

DIMINISHING DIFFERENCE IN OXFORDSHIRE 2016-2017

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 – schoolimprovementteam@oxfordshire.gov.uk

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| <p>Oxfordshire School Inclusion Team – (OXSIT) Closing the Gap (CTG) team:</p> <ul style="list-style-type: none"> County service. Traded. CTG self-evaluation tool for schools Consultant support for school leaders to close the gap for learners vulnerable to underachievement (PP, SEND, EAL, UASC). Monthly newsletter, three CTG briefings a year, website of resources to support school leaders, phone and email support. Communicating with all school SENCOs re local issues regarding CTG and statutory SEND. Training for Interventions to close the gap - FFT / Write Away Together / Hi Five SEND review. Diminishing Difference conference – 29th June 2017 Training programme. Inclusion Support Plan (ISP) training for schools and settings to reduce exclusions and improve attendance. <p>Website: www.OXSIT.org.uk Book training HERE: https://oxfordshireschoolscpd.org.uk/courses/bookings/default.asp?ccid=3&ds=1 Contact: Schoolimprovementteam@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"> County statutory work and traded service. 'Feeling good – Learning well'. Video Interactive Guidance (VIG). Emotional Literacy Support Assistants – training and supervision (ELSA). Whole school strategic work for SEND. Individual and group work for pupils. Attachment training. In year fair access panel (IYFAP) transition project 2016. School support following a critical incident. <p>http://schools.oxfordshire.gov.uk/cms/content/educational-psychology-service</p> |
| <p>Oxfordshire Special Educational Needs Support Service (SENSS): SENSS is a countywide Special Educational Needs (SEN) teaching and advisory support service. Some traded work.</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 SEN 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. <p>http://schools.oxfordshire.gov.uk/cms/content/specialeducational-needs-support-service-senss</p> <p>Book for training courses HERE: https://oxfordshireschoolscpd.org.uk/cpd/default.asp</p> | <p>Early Years Special Educational Needs (EYSEN)</p> <ul style="list-style-type: none"> County service for children in settings. Not traded. <ul style="list-style-type: none"> Working with pre-school children / families / paediatricians –supporting with behaviour plans, risk assessments and SEN. Signpost to funding. Support with transition to school. Telephone support for settings. <p>http://schools.oxfordshire.gov.uk/cms/content/early-years-sen</p> <p>Early Years advisory team</p> <ul style="list-style-type: none"> County service for children in settings. Not traded. <ul style="list-style-type: none"> Working with settings and schools to close the gap in the early years. Various projects. Support for schools and settings. <p>https://www.oxfordshire.gov.uk/cms/public-site/information-early-education-and-childcare-providers</p> | <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 service model from April 2017 (Transformation plan – over 5 years). Increase capacity at single point of access. Partnership with Barnardos from April 2017. PCAMHS working in majority of secondary schools half a day a week. Autism only diagnostic service 5 – 17 ½ (if mental health a concern) Training session – family support following autism diagnosis. <p>Primary child and adolescent mental health services (PCHAMS) – tier 2 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 Self-referrals (16-18 year olds) Future in Mind – report 2015. <p>Specialist CAMHS</p> <ul style="list-style-type: none"> Various specialist teams supporting families and young people (Sexually harmful behaviours / abuse / assessing safeguarding of families) See website link below. Children and young people – improving access to psychological therapies (CYP IAPT) – training. LD CAMHS in school (11 special schools) Screening, Supervision etc. (since Feb 2016). <p>http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/community-camhs</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 (Tier 3 CAMHS) Building resilience in schools + YP – online tools / interactive website Managing the environment Primary school pilot (September to Christmas 2016) | <p>Oxfordshire Early Intervention</p> <ul style="list-style-type: none"> Early help document to replace Common Assessment Framework (CAF). Training from via OSCB. January 2017. New Team around the Family and Team around the Child paperwork 2016 – 2017. New threshold of needs document to be shared with schools in 2016- 2017. Locality Community Support Services from November 2016. Locality CAF coordinator – supporting partners managing risk. Senior locality social worker- no names consultation. Supporting, evaluating, enabling. Family support services, Early Support and Early help teams. Signposting to tools and resources. 8 Children and Families Centres. <p>http://schools.oxfordshire.gov.uk/cms/content/early-intervention-service</p> | <p>Oxfordshire Education Inclusion Team</p> <ul style="list-style-type: none"> Statutory service with some traded elements. Preventing exclusions. Ensuring DfE Exclusion Guidance and procedures are followed correctly. Coordinating the admission of vulnerable children including those who have been permanently excluded or subject to a managed move via the In Year Fair Access Protocol (IYFAP). Pupils missing out on education. Pupils receiving an alternative education provision. Pupil tracking. School Attendance support, prosecutions, SAO's, ESO's, and Parenting Orders. Elective Home Education. Pupil Tracking. Gypsy Roma Travelers. Children in Entertainment & Employment. Attendance Penalty Notices. <p>http://schools.oxfordshire.gov.uk/cms/content/education-inclusion-service</p> |

