

DIMINISHING DIFFERENCE IN OXFORDSHIRE 2020-2021

Oxfordshire service providers supporting schools to: Improve outcomes for disadvantaged pupils (those entitled to the pupil premium); Accelerate progress of learners with Special Educational Needs and Disabilities; Support schools to reduce exclusion and improve attendance for learners vulnerable to underachievement.

To be included on this provision map or to edit your entry please contact the OXSIT team – OXSIT@oxfordshire.gov.uk

<p>Oxfordshire School Inclusion Team – (OXSIT)</p> <ul style="list-style-type: none"> County service. Traded with some non-traded behaviour support to reduce exclusion (NEW in 2020) Consultant support for school leaders to close the gap for learners vulnerable to underachievement (PP, SEND, EAL, UASC). Developing inclusive policy and practice (Behaviour, Teaching and Learning, SEN and Pupil Premium Strategy). Support for mainstream primary and secondary schools in developing inclusive classroom, identifying needs, and the graduated response for pupils with SEN. SENCO training and support for schools (including those without a qualified SENCO). Monthly newsletter, three CTG briefings a year, website of resources to support school leaders, phone and email support. Specialist behaviour support and SEMH provision. Support for teachers and TAs in developing inclusive teaching and learning including NQTs. Support for teachers and TAs in effective interventions to close the gap for pupils with Cognition and Learning difficulties and those with Social Emotional and Mental Health Needs. Bespoke training includes: The Inclusive Classroom, Effective deployment of Teaching Assistants, Dyslexia, Effective support for pupils presenting with behaviours that challenge, Supporting pupils with English as an Additional Language, reducing the risk of exclusion. SEND and Pupil Premium reviews. Annual inclusion conference – 26th June 2020 <p>Website: www.OXSIT.org.uk Book training HERE: https://oxfordshireschoolscpd.org.uk/courses/bookings/default.asp?ccid=3&ds=1</p> <p>Contact: OXSIT@oxfordshire.gov.uk</p>	<p>Oxfordshire Virtual School for Looked After Children and Care Leavers 0-25 (VSLAC):</p> <ul style="list-style-type: none"> Statutory service with Pupil Premium Plus funding for schools through ePEPs Advice and signposting for schools to effective provision, support and training. Support for personalised plans for LAC with high level needs. Supporting strategic planning for effective use of Pupil Premium Plus Free training for designated teachers and teachers of LAC. Attachment and Trauma Awareness training. Caremark – a self or supported self-evaluation of provision for LAC in schools/colleges/settings <p>https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25</p>	<p>Oxfordshire Education Psychology service:</p> <ul style="list-style-type: none"> EHC Needs Assessments Support for schools following a critical incident Traded service for schools and settings: Emotional Literacy Support Assistant ELSA training and supervision Whole school strategic work for SEND Sandwell Charter Mark for emotional wellbeing Individual assessments Consultation / joint problem solving Group work for pupils e.g. Resilience Transition support / guidance Video Interactive Guidance (VIG). Bespoke training for schools includes the following: <ul style="list-style-type: none"> Attachment, ASC, Anxiety (including emotionally based school refusal) positive behaviour management, differentiation, emotional wellbeing, building resilience, engagement in learning, language and communication, person centred planning, precision teaching, support for transition. <p>http://schools.oxfordshire.gov.uk/cms/content/education-al-psychology-service</p>
<p>Oxfordshire Special Education Needs Support Service (SENSS): SENSS is a countywide Special Educational Needs (SEN) teaching and advisory support service. Some traded work. Teams mostly work with school age children and at post-16. Some teams support babies from birth and their families in the home.</p> <p>SENSS:</p> <ul style="list-style-type: none"> Support, advise and empower staff in schools and settings to understand the needs of children and young people with Communication and Interaction difficulties (autism and speech and language difficulties), Physical and Sensory Difficulties (physical disabilities, hearing impairments, visual impairments, multi-sensory impairments), Down’s Syndrome and complex needs. The SEN ICT team support children and young people using technology to access the curriculum. Provide assessment and advice in relation to the child / young person’s additional needs or disability. Ensure that the views, wishes, perspectives and experiences of the children and young people are fully reflected in their provision. Support children and young people to develop a positive understanding of their own SEN / disability. Carry out assessments in relation to specialist equipment. Make specialist provision for children with particular needs in a number of specialist Resources Bases attached to mainstream schools. Work with families and alongside health professionals e.g. speech and language therapists, occupational therapists, physiotherapists, to support learning and development. <p>To view the SENSS Local Offer</p> <p>https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-services-send/support-learning</p> <p>To book for training offered