiring language and literacy support, increased resources are needed as currently the intervention support for reading is not available to all who need it.

In 2018/19, Education Services commissioned more than 1500 hours of input from support agencies, including other government departments and the third sector, all of which could be argued to go beyond education alone. Similarly, around 1 in 5 children with SEN across Guernsey and Alderney have been identified as having behavioural, social and emotional needs, which again moves beyond education and into the area of mental health. Evidence seen during the review suggests that Education Services are increasingly covering the costs of non-educational provision, for example SEMH.

The experience of families is that services across education, health and social care are not sufficiently joined up. This means they have to engage in multiple, often concurrent, processes to secure the holistic provision needed.

Recommendation: there should be greater strategic and operational alignment between Education Services and Health and Social Care Services. Where appropriate, teams should be co-located and budgets should be pooled to improve efficiency and to improve the experience of families.

Other implementation barriers relate to systematisation, workforce development and leadership accountability and expectations, all of which are covered within the recommendations in Section 5.

SECTION 2: THE CURRENT STATE OF PLAY

2b. Services Self-Evaluation - continued

Services for Children and Schools Self-Evaluation

The Services for Children and Schools Self-Evaluation is the over-arching internal review of SEND and inclusion from the Education Services team. As indicated above, the SEND Review team agreed to a large extent with the findings and priorities identified. However, the SEND Review team also felt it would be important and appropriate to provide further insights on a selection of specific findings within the self-evaluation. In most cases, this is to emphasise and add weight to the importance of a particular priority, but in a minority of instances the review team have provided a level of critique and challenge. This is summarised in [Table 2.1](#) and is provided to feed into the ongoing cycle of self-evaluation rather than to make any granular-level recommendations.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Inclusion	Collate whole island areas of development for a strategic approach to developing inclusion.	<p>In collating feedback from the different stakeholder groups, there is not currently a consistent understanding on what is meant by ‘inclusion’ and, by extension, what success looks like in moving towards a more inclusive education system. For example, some families and a small number of workforce professionals have referred to inclusion in the context of whether learners attend a mainstream or specialist setting. A small number within the workforce have referred to inclusion very specifically in the context removing the right of school exclusion where there is persistent disruptive behaviour. The SEND Review team would encourage service leaders to ensure that the notion of inclusion is interpreted consistently, but broadly as a cultural multi-dimensional approach rather than a measure of one specific dimension, and would emphasise that inclusion is a process rather than a place (Tutt, 2016, p9).</p> <p>Within the <i>Services for Children and Schools Self-Evaluation</i> document, there is a nuanced and balanced outline of what is meant by ‘inclusion and equality’ in the Bailiwick:</p> <ul style="list-style-type: none"> » We ensure inclusion and equality leads to improved outcomes for all learners. » All learners are included, engaged and involved in the life of the school. » All children and young people feel very well supported to do their best. » Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. » We understand, value and celebrate diversity and challenge discrimination. » Disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. <p>The next step is to consider the indicators that relate to the above dimensions of inclusion.</p>

⁵ It should be noted that any areas of self-evaluation not included in this report were either outside the scope of the SEND Review or the review team had no further significant insights to offer beyond what had already been considered during the process of self-evaluation or within the wider set of insights provided. In some instances, the same thematic area (for example home education) was included in multiple self-evaluation documents and these are covered later in this section.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Inclusion	Develop and implement an Inclusion Strategy for the education service.	<p>The Education Services team has an Inclusion Development Plan, which is currently at an early stage and its content is likely to be further informed by the SEND Review. In developing the plan, consideration should be given as to what data is already collated that would indicate success as well as what data could be collated.</p> <p>For example, in assessing the extent to which ‘all learners are included, engaged and involved in the life of the school’, it would be useful to include additional questions in the ‘Included and Respected’ section of the Guernsey Young People’s Survey (e.g. Schools Health Education Unit, 2019). Currently, this survey has an insufficient focus on SEND given its wider strategic importance. Whilst the survey routinely provides a breakdown of responses by gender, it does not provide a breakdown of responses in relation to SEND. This is strongly encouraged as it will provide useful comparative insights into the inclusion of children with SEND.</p> <p>There are several existing data sets that can provide insights into how inclusive schools and settings are. None of these data sets measure inclusion directly and should not be considered in isolation, but they include trends in unauthorised absence, exclusions, progress and attainment, and distributions of need.</p> <p>It is also worth noting that there are numerous inclusion frameworks in existence, which are well-tested and may be useful as external benchmarks for the SEND and inclusion review tool used in Guernsey and Alderney. They include:</p> <ul style="list-style-type: none"> » Inclusion Quality Mark (McCann and McCann, 2004) » Index for Inclusion (Booth and Ainscow, 2011) » Inclusive Education Framework (NCSE, 2014) » National Framework for Inclusion (STEC, 2014) » The CIRCLE Framework – Secondary (Education Scotland, 2019) » Participation in Inclusive Education: A Framework (EADSNE, 2011)

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Inclusion	Focus on increasing attendance of most vulnerable learners (in secondary).	<p>The SEND review team welcome the target of increasing the attendance of the most vulnerable learners. To ensure resources are used efficiently, it would be useful to consider whether the term 'vulnerable' that has been well-defined as part of the response to the COVID-19 pandemic remains the most appropriate definition to use beyond post pandemic.</p> <p>It is noted that there are different types of vulnerability and different strategies and resources may be needed in each case. For example, some learners will be medically vulnerable, but this may require a different approach to those who are educationally, financially or socially vulnerable. There is then the added complexity of co-occurring vulnerabilities, which may require strategic coordination across agencies, again reinforcing the benefits of greater strategic integration and co-location of services beyond education alone. It is the overall profile of vulnerability that should influence how resources are deployed at a strategic level.</p> <p>In relation to SEND specifically, it is important that the notion of vulnerability is nuanced and that learners without a Determination of SEN are also considered for inclusion within any strategies to improve attendance.</p>
	Challenge exclusions and reduce particularly for those who are most vulnerable (in secondary).	<p>The points made above around the nuanced interpretation of vulnerability also apply here. In addition, more explicit direction may be needed on 'who' will be responsible for challenging exclusions. Traditionally, this challenge may have come directly from the Education Services team. Moving forwards, a specific inclusion role (a 'SEND and Inclusion Champion') within the school governance structure may be more appropriate.</p>

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Educational Psychology Services (EPS)	Individual casework results in good outcomes for learners, with learner needs clearly identified so that they can be met within their school/setting.	<p>A recurrent theme from families is that the quality of provision for learners is often excellent once their needs have been recognised. In the words of one parent 'once you're in the system, it's great', but some families feel there are unnecessary barriers to having needs formally identified. For example, the lack of on-island assessment for those seeking a formal diagnosis of autism spectrum disorder (which was included within the self-evaluation as a priority by the Education Services). Others have reported local inconsistencies, such as two children with a similar profile of needs attending the same school or setting, but receiving significantly different levels of support depending upon what resource was available at the time the decisions were made.</p> <p>Moving forwards, it is important to retain the individual casework as the evidence suggests this is effective. However, it is important that individual casework is balanced carefully with continued investment into raising the overall level of universal provision. Over time, the investment into improving the quality of universal provision should reduce the demand for more specialist individual provision.</p>
	Allocation of EP to pre-school team for 1 day per week has had an impact upon early identification of children and their specific needs.	<p>The review team welcomes the existing commitment to the early identification of need through the prioritisation and allocation of resource from the Educational Psychology Services. This should be extended as far as possible into the early years phase and legislation should be revised so that there is a statutory obligation for the associated provision to be put in place from across Education, Health and Social Care Services from birth where appropriate. The up-front financial investment into early identification of SEND is highly likely to improve outcomes for learners with SEND and has the potential to deliver long economic savings.</p> <p>In considering the identification of SEND from birth, there can be genuine challenges in distinguishing between SEND and typical variations in early childhood development. The 'Identifying Special Educational Needs in the Early Years' report (Curran, 2020) considers the perspectives of both families and workforce professionals and may provide useful insights in the operationalisation of this area of policy development.</p>

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Educational Psychology Services (EPS)	EPS is proactively engaged with a range of joint agency work at strategic and operational levels.	This demonstrates the willingness for multi-agency professionals to collaborate and it is important that the political, financial and operational infrastructure facilitates such collaboration across all areas that interface with learners with SEND. Later in this table, a couple of examples are highlighted, which demonstrates that multi-agency collaboration is not yet happening consistently, but this could be addressed quickly with the appropriate infrastructure.
	Develop individual school based and Bailiwick CPD.	<p>The SEND Review team agree with the proposal to develop school-based and Bailiwick-wide professional development. It is also recognised that some of this work has already begun in other areas, for example the rolling programme of professional development for SENCOs (Special Educational Needs Coordinators). Professional development for SEND and inclusion should be available at all levels from senior leadership and governance through to learning support staff.</p> <p>In developing the professional development programme more broadly, it will be important to link the content and outcomes to the changing and rising expectations in relation to the universal offer. This should include a focus on developing the workforce's understanding of relatively non-traditional concepts of SEND such as neurodiversity and attachment.</p> <p>In March 2020, the EEF (Education Endowment Foundation) published a report on SEN in mainstream schools (EEF, 2020). The report considered the strongest research evidence available in relation to SEND and made five headline recommendations (pp8-9), which can be used by Guernsey and Alderney to structure an effective programme of professional development designed to improve the universal offer.</p>

SECTION 2: THE CURRENT STATE OF PLAY

Area of Focus: Educational Psychology Services (EPS)

Finding/Priority: Develop individual school based and Bailiwick CPD – continued

SEND Review Team Insights: (follow below)



1. Create a positive and supportive environment for all pupils without exception

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:

promote positive relationships, active engagement, and wellbeing for all pupils;

ensure all pupils can access the best possible teaching; and

adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2. Build an ongoing, holistic understanding of your pupils and their needs

Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.

Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.

Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3. Ensure all pupils have access to high quality teaching

To a great extent, good teaching for pupils with SEND is good teaching for all.

Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.

The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.

Box 2.2

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

These recommendations are taken directly from the Education Endowment Foundation Special Educational Needs in Mainstream Schools Guidance Report published in March 2020.

SECTION 2: THE CURRENT STATE OF PLAY

Area of Focus: Educational Psychology Services (EPS)

Finding/Priority: Develop individual school based and Bailiwick CPD – continued

SEND Review Team Insights: (follow below)



4. Complement high quality teaching with carefully selected small-group and one-to-one interventions

Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.

High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

The intensity of intervention (from universal to targeted to specialist) should increase with need.

Interventions should be carefully targeted through identification and assessment of need.

Interventions should be applied using the principles of effective implementation described in the EEF's guidance report 'Putting Evidence to Work: A School's Guide to Implementation'.

5. Work effectively with teaching assistants

Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.

TAs should supplement, not replace, teaching from the classroom teacher.

The EEF's guidance report 'Making Best Use of Teaching Assistants' provides detailed recommendations.

Box 2.2 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Communication, Interaction and Autism Service (CIAS)	Develop systematic process for recording information and needs of learners.	<p>It is good to see that a systematic process will be put in place for recording the information and needs of learners with communication and interaction needs, and the SEND Review team recommends that this is implemented consistently for all learners with SEND.</p> <p>A challenge with the way in which needs are currently recorded is how co-occurring needs are captured within data sets and subsequently used for more nuanced reporting. Similarly, it is not currently routine to analyse other data sets (for example progress, attainment and attendance) in the context of specific areas of SEND.</p> <p>It is noted that more than 54.3% of learners with SEND across Guernsey and Alderney have primary needs categorised as 'literacy' or 'behaviour, emotional and social difficulties'. Therefore, serious consideration should be given to the need for training and diagnostic assessment tools for literacy and wellbeing needs to support early identification.</p>
	Develop specialisms within the service so that expertise can be developed and shared with schools as part of ongoing training offered ensuring needs of learners can be met both within schools and within specialist provision.	<p>The development of specialisms within the Education Service is welcomed by the SEND Review team and it demonstrates a commitment to share expertise across the sector. The review team saw this commitment emulated in several other areas of current practice. For example, the Inclusion Outreach Team of 17 staff operating out of Les Voies have been sharing expertise with school and setting leaders across Guernsey and Alderney with the aim of further developing a culture of inclusive leadership. Similarly, the sharing of expertise between SENCOs has been occurring through the new professional development programme.</p> <p>A potential opportunity to extend the sharing of expertise further still is to facilitate a greater movement of staff between specialist and mainstream settings. This would support the ambition of raising the level of universal provision; it would also help move away from the binary notion of specialist and mainstream, and towards the notion of continuum of provision.</p>

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Communication, Interaction and Autism Service (CIAS)	Develop specialisms within the service so that expertise can be developed and shared with schools as part of ongoing training offered ensuring needs of learners can be met both within schools and within specialist provision. - continued	The review team note the partnership between the Education Services and the National Autistic Society (in the form of the Autism Education Trust). The work from this important partnership should be retained as a key aspect of universal provision.
	Develop a joint CPD package for partners, parents and third sector.	It is good to see professional development being provided for all stakeholders together, which will be useful in strengthening partnerships and relationships. The SEND Review team believe there is an opportunity within this professional development package to have direct input and delivery from families, with a particular focus on including young people with current or recent lived experience. This concept can be extended across other areas of SEND and could, by design, provide learners with SEND with their own opportunities for personal and professional development.
	Develop closer service links with colleagues in HSC i.e. ASDAT, SALT Service.	As described above, this is an example of where increased multi-agency collaboration could be fostered through the integration of strategic infrastructure and the co-location of services.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Partnerships with Stakeholders and the Community	Majority of schools have positive relationships with external agencies (e.g. CAMHS, HSC) which ensures that learners needs are met in a multi-disciplinary way - however there is a risk that some children and young people known to multiple services have multiple plans which are difficult for schools and families to manage	This issue, which has been clearly identified by the Education Services team as part of their self-evaluation process, was a prominent feature of the feedback from families. The complexity of the strategic partnerships between the Education Services and other services should be a matter for the services themselves to resolve. It should not be the responsibility of each individual family to navigate the lack of strategic interaction.
	There is an extensive children and young people's survey in place which provide very detailed feedback from young people which informs and influences future policy and practice in schools and Education Services	As indicated above, this survey has an insufficient focus on SEND. For example, the section on SEND in the most recent survey report provided a minimal amount of self-assessment data in relation to SEND broken down by gender. This is a missed opportunity to explicitly capture the voice of learners with SEND in relation to the full breadth of issues that are captured within the survey. In particular, it is noted that without the need to ask any additional questions, the existing data could be used to compare learners with SEND and learners without SEND. Similarly, the section on SEND could be expanded to ascertain learners' perspectives on the inclusiveness and effectiveness of the provision they have been receiving.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Meeting Learners' Needs	All schools have systems to identify learner's barriers to learning/learning difference but these are not always consistent across all environments and therefore some SEND registers are 'inflated'	<p>The SEND Review heard experiences from families which suggest that these inconsistencies occasionally occur within the same school. It is also noted that such inconsistencies may lead to under-identification as well as over-identification, so some SEND registers may be 'deflated'.</p> <p>At the heart of the consistency issue is the notion of accurate and timely identification of SEND. Such issues are not unique to Guernsey and Alderney, and there are no perfect solutions. In any system, the direct relationship between the identification of SEND and the allocation resources to meet these needs can create unintended incentives to under or over-identify SEND. It is therefore recommended that functions of identification of SEND, allocation of resource and provision of interventions are separated. Each function should have an independent moderation mechanism.</p> <p>By clarifying expectations in relation to the universal offer, families and workforce professionals can develop a common understanding of what should and should not routinely be provided within the ordinarily available resources of a school or setting. This will be essential for the separate functions described to be effective.</p>
	In some cases SEND registers are being used to record interventions in place rather than specific areas of need the learners have.	<p>Whilst this is an issue that needs to be resolved, the recording of interventions that are in place (and the impact they are having) can be a useful tool in assessing value for money and the effectiveness of different interventions. The appropriate tool for this is a provision map, which can be created in-house or secured externally from a commercial organisation.</p> <p>It is strongly encouraged for all schools and settings across all phases of education, from early years to further and higher education, to use the same provision mapping template. This will allow data from across Guernsey and Alderney to be used to centrally to drive strategic decision-making and to improve the effectiveness of interventions over time.</p>

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Meeting Learners' Needs	All schools and Education Services use data effectively to track and record progress and attainment; highlighting gaps in progress which enable interventions to be put in place.	The SEND Review team recognises the way in which data is being used to track and record the progress and attainment of learners with SEND and agree that this is being compared to the progress and attainment of those without SEND. Gaps are then being identified and interventions are subsequently being put into place. However, the current approach is too blunt to be as effective as possible. It fails to consider a broader notion of outcomes than academic outcomes and it does not routinely consider the progress and attainment for learners with different types of SEND.
	Meeting learners needs in all schools can be challenging as there is not always sufficient resources available to meet the needs of all learners regarding support required; this puts additional pressure on central budgets.	The SEND Review team concur that there is currently insufficient funding to meet the profile of SEND across Guernsey and Alderney. Part of the solution is to be more efficient with existing funding streams. For example, Education Services are having to use funding allocated for teaching and learning to support health and social care needs, particularly social, emotional and mental health needs. Co-locating key aspects of Education Services with Health and Social Care Services will allow targeted resources to be pooled and minimise duplication. Meeting the current needs of learners with SEND effectively will require not only greater efficiency, but also a greater overall financial investment. The laudable ambitions to raise the level of inclusivity over the coming years will increase the required financial investment further still. However, it is likely that over time the cost of inclusion will decrease overall due to the impact of the early identification of SEND and the steadily rising quality of the universal offer.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Meeting Learners' Needs	All SENCOs have release time allocated however this is not always sufficient which means that in some schools there is a focus on 'paperwork' as opposed to leading and developing positive inclusion practices across the school.	<p>The issue of SENCO workload and allocation of time is a common concern that is also experienced in other parts of the UK. When SENCOs are spending disproportionate amounts of their allocated time completing paperwork, they become a very expensive administrator (Boddison, 2021, p62). Research conducted for SENCOs in England has recommended that SENCOs should have significant allocated time and have some dedicated administrative support (Curran et al, 2018; 2020; 2021).</p> <p>There are numerous roles that operate around and interact with the SENCO role, which could be adapted to allow the SENCO to be deployed more strategically. They include learning support assistants, curriculum leaders and pastoral leaders. The SENCO is an experienced and well-qualified professional, who should be playing a central role in relation to improving the quality of universal provision.</p>
	Ensure that the SEND register is accurate; audit and support meeting needs in schools.	The importance of accurate and timely identification has been emphasised earlier in the report. This is important because schools can minimise school exclusions for children with SEND through implementing the effective identification of needs. It is common sense that the needs of a child can be better met once they have been identified. However, unidentified needs are a significant factor in relation to permanent exclusion as demonstrated in the 'Timpson Review of School Exclusion' (Timpson, 2019). The report indicates a potential relationship between learners with non-specific SEND and permanent exclusion from school.
Processes and Functions	The SEN Code of Practice in place is well known by all Education Service colleagues and by most schools although there is a CPD requirement for new SENCOs.	Succession planning for the SENCO role would help to mitigate the risk of newly-appointed SENCOs having insufficient knowledge of the SEN Code of Practice. Where practical, serious consideration should be given to appointing an Assistant SENCO or a Deputy SENCO since this would help both with workload and succession planning. This is also important in helping to ensure that SENCOs do not become isolated (Curran, 2019), which can happen due to their role being significantly different to that of other staff (Lewis, 2017, p49; Parker and Bowell, 1998).