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| <p>MBOX teaching school</p> <ul style="list-style-type: none"> • Traded service (Charity status). • Training for schools in attachment, understanding behaviour as a communication, and de-escalation techniques. • Conferences. • Strategic support to ensure academic, emotional and social needs are central to the running of schools. • Support to strengthen whole school ethos of understanding behaviour as a communication • Support to establish consistent approaches to behaviour management across a school. • Structures to support collaborative problem solving for staff. • Setting up support spaces for staff reflection. • Development of Emotional and Social assessment of pupil progress (ESAPP) and 'You've Got Skills' curriculum online. • Team teach training. <p>http://www.mulberrybush.org.uk/mbox/</p> | <p>Oxfordshire teaching schools alliance (OTSA)</p> <ul style="list-style-type: none"> • SEND training / workshops • Conferences including a vulnerable learners conference (November 16). • Pupil premium reviews. • SEND review project in partnership with the London Leadership Strategy. • Pupil Premium project in partnership with HMI (Fourth cohort in 2016-2017). • 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. <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 • Incorporating Oxford Diocesan Schools Trust expertise and services • 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>Oxford Brookes University</p> <ul style="list-style-type: none"> • School support for SEN (Behaviour, Social and emotional difficulties, ADHD and ASC) <p>http://www.education.brookes.ac.uk/Consultancy/In-school-training/</p> | <p>Autism Resource Centre (ARC)</p> <ul style="list-style-type: none"> • Traded. • Support for pupils and schools for children with ASD. • Assessment. • X3 sessions per week over 10 weeks. <p>http://www.stnicholasprimaryschool.org.uk/</p> |
| <p>Northern House Outreach</p> <ul style="list-style-type: none"> • Traded • Bespoke support package for an individual pupil with SEMH needs or learner presenting with challenging behaviour. • Evaluation of paperwork for pupil. • Specialist teacher visiting a school to support with a pupil. • Observation of pupil and feedback. • Written feedback and resource pack. • Follow up visit to monitor progress and further support if required. • Professional sharing days. • Development of paperwork and frameworks for pupils. • Team teach training. <p>http://northernhouseoxford.schooljotter2.com/integration-outreach/contact-for-io</p> | <p>Frank Wise School Outreach</p> <ul style="list-style-type: none"> • Traded • Outreach support for learners with SEND in mainstream schools. • Support for schools to better meet the needs of learners with SEND. • Assisting with assessing a learner with SEND and target setting. • Classroom observation and feedback. • Training offer. • Support to develop resources. <p>http://frankwise.oxon.sch.uk/professionals/</p> | <p>Meadowbrook</p> <ul style="list-style-type: none"> • Alternative Provision Academy • KS3 / KS4 <p>http://www.meadowbrook.oxon.sch.uk/page/?title=About+Us&pid=3</p> |
| <p>Quest for Learning</p> <ul style="list-style-type: none"> • Traded (Charity status) • Tutors to support literacy and numeracy of individual pupils. Primary up to KS3. <p>http://questforlearning.org.uk/</p> | <p>Primary Support Team</p> <ul style="list-style-type: none"> • Traded support for primary English, maths and leadership • Subject leadership, subject-specific training and support to develop quality first teaching <p>Intervention Programmes accredited by Edge Hill University:</p> <ul style="list-style-type: none"> • 1stClass@Writing A new, highly motivating and effective intervention for children in Years 3 to 5 who have fallen behind in writing • 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 • 1stClass@Number 1 and 2 for children who need further support with year 1 and 2 curriculum respectively. • Success@Arithmetic for pupils in year 5 to 8 who need support to understand and develop fluency with formal written methods • 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 a group intervention. | <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 <p>http://oxsen.org.uk/</p> |