by SENSS: https://oxfordshireschoolscpd.org.uk/cpd/default.asp</p>	<p>Early Years Special Educational Needs Team (EYSEN)</p> <ul style="list-style-type: none"> Countywide service for children birth – 5yrs with complex learning needs. Work with families, early years settings and schools alongside health professionals, e.g. Health Visitors, Community Paediatricians, Speech Therapists to support learning and development. Contribute to Oxfordshire’s Early Years Autism Offer https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/early-years-sen-toolkit/children-autism Support the Education Health and Care Needs Assessment process and provide advice re early years funding. https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/guidance-and-procedures Telephone advice line for early years settings regarding inclusion of children with Special Educational Needs and Disabilities. No names consultations available for children in early years settings and nursery classes. Contribute to development of early years SEN Toolkit. https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/early-years-sen-toolkit/all-children-sen Some traded work e.g. Early Years SENCO training and Early Years Autism training, advertised through ‘Step into Training’ <p>https://oxfordshirecpdonline.com/cpd/default.asp</p>	<p>Early Years Team</p> <p>The Early Years Team work with Early Years practitioners, leaders in maintained schools, academies, nursery schools, private, voluntary and independent settings and childminders. The team supports practitioners through providing information, advice and training with an ongoing focus on vulnerable learners.</p> <p>Universal Services are provided through webpages, training, newsletters and buy in support.</p> <p>Targeted Services:</p> <ul style="list-style-type: none"> Visits to newly registered setting or childminder (not re-registrations). Focus support work is prioritised through transparent triggers e.g. Ofsted judgements, safeguarding concerns and high levels of vulnerability. <p>Diminishing the difference and vulnerable learners support:</p> <ul style="list-style-type: none"> Annual conference. Specific training, including multi-disciplinary approaches to address identified needs (reflected in Early Years county data,) e.g. Early Years briefings, school readiness training, communication and language training, EHA training. Early Years vulnerable learners’ briefings, audit and visits to promote inclusive practice. <p>Email: early_years@oxfordshire.gov.uk https://www.oxfordshireearlyyears.co.uk/</p>

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<p>Child and Adolescent Mental Health Services (CAMHS)</p> <ul style="list-style-type: none"> • Mental Health diagnosis and intervention therapies (1:1 in school if necessary). • New THRIVE model launched 2017 (Transformation plan – over 5 years). • Single Point of Access (SPA)- take self-referrals 16-17yrs. • CAMHS works in partnership with 9 charities- the Oxfordshire CAMHS Partnership. Led by the charity Response (who have a co-ordinating and bridging role between the third sector organisations and CAMHS), a sub-group of seven other specialist charities add a range of responsive options to the CAMHS services and our neurodevelopmental conditions team also work with Autism Family Support. • CAMHS working in majority of secondary schools for half a day a week, through school in-reach. • Mental Health Support Teams (MHST) • Various specialist teams supporting families and young people (sexually harmful behaviours / abuse / assessing safeguarding of families https://www.oxfordhealth.nhs.uk/camhs/oxon/service/) • Children and young people – improving access to psychological therapies (CYP IAPT) – training. • LD CAMHS in school (11 special schools) • Autism only diagnostic service 5 – 17 ½ (if mental health a concern) Training sessions can be offered by Autism Family • Support following Autism diagnosis. 	<p>Child and Adolescent Mental Health Services (CAMHS) Mental health Support Teams (MHST)</p> <p>CAMHS and the Oxon CAMHS Partnership deliver MHST's for specific extra capacity in early intervention and ongoing help for children and young people who are experiencing emotional and mental health difficulties into schools currently in North Oxon and the Oxford city.</p> <p>Where MHST's are present they will provide a clear link in to the SPA and will be able to provide advice, support and guidance about whether a request for service for CAMHS might be needed, or to sign post and liaise with a range of other agencies and professionals in and out of school who may be better placed to help.</p> <p>https://www.oxfordhealth.nhs.uk/camhs/oxon</p> <p>Training available from Oxfordshire CAMHS</p> <ul style="list-style-type: none"> • Staff training • Assemblies • Talks – anxiety / self-harm • Personal education plan (PEP) care modules • Mental Health Awareness • Anxiety group (parents) • No names consultation + supervision • ASC Parent course (CAMHS) • Building resilience in schools + YP – online tools /interactive website • Managing the environment 	<p>Child and Adolescent Mental Health Services (CAMHS) School In-reach Workers (every secondary school) ½ day/week.</p> <ul style="list-style-type: none"> • Support, advice, guidance to staff • School referrals • Pastoral care • School health nurse (every secondary school) • Consultation telephone line • Future in Mind – report 2015.
