

DIMINISHING DIFFERENCE IN OXFORDSHIRE 2017-2018

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

<p>Oxfordshire School Inclusion Team – (OXSIT):</p> <ul style="list-style-type: none"> County service. Traded. Consultant support for school leaders on all matters relating to inclusion and improving outcomes for learners vulnerable to underachievement (SEND, Disadvantaged, EAL). Bespoke training for schools on specific issues. Monthly newsletter, three inclusion briefings a year, website of resources to support school leaders, phone and email support including behaviour support. Closing the Gap self-evaluation tool FREE for schools. SEND and Pupil Premium review. Maximising the Impact of Teaching Assistants and Maximising the Performance of Teaching Assistants training. Training for Interventions to close the gap - FFT / Write Away Together / Hi Five. Annual Inclusion conference – 28th June 2018. Pupil Premium network meetings. Programme of training for SENCOs, teachers and TAs Training and resources 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 Educational Psychology service:</p> <ul style="list-style-type: none"> County statutory work and traded service. Whole school strategic work for SEND. Individual and group work for pupils. Consultation for teachers, parents and carers Whole school training in a number of areas (e.g. attachment), designed to meet schools' specific needs Video Interactive Guidance (VIG). Emotional Literacy Support Assistants – training and supervision (ELSA). Consultation to In Year Fair Access Panels (IYFAP) and an extended project exploring effective transition for pupils with SEMH 2016 - 2018 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/special-educational-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 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 Core Offer Support the EHCP process and provide advice re early years funding. Telephone advice line for early years settings Contribute to development of early years SEN toolkit Some traded work e.g. Early Years SENCO training and Early Years Autism training 	<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 mobilising during 2017/18 including new service model, increased access, resilience, support and information available to all, direct referrals for CYP and families. Increase capacity at single point of access; access, support, information and referral for all-launching Feb 2018 (replacing consultation line) Partnerships with third sector providers; Response, TRAX, RAW, ARK T, SYNOLOS, BYHP, SOFEA, OXFORDSHIRE YOUTH from summer 2017, each providing CAMHS Link Worker with exception of Oxfordshire Youth providing training. New website launching Spring 2018; online referral (self and professional), directory of services, self-help tools. Autism only diagnostic service 5 – 17 ½ (if mental health a concern) Post Diagnostic Support Group 6 sessions – family support following autism diagnosis. <p>Primary child and adolescent mental health services (Getting Help) – tier 2 workers (every secondary school) ½ day week.</p> <ul style="list-style-type: none"> Support, advice, guidance to staff; Training; further offers during 2018 School referrals Pastoral care School health nurse (every secondary school) <p>Specialist CAMHS</p> <ul style="list-style-type: none"> Various specialist teams supporting families and young people (Getting More Help/ Eating Disorders / 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>

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<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 for school staff • ASC Parent course • Building resilience in schools + YP – online tools / interactive website (Single Point of Access developments) • Increased training model to be offered to schools • Health Improvement Plans- Support for schools regarding emotional well-being and mental health elements. 	<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 launched, 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-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>
<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 2017-2019 • Promoting the use of nurture initiatives as an early intervention • Foundation Degree in Therapeutic Work with Children • http://www.mulberrybush.org.uk/outreach/ 	<p>Oxfordshire Teaching Schools Alliance (OTSA)</p> <ul style="list-style-type: none"> • SEND training / workshops • Conferences including a vulnerable learners conference). • 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. • Specialist Leaders of Education in SEND. • Supporting children and Schools with Bereavement and loss • Developing Emotional Resilience with Family Links • SCITT provides an enhanced SEND programme for primary teaching <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>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 • http://www.meadowbrook.oxon.sch.uk/page/?title=About+Us&pid=3