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.1 - continued

Summary of SEND Review Team Insights into the Services for Children and Schools Self-Evaluation

Area of Focus	Finding/Priority	SEND Review Team Insights
Processes and Functions	Review baseline allocation of resource across all schools.	The baseline allocation of resource should be tightly aligned to expectations in relation to universal provision. As expectations ratchet up over time, this should be accompanied by an appropriate increase in funding.
	Investigate greater opportunities of integrated services and colocation with HSC colleagues.	The SEND Review team are supportive of greater integration and co-location between services as per the discussion earlier in this section.
Staff Development and Review - CPD	Education Services work closely with 3rd sector colleagues to deliver training for schools and parents	Partnerships with the third sector are important and they have an important role to play in relation to workforce development. However, the SEND Review has found that, in a small number of instances, third sector partners are being asked by schools and settings to provide services that are 'drifting' from what is set out in their SLAs (Service Level Agreements). This suggests there can be a misalignment between the day-to-day provision needed in schools and the services commissioned by Education Services, which makes impact hard to establish. In general, the third sector relationships are a key strength of the SEND offer across Guernsey and Alderney. Whilst the alignment between operational needs and commissioned services needs to be checked, it should not be removed. Indeed, strengthening the professional development aspect of third sector partnerships will support the ambition to raise the universal level of provision.
	Develop SENCO CPD offer.	To ensure that the professional development offer for SENCOs is appropriate, its content should be weighted according to the distribution of needs across Guernsey and Alderney and heavily informed by feedback from SENCOs and families. The impact of such professional development can be optimised by ensuring that the SENCO is part of the senior leadership team in all schools. This will help to realise the vision of 'every leader a leader of SEND'.

SECTION 2: THE CURRENT STATE OF PLAY

2b. Services Self-Evaluation - continued

Other Education Services Self-Evaluations

In addition to the over-arching self-evaluation review, the Education Services team provide support and challenge for self-reviews in specific areas of operation. *Table 2.2* provides insights from the SEND Review team in relation to a selection of these self-identified findings and priorities. The selection was based on those findings and priorities that were relevant to the remit of the SEND Review where there were also synergies with emerging lines of inquiry.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.2

Summary of SEND Review Team Insights into the Suite of Self-Evaluation Reviews across Education Services

Area of Focus	Finding/Priority	SEND Review Team Insights
EOTAS	Data suggests that a high proportion of referrals have been in relation to Y10-Y11 students with mental health issues.	The proportion of learners with SEN in Guernsey and Alderney for whom 'behavioural, emotional and social difficulties' are their primary area of need is 21%. The implication of the 'high proportion of referrals' within the EOTAS self-evaluation is that the population of learners beyond schools has significantly more than 1 in 5 learners with needs in this area. The SEND Review has not been able to establish whether this difference is due to other types of SEN not being identified and met, thereby causing social, emotional and mental health needs, or whether there are other reasons.
	The referral from school includes a letter or report from a qualified doctor - paediatrician/psychiatrist. Ensuring the necessary medical information is received can take time, which causes delay in offering EOTAS tuition.	The SEND Review team have identified this as a tangible example of where the strategic joining-up of Education Services with health and Social Care Services could make a material difference to learners with SEND and their families. Rather than the pressure and responsibility being placed on the family to secure the necessary evidence from health professionals to share with education professionals, this responsibility could rest with the professionals themselves. This would minimise the type of delays described here and ensure that EOTAS tuition was in place as quickly as possible.
Hearing Impairment	Continued support to access appropriate training is both proactive and creative. There is no Service budget for LSA training.	This reinforces the rationale for investing in a professional development offer that spans the full breadth of the workforce. The feedback from families was that the quality of provision from LSAs (Learning Support Assistants) was mixed. Whilst there was general consensus that LSAs cared profoundly about their work, some were deemed to provide excellent support, whilst others were deemed to be ineffective. It is therefore important that LSAs are a key element of any investment into professional development for SEND.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.2 - continued

Summary of SEND Review Team Insights into the Suite of Self-Evaluation Reviews across Education Services

Area of Focus	Finding/Priority	SEND Review Team Insights
Hearing Impairment	The current situation regarding the difficulties of storing equipment does mean that it is not always managed as effectively as it could be if the Service was in a purpose-built venue, as it was previously.	<p>This is akin to the earlier point around SENCOs spending disproportionate amounts of their time on paperwork. If deficiencies within the wider infrastructure are impacting on the availability of staff with specialist skills to undertake their role, then this constitutes a direct hidden cost to the provision.</p> <p>To ensure that learners with SEND are not disadvantaged by this, the funding provided to enable such provision must factor in these additional costs. Better still, the deficiencies should be addressed as far as possible. In this specific instance, the co-location of this service with other services may enable a more appropriate venue to be identified.</p>
Visual Impairment	Specialist devices are as discreet as possible.	<p>The SEND Review team note the value of having assistive technology that is discreet. In addition to this, and as part of raising the universal offer, consideration should be given to having the integration of assistive technology infrastructure into any capital development projects in schools and settings as standard. This would ensure that the educational estate is better able to provide for a broader range of SEND, including relatively low incidence needs such as sensory impairment.</p> <p>One of the underpinning principles of quality-first teaching is the idea that what works for learners with SEND often works for all learners (Boddison, 2021, p5). This principle extends to other areas, such as assistive technology. There will be some learners who do not have any identified SEN, but the use of assistive technology does enable them to better access the teaching and learning offer. Therefore the investment in assistive technology can have a significant impact beyond those with low incidence needs.</p>
	Guernsey Blind Association and The Croft work together to support our VI children.	The SEND Review team heard on many occasions the value that the third sector was adding to inclusive practice across Guernsey and Alderney through its role as an effective strategic partner. Whilst much of the evidence pointed to the role of the third sector working directly with families and with Education Services, this shows how third sector organisations are also collaborating directly with each other to improve the overall experience of learners with SEND.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.2 - continued

Summary of SEND Review Team Insights into the Suite of Self-Evaluation Reviews across Education Services

Area of Focus	Finding/Priority	SEND Review Team Insights
Home Education	If a child with SEN is to be reintegrated back at school, the Educational Psychology Service offer support in the identification of needs so that the appropriate provision and support can be planned for.	The impact and value of the work done by the Educational Psychology Service was outlined earlier in this report. This example further emphasises the breath of the work done by this important team within the Education Services on areas that go beyond the day-to-day school environment.
Inclusion Outreach Service – Les Voies	The service has developed the SEN flow chart with identifies a clear pathway for CYP with additional needs including SEMH.	The SEND Review team welcomes the use of the terminology ‘social, emotional and mental health’ to describe this aspect of the support being offered by the inclusion outreach team. However, it is noted that the SEN Code of Practice uses the terminology of ‘behaviour, emotional and social difficulties, including mental health issues’. The presence of the term ‘behaviour’ is unhelpful in that it is leading some workforce professionals to focus on addressing the behaviour rather than the underlying needs. To realise the ambition of inclusion, it is important that the challenging behaviours of learners is seen as a communication of need. This is a good example of where the SEN Code of Practice needs to be modernised and updated.
	Engagement with parents and carers is a strength of the service.	The consistent implementation of effective coproduction is an area that the SEND Review team has identified as an area for development. Feedback from families suggests that coproduction is strong in some cases, but not in others. Several families have argued that it is those who ‘shout loudest’ who seem to secure the highest level of support.
	There is a need to further develop robust assessment procedures for interventions that clearly evidence the levels of SEMH progress students are making.	This is a clear example of an alternative outcomes measure that can be considered alongside academic outcomes when appropriate. This demonstrates that a broader notion of outcomes already exists within Guernsey and Alderney and this needs to come to the fore.

SECTION 2: THE CURRENT STATE OF PLAY

2c. Affordances and Constraints

The review team identified a number of over-arching strengths and difficulties in relation to how the current education strategy supports or hinders SEND and inclusion and these are listed below in *Table 2.3*. In summary, the ambition to be inclusive exists at all levels of the workforce, but there is a lack of consensus of what inclusion means and in practice and who should be responsible for it. Where the concept of inclusion is well understood and each individual understands the contribution of their own role, learners with SEND have a positive experience.

SECTION 2: THE CURRENT STATE OF PLAY

2c. Affordances and Constraints - continued

In most schools and settings (and in the wider services that support them), inclusion is well understood by leaders, but there are some common barriers that are preventing inclusive practice:

Systematisation challenges:

- » No legal obligation (or resources) to provide for learners with SEND under the age of five years old and over the age of 18
- » No clear articulation of what constitutes 'ordinarily available provision' that is independent of the resource availability
- » A lack of clarity in relation to the identification pathways for certain types of SEN. For example, there is currently a common misconception that an assessment for ADHD is required before an assessment for ASD can be considered

Lack of targeted capacity within the workforce:

- » SENCO time being spent on administration rather than supporting the development of universal provision
- » Specialist resources being allocated to those who 'shout loudest' rather than those with the highest levels of need
- » The lack of a children's services infrastructure means that Education Services and Health and Social Care Services can become siloed in delivery of their objectives

Workforce inconsistencies in relation to the required knowledge and expertise:

- » Significant variation in the qualifications and experience of Learning Support Assistants means that such support is a lottery for learners with SEND
- » There is a general lack of awareness and understanding of neurodiversity and attachment
- » Identification of SEN prior to a determination is overly-subjective with insufficient scrutiny

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.3

Affordances and Constraints of the Education Strategy and Approach in the Context of SEND and Inclusion

Affordances	Constraints
<ul style="list-style-type: none"> » The planned reforms in education are far-reaching, ambitious and potentially transformative. » The Children and Young People's Plan is mission-driven and spans all areas of education including home education. » If implemented effectively, the broader education strategy will support improvements in the attainment and achievement of all learners, including learners with SEND. » The focus on being included and respected should have a positive impact on reducing exclusions and bullying, and improving attendance. » The explicit articulation of SEND as 'just another barrier to learning within an inclusive model' is useful in supporting the workforce for transition from a medical model to a social model of SEND. » The focus on developing the notion of the 'inclusive classroom' aligns closely to the ambition of improving universal provision. » The commitment to prioritising early identification, early intervention and preventative work will require up-front investment, but should secure long-term savings. » The emphasis on social, emotional and mental health needs, the inclusion outreach work spearheaded by Les Voies school, and the appointment of Mental Health and Wellbeing Champions in school are all essential to address the significant issues being faced by schools across Guernsey and Alderney. » The commitment of school and setting leaders and service staff to implementing and supporting inclusive practices will help to deliver the required changes. 	<ul style="list-style-type: none"> » Some schools and services may feel there are too many initiatives they are required to implement at once, preventing them from implementing all well. » Where departments operate in silos, this will add unnecessary costs and other inefficiencies. For example, the SEND Review found limited evidence of children and young people's aspect of youth justice within mainstream education. The youth justice team has identified several young people who have been incarcerated and who are on the autistic spectrum. Linking education in prison more explicitly to the education programme more broadly may prove useful for children and young people with SEND. » Whilst there are good examples of schools embracing inclusion, the expectations for outcomes in relation to specific areas of SEND are not yet explicit enough. For example, learners with non-cognitive forms of SEND should be expected to secure academic outcomes that are equivalent to those without SEND. » The role of coproduction is still emerging and families would welcome a more explicit expectation of meaningful partnership to be expressed as part of the strategy. Currently, there are too many instances where parental involvement is more 'done to' or 'done for' rather than 'done with' consisting of families being kept informed rather than being actively engaged.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals

The perspectives presented in this sub-section are drawn from feedback provided by the full range of workforce professionals alongside insights from the SEND Review team. The sources of data drawn on include the focus groups, the stakeholder survey and individual interviews. The discussion is presented against the areas of the scope introduced in section one.

It should be acknowledged at this point that vast majority of the workforce professionals who provided information to the SEND Review reported having a positive overall experience of the SEND process within Guernsey and Alderney. One of the key reasons for this was because of its relatively small scale and the strength of personal relationships within and across Services, which meant that issues could be resolved quickly.

Those workforce professionals who had more recently come to work in Guernsey and Alderney fed back to the review team that these strengths were also weaknesses for SEND, since it meant the system was based on individuals, personalities and ‘the Guernsey way’ rather than formalised and transparent systems and structures. That said, the overwhelming view from workforce professionals was that they and their colleagues were doing their best with the resources they had available to them.

Those workforce professionals who had been in post for longer were eager to highlight the excellent practice they felt was going on. With their institutional memory, they were able to confirm and acknowledge the progress that had been made on inclusion in general and, within that, the support in place for children and young people with SEND. In particular, they emphasised the work that had been done by the Inclusion Team in sorting out legacy issues and in joining up hitherto disparate elements of the service.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Workforce professionals frequently raised concerns about the current approach to multi-agency working. The over-arching concern was that whilst each of the Services had responsibility for their respective areas, the responsibility for ‘joining the dots’ was left to families. The general view was that the Services operating under different committee areas tended to operate in silos (although some exceptions are identified in the report) and that a significant strategic prioritisation would be needed for a more holistic service to be provided.

Access to funding for supporting a learner with SEND was seen as a minefield for families, schools, settings, Services and third sector organisations alike. There was a common consensus that the approach taken to funding SEND should be made clearer and more strategic, and all concerned should understand how funds are allocated. Currently, workforce professionals feel there is limited transparency about this and there is a significant and growing perception that funds are prioritised for those who ‘shout the loudest’.

Some of the lobbying groups identified the lack of equality and disability discrimination legislation, which they felt should be the backbone of inclusion and SEND with all policies and practices flowing from such legislation. Whilst the SEND Review team are in broad agreement with this, it is important that the development of processes, policies and practice are not be delayed whilst waiting for any changes to such legislation.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Establish the extent to which provision within all education settings is successfully and consistently meeting SEND learner requirements at every level and at each phase.