<p>Oxfordshire Learner Engagement Team</p> <ul style="list-style-type: none"> • Statutory service with some traded elements. • Reducing exclusion improving attendance. • Coordinating the admission of vulnerable children via the In Year Fair Access Protocol (IYFAP). • Pupils missing education. • Pupils receiving an alternative education provision. • School Attendance support, prosecutions, SAO's, ESO's, and Parenting Orders. • Elective Home Education. • Children in Entertainment & Employment. • Attendance Penalty Notices. • Equalities support for schools <p>http://schools.oxfordshire.gov.uk/cms/content/learner-engagement-service</p>	<p>Residential and Edge of Care Service (REoC)</p> <ul style="list-style-type: none"> • Four assessment centres • Intensive flexible support packages for families. • Placement stability for looked after children (LAC) • Move on homes (16 – 19 year olds) • Working with schools <p>Lauren.Beer@Oxfordshire.gov.uk</p>	<p>Oxfordshire Early Help</p> <ul style="list-style-type: none"> • Early Help Assessment document has replaced Common Assessment Framework (CAF). Training via OSCB. • New Team Around the Family paperwork • Revised Threshold of Needs document in place from 2017. • Locality Community Support Services, named link worker for every school offering advice, guidance and no name consultation. • Community Coordinators – supporting with open access provision within the community • Family Solution Service, combining Early Help and Statutory teams. • Signposting to tools and resources. • 8 Children and Families Centres. <p>http://schools.oxfordshire.gov.uk/cms/content/early-help-assessment-eha-and-team-around-family-taf</p>

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<p>The Mulberry Bush Outreach service</p> <ul style="list-style-type: none"> • Traded service (Charity status). • Training for schools in therapeutic approaches, attachment, understanding behaviour as a communication, and de-escalation techniques. • Strategic support to ensure academic, emotional and social needs are central to the running of schools. • Support to strengthen whole school ethos and consistent approach to understanding behaviour as a communication • Structures to support collaborative problem solving for staff. • Setting up support spaces for staff reflection. • Helping to build school leadership capacity. • Development of Emotional and Social assessment of pupil progress (ESAPP) and 'You've Got Skills' curriculum online. • Team Teach training - 6hr courses and refreshers • Peer Review network • Project 8 reducing exclusions with OXSIT 2017-2020 • Promoting the use of nurture initiatives as an early intervention • Foundation Degree in Therapeutic Work with Children <p>http://www.mulberrybush.org.uk/outreach/</p>	<p>Oxfordshire Teaching Schools Alliance (OTSA)</p> <ul style="list-style-type: none"> • SEND training / workshops • Conferences • Pupil premium reviews. • SEND review project in partnership with the London Leadership Strategy. • Mulberry Bush on Behaviour for Communication and Attachment • Growing Leaders programme and Middle Leaders programme – participants complete project with a 'closing the gap' focus. • Team Teach training in partnership with MBOX. • 2 Specialist Leaders of Education in SEND. • Supporting children and schools with Bereavement and Loss • Developing Emotional Resilience with Family Links <p>http://www.otsa.org.uk/</p>	<p>Oxford Diocesan Board of Education (ODBE)</p> <ul style="list-style-type: none"> • Independent external support for Church of England and other schools • Advisory team for school improvement services via Service Level Agreement. Additional services include: • School reviews, including pupil premium • Ofsted and SIAMS inspection support • Headteacher appraisal • Headteacher induction and well being • Assessment information support • Human resources • Premises • Academy advice and projects for all CE schools and academies and associated Multi Academy Trusts • Governance support and training • Regular briefings <p>www.oxford.anglican.org/schools www.odst.org.uk</p>