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<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: Reading Quest a 1:1 support programme targeting early readers, predominantly in Year 2, who lack the key skills and strategies for successful reading. BookQuest 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, through game playing. <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 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>http://www.primarysupportteam.co.uk/</p> <p>Maths interventions 1stClasses@Number or Success@Arithmetic ecc@edgehill.ac.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> <hr/> <p>The Art Room</p> <ul style="list-style-type: none"> Traded service (Charity status) Group work for children aged 5-16 with emotional and behavioural difficulties Art Rooms are located in primary and secondary schools in Oxford City and Didcot Training for schools in practical ways to help support improvements in mental wellbeing, behaviour and readiness to learn Conferences <p>www.theartroom.org.uk</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>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 Lauren Bond lb.unique@aol.co.uk 	<p>Oxfordshire Anti-Bullying</p> <ul style="list-style-type: none"> Advice, support and training on all areas of bullying and internet safety Advice, support and training on Restorative Approaches Toolkits, guidance and resources to support with Anti-Bullying work. <p>Please see the Anti-Bullying Brochure (pdf format, 596Kb) for details of support available to improve and develop your Anti-Bullying practice Contact Jo Brown, Anti-Bullying Co-ordinator jo.brown@oxfordshire.gov.uk or follow link to Anti-Bullying home page</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>Oxfordshire Anti-Bullying</p> <ul style="list-style-type: none"> Advice, support and training on all areas of bullying and e-safety Toolkits, guidance and resources Restorative approaches. <p>http://schools.oxfordshire.gov.uk/cms/content/anti-bullying</p>	<p>Mental Health and Wellbeing Activity via Aureus School</p> <ul style="list-style-type: none"> Regional MHWB Network, in conjunction with The Charlie Waller Memorial Trust Vulnerable Learners Conference, led by Aureus School with CWMT When the Adult Changes, the Behaviour Changes conference, Pivotal Education Mental Health in Schools Award, in conjunction with the Carnegie Research Centre <p>www.aureusschool.org or email GLFTSA@aureusschool.org</p>

<p>Issues for schools to consider</p> <p>How are you supporting improved attendance for pupils who are vulnerable to under achievement? How are you reducing fixed term exclusions for pupils with SEN support? To what extent do you 'tilt' your systems 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 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 needs in order to plan for their support. 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. LA learner engagement project to improve attendance and reduce exclusion launched 2018. Oxfordshire's VL strategy linking to the education strategy. Vulnerable learners on the agenda for the operational group for school to school support reporting to the SSPB. Oxfordshire LA / OFSTED diminishing difference tool being piloted by schools signed up to a new pupil premium network run by OXSIT. System leaders 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 is a wide variety of support services for learners with challenging behaviour and SEMH. SEMH strategic forum meeting biannually includes Education / CAMHS / Social care. CAMHS continuing to offer free training to schools to support early help. The community around the school offer (CASO) to be launched 2018. Locality Support Service working strategically to support schools in their communities.</p>	<p>What are system leaders / LA doing to diminish difference?</p> <p>System leaders are prioritising the issue when working with school leaders. LA Position statements (2017 data) highlight strengths and areas for development for vulnerable learners. Training teachers re. Quality First Teaching. OXSIT Film link available here: https://www.youtube.com/watch?v=mWjlsqGvXhc Developing assessment and early intervention to accelerate progress. Oxfordshire focus on Early intervention and help. Developing a culture of inclusion through support and appropriate provision in order to change expectations around exclusions and attendance. Project 8 (2017-2019) looking at reducing exclusions in secondary schools. Increased number of SEN peer reviewers in 2017. Increasing number of schools looking at developing approaches to support SEMH pupils.</p>
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Index of Acronyms

ASC – Autistic Spectrum Condition also referenced as ASD – Autistic Spectrum Disorder
CASO – Community Around the School Offer
CYP – Child / Young Person
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
OXSIT – Oxfordshire School Inclusion Team
SEN – Special Educational Needs also referenced as SEND – Special Educational Needs and Disabilities
SEMH – Social Emotional and Mental Health