Model of SEND Provision, Identification and Strategic Focus

- » The model of provision for supporting learners with SEND is seen as a medical model of 'fixing the learner' rather than a child-centred social model. The social model of SEND provision has an overt focus on 'removing the barriers to learning', which would benefit all learners across Guernsey and Alderney, including learners with SEND.
- » There is concern that provision in schools and settings is driven more by political priorities than the needs of learners. A specific example given was the recent focus on literacy, which was deemed to have an insufficient emphasis on the underlying needs such as dyslexia or social, emotional and mental health. Some felt the focus on literacy was a response to improving academic outcomes in general rather than supporting the literacy needs to learners with SEND.
- » The SEN Code of Practice is seen as out of date and there is broad support from all stakeholders for it to be reviewed and updated. The updated Code of Practice should include clear and explicit expectations in relation to universal provision and should include an independent and effective appeals process in relation to a Determination of SEND. It is noted that there have recently been updates to equalities legislation and consequently there is now an increased urgency for the review of the Code of Practice.
- » Disability campaign groups were highly critical about the lack of a culture of reasonable adjustments and this was echoed by other workforce professionals. This is due to a lack of equality and disability discrimination legislation, which has been raised consistently by disability campaigners over the past 15 years.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Model of SEND Provision, Identification and Strategic Focus - continued

- » Whilst SEND provision is based on a medical model of intervention, it is noted that the process of SEND identification generally works on the basis of education professionals 'identifying needs' rather than requiring formal 'medical diagnosis'. This is seen as positive, since it broadens out access to support and wider provision. Nonetheless, the absence of a Clinical Lead on the island to facilitate the diagnosis of autism was repeatedly highlighted by all stakeholders as a significant issue. The resulting delays have had a long-term impact as, despite working on a 'needs basis', a diagnosis for autism is required for access to wider services outside the education setting. Workforce professionals felt that, in the case of autism, access to support was only available 'at crisis point'. There is also common misconception amongst stakeholders that support for autism can only be provided once an identification of ADHD needs has been ruled out. Third sector autism specialist organisations have taken significant steps to support learners with autism and their families, but that is not a sustainable solution.
- » Education professionals responding to the survey (n=114) suggested they were only 70% confident that the identification of SEND was accurate. It is also noted here that other stakeholder groups were significantly less confident about the accuracy of identification, with pupils (n=162) only 56% confident, and families (n=153) only 44% confident. Across all stakeholder groups (n=461), confidence in the accuracy of identification was 56%.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Universal Provision and the Role of Workforce Professionals

- » There is a widespread and fundamental misunderstanding about the role of teachers in supporting learners with SEND within mainstream classrooms, and particularly the role of specialist services. A significant number of mainstream school-based professionals suggested that once a child presents with SEND, these needs should be ‘subcontracted’ to a specialist service or school. For these teachers, there was a perception that learners with SEND were diverting limited teacher time away from other learners. They made the point that if learners with SEND were in mainstream, then the SENCO or LSAs should be responsible for them, but if they could not cope with the mainstream curriculum they should be referred to a specialist setting. When probed about what specific needs were being referred to, a range of SEND was mentioned, but the over-riding concern seemed to relate to behavioural issues. This suggests that some teachers do not see teaching learners with SEND as their responsibility and that they have not understood the principle that poor behaviour is a communication of unmet needs.
- » Non-school-based professionals feel that the perception of teachers in mainstream schools is that learners with SEND should be educated in specialist settings. There is a general consensus that teachers in mainstream schools do not recognise that ‘every teacher is a teacher of learners with SEND’. When pressed further, there was a view that the absence of sufficient quality SEND content within Initial Teacher Training was creating an inconsistent baseline for teachers’ understanding of SEND and their role in relation to universal provision.
- » There is a recognition amongst workforce professionals that a systematic approach to the identification of SEND and the subsequent allocation of resource and provision would improve confidence across all stakeholder groups.
- » The core of the strategic approach to SEND and inclusion was seen by many as the Children and Young Peoples’ Plan. However, there were concerns that the vision in this plan may not be realised because many of the services are operating in silos and are often seen as being hung up on structures rather than on the delivery of support for the learner.
- » A comment from one workforce professional captured the point that had been made by several, “People need to understand that good SEND practice is good for every pupil”.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

The Significance of Individuals in Successfully and Consistently Meeting the Requirements of Learners with SEND

- » Service-based professionals were clear that despite their best efforts and intentions to provide a joined-up health, social and educational response to needs, the underpinning systems and processes were Service-based, which was a barrier to a learner-centred provision. Workforce professionals stated that in many instances they actively seek each other out to deliver a holistic approach, but that this was driven by individuals' understanding of effective practice rather than policy, systems and processes. This is a demonstrable example of the fragile over-reliance that Guernsey and Alderney have on individual good-will rather than formal structures.
- » A significant number of specific workforce professionals were picked out as being knowledgeable and pro-actively helping learners with SEND to get the provision they needed. This genuine personal touch underpinned by strong professional relationships meant a lot to children and families. However, the individualised nature of this knowledge and support is such that it is not consistently available to all learners with SEND.
- » It was highlighted that personal experiences and provision for learners with SEND is highly variable across the different phases of education. Workforce professionals feel that this is largely influenced by which school the learner goes to and whether the learner has a Determination of SEN, an effective teacher, or a delayed identification/ diagnosis.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Phase-Specific Provision

Early Years

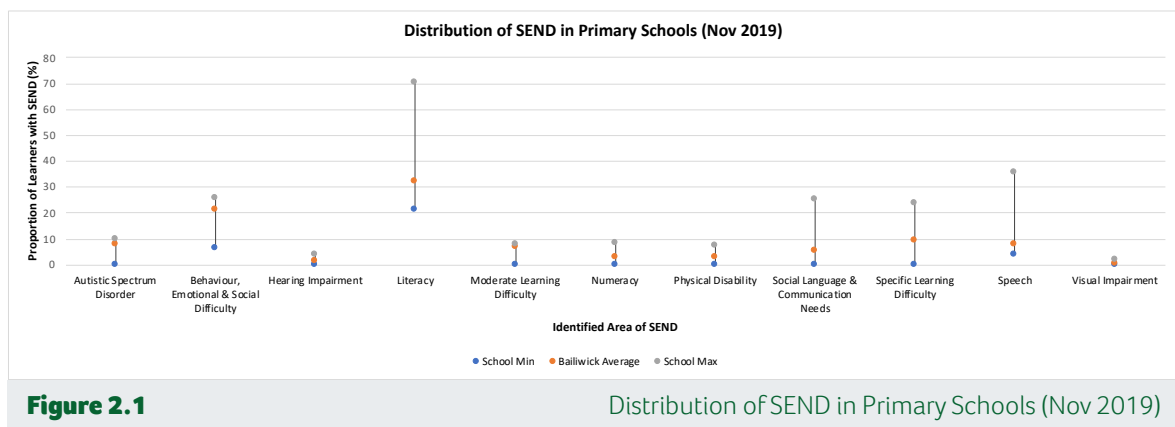
- » It has already been noted that the SEN Code of Practice is out of date and it is further noted here that this particularly disadvantages the identification of SEND in the early years phase due to the 5-18 age restriction in applying the code.
- » Workforce professionals have put support in place for some of those below age five with identified needs. However, it is clear that this is happening on the basis of 'good will' in recognition that early intervention will lead to better outcomes in the long term.
- » Identification of, and support for, sensory impairment in early years is seen to be sufficient and effective by the professionals themselves who reported that medical diagnoses provide a clear indication of need and consequent support.

Primary

- » Echoing the identification concerns raised above, there are significant disparities between the prevalence and distribution of needs in different primary schools in Guernsey and Alderney. *Figure 2.1* shows that literacy needs, speech needs, and social language and communication needs had the most variation. The identification of literacy needs in particular appears to be disproportionate to all other needs. The SEN register data provided by the Education Services team had indicated those schools who were identifying needs significantly above the average for Guernsey and Alderney so that potential over-identification could be explored further. This aligns with the point made in the Education Services self-evaluation about inflated SEND registers. However, it is notable that neither the self-evaluation document nor the SEN register data indicated schools where they might be potential under-identification of SEND. This suggests that the rationale of the data analysis around prevalence of SEND is driven by the need to manage resources rather than to ensure identification is accurate.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued



Phase-Specific Provision - continued

Primary - continued

- » The quality and experience of Learning Support Assistants and the way in which they are deployed varies significantly between primary schools. This is not accounted for by the variation in identified needs. One school-based professional described this as a 'lottery for learners' because it was never clear whether they would have a positive experience or not.
- » Partnerships between third sector organisations, primary schools and families are seen as particularly strong, but this is due to the relationships between specific individuals rather than any strategic policy framework.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Phase-Specific Provision - continued

Secondary

- » Professionals in secondary schools felt they were only able to address the ‘tip of the iceberg’ when it came to meeting the needs of learners with SEND. They suggested there was a ‘big gap’ in relation to SEND provision in mainstream settings.
- » The focus on behavioural needs in the secondary schools indicates a lack of timely identification of SEN, which may pre-date the learners starting at secondary school or even primary school. Based on the evidence seen by the SEND Review team, it is highly likely that there are learners coming to the end of their time in secondary school whose needs have not been identified in the early years, primary or secondary phase of education.
- » There is a greater (and arguably increasing) demand for resource bases for learners in mainstream schools at the secondary phase.
- » Non-school-based workforce professionals raised repeated concerns that secondary school teachers perceive external agencies as the core provider for learners with SEND.
- » The effectiveness of multi-agency communication between specialists and secondary school teachers varies significantly between schools.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Phase-Specific Provision - continued

Further Education

- » Transition planning for learners at School Action and School Action Plus is less consistent than for those with a Determination of SEN.
- » Similarly, multi-agency support is seen as stronger for learners with a Determination of SEN than those who were at School Action and School Action Plus.
- » College leavers with SEND move into an adult system and those who are unemployed are able to access support from third sector organisations to help them gain employment. This is an area which is successful, but workforce professionals believe it is underfunded and over-subscribed.
- » Learners with SEND attending the further education college are assumed to have a low level of learning potential and some are inappropriately enrolled to low level literacy or numeracy courses. There is limited awareness of learners with DME (Dual and Multiple Exceptionality) and this is a barrier to learners achieving their full potential.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Phase-Specific Provision - continued

Special Schools and Other Specialist Settings

- » Provision in special schools and specialist settings is generally deemed to be strong resulting in pressure on admissions. The work of the inclusion outreach team in Les Voies is having a positive impact in mainstream schools, but to ease pressure on admissions in the medium term, specialist settings may need to provide further support to help schools significantly raise the quality of the universal offer. *Figure 2.2* shows the very gradual increase in the proportion of learners with SEND attending special schools, but it also demonstrates that the vast majority of learners with SEND attend mainstream. This emphasises the importance of getting the universal offer right.

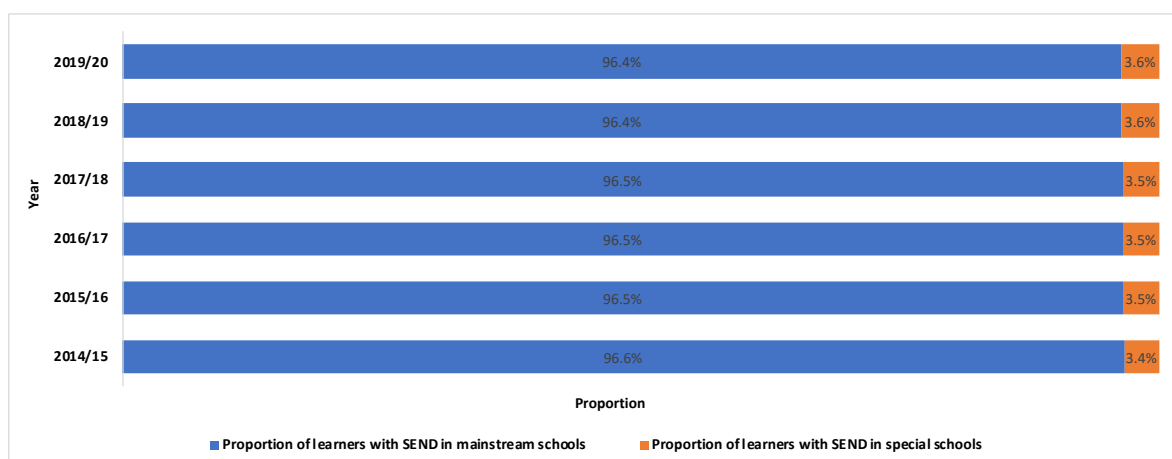


Figure 2.2

Proportion of Learners with SEND in Mainstream Schools and Special schools

- » The review team understands that specialist settings support non-school phases of education (notably early years and further education) in a number of areas, including sensory impairment and providing direct support for resource bases.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Explore the nature and sufficiency of resources and funding arrangements for learners with SEND including how efficiently these are used by schools and services across The States of Guernsey to meet the needs of learners and their families.

Multi-Agency Collaboration

- » Multi-agency collaboration was repeatedly self-identified as an area in which further improvement could be made. Whilst there was evidence of a great deal of current collaboration, there is a desire for more structure with shared vision, policy, structures, and processes to enable a systematic approach to collaboration.
- » One suggestion to support new and emerging areas of need was to have an Innovation Fund aimed at the third sector to pilot new ideas and approaches. Successful initiatives could then be embedded with support from central service teams. This approach carries minimal risk, but could result in significant positive impact for learners with SEND.
- » The SEND Review team were provided with several individual examples of how multi-agency collaboration had supported learners with SEND. It is not possible to share the specific cases due to ethical issues of confidentiality. However, the 'Pathways' pilot for looked after children was seen as a good example of multi-agency collaboration involving health and social security, housing and other departments. This is an example of an existing model of collaboration that could be replicated to support with learners with SEND.
- » Only 20% (n=23) of education professionals responding to the survey (n=115) believed that education professionals more broadly worked effectively with other agencies and providers. 72% (n=83) believed that education professionals always, or usually, worked effectively with other agencies and providers.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Deployment of Resources and Expertise

- » Concerns about resource allocation being based on ‘whoever shouts loudest’ were raised numerous times by services beyond education. In the words of one workforce professional, “There is no equity about the distribution of resources. It’s a case of who shouts loudest.”
- » Whilst there is widespread recognition that some of the approaches in place across Guernsey and Alderney may be out of date, sometimes there is a lack understanding or appreciation of those things that are already in place, often recommended by others, who have also come from off-island or who have expertise in a particular area.
- » Some non-school-based professionals shared frustrations that they were seen to be a resource for the learner, rather than the school or setting. This was often linked to the absence of a culture of inclusion, so their role became focused on ‘fixing the individual learner’ rather than ‘removing the barriers’ to learning.
- » Some concern was raised that once a learner’s needs had been identified, the necessary resources to support them did not follow the learner. Each school or setting has to make the case for any additional resource required to meet individual needs, which is problematic because (a) some schools are better than others at making the case, and (b) it introduces unnecessary uncertainty and anxiety for learners and their families.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Recruitment and Retention

- » An issue which was raised repeatedly by all sectors and services over the course of the SEND Review was the difficulty in recruiting high calibre staff onto the island. As a result of recruitment problems, some key posts had remained vacant for long periods or the service has had to be delivered 'off-island'. The arising gaps in provision have caused issues, particularly for parents and carers who then had to spend funds to, for example, get their child assessed or supported privately on the island or on the mainland.
- » Recruitment and retention at all levels of the education and SEND professional system was repeatedly highlighted as an issue, with the absence of a professional able to formally diagnose autism as the most pressing concern.
- » A small number of people raised concerns about the absence of a Director of Education based permanently on the island.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Overall Level of Resources

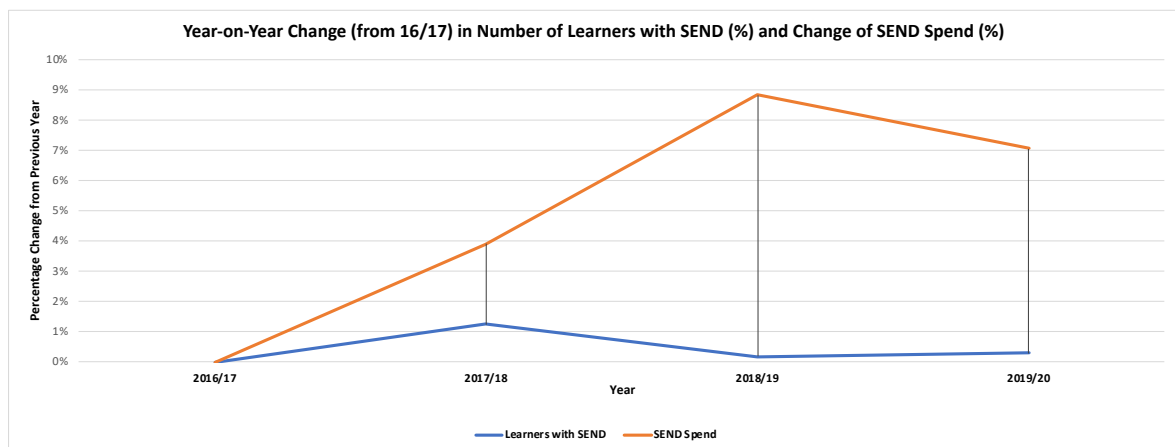


Figure 2.3 Comparison of Increase in Number of Learners with SEND and Increase in SEND Spend

- » Since 2016/17, there have been year-on-year increases on both the number of learners with SEND and the amount of money spent on SEND (this is the total of central support, support services, special schools/settings, third party payments). *Figure 2.3* shows that the increases in SEND spend have been significantly greater than the increases in the number of learners with SEND. Nevertheless, there is a general consensus from both workforce professionals and families that the current level SEND spend is insufficient. It is noted that this simple comparison does not factor in cooccurring needs, complexity of need and the potentially significant levels of inaccurate identification of SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Overall Level of Resources - continued

- » Whilst a lack of resources was mentioned by the majority of workforce professionals, there was also a general acknowledgement that, whilst the amount of resources could be higher across the whole area of SEND and inclusion area, it was the accessing of those resources which was the most significant issue. Similarly, workforce professionals from all areas identified that the allocation of resource was inconsistent and this was causing further issues. One service-based workforce professional described the situation as follows: “The resources are there but I have to manage them flexibly. If I need to support lots of pupils, I must be a bit like an accordion. I delay this to support that. It’s about juggling. However, I can’t make it too easy for pupils to come to me or schools will send me more cases.”
- » Only 3% (n=4) of education professionals responding to the survey (n=115) believe they always have sufficient resources to support learners with SEND. It is notable that 29% (n=33) rarely or never have sufficient resources.
- » The adequacy of resources was a key theme within the qualitative comments in the survey and respondents were clear that this included physical resources as well as funding.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Engage collaboratively with children with SEND and their families, partner agencies (including those within other committee areas such as The Committees for Health and Social Care/Employment and Social Security) and third sector organisations; enabling them to have an input into reviewing current provision and scoping future provision

Whilst this element of the scope of the SEND Review was in place to ensure that all stakeholders were included within the review, the team chose to extend this further. In particular, the review team sought to consider perspectives on how the full range of stakeholders can continue to be included beyond the period of the SEND Review.