<p>Oxford Primary Support Network</p> <ul style="list-style-type: none"> • Traded service run by Northern House, Autism Resource Centre (ARC) at St Nicholas' Primary School and Northern House. • City primary school launch September 2016. • Phone support for behaviour issues. • Bespoke programmes led by consultants for pupils at risk of exclusion. (Bridges outreach). • Bridges programme (Meadowbrook) for pupils between schools. <p>Penny Taylor ptaylor@meadowbrookcollege.org</p>	<p>Independent Team Teach trainers in Oxfordshire</p> <ul style="list-style-type: none"> • Peter Wild (A&P Wild Ltd.) wild.peter54@gmail.com • Alison Manning (Ali Training) ali@ali-training.co.uk • Simon Wightwick (Connective Support) simon@connectivesupport.co.uk 	<p>Meadowbrook College</p> <ul style="list-style-type: none"> • Alternative Provision Academy • KS3 / KS4 • Primary and secondary outreach support <p>https://www.meadowbrook.oxon.sch.uk/</p>
<p>Point5 Ltd – Behaviour Consultancy and Training</p> <p>Sarah Richens and Nathalie Downing are specialist teachers who provide a tailor-made service based on each having over 20 years of experience teaching and working within the area of behavioural, emotional and social difficulties.</p> <ul style="list-style-type: none"> • Behaviour Consultancy around individual children; • Team-Teach Training; a variety of CPD around SEMH difficulties and • Whole school Behaviour Policy Audit and Review. <p>point5sn@gmail.com www.point5.org.uk @point5Ltd</p>	<p>One-Eighty (180)</p> <ul style="list-style-type: none"> • Traded (Charity status) • Therapeutic / psychological support and tutoring for individual pupils (age 4 – 18) and their families (1 – 25 hrs per week). • Group work and 1:1. • Advanced skills conference and training (focus on psychological provision across sectors working for young people). <p>http://one-eighty.org.uk/</p>	<p>OXSEN</p> <ul style="list-style-type: none"> • Special Needs Advisory Support Teachers (SNASTs). • Dyslexia Advice. • Staff Training in SEN. • Access Arrangements testing. • INSET. • SENCO support • Dyslexia assessment <p>http://oxsen.org.uk/</p>
<p>Quest for Learning</p> <ul style="list-style-type: none"> • Traded (Charity status) • CPD training, for teachers and teaching assistants, in literacy and numeracy. Working in partnership with external consultants. • Tutor delivered literacy and numeracy support for primary; both 1:1 and small group settings. Priority to support pupils from disadvantaged backgrounds. Models include: <ul style="list-style-type: none"> ○ Reading Quest a 1:1 support programme targeting early readers, predominantly in Year 2, who lack the key skills and strategies for successful reading. ○ Book Quest a 1:1 or small group support programme for pupils in KS2 with basic reading accuracy but low levels of comprehension; targeting pupil engagement and enjoyment of reading. ○ Numskills a bank of resources to help children improve their mental maths and calculation skills, though game playing <p>http://questforlearning.org.uk/</p>	<p>Primary Support Team</p> <ul style="list-style-type: none"> • Traded support for primary English and leadership • Subject leadership, subject-specific training and in-school support to develop quality first teaching <p>Accredited training for reading interventions:</p> <ul style="list-style-type: none"> • Project X CODE • High quality professional development helps teaching assistants and teachers to deliver and manage Project X CODE effectively for pupils in • Years 2 to 4 who need support with reading • Better Reading Support Partners • Provides targeted and effective reading support for pupils in Years 1 to 10 who have fallen behind in their reading • Inference Training accredited by Leicester City Council • To support pupils in KS1 – 3 to gain full meaning and enjoyment from their reading through improving quality first teaching and a group intervention. <p>http://www.primarysupportteam.co.uk/</p>	<p>InnovatEducation</p> <ul style="list-style-type: none"> • Traded support for primary English, Maths and leadership • Leadership support, including SLT and subject leaders • Subject specific training and support to develop quality first teaching • Curriculum and assessment support • Suite of resources to support learning and teaching in English and Maths <p>www.innovateducation.co.uk</p>