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| | http://www.primarysupportteam.co.uk/ | |
| One-Eighty (180) <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). http://one-eighty.org.uk/ | Independent Team Teach trainers in Oxfordshire <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 | Oxfordshire Anti Bullying <ul style="list-style-type: none"> Toolkit for schools. Restorative approaches. E safety and anti -cyber bullying training. http://schools.oxfordshire.gov.uk/cms/content/anti-bullying |
| Residential and Edge of Care Service (REoC) <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 Annie.Little@Oxfordshire.gov.uk | Oxfordshire Anti-Bullying <ul style="list-style-type: none"> Advice, support and training on all areas of bullying and e-safety Toolkits, guidance and resources Restorative approaches. http://schools.oxfordshire.gov.uk/cms/content/anti-bullying | |

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| Issues for schools to consider To what extent do you 'go the extra mile' for learners vulnerable to underachievement? Are issues relating to learners vulnerable to under achievement addressed in your school development plan? Mental Health and wellbeing is a key issue for many schools. How are you moving to be more proactive and less reactive to issues? Leadership and Management. What is the impact of your leadership on learners vulnerable to underachievement? Teaching, Learning and Assessment. To what extent do teachers meet the needs of all pupils in their lessons? Meeting the individual needs of the learner. To what extent do you know the individual learner's needs and how are you raising their motivation and aspiration? | Opportunities OXSIT Closing the Gap self -audit tool available to all Oxfordshire schools to support development planning. Oxfordshire's VL strategy linking to the education strategy. Oxfordshire LA working with OFSTED and South East school improvement teams on developing guidance for schools with regard to closing the gap for learners entitled to the pupil premium grant. Partnerships of schools, MATs LA and OTSA are working together to explore the issue. Where projects have been completed the findings need to be shared. https://thekeep.oxfordshire.gov.uk/cms/ Successful projects with EYFS advisory team and OTSA working HMI working together on improving outcomes for learners entitled to the pupil premium grant. Link SIL to discuss diminishing difference with HTs in their allocated partnership (all LA schools, offer open to academies). There is a large training offer to support SEND in Oxfordshire. There are a wide variety of support services for learners with challenging behaviour and SEMH. | What are system leaders doing to diminish difference? SILs are prioritising the issue when working with school leaders. LA Position statements (2016 data) have a 'closing the gap' analysis for key assessment points. Training teachers re. Quality First Teaching. OXSIT Film link available here: https://www.youtube.com/watch?v=mWislqGvXhc Reviewing the impact of new accountability measures and implications on curriculum for learners vulnerable to underachievement. Developing assessment and early intervention to accelerate progress. Developing a culture of inclusion through support and appropriate provision (without supporting an 'SEN industry'). Changing expectations around exclusions, attendance and the culture of admissions. Developing parental partnership in learning. Improving engagement of parents / carers in issues relating to their child's learning. |
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Index of Acronyms

ASC – Autistic Spectrum Condition also referenced as ASD – Autistic Spectrum Disorder.
DfE – Department for Education
ESO – Education Supervision Order
EYFS – Early Years Foundation Stage
IYFAP – In Year Fair Access Panel
HMI – Her Majesty’s Inspectors
LD – Learning Disability
OFSTED – Office for Standards in Education, Children’s services and Skills.
OSCB – Oxfordshire Safeguarding Children’s Board
SAO – School Attendance Orders
OCC – Oxfordshire County Council
OXSTIT – Oxfordshire School Inclusion Team
SEN – Special Educational Needs also referenced as SEND – Special Educational Needs and Disabilities
SEMH – Social Emotional and Mental Health
SIL – School Improvement Lead