Transition

- » Although support for learners with SEND at key transition points is improving, the view of workforce professionals is that further improvements are needed to ensure this is consistently smooth and coordinated.
- » For learners without a Determination of SEN, transition between phases of education was highlighted to be an issue, primarily in relation to the sharing information.
- » Conversely, the experience of transition for adopted children and children in care with SEND was described to be smoother on account of effective record keeping and information sharing.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Gaps in Family Engagement Due to Age Restrictions

- » Interventions in response to SEN only formally begin when children enter the school system at age five. For some children, the issues they experience have already manifested themselves and intervention post-five was sometimes unnecessarily problematic as a result.
- » Issues also arise at the other end of the age spectrum, with provision ‘falling off a cliff’ for many young people with SEND. Whilst a young person with SEND may informally receive support post-19, once they enter the adult service, the consensus from workforce professionals is that there is little formal support available for them across Guernsey and Alderney.
- » The absence of a formal mechanism for the identification and subsequent provision of SEND for those below five and above 18 was identified by professionals as an issue. It was also recognised that a revised collaborative 0-25 approach could transform outcomes for children and young people with SEND. One workforce professional expressed concerns for pupils from age 16, “I believe that the bespoke needs of young people with SEND are provided at school to help them be a success and other interventions are provided to help them, for example, socially interact. But how do they do that post-16 when they leave. They might not get any support if they don’t go to college. What is needed is flexible provision with the college to help bridge the gap”
- » One suggestion was to consider piloting an all-through approach than runs from birth to 25. Alderney has just opened an early years’ facility within the school and it an extension of this service may be worth consideration (either on its own or in partnership with others) to provide an all-through service from 0-25.
- » If education was provided up to the age of 25, some workforce professionals argued that places like The Guernsey Institute could support young people as far as postgraduate level, including offering masters degrees for children with SEND who have the potential to succeed at that level.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Family Involvement in Accountability

- » Coproduced frameworks have been put together for some special education needs or disabilities but the involvement of parents and carers in the accountability structure for the monitoring of implementation would further support coproduction.
- » Some workforce professionals explicitly flagged the 'Guernsey culture of high expectations'. In some specific cases discussed with the review team, this resulted in parents becoming frustrated if an identification and intervention process took longer than eight weeks. For comparison, the equivalent process in England can take up to six months. Having parents actively involved in the accountability frameworks could support a more nuanced understanding of the processes and respective timescales.
- » 37% (n=43) of education professionals responding to the survey (n=115) do not know whether it is easy or not for children and their families to influence decisions about SEND provision. This is an area where improved coproduction could have a demonstrable impact.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Third Sector and Other Committee/Service Areas

- » Third sector representatives and workforce professionals more broadly made a compelling case for service level agreements or some other form of official understanding about what they are expected to deliver and when. Sometimes, changes are made because the school decides to focus on other issues without an understanding of the need for what and how a particular service is delivered. A more formal agreement would help to reduce the uncertainty of the relationship with schools and it could also help to put their involvement right at the heart of educational strategy in Guernsey and Alderney.
- » In practical terms, the inclusion of third sector organisations as a direct element of delivery within the inclusion strategy needs appropriate levels of funding and longer-term contracts.
- » Self-assessment of the effectiveness of collaboration amongst workforce professionals was varied, although some third sector organisations feel they have strong relationships with parents and schools. Many professionals from the health and social care service and the education service felt that they collaborated effectively, particularly with the 'Team Around the Child'. However, all agreed that this is an area which would benefit from strategic direction and oversight to maximise outcomes for learners with SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Examine the quality of training and support for teachers and other professionals who work with learners with SEND and their families and the extent to which this improves the offer that learners receive in their various educational settings.

Evidence that Further Training is Needed in Relation to the Universal Offer

- » The consensus amongst workforce professionals is that Guernsey and Alderney are in a strong position to devise and implement an ambitious training strategy to ensure that, “every professional is a professional of SEND and inclusion.” The use of the third sector to deliver training and share expertise will accelerate the realisation and impact of such a programme of professional development.
- » The role of teachers in meeting the needs of learners with SEND must be made explicit in the updated SEN Code of Practice. The philosophy and practice that ‘every teacher is a teacher of learners with SEND’ needs to be promoted at all levels of the workforce, including policy, strategy and training.
- » The notion that SEND specialists are a professional development resource for teachers to draw from (rather than a resource to delegate the responsibility of meeting needs to) should be emphasised as a key element of universal provision.
- » Numerous approaches to support learners with SEND are being used across Guernsey and Alderney, and workforce professionals have identified the need to be able to access research-informed, up-to-date training as part of a co-ordinated approach between agencies.
- » 51% (n=59) of education professionals responding to the survey (n=115) agree that teachers and support staff always, or usually, have access to training on SEND if they need it.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Evidence that Further Training is Needed in Relation to the Universal Offer - continued

- » High quality (and inclusive) teaching and learning is not consistently seen as part of SEND provision and a pattern of 'delegation' and 'abdication' to support staff was reported by workforce professionals.
- » Concerns about behaviour policies which conflict with effective SEND provision and inclusive practice have been flagged to the SEND Review team. The 'Ready to Learn' scheme was mentioned specifically, but the review team understands that this scheme is no longer in place.
- » Responses to the survey reveal a culture of 'problematizing' and 'othering' learners with SEND amongst teachers, parents and pupils. For example, "I don't want my child's learning disrupted...", "It's not my role to be the specialist for pupils who can't access mainstream classes", "Teachers let those children get away with a lot"/"they get all the attention".

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

SENCOs

- » There is widespread recognition and support for the changes which have been recently made to the training offer, particularly for SENCOS. SENCOS having access to centrally-funded training was gratefully received, however it is unclear what the long-term strategy is for the professional development of SENCOS.
- » It is widely acknowledged that the current SEN Code of Practice is out of date. Once it is updated, there will be a need for training and support on the new code across the whole of Guernsey and Alderney. It would be highly appropriate for SENCOS to play a leading role in this as the 'coordinators' of SEND provision.
- » In addition to professional development for SENCOS, many workforce professionals suggested that there needed to be a more generous allocation of time and resource to the SENCO role. For example, it was recognised that the SENCO, particularly in primary school, often had a role within the classroom and very little time to perform their SEND-related duties. Such time allocation needs to be much more realistic if the SENCO is to be optimally effective going forward.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

LSAs

- » The deployment of LSAs has been a recurring concern throughout the SEND Review. One parent commented, “nice women with no training and terrible pay speaking softly to my child isn’t teaching”.
- » Workforce professionals highlighted concerns in relation to the training and qualifications of LSAs. There is a desire for a minimum qualification along with SEND-specific professional development for LSAs.
- » A small number of workforce professionals felt that the previous model of LSA deployment (i.e. centrally deployed) was more effective than the current school-based deployment system. This concern is partially political, but more importantly it links to concerns about the qualifications and SEND-specific training of LSAs.
- » Training for LSAs working with learners with SEND is seen as a gap which needs to be filled as a priority. There is often no structure within schools to pay LSAs to attend professional development such as INSET days.
- » Whilst LSAs are not the only solution to support a learner with SEND, the reality is that they are often deployed to support teachers in the classroom. Nevertheless, LSAs are still seen for the most part as low-skilled, low paid employees who have had little training and often have a limited understanding of a learner’s needs or how to support them, but who are also often very committed to getting it right for learners with SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Assessing the quality of the governance and partnership arrangements that exist to promote and assure the best outcomes for learners with SEND including an evaluation of the impact that third sector contracts/service level agreements have on the outcomes of vulnerable learners.

Governance

- » It is important that learners with SEND and the notion of inclusion are central to governance functions as they are implemented into schools.
- » Several of the workforce professionals who engage with the SEND Review mentioned the need for a more formal, holistic structure in relation to supporting learners with SEND. A specific idea was the establishment of a children's services model of provision that would include early years. The review team believe that effective provision could be achieved through pooled budgets, pooled responsibility and pooled accountability.
- » Workforce professionals have noted that the current lack of independent governance in relation to SEND and inclusion in schools is akin to 'marking one's own homework'.

SECTION 2: THE CURRENT STATE OF PLAY

2d. Perspectives from Workforce Professionals - continued

Partnership

- » Multi-agency collaboration is often in response to individual cases rather than by strategic design, which means there are gaps in relation to thoroughly understanding each other's services, the approach they take and what more could be done to support learners with SEND. This suggests there is a need for more pro-active rather than re-active partnership.
- » There is strong support from workforce professionals for a formal joined-up approach to education, health and social care.
- » Third Sector organisations and some of the other services involved in the SEND Review strongly felt that a service level agreement or some formal understanding about what they would deliver and when would significantly strengthen provision. Sometimes, changes were made because the school had decided to focus on other issues without an understanding of the need for what and how a particular service is delivered. Without an SLA, how can third sector partners be held to account for outcomes and practice standards?
- » There was a strong belief amongst a majority of those involved with the SEND Review that the transformation work around inclusion should involve the third sector. However, it was felt that not enough of the current work in this area was done in partnership with the third sector.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes

The SEND Review team analysed a broad range of data sets provided by Education Services as well as data available from other sources such as the Guernsey Young People's Survey, the Education Law Review and the Guernsey Justice Review. This included data relating to:

- » prevalence and distribution of SEND
- » academic progress and attainment
- » attendance
- » exclusions
- » destinations
- » bullying
- » youth offending

As far as possible, and where the data was available, the review team have sought to consider three-year trends. It is also important to recognise that the elongated period of the SEND Review may mean that more up to date data is now available. Below is a brief summary of the key observations of the data provided as it relates to learners with SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Prevalence and Distribution of SEND

There is evidence that the distribution of SEND across Guernsey and Alderney is being used to drive strategic decision making, but this could be developed further. For example, *Figure 2.4* below shows how the areas of need are distributed within each phase (primary, secondary and special). This data can be useful in determining professional development priorities and identifying where there might be levels of under or over-identification of SEND. Comparing the distributions between phases can provide lines of inquiry for self-evaluation processes and school improvement partners. Distribution data can also be cross-referenced against SEND spend to establish whether funding is being prioritised in the most effective way.

One final point about the way in which data on the distribution of SEND is currently used is that the focus appears to be solely on primary areas of need. The SEND Review team have seen no evidence of analysis or strategic decision making that routinely factors in secondary or cooccurring needs.

Education Service leaders should further develop their use of data on the distribution of SEND to inform strategic decision making and school improvement processes. Similarly, Education Service leaders should routinely consider cooccurring needs when analysing data on the distribution of SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Prevalence and Distribution of SEND - continued

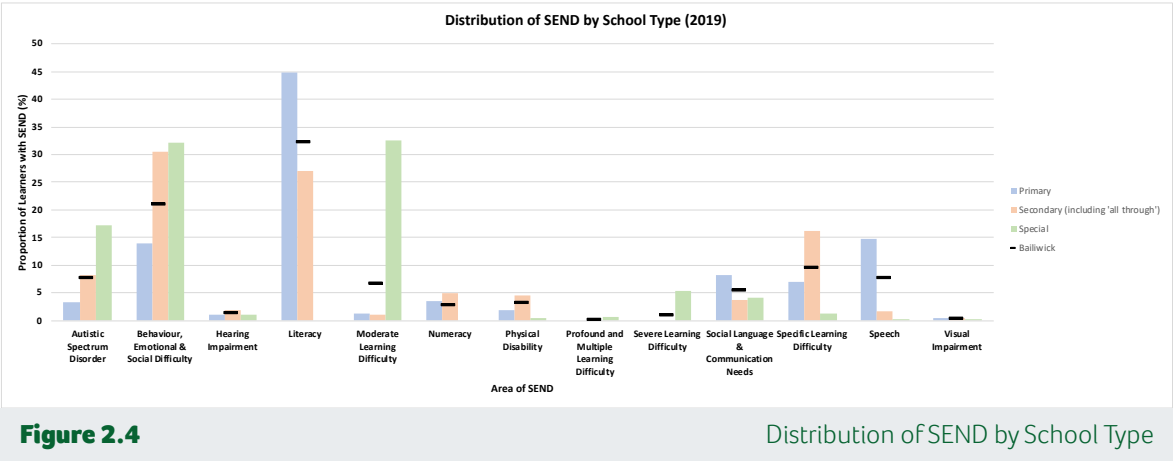


Figure 2.4

Distribution of SEND by School Type

NB - phase data based on school level averages, not pupil level data

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Prevalence and Distribution of SEND - continued

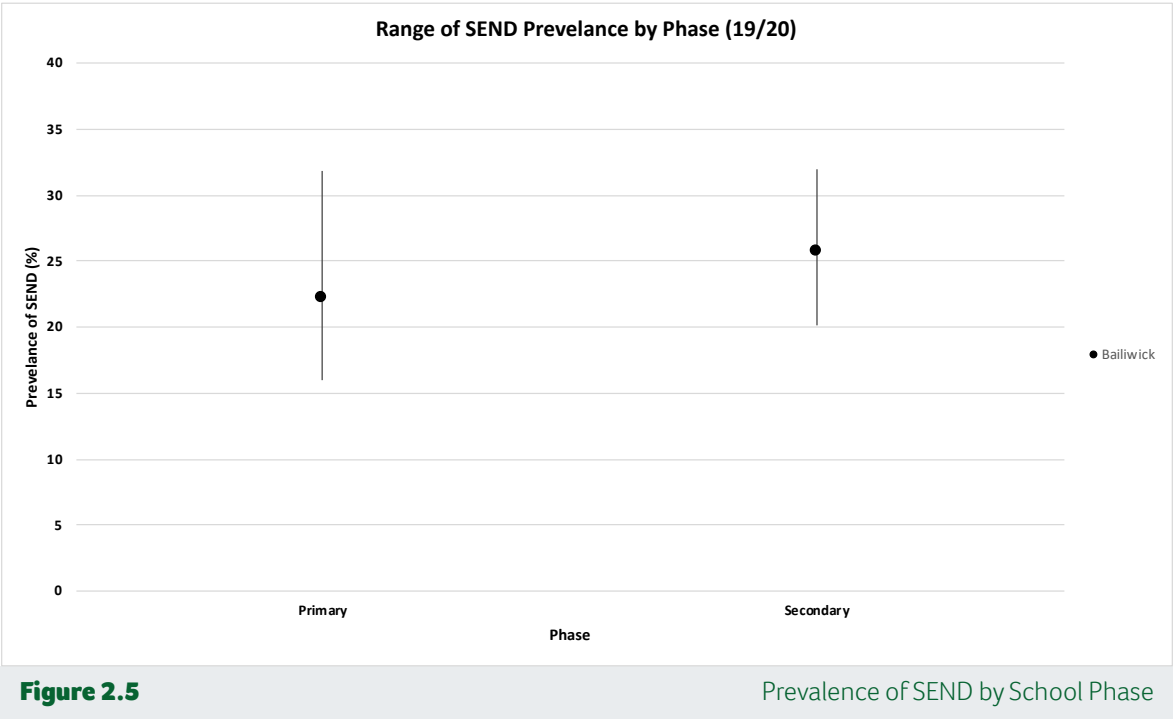
The analysis of the prevalence of SEND by phase over time (2017/18 to 2019/20) shows that the overall proportion of learners with SEND at primary level has remained relatively stable fluctuating between ~22% and ~23%. Similarly, special schools have retained a 100% prevalence by definition on account of their specialist cohorts of learners. There is a greater fluctuation of prevalence of SEND in secondary schools (between ~24% and ~26%), but there is no indication of an increasing or decreasing prevalence trend.

Whilst the overall prevalence of SEND is broadly stable, the SEND Review team remain concerned about the significant variations in prevalence levels between individual primary schools. This aligns with the evidence shared earlier in this report about concerns over the accuracy of identification of SEND. It is notable in [Figure 2.5](#) that the prevalence of SEND increases from the primary phase to the secondary phase, but the range of the prevalence of SEND between schools decreases. This may be due to the fact that there are fewer secondary schools than primary schools. However, it may also suggest that there is under-identification of SEN in some primary schools, which is being masked by over-identification in other primary schools. This narrowing of the range for secondary schools indicates a more consistent and accurate approach to the identification of SEN.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Prevalence and Distribution of SEND - continued



SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Attendance and Exclusions

The SEND Review team did not identify any significant issues in relation to attendance. The data showed that learners with SEND sometimes miss school to attend medical appointments or for other reasons associated with their needs. Attendance overall in Guernsey and Alderney is strong across the primary schools, although this decreases for secondary schools and special schools.

In relation to exclusions, it is noted that the systems and processes in place across Guernsey and Alderney are such that there are no permanent exclusions. Nevertheless, the SEND Review team are concerned about the impact that even fixed-term exclusions can have on learners with SEND.

Fixed-term exclusions at primary school level have declined slightly, but they remain too high. The review team are particularly concerned about exclusions in secondary schools with data showing that the number of learners excluded in 2018/19 (119) was almost double the number of learners excluded in 2016/17 (64). Not only does exclusion have a disproportionate impact on learners with SEND (Timpson, 2019), it can effectively increase the number of learners with SEND through the creation of more learners with social, emotional and mental health needs.

It is noted that the higher level of exclusions in secondary schools is aligned to the wider concerns raised earlier in this report about behaviour as a communication of needs, the role of the teacher in meeting the needs of learners with SEND, the quality of universal provision and the strategies in place for supporting the social, emotional and mental health needs of learners.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Academic Outcomes

At key stage 1, the data shows there has been a clear focus on closing the attainment gap between learners with SEND and learners without SEND. The most recent data available allowed the review team to consider how the attainment gap had changed between 2018 and 2019 in relation to the proportion of children securing level 2+, level 2B+ and level 3+ across English, Maths, Science, Speech and Language, Reading and Writing. It is notable that the attainment gap had improved in almost all areas (the exceptions were science and speech and language for learners achieving level 2+).