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<p>Hill End Outdoor Education Centre</p> <ul style="list-style-type: none"> • Traded (Charity Status) • Alternative provision services • Bespoke alternative and nurturing educational programmes, group or 1:1 • 67 acres of beautiful outdoor space • Opportunities include varied outdoor learning activities, bush craft, horticulture, construction and micro enterprises • Curriculum-linked or accredited qualification units available • Close contact with schools for feedback and reporting • Wide range of day and residential outdoor learning activities available • Forest School teacher training, first aid and outdoor learning CPD <p>www.hill-end.org/activities/alternative-education/admin@hill-end.org</p>	<p>ARCh Oxfordshire</p> <ul style="list-style-type: none"> • Charity • Provides fully vetted (including enhanced DBS), trained, and supported reading helper volunteers to primary schools across Oxfordshire • Children benefit from 2 half hour one-to-one sessions with their reading helper each week for the entire year • Sessions involve shared reading, games and conversation • The charity provides resources to use within the session which are personalised to children's interests • Mentoring and nurturing support which boosts reading ability, comprehension and interest as well as confidence, self-esteem and well-being <p>www.archoxfordshire.org.uk</p>	
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<p>Issues for schools to consider</p> <p>How are you supporting learner engagement for pupils who are vulnerable to underachievement? Improving attendance / reducing exclusion.</p> <p>To what extent do you 'tilt' your systems for learners vulnerable to underachievement?</p> <p>How are you planning to improve progress of pupils with EHCPs, those at SEN Support and those entitled to the pupil premium?</p> <p>Are issues relating to learners vulnerable to under achievement addressed in your school development plan?</p> <p>Mental Health and well-being are key issue for all schools. How are you moving to be more proactive and less reactive to issues?</p> <p>Leadership and Management. What is the impact of your leadership on learners vulnerable to underachievement?</p> <p>Teaching, Learning and Assessment. To what extent do teachers meet the needs of all pupils in their lessons?</p> <p>Meeting the individual needs of the learner. To what extent do you know the individual learner's need to plan for the support they need. How are you raising learner motivation and aspiration?</p>	<p>Opportunities</p> <p>OXSIT Closing the Gap self-audit tool available FREE to all Oxfordshire schools to support development planning. HERE</p> <p>There is a large training offer to support SEND in Oxfordshire.</p> <p>Strong partnership working for learners with challenging behaviour and SEMH needs. IYFAP / Inclusion meetings include Education / CAMHS/ Social care/ School health nurses / Thames Valley Police.</p> <p>The Community Around the School offer (CASO) is widely used to support schools in their communities.</p>
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<p>Index of Acronyms</p> <p>ASC – Autistic Spectrum Condition also referenced as ASD – Autistic Spectrum Disorder.</p> <p>DfE – Department for Education</p> <p>ESO – Education Supervision Order</p> <p>EYFS – Early Years Foundation Stage</p> <p>IYFAP – In Year Fair Access Panel</p> <p>HMI – Her Majesty's Inspectors</p> <p>LD – Learning Disability</p> <p>OFSTED – Office for Standards in Education, Children's services and Skills.</p> <p>OSCB – Oxfordshire Safeguarding Children's Board</p> <p>SAO – School Attendance Orders</p> <p>OCC – Oxfordshire County Council</p> <p>OXSIT – Oxfordshire School Inclusion Team</p> <p>SEN – Special Educational Needs also referenced as SEND – Special Educational Needs and Disabilities</p> <p>SEMH –Social Emotional and Mental Health</p>
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