A similar pattern was seen at key stage 2 for the proportion of children securing level 4+, level 4B+ and level 5+ across the equivalent breadth of curriculum areas. The only area in which the attainment gap between learners with SEND and learners without SEND was not closed was writing for learners achieving level 4+).

It should be noted that whilst many of the successes in closing the gap were due to improvements in the proportion of learners with SEND increasing attainment, there were also some reductions in attainment for learners without SEND. Nevertheless, when the most recent attainment data is compared to historic data from 2015 and 2016, it is clear that there is currently a more targeted approach to improving attainment. Historic data shows significantly more turbulence in attainment. A snapshot of the attainment gap between 2015 and 2019 (*Table 2.4*) demonstrates both the attainment gap and the overall levels of attainment have worsened over time, and the impact for learners with SEN has been four times as worse.

SECTION 2: THE CURRENT STATE OF PLAY

Table 2.4

Attainment Gap between Learners with SEND and Learners without SEND Over Time for Key Stage 1 and Key Stage 2

	Key Stage 1, Proportion of Learners achieving Level 2+ (including English and Maths)			Key Stage 2, Proportion of Learners achieving Level 4+ (including English and Maths)		
	SEN	Non-SEN	Attaining Gap	SEN	Non-SEN	Attaining Gap
2015	68.1%	98.6%	-30.5%	60.3%	93.2%	-32.9%
2019	64.3%	97.9%	-33.6%	48.3%	90.5%	-42.2%
Attainment Difference Over Time	-3.8%	-0.7%	-3.1%	-12%	-2.7%	-9.3%

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

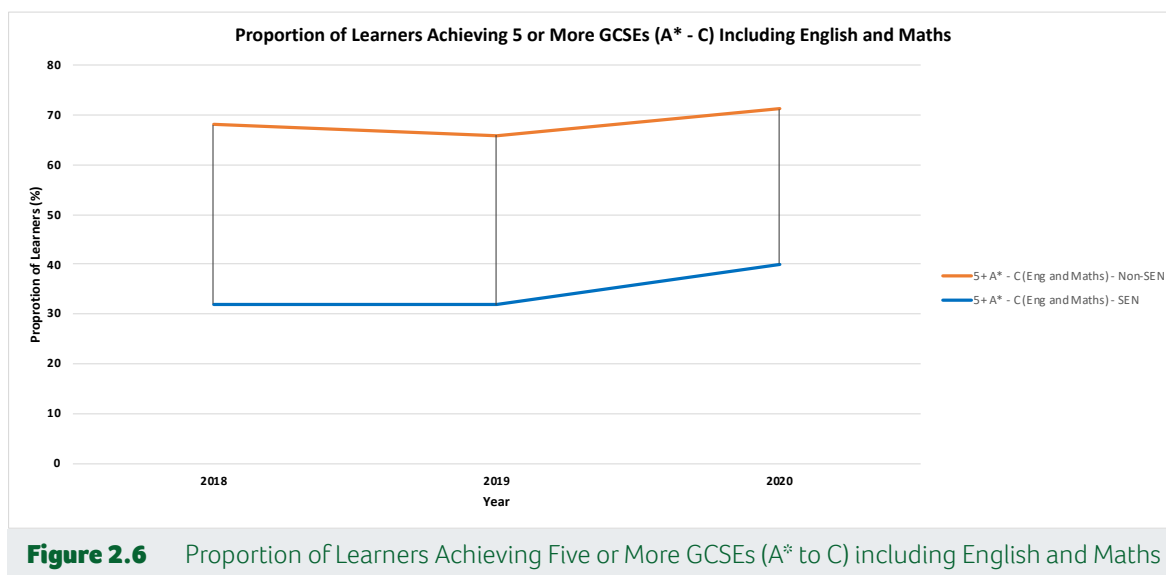
Academic Outcomes - continued

The analysis of GCSE outcomes (based on the proportion of learners achieving five or more A* to C grades including English and Maths) suggests a steady increasing trend for both learners with SEND and learners without SEND. There is also evidence of a slow steady contraction in the attainment gap between learners with SEND and learners without SEND. However, the attainment gap does remain significant at more than 30%.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Academic Outcomes - continued



There is a long-standing debate in relation to making comparisons between learners with SEND and learners without SEND. The general consensus is that progress is a more appropriate measure than attainment for comparisons, but this is based on the premise of academic progress and attainment. For many learners with SEND, academic measures will be a wholly appropriate measure. However, for some learners with SEND, it is appropriate to consider a broader notion of outcomes that extends beyond academic outcomes.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Academic Outcomes - continued

For example, where learners have a Determination of SEN and provision is put in place to support non-academic development (such as preparation for employment or independent living), then it is appropriate to put systems in place that also measure progress and achievements in these areas.

Education Service leaders should develop systems and processes to measure progress and achievement for a broader notion of outcomes, in addition to academic outcomes, where this is appropriate.

Returning to academic outcomes, the SEND Review team noted that the way in which academic progress and attainment for learners with SEND is currently being collated and analysed involves making direct comparisons between learners with SEND and learners without SEND. Whilst this does provide useful insights, a more nuanced approach would allow resources to be better targeted and would minimise the risk of unintentionally lowering expectations for learners with SEND who have the potential to achieve academic outcomes equivalent to those learners without SEND.

More than half of the 13 areas used to categorise SEND across Guernsey and Alderney are unrelated to cognition and learning. Based on the current prevalence of needs, this accounts for almost half of all learners with SEND (46.8%). This group are significant because if their needs are non-cognitive, there is no reason why their academic outcomes should not generally be as good as, if not better than, learners without SEND. For example, a learner with a vision impairment, a physical disability or with social, emotional and mental health needs should be able to achieve as well as learners without SEND. Attainment gaps between learners with non-cognitive needs and learners without SEND would indicate an accessibility issue, which is why it is so important to improve and clarify the universal offer along with a culture of reasonable adjustments.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Academic Outcomes - continued

The current approach of considering all learners with SEND as one homogenous group when assessing attainment gaps is likely to be masking the fact that (a) learners with non-cognitive needs are not attaining as well as learners without SEND, and (b) learners with cognitive needs are attaining less well than is currently thought. For those with cognitive needs, the broader notion of outcomes discussed earlier in the report may be a more appropriate and holistic measure of success.

Moving forwards, the SEND Review team would encourage attainment to be analysed not by non-SEND and SEND, but by non-SEND, cognitive needs and non-cognitive needs. It may also be useful to consider outcomes by primary area of need since this will provide a useful mechanism for assessing the impact of interventions in specific areas. For example, if there is significant investment into an intervention programme to support learners with numeracy needs, part of the assessment of impact should be the trends in outcomes (academic and broader) for learners with numeracy needs.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Post-16 and Post-18 Destinations

The SEND Review team did not review any SEND-specific data in this area. In the general data, it is noted that an increased number of young people are enrolling onto post-16 level 3 qualifications (215 pupils in 2016, then rising to 265 pupils in 2018).

For post-18 destinations, the proportion of young people moving into higher education has increased from 25% in 2012 to 30% in 2018. This echoed the increased proportion of young people moving into further education, which rose from 12% in 2012 to 14% in 2018. In contrast to this, the proportion of young people choosing apprenticeships has reduced from 8% in 2012 to 7% in 2018.

For learners with SEND, there are both academic and vocational options available at post-16 and post-18. It is important that SEND provision prior to these points is effective in preparing them for whichever option they choose.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Bullying

The survey issued to families and to children as part of the SEND Review included the opportunity to provide qualitative comments. Whilst the survey did not explicitly ask about bullying, this was a recurring theme within the qualitative comments. Several learners with SEND reported that they are bullied in school and that their school does not take consistently take bullying seriously.

Data collated in the Guernsey Young People's Survey and reported in the Education Legislation Consultation Review shows that bullying has been reducing over time. For both primary-aged learners and secondary-aged learners, the proportion stating they have been bullied has reduced between 2013 and 2019. For primary-aged learners, the proportion reduced from 30% to 26%. For secondary-aged learners the proportion reduced from 30% to 21%.

The same data also showed a decline in the proportion of learners reporting that their school takes bullying seriously over the same period. For primary-aged learners, the proportion reduced from 71% to 65%. For secondary-aged learners the proportion reduced from 44% to 30%.

Given that the previously-existing data had not considered bullying specifically in relation to learners with SEND, this line of inquiry was pursued as part of the wider SEND Review. Whilst the issue of bullying was raised by a number of families and by learners directly, the review team did not find significant evidence of a wider culture of bullying of learners with SEND. Nevertheless, it is recommended that this data is provided as part of the next Guernsey Young People's Survey, which is due in 2022.

SECTION 2: THE CURRENT STATE OF PLAY

2e. Data Analysis and Outcomes - continued

Youth Offending

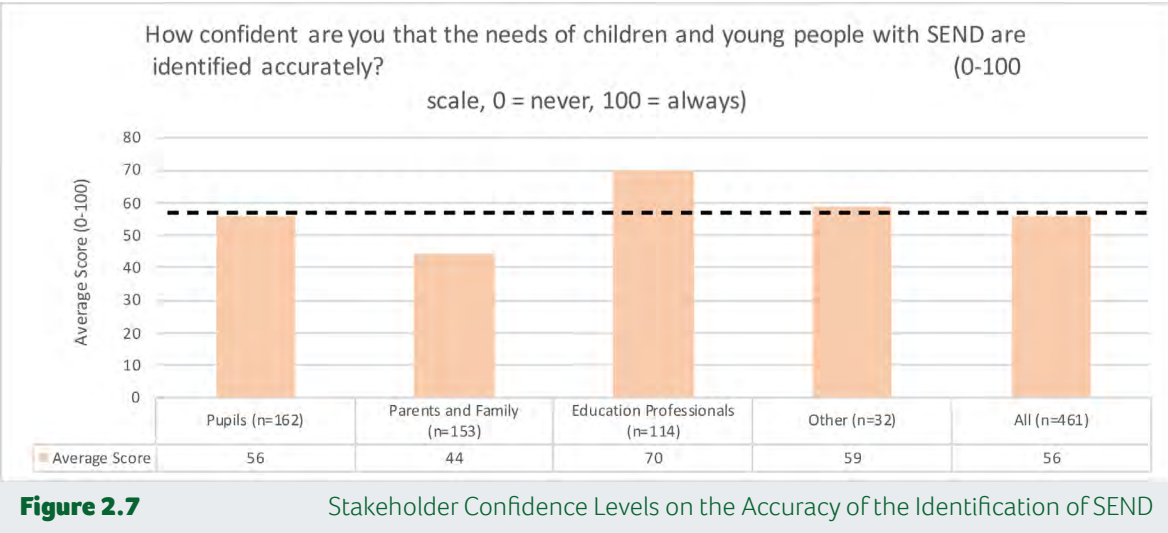
The SEND Review team noted the findings from the Guernsey Justice Review, which showed that the number of referrals to Youth Justice increased from 124 in 2016 to 148 in 2018. This is concerning in the context that SEND is typically over-represented in the criminal justice system. Autism, unidentified SEND, and SLCN (speech, language and communication needs) are typically more prevalent in the criminal justice system.

SECTION 2: THE CURRENT STATE OF PLAY

2f. Perspectives from Families

The perspective of learners with SEND and their families is a crucial and central factor in any SEND Review. Part of the challenge in capturing this perspective is the unique nature of each family’s experience and the diversity and complexity of every individual’s needs.

As was discussed in section one, three surveys were used within the review, two online surveys and one paper-based survey. The graphs that follow provide the findings from the surveys and they are followed by a brief commentary.



SECTION 2: THE CURRENT STATE OF PLAY

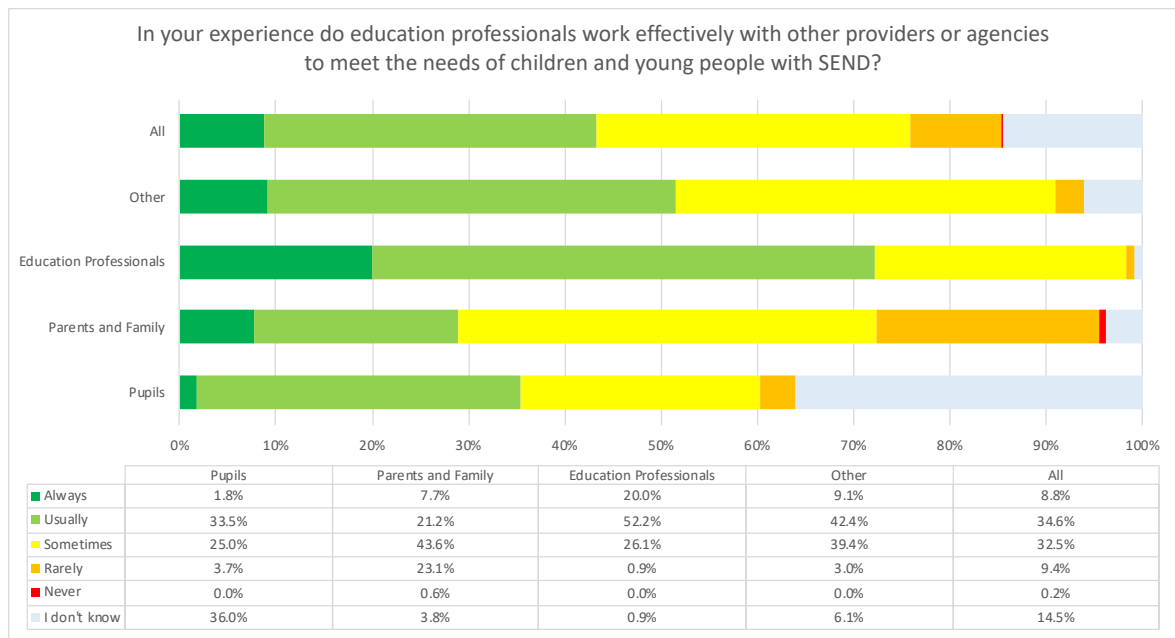


Figure 2.8

Stakeholder Experience of Effective Partnership

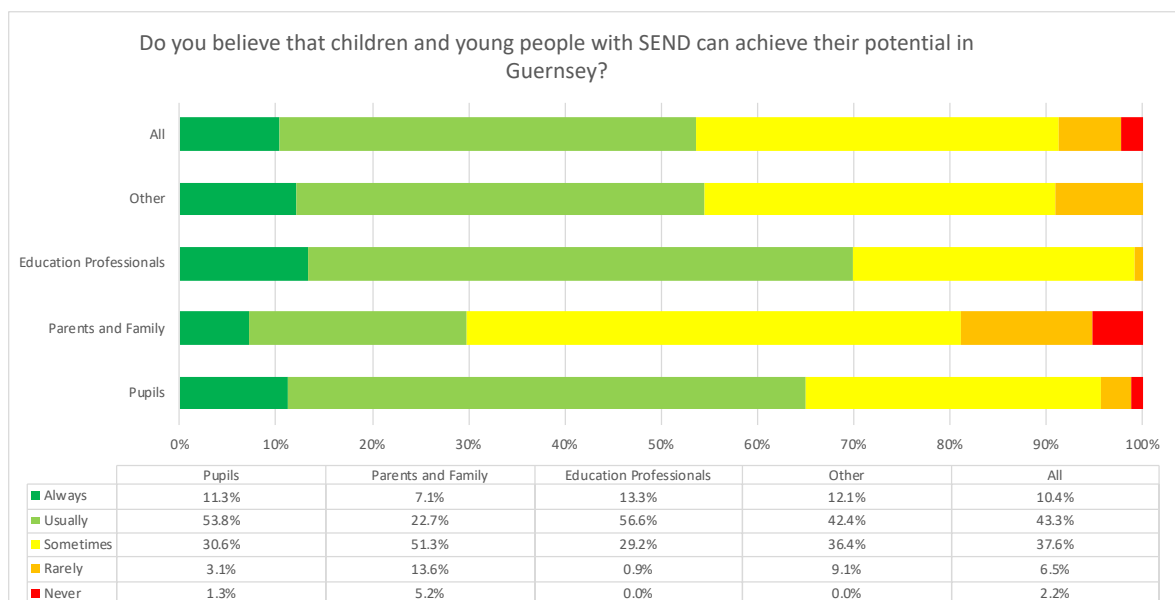
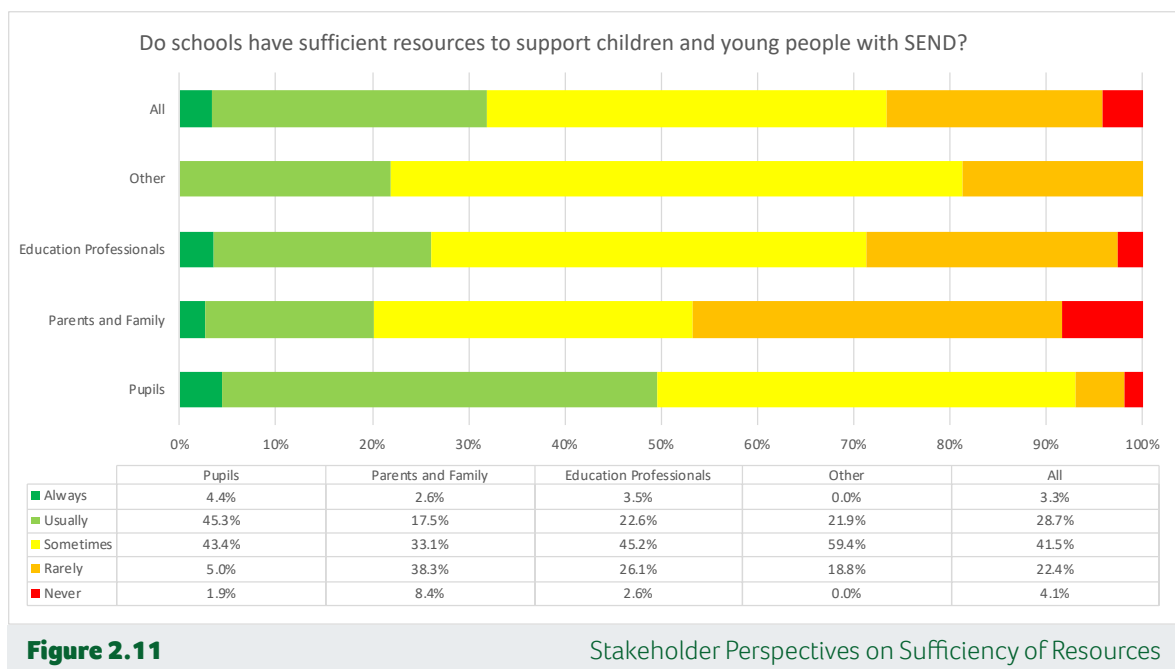
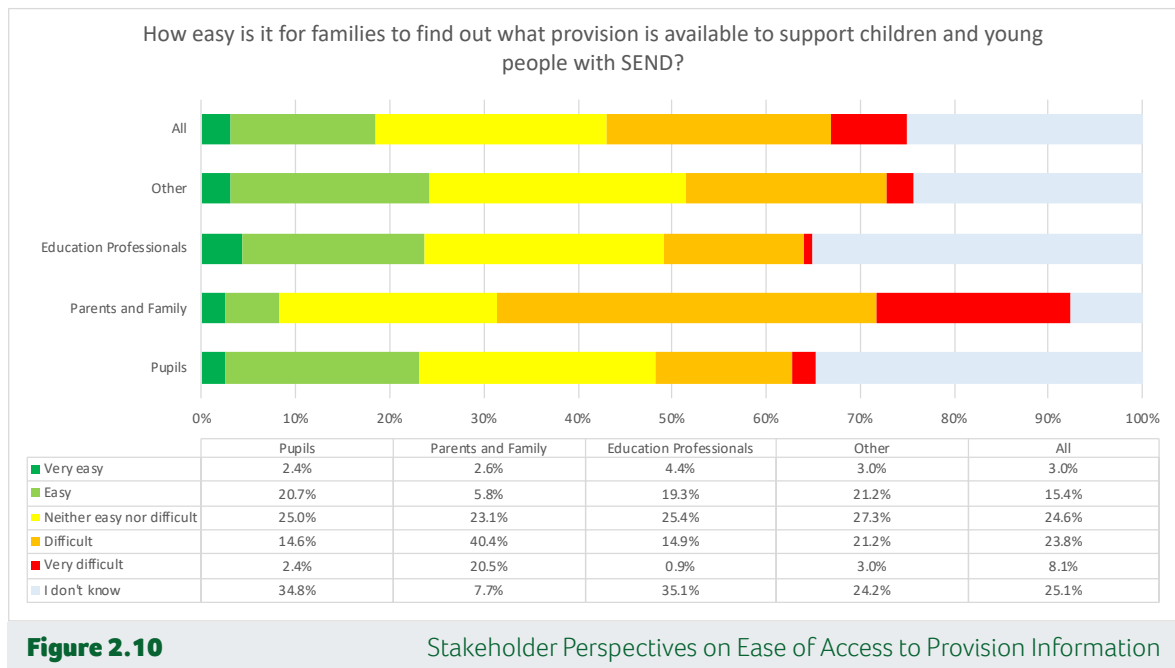


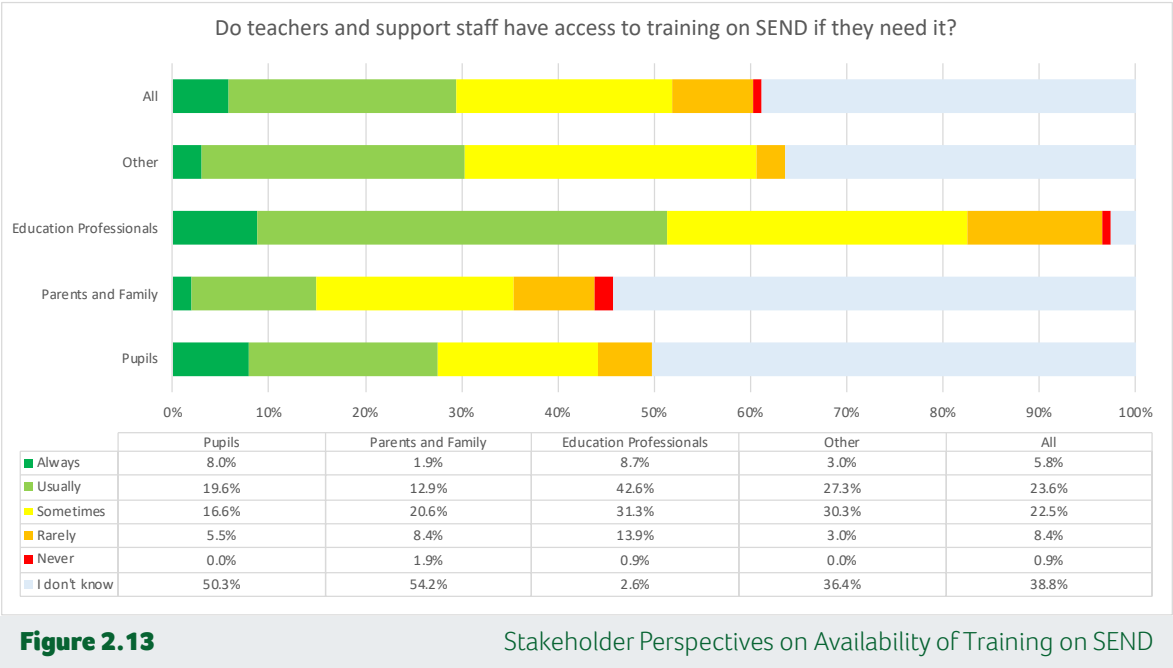
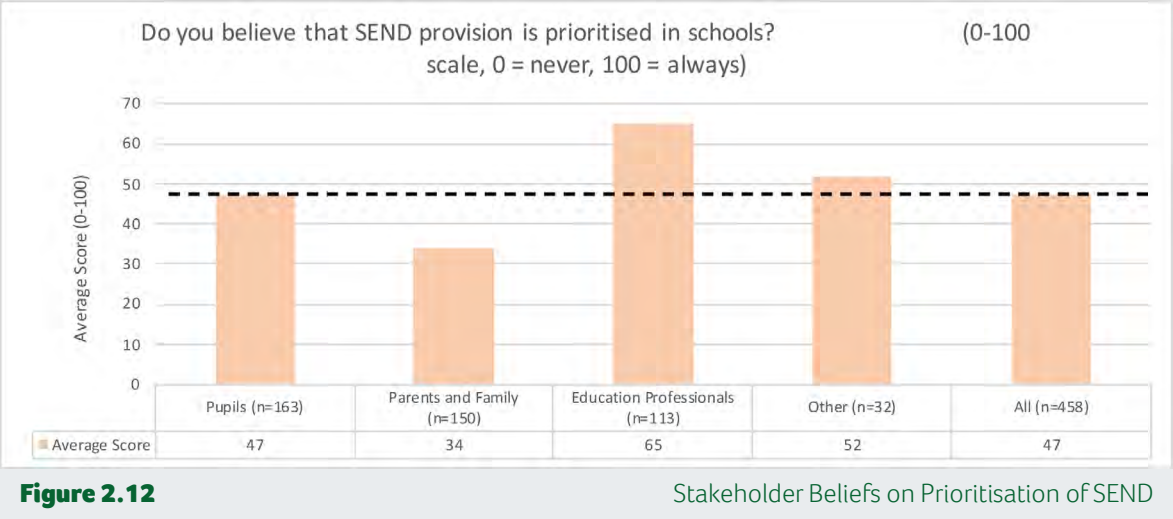
Figure 2.9

Stakeholder Perspectives on Learners with SEND Achieving their Potential in Guernsey

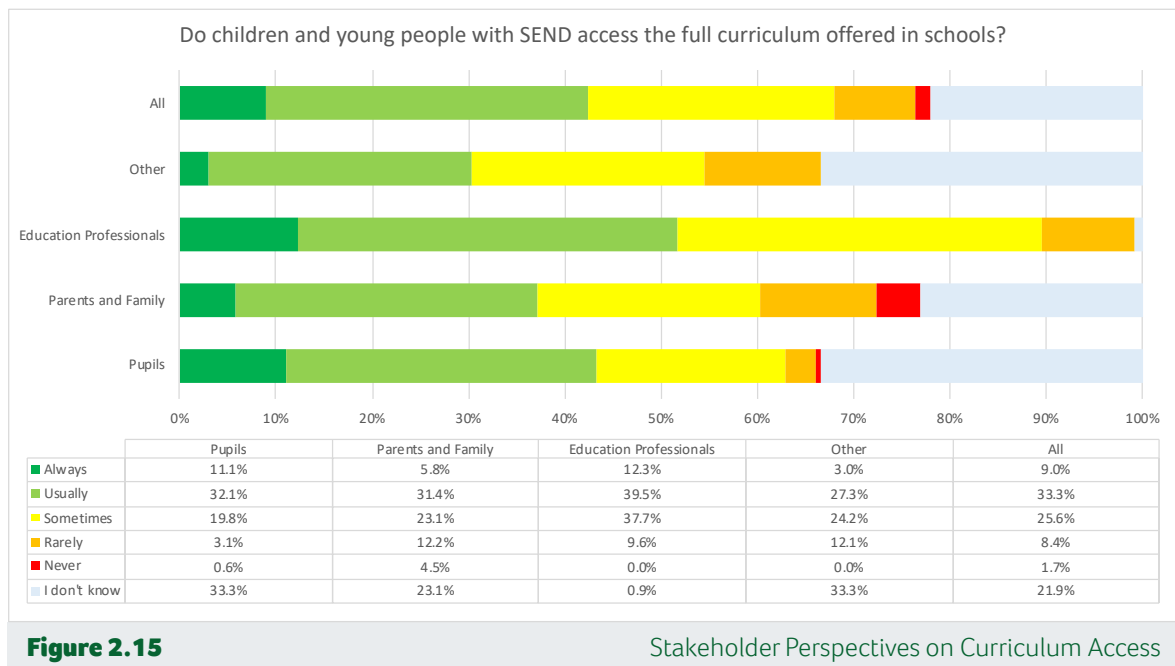
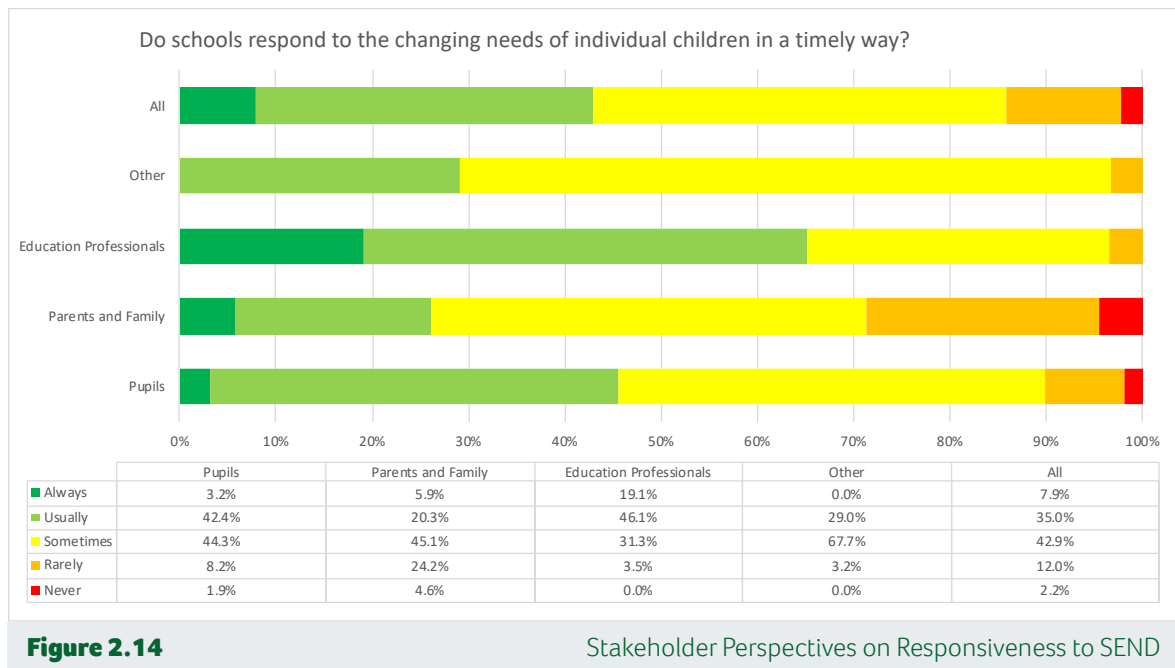
SECTION 2: THE CURRENT STATE OF PLAY



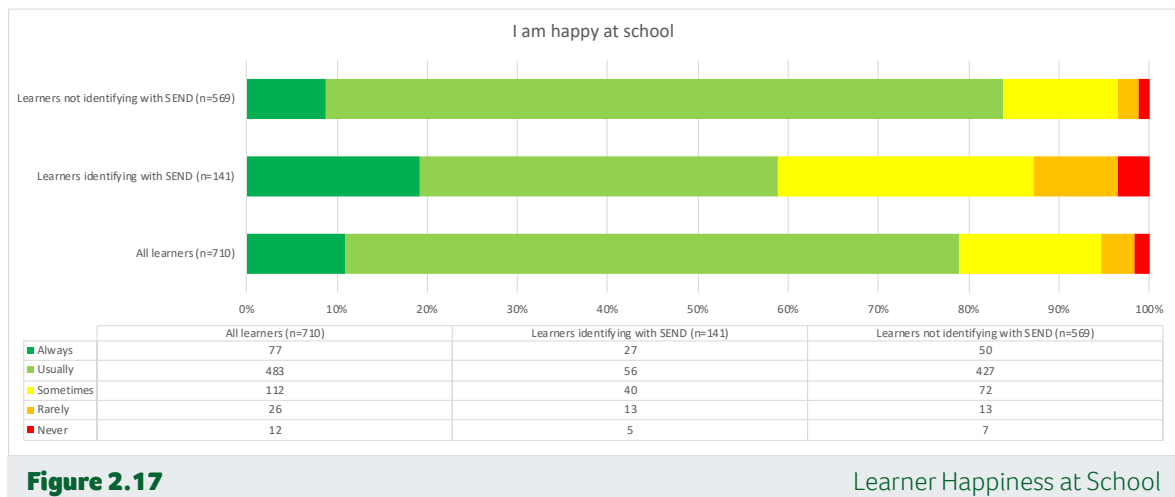
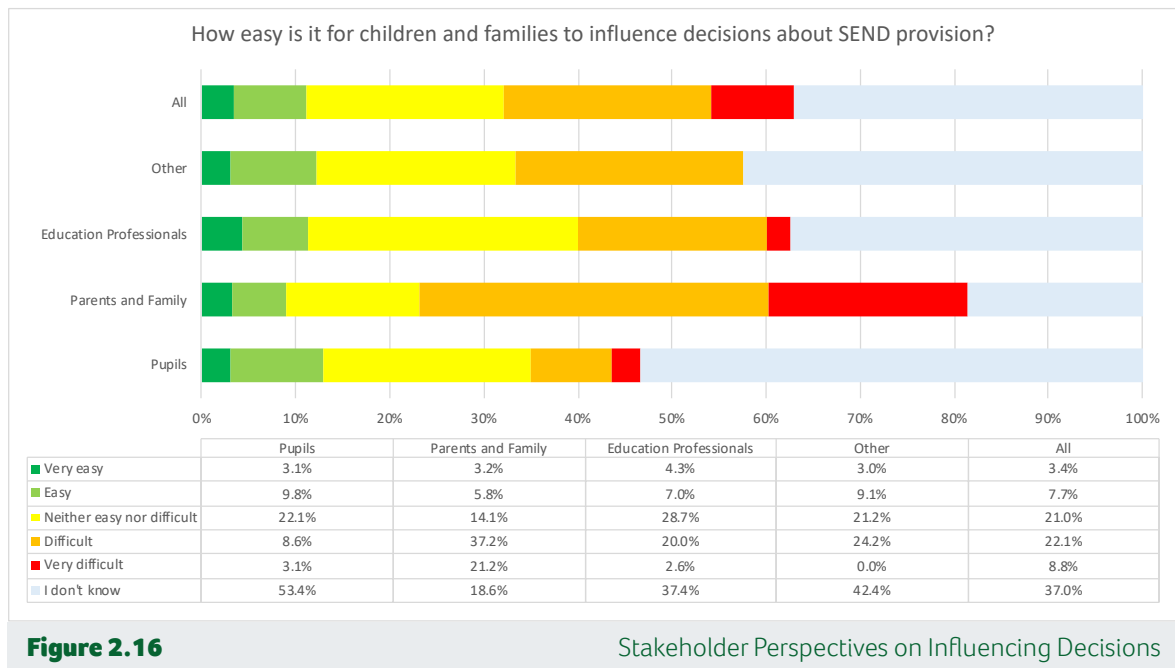
SECTION 2: THE CURRENT STATE OF PLAY



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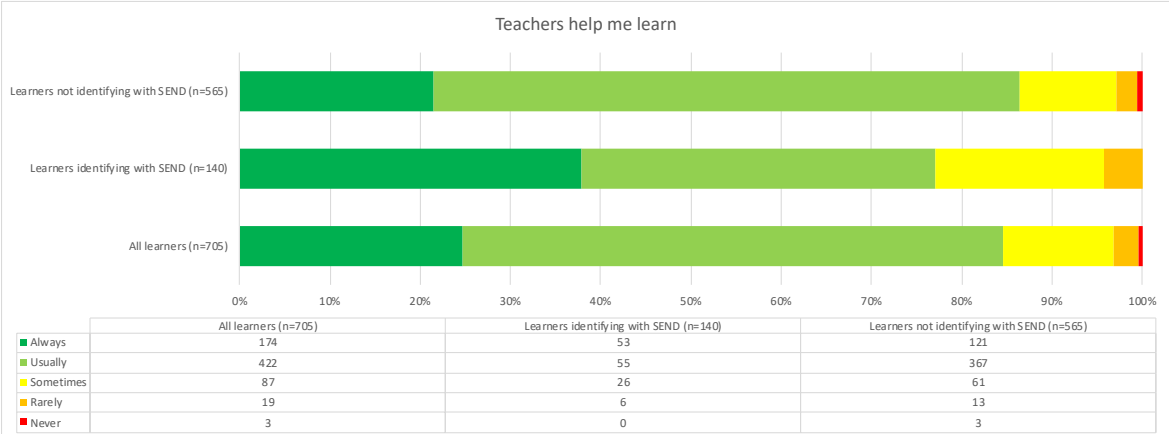


Figure 2.18 Learner Perspectives on Teachers Helping them to Learn

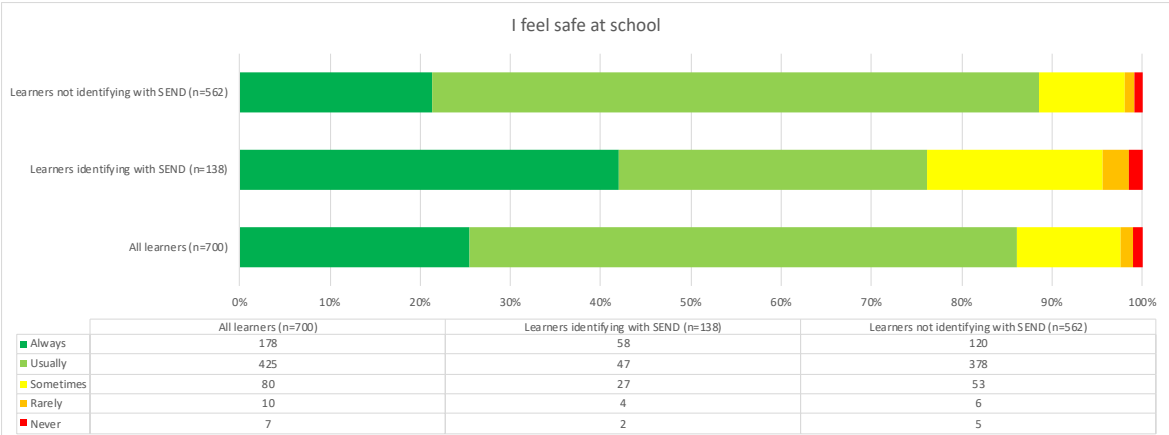
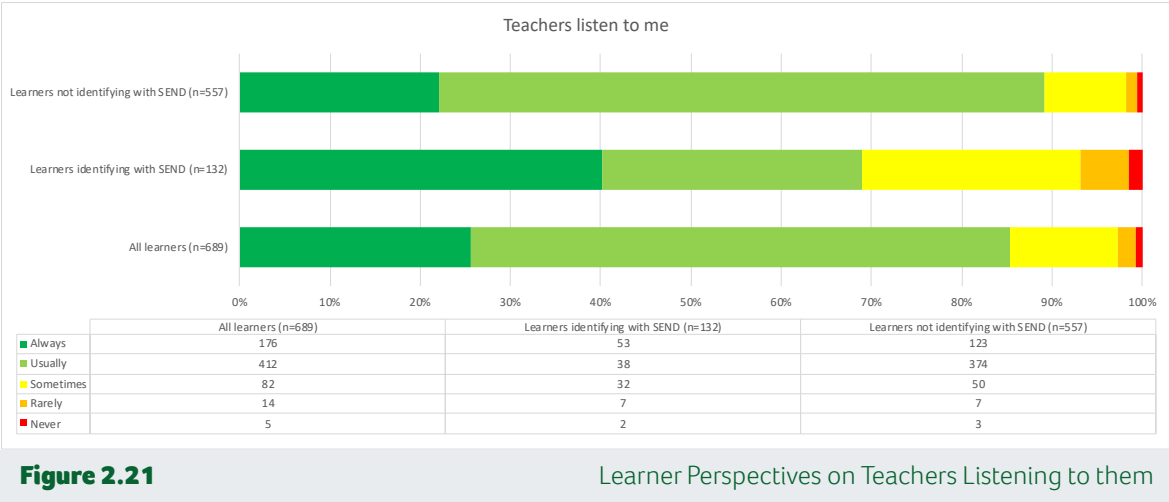
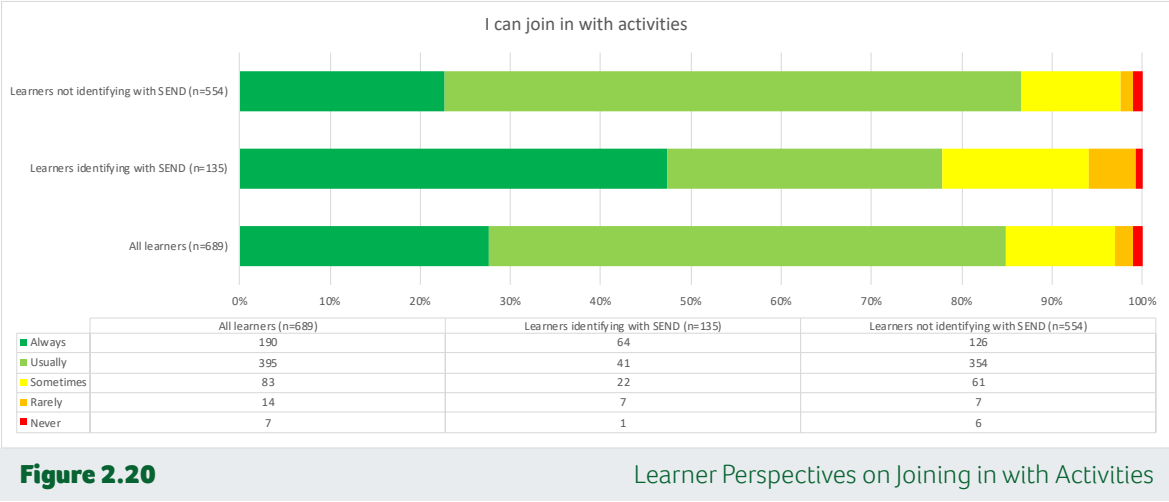


Figure 2.19 Learner Perspectives on Feeling Safe at School

SECTION 2: THE CURRENT STATE OF PLAY



SECTION 2: THE CURRENT STATE OF PLAY

2f. Perspectives from Families - continued

Summary of Key Survey Findings

- » Educational professionals (n=114) are significantly more confident than parents and families about the accuracy of identification of SEND. As the most confident stakeholder group, even education professionals were only 70% confident. Learner confidence was in line with the average confidence across all stakeholder groups. Across all stakeholder groups (n=461), confidence in the accuracy of identification was 56%.
- » Less than ¾ of education professionals (72.2%, n=83) felt they consistently worked effectively with other providers and agencies to meet the needs of children and young people with SEND. Less than 3 in 10 parents and families (28.8%, n=45) felt that education professionals consistently worked effectively with other providers and agencies to meet the needs of children and young people with SEND.
- » Across all stakeholder groups, only 54% (n=247) believe that children and young people with SEND can achieve their potential in Guernsey. More than 1/3 of learners (35%, n=56) believe that if you have SEND in Guernsey, you will not typically achieve your potential. Almost 1 in 5 parents and families (18.8%, n=29) believe that learners with SEND 'rarely' or 'never' achieve their potential in Guernsey.
- » More than 1/3 of education professionals (35.1%, n=40) reported that they do not know whether it is easy or not for families to find out what provision is available to support children and young people with SEND. Worryingly, fewer than 1 in 10 parents and families (8.3%, n=13) thought it was 'easy' or 'very easy' to find out what provision is available to support children and young people with SEND. Across all stakeholder groups, there was consensus that it was generally not easy to find out what provision is available for learners with SEND.
- » Only half of learners (49.7%, n=79) felt that schools have sufficient resources to support children and young people with SEND, and learners were the most optimistic of all stakeholder groups. Only 1 in 5 parents and families (20.1%, n=31), and 1 in 4 education professionals (26.1%, n=30) felt there were sufficient resources. Across all stakeholder groups, more than a quarter (26.5%, n=122) reported that schools 'rarely' or 'never' had sufficient resources to support children and young people with SEND.

SECTION 2: THE CURRENT STATE OF PLAY

2f. Perspectives from Families - continued

Summary of Key Survey Findings - continued

- » Educational professionals (n=113) are significantly more confident than parents and families that SEND provision is prioritised in schools. As the most confident stakeholder group, even education professionals were only 65% confident. Parents and carers (n=150) are only 34% confident that SEND provision is being prioritised. Learner confidence was in line with the average confidence across all stakeholder groups. Across all stakeholder groups (n=458), confidence that SEND provision is being prioritised in schools is 47%.
- » Only half of education professionals (51.3%, n=59) report that teachers and support staff consistently have access to training on SEND if they need it.
- » Fewer than half of learners (45.6%, n=72) believe that schools consistently respond to the changing needs of individual children in a timely way. Furthermore, more than ¼ of parents and families (28.8%, n=44) reported that that schools 'rarely' or 'never' respond to the changing needs of individual children in a timely way. At odds with this, almost two thirds of education professionals (65.2%, n=75) believe that they do consistently respond to the changing needs of individual children in a timely way.
- » Fewer than half of all stakeholders (42.4%, n=197) believe that children and young people with SEND access the full curriculum offered in schools.
- » There was a general consensus across all stakeholder groups that it was not easy for children and families to influence decisions about SEND provision.

SECTION 2: THE CURRENT STATE OF PLAY

2f. Perspectives from Families – continued

Summary of Qualitative Responses

- » Learners with SEND really appreciate it when their teachers understand and adapt to their needs
- » The value of play and friends to those learners with friends was very high
- » Once “in the system” many families were very happy with experience and quality of provision provided for their child
- » Many respondents to the survey struggled to identify strengths – over a quarter of respondents chose to write comments such as “can’t name any”, “I don’t know”, “can only describe negatives”
- » Several learners with SEND report that they are bullied, and that this is not consistently taken seriously within their settings
- » Some learners noted that their voice was sometimes replaced by their parents’ voice
- » Some concern was raised that the quietly-coping learners with SEND may be coasting, which is the flip side of the concern that learners/parents who are assertive/seen as disruptive are deemed to get priority for provision
- » The lack of awareness of needs for specific individual children within the classroom was raised
- » Training for education professionals and the awareness of SEND in general was reported as poor

SECTION 2: THE CURRENT STATE OF PLAY

2f. Perspectives from Families - continued

Summary of Qualitative Responses - continued

- » In responses from education professionals, there was sometimes a conflation of behaviour management and SEND provision with SEND seen by some as managing “difficult” or “challenging” learners. There was a tone of professional resentment that came through in several teacher responses
- » “Those with the strongest/loudest voices get the most attention” was a common response from learners and their families
- » The availability and clarity of information about SEND provision for families is not seen as good enough
- » Joint working with parents and transparency of decision-making processes is also not seen as good enough, with one parent stating that “EPs (Education Psychologists) hold all the power no matter what”
- » Support for parents to develop an understanding of their child’s needs is seen as lacking



SECTION 3: VIGNETTES - THE LIVED EXPERIENCE OF FAMILIES

This section of the report is designed to provide an insight into the lived experience of nine families, each of which has at least one learner with SEND. Vignettes are used with a common format that includes: learner context and needs, family experience, what worked, what didn't work, what would parents like to see change, questions and concerns.

Whilst the vignettes do not contain any specific personal identifiers, it is noted that the relatively small scale of Guernsey and Alderney combined with the unique context of each family is such that the contributors may be identified. The assurance given to contributing families was that the vignettes would remain confidential to the review commissioners. Therefore, section 3b of the SEND Review has been redacted in the public report. A summary of the key messages is provided in section 3a.

SECTION 3: VIGNETTES - THE LIVED EXPERIENCE OF FAMILIES

3a. Summary of Key Messages Arising from the Vignettes

- » Parents are unclear what a 'Determination of SEN' is.
- » Parents are not consistently aware what entitlements exist for pupils with SEND.
- » 'Diagnosis rules' - without diagnosis it's luck.
- » There is a widely-held misconception that ADHD assessment is a prerequisite for an autism assessment. Several parents commented on how this seemed wrong.
- » Intervention and support are often provision-led and rarely driven by needs.
- » Parent-teacher communication systems are poor and viewed as a bonus rather than an expectation (the reality is that these are central to developing effective coproduction).
- » Having a child with learning difficulties can be expensive in Guernsey. Having several children can lead to parents opting out of pursuing the necessary support, particularly if they are not being supported effectively.
- » Parents are knowledgeable and eloquent in relation to their children's SEND but the majority felt unheard in relation to this expertise.
- » Some parents felt they were not believed or trusted.
- » Those with multiple needs that were overlapping and interlocking (e.g. mental health, attachment and learning difficulties) are simply not understood by education professionals. This is a key area for development.
- » The lack of continuity of personnel within Health Services leaves families trying to represent complex pictures of overlapping need to social care and education professionals with mixed, but generally limited, success.
- » No formalised relationship between health, education and social care is making families feel they are failing to represent their children. Families feel a responsibility to interface between agencies and that when they offer this, it is regularly dismissed.
- » The development of long term planning (specifically in relation to preparation for adulthood) was deafeningly absent in conversations with families. It appears that families have little expectation for support to think about and plan for the future.

SECTION 3: VIGNETTES - THE LIVED EXPERIENCE OF FAMILIES

3b. The Nine Family Vignettes

This section of the SEND Review is redacted from the public report for ethical reasons, including privacy and confidentiality.

SECTION 4: CONCLUSIONS

For some learners with SEND in Guernsey and Alderney, the current approach to inclusion has provided them with the resources and support needed to achieve their potential. However, this is not consistently the case for all learners with SEND. Where provision has been good, there are a number of underpinning strengths that have played a central role, including:

- » the quality of the educational psychology service
- » the role of third sector organisations in providing professional development and support
- » the effectiveness of the school-based inclusion outreach team
- » the accurate identification of sensory impairment in the early years
- » the quality of provision in specialist settings, including special schools and resource bases
- » the influence of individual advocates for inclusion, who have gone the 'extra mile' to ensure the required provision is in place
- » meaningful coproduction with families
- » early identification of SEND

SECTION 4: CONCLUSIONS

4a. Identifying Children and Young People with SEND

Whilst many learners with SEND are effectively identified, there are some existing barriers to identification that need to be addressed for this to happen consistently across Guernsey and Alderney.

- » Education Services are concerned that some of the SEND registers in schools are 'inflated'. To an extent this may be true, but there may also some that are 'deflated'. This under and over-identification of needs is indicated by the significant variations in the prevalence of needs (particularly in primary schools). The inconsistencies in the identification of SEN could be a consequence of the lack of any explicit expectations in relation what constitutes 'ordinarily-available provision' in schools.
- » In some individual cases, SEN has been identified early (before age 5) and the appropriate provision has been put in place. However, there is no statutory requirement or expectation for this to happen and this has generally relied on the good-will of individuals.
- » In secondary schools, there is a deconflation between behaviour and SEND. In practice, this means that poor behaviour is seen as a disciplinary matter rather than a communication of unidentified or unmet needs.
- » There is a broad lack of understanding and awareness about neurodiversity, and the nuance of needs such as attachment, within the broader area of SEMH, are not generally considered during the identification process.
- » A perceived peculiarity of the SEN identification process is the misconception that learners need to be assessed for ADHD before an assessment for autism can be considered. Similarly, there is widespread concern about the lack of an on-island professional who can formally diagnose autism.

SECTION 4: CONCLUSIONS

4b. Meeting the Needs of Children and Young People with SEND

There is general consensus that once needs have been identified and learners are ‘in the system’, their needs are well met. However, for those without a formal Determination of SEN, the provision that is received can vary significantly between learners. The areas for development in relation to SEND provision include:

- » The current legislation on allows for provision between the ages of 5 and 18. This impacts on early identification and provision at one end, and impacts on preparation of adulthood and employment at the other end. This must be extended to cover 0 – 25.
- » The expectations of universal provision in the classroom are not clearly set out by Education Services and not consistently understood by teachers. The concern about setting out minimum expectations is a ‘race to the bottom’ where only the minimum provision is put into place by schools. However, by not articulating expectations there is no bottom and there are significant variations in relation to the inclusivity of classroom practice. As it stands, too many teachers do not see SEND as part of their role and the learning culture is not geared towards routinely making reasonable adjustments. The general view seems to be that learners with SEND are the responsibility of specialists alone, which is creating a feeling of exclusion. This was described by one of the workforce professionals as a ‘sub-contracting of responsibility’. Similarly, leaders do not necessarily see themselves as leaders of SEND.
- » Some of the variations in provision between learners are down to support being weighted towards those who ‘shout loudest’ or are most disruptive.
- » Whilst there is evidence that data on the prevalence and distribution of SEND is being used to inform strategic decision making, it would be good to develop this further. For example, it would be useful to ensure there is routine consideration of cooccurring needs.
- » A barrier to implementing effective universal provision is a tension between the social model and medical model of provision for SEND. Currently, a medical diagnosis is seen as the ‘golden ticket’ for accessing additional resources or support. A rebalancing towards the social model would prioritise the removal of barriers to learning, which would help all learners, including those with SEND.

SECTION 4: CONCLUSIONS

4c. Securing Good Outcomes for Children and Young People with SEND

There are significant academic attainment gaps between learners with SEND and learners without SEND. Education Services routinely monitor this gap and have had a concerted strategic drive to narrow the gap over time. Despite this, the attainment gap still remains.

The approach taken to analysing outcomes for learners with SEND is not currently sophisticated enough and is primarily concerned with comparing academic attainment and progress between learners with SEND and learners without SEND. It is suggested that this analysis is more forensic and considers outcomes by cognitive and non-cognitive areas of need as well as by specific areas of SEND. Furthermore, the notion of outcomes must be broadened beyond academic outcomes alone to consider other areas such as preparation for adulthood or employment.

Underpinning effective identification and provision and securing successful outcomes is the legislation and wider operational infrastructure, all of which must be aligned to improving the identified during the review. In particular, it is recommended the SEN Code of Practice is updated to reflect the changes implemented following this review and the wider inclusion drive across Guernsey and Alderney.

SECTION 4: CONCLUSIONS

4d. Schools and Services Working Well Together to Deliver Positive Outcomes for Children and Young People with SEND

It is noted that there is a strong desire across all schools and services to work collaboratively to deliver positive outcomes for children and young people with SEND. However, there are some structural barriers to collaboration that need to be addressed.

- » There needs to be significantly more collaboration and join-up between Education Services and other Services involved in meeting the needs of learners with SEND, which are currently deemed to be operating in silos. Health and Social Care Services in particular is an area where there is opportunity for the colocation of services and pooling of budgets. Currently, funding aimed at education is being used to provide health services, for example to meet social, emotional and mental health needs. The lack of strategic coordination between services means it is then down to schools or to families themselves to be the interface between services, including information sharing and securing provision.
- » If there is an increased autonomy of governance and leadership for schools, this presents an opportunity to introduce an independent SEND governance function with remit to provide support and challenge to schools in relation to SEND and inclusion. The current approach of 'internal governance' is widely seen as 'marking one's own homework'. However, an inclusion champion operating at a strategic level has the potential to raise the status of SEND and inclusion in schools and settings across Guernsey and Alderney.
- » Transition between phases, notably between schools and further education, for learners with SEND who do not have a Determination of SEN is not as strong as it could be. This is due to Services not proactively sharing information that could smooth the transition process.

SECTION 4: CONCLUSIONS

4e. Schools and Education Services responding to the Changing Needs of Learners with SEND

Education Services have a pro-active, robust and effective system of self-evaluation in place, which means they can monitor the changing needs of learners with SEND. However, the challenge at the moment is that self-evaluation has become geared towards managing resources rather than meeting needs due to the wider pressures on available resource.

Schools and Education Services alone cannot meet the entirety of SEND that exists in Guernsey and Alderney. Success will require collaboration from other Services as well as a strong golden thread of coproduction with families. Where such collaboration exists now, provision is strong, but it does not happen consistently.

Professional development has been a recurring theme throughout the review and the consensus is that a significant investment in professional development is needed at levels to address the variability in SEND provision. Currently, provision is a lottery that is highly dependent on the individual professionals involved. SENCOs, teachers, LSAs and school leaders are the key priority groups for receiving regular and ongoing training in relation to effective SEND and inclusion.

The review found some evidence that learners with SEND are being bullied and this may be a need that grows further in the coming months. Action should be taken to actively monitor this and to put interventions and programmes in place to reduce and remove such bullying.

SECTION 4: CONCLUSIONS

4f. Making the Best Use of Current Resources

Since 2016/17, the overall level of financial resources allocated to SEND has increased at a greater rate than the increase in the number of learners with SEND. However, this increase does not consider changes to the complexity of SEND over time and nor does it factor in the demands to fund areas outside education. The current level of resources remains insufficient and if the recommendations in this review are implemented, this will require significant up-front investment. Some of the additional financial resource required may be offset by efficiencies from greater multi-agency working.

A key SEND resource within the school workforce are the SENCOs. Currently, SENCO time is being wasted on administration, when it would be better value for money to provide some administration support to free the SENCO up to focus on developing inclusive teaching and learning. Looking ahead, SENCOs will be central to realising the vision in relation to improving the universal offer in schools and it is therefore recommended that SENCOs are full-time in the SENCO role (i.e. non-teaching) and that they are part of the senior leadership team in the school.

Service Level Agreements with the third sector are not currently aligned to the provision needed in schools/settings. Whilst the third sector and schools make this work in practice, tighter SLAs with clearer expectations would help to target provision and ensure that third sector organisations can be held to account in relation to delivery.

SECTION 5: RECOMMENDATIONS

The 18 key recommendations from the SEND Review are listed below and have been grouped into immediate, short term (within 12 months) and medium term (within 3 years) priorities.

SECTION 5: RECOMMENDATIONS

Immediate Recommendations

1. Instigate a more nuanced approach to the collation and analysis of data in relation to the prevalence and distribution of SEND. This includes, but is not limited to, comparisons of academic progress and attainment between learners with non-cognitive SEND and those without SEND, as well as comparing outcomes by area of need. A broader notion of outcomes should also be introduced to ensure that outcomes are meaningful for learners across the full spectrum of needs, for example the extent to which learners are appropriately prepared for adulthood. Ensure that these analytics are used to target resources and to inform strategic decision making.
2. Clarify the diagnostic pathways for autism and ADHD, and ensure the retention of an on-island Clinical Lead so that the ASD diagnostic service is able to become sustainable within Guernsey and Alderney.
3. Ensure the multi-agency approach to transition between schools and further education is equally effective for all learners with SEND, irrespective of whether or not they have a Determination of SEN.
4. Service Level Agreements should consistently be in place with all third sector providers, with a common understanding of expectations in relation to provision and impact.
5. Ensure that existing anti-bullying initiatives have a sufficient focus on SEND and inclusion.

SECTION 5: RECOMMENDATIONS

Short Term Recommendations

6. Provide a clear and unambiguous expectation of the 'ordinarily-available provision' in schools. This should provide absolute clarity for families, school leaders and teachers on what should routinely be provided in school and what might be provided centrally from other services. Explicit within these expectations should be that 'every teacher is a teacher of learners with SEND' and 'every leader is a leader of SEND'.
7. Build capacity in the workforce through a substantial and ongoing programme of professional development, with a particular focus on SENCOs, teachers, leaders and LSAs. This will build on work that has already begun in this area for SENCOs. As part of this capacity-building programme, the status and impact of LSAs should be improved through specialist accreditation and more effective deployment.
8. Ensure that coproduction with families is embedded in every part of the SEND system from identification through to provision. A particular focus should be placed on improving parental partnerships at the 'entry-point' of the system to address misconceptions and establish a common understanding of expectations.
9. Expand the age-range for access to SEND provision from 5-18 to 0-25. Introduce targeted strategies to support the early identification of SEND and preparation for adulthood.
10. Ensure that each school has a full-time SENCO (i.e. non-teaching) who is part of the senior leadership team. Where appropriate, an Assistant SENCO or administrative support should also be put in place. The SENCO should play a key role in the development of universal provision and in ensuring the accurate and timely identification of SEND.
11. Introduce a real-terms year-on-year increase to the overall level of resource for SEND and inclusion aligned to the raised expectations of universal provision and the broadening of provision to include learners with SEND from 0-25.
12. Adapt the Guernsey Young People's Survey so that it has a stronger emphasis on SEND and inclusion. As well as additional questions, the analysis across all areas of the survey should consider differences between young people with SEND and young people without SEND.
13. Consider commissioning regular external SEND reviews at school and setting level to provide a more granular insight into inclusion in practice.

SECTION 5: RECOMMENDATIONS

Medium Term Recommendations

14. Using the established ordinarily-available provision as the baseline, establish a strategy for a staged-elevation of the level of universal provision over time to improve the overall inclusivity of the education system. The strategy should be based on the evidence and the five headline recommendations in the Education Endowment Foundation report: SEN in mainstream schools (EEF, 2020). SENCOs and specialist providers (including schools, Services and the third sector) should be central in driving this forwards.
15. There should be greater strategic and operational alignment between Education Services and Health and Social Care Services. Where appropriate, teams should be co-located and budgets should be pooled to improve efficiency and to improve the experience of families.
16. Update the SEN Code of Practice to reflect the latest available evidence on what works and the renewed commitment to inclusive and effective SEND provision.
17. Education Service leaders should work with Ofsted to ensure that school inspections and the subsequent reports include an appropriate emphasis on SEND and inclusion.
18. Introduce a SEND governance function to all schools and settings to provide independent and specialist support and challenge.



SECTION 6: APPENDICES

6a. Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder	HI	Hearing Impairment
ASD	Autism Spectrum Disorder	HSC	Health and Social Care
ASDAT	Autism Spectrum Disorder Assessment Team	LSA	Learning Support Assistant
BSED	Behaviour, Social and Emotional Difficulties	MSI	Multi-Sensory Impairment
CAMHS	Child and Adolescent Mental Health Services	nasen	National Association for Special Educational Needs
CPD	Continuing Professional Development	Ofsted	Office for Standards in Education
CoP	Code of Practice	PHSE	Personal, Health and Social Education
CYPP	Children and Young People's Plan	SALT	Speech and Language Therapist
DME	Dual or Multiple Exceptionality	SEMH	Social, Emotional and Mental Health
EAL	English as an Additional Language	SEN	Special Educational Needs
EEF	Education Endowment Foundation	SENCO	Special Educational Needs Coordinator
EP	Education Psychologist	SEND	Special Educational Needs and/or Disabilities
EPS	Education Psychology Services	SLA	Service Level Agreement
EOTAS	Education Other Than At School	TA	Teaching Assistant
EY	Early Years	VI	Vision Impairment (formerly Visual Impairment)
FE	Further Education		

SECTION 6: APPENDICES

6b. Review Team Biographies

SEND Review Director - Professor Adam Boddison

Prof Adam Boddison is the Chief Executive for nasen (National Association for Special Educational Needs) with responsibility for strategic direction and operational delivery across the full breadth of nasen's activity, including the international portfolio. He is also the Chair of the Whole School SEND consortium, which is leading on the delivery of the government's SEND Schools' Workforce contract. Adam is a National Leader of Governance and a Trustee at two large Multi-Academy Trusts, which span primary, secondary and specialist settings. Adam is a Trustee of the Potential Trust, a member of the National SEND Forum and a Fellow of the RSA. Prior to this, Adam held a number of senior education roles including Director of the Centre for Professional Education at the University of Warwick and Academic Principal for IGGY (a global educational social network for gifted teenagers). He is a Visiting Professor at the University of Wolverhampton, a published author, an experienced secondary school teacher and a qualified clinical hypnotherapist.

@adamboddison

SECTION 6: APPENDICES

6b. Review Team Biographies - continued

SEND Review Team Leader - Jon Gibson

Jon is currently supporting settings across the South, where he has worked with what is now approaching a 100 Secondary, Primary, Middle, First or Special Schools. He also currently holds an advisory role in SEND. He started teaching drama in London in 1996 and has been a leader since his second year of teaching. He became a Senior leader in 2004 and has worked in leadership in both mainstream and SEND settings. He has experience of successfully leading: Teaching & Learning; Curriculum; Professional Development; Student Services and SEND; Data and School Improvement and other areas. As well as this, he has written a Level 2 course specifications for EDEXCEL, he has been a Challenge Partner Reviewer and is a trained British Schools Overseas Reviewer, Pupil Premium and SEND reviewer.

Denise Yates MBE

Denise is a Cambridge economist with over 35 years' experience in the education and training field, working with a variety of issues including ex-offenders, children with special needs and in inner-city areas working with young people at risk of offending. Between 2007 - 2017, Denise was Chief Executive of Potential Plus UK (formerly The National Association for Gifted Children), the national charity, established in 1967, which enables parents and professionals to discover and nurture high potential learners to help them achieve personal success. Denise left Potential Plus UK to follow her twin passions of raising awareness of supporting mental health issues and also of more able children and young people with special needs (Dual or Multiple Exceptional or DME children).

SECTION 6: APPENDICES

6b. Review Team Biographies - continued

Alison Wilcox

Alison is an experienced teacher and trainer, having taught in primary education for many years before working as a SEND Advisor for Birmingham Local Authority at both primary and secondary level. This was a strategic role, which involved securing best practice for SEND, raising standards through school improvement and providing educational advice related to individual children and young people. In 2014, Alison joined nasen as an Education Development Officer and was rapidly promoted to Head of Education, then Education Director. Alison contributes to the strategic direction of the Association, working to make the vision of securing the best possible outcomes for children and young people a reality. The role includes responsibility for the production of educational materials, resources and training, connecting with members and other education colleagues at events and within seminars, providing professional advice and guidance, as well as working directly with schools and settings.

Anne Heavey

At the time of the review, Anne was responsible for the delivery of nasen's 'Whole School SEND' project funded by the Department for Education. Anne led on content, policy, planning and scoping as well as supporting the wider work of nasen. Prior to this, Anne was an Education Policy Advisor at the National Education Union leading on SEND, curriculum and assessment within the Association of Teachers and Lecturers (ATL) section of the union. Whilst at ATL, Anne undertook several research projects exploring the implementation of the SEND Code of Practice and the impact on the school workforce. Prior to joining ATL, Anne worked as Director of Music at a secondary school in North London.

SECTION 6: APPENDICES

6b. Review Team Biographies - continued

Margaret Mulholland

Margaret is a specialist in inclusivity and Special Educational Needs. She is advisor on SEND policy for the Association of School and College Leaders and on behalf of Whole School SEND, she is Project Director of an evaluation for the Education Endowment Foundation. A leading advocate for the role SEND settings play in improving understanding of inclusive teaching and learning, Margaret brings over 20 years' experience in teacher training, innovation and practice. She spent seven years as Director of Development & Research at a leading Special School in central London and thirteen years at the Institute of Education, where she was responsible for innovative employment-based routes to qualified teacher status and teacher training. Margaret sits on the Universities' Council for the Education of Teachers, is an advisor to the UK Government on teacher training curricula and works with local authorities as an external advisor for leadership development. She also writes a regular column on research and inclusivity for the Times Educational Supplement.

Kamal Bodhanker

Kamal is Head of International Development at nasen, overseeing projects with governments and funders to review policy, plan and implement strategic change, and nurture sustainable development for inclusion. Prior to this, Kamal was a Lecturer in Education at University of Birmingham in both England and Dubai where she trained teachers and senior leaders across both Primary and Secondary settings. Kamal has taught and led in schools in and England and abroad and delivered continuous professional development at prestigious international events on a range of topics related special educational needs, teaching, learning and leadership. Kamal is also Governor at a Multi Academy Trust and a fellow of the Chartered College of Teaching.

SECTION 6: APPENDICES

6b. Review Team Biographies - continued

Yola Jacobsen

Yola's career started in adult and further education as a practitioner and manager of provision for people with learning disabilities returning to the community from long-stay hospitals. She was seconded to the Department of Health's Valuing People Support Team as expert advisor on post-16 education. Her work for national education organisations focussed on SEND reforms policy and project management covering supported employment, apprenticeships, person-centred working, and transition to college for young people with autism. Yola is the manager of Natspec's specialist CPD service for professionals working with students aged 16-25 with SEND and she is a freelance consultant and trainer.

Kate Browning

Kate is a well-regarded lead professional both locally and nationally in school improvement for SEND. She has over 25 years of experience as a teacher, SENCo, Local Authority School Improvement Officer for SEN and Education Officer for NASEN. She now works with Teaching School Alliances, MATs, LAs and individual schools, teaches the NASENCo course and facilitates SENCo Networks across the midlands. She also lectures on SEND for Warwick, Northampton and Derby Universities. She has presented at The Education Show, NASEN Live, TES SEN, Optimus, SEN South West and is an Associate Consultant for NASEN and a Chair of Governors.

SECTION 6: APPENDICES

6b. Review Team Biographies - continued

Sue Allingham

Sue's expertise and passion for teaching and learning in the Early Years started with her classroom experience and Senior Lead role as Early Years Co-ordinator in the late 1980's. Moving into research Sue gained an MA followed by a Doctorate, both in Early Years Education from Sheffield University. These achievements enabled Sue to consolidate her thinking and practice; she realised that the work she was doing had a solid grounding in research.

This research base informs the articles she writes regularly for Early Years Educator magazine and she is now the Consultant Editor. This work also gained Sue a commission from Practical Preschool Publications to write Transitions in the Early Years which is now in second edition.

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