

Education Resources Group
Schools Forum

Meeting Date 1 December 2020
Meeting Date 9 December 2020

Subject: High Needs: Development of Early Intervention
Cabinet Member: Cllr Jewell
Report Number: 5d

Item: 22

Purpose of Report

1. This report:
 - Provides an update and progress on the early intervention option identified in the EY High Needs Review;
 - Outlines two proposals for early intervention within the Speech, Language and Communication Needs (SLCN) service for children and young people. This follows Schools Forum approval, subject to a business plan, to increase the Dedicated Schools Grant (DSG) overspend by £1m to support strategies for early intervention. By following an invest to save model, it is envisaged that this element of the investment of an additional £454,526 for SLCN will provide support early and reduce the level of continued support required as pupils progress in their education. As the proposed changes are embedded into working practices in schools, it is envisaged that this should lead to a reduction in the requirement for more expensive support and yield savings to support a reduction in the DSG overspend.

Recommendations

2. The Schools Forum are asked to:
 - Note the proposals outlined, provide comments on these, and offer a preferred option;
 - Confirm their continued support to the investment of £1m to develop and extend the early intervention strategy. The strategy should lead to some cost savings in the longer term and assist in the reduction of the high needs overspend.

Relevance to the Council's Corporate Plan

3. The Council has oversight of the DSG and is responsible for ensuring appropriate support is in place for pupils with additional and special educational needs (SEND). The Council has been working for a number of years to address the rising demand to support pupils with SEND. The work has included capital investment to develop local provision to support pupils with SEND. To confirm the relevance of this strategy, the Council commissioned EY to carry out an independent review of High Needs. As a result of the review, as well as the development of local provision, other strategies such as early intervention, top up rates for mainstream schools were identified by the review. To support the development of the other strategies and meet the Council's aim to move, as far as possible, to a position whereby Enfield children and young people (CYP) are able to remain in the local area and be educated at their local school an invest to save model is being formed.

Main Consideration for the Schools Forum

BACKGROUND

4. At the last meeting, the Forum was advised of the recommendations coming from the High Needs Working Group to address the options identified by the EY review. The recommendations which were the subject of discussion at the last Schools Forum meeting included:

- (a) Increase early intervention being a cost-effective way of meeting needs
- (b) Develop an inclusion charter to be signed by all Enfield schools and become more inclusive especially those with low levels on inclusion.
- (c) Expand in-borough provision and reduce independent placements

The focus of this report is the recommendation to increase early intervention. The Forum was informed that the High Needs Working Group had recommended increasing early intervention by investing £1m to further develop speech and language and autism support available to schools. The view of the Group was that the investment should lead to future savings.

The Forum acknowledged the proposed development and sought additional information before confirming their support to investing an additional £1m to increase speech and language and autism support.

The remainder of this report details the business case for increasing speech and language support.

INTRODUCTION

- 6.1 A review carried out by EY¹ identified a gap in early intervention to support children who have a potential diagnosis of autism or who have speech, language and communication needs (SLCN). Schools and members of Our Voice – Enfield’s parent partnership for children and young people with SEND – had also expressed concerns that there was insufficient support for children and young people presenting with speech and language needs, resulting in an increase in Education, Health and Care Plans (EHCPs) to provide this support.
- 6.2 The High Needs Working Group discussed various SLCN early intervention options for Enfield’s children and young people, and identified a model of intervention offered by Barnet, Enfield and Haringey Mental Health Trust (BEH-MHT), Enfield’s Health partners, as being most viable. The High Needs Working Group recommends that the BEH-MHT model be utilised, helping to ensure continuity of process by building on existing provision.
- 6.3 Parallel to developing a business plan, a mapping exercise of existing provision is being conducted. This will help clarify current provision to ensure that any future investment provides additionality as opposed to duplication. Mapping data will be monitored and updated as the business plan is implemented.
- 6.4 The Education Resources Group commented that it was important to develop support for pupils with SLCN and requested as the proposals were finalised that there be further broader discussion with schools to consider whole school approach and details of how the success of the intervention would be measured.

PROJECT PROPOSAL

- 7.1 This paper will focus on identifying early intervention for those presenting with speech, language and communication needs, and includes two potential funding models. Advice and preference of model is welcomed from the Schools Forum.
- 7.2 The project delivery team has identified that any additional funding proposals need to be based on an invest to save model. This will incorporate intensive, enabling and maintained provision (Appendix 1). This means that there will be initial investment to support schools in supporting children with speech, language and communication needs. Schools will be trained and supported in delivering the model, subsequently being supported by a centralised hub to embed and maintain the model.

¹ High Needs Review (2020)

- 7.3 This model recognises that local authorities need to create resilience within the education sector by using models that are inclusive, and by encouraging staff to become independent of the Local Authority in identifying and meeting the needs of children and young people.
- 7.4 The proposal is to invest in a Speech, Language and Communication Hub (SLaCH). This will be multi-disciplinary to support the associated additional needs of children who present with a primary need of speech, language and communication difficulties. The model will primarily support education settings but will include a strand of intervention enabling work with families to encourage them to become familiar and aware of techniques that will help them work independently with their children.

The Model – Speech, Language and Communication Hub (SLaCH)

- 7.5 The SLaCH programme will provide a four-stranded model of delivery that holistically meet the needs of children and families by creating a multi-disciplinary resource hub to support schools, providing them with skills to support the screening of children and young people, identifying their speech, language and communication needs and providing targeted intervention as required.
- 7.6 Schools will have the opportunity of a tiered offer, which will include a standard package with the opportunity to become a fully accredited centre. Accreditation will be available via Elklan², a nationally recognised and licenced body for speech and language specialism.
- 7.7 The SLaCH programme will be staffed by an integrated workforce comprising specialist teachers, speech and language therapists, an educational psychologist and an occupational therapist. This team will support with identification, strategies, embedding of the offer and integration within the education setting.
- 7.9 The SLaCH will adapt ways of working across the key stages to ensure that the optimum approach is utilised. It will concentrate at Key Stages 3 and 4 on an adapted approach, including a focus on: subject specific interventions; working with learning mentors and school based behaviour support teams to incorporate SCLN into an integrated learning support plan; adaptation and differentiation of the curriculum in terms of cognitive complexity and making language more accessible and easier to understand; classroom management strategies; identifying core concepts and vocabulary within the curriculum which are essential for further learning across subject areas, and developing communication-friendly environments.
- 7.8 It is recognised that children with speech, language and communication needs often have associated delays in gross and fine motor skills as well as cognitive functioning. The multi-disciplinary workforce will prevent duplication of effort amongst professionals and help ensure a holistic, integrated offer within all schools, for children and young people with early presenting speech, language and communication challenges and delayed development who are performing below age-expected levels.
- 7.9 Evaluation of pilot model of this type of intervention previously carried out is attached (Appendix 2).
- 7.10 The model will include:
- Screening for children
 - Strategies for children and families
 - Training of staff in schools to deliver strategies and correctly identify need
 - Review of packages of support
 - Communication website with tools and webinars

² www.elklan.co.uk

- Creating and support of SLaCH champions to support each school
- Regular updates on models of best practice
- Annual conference on speech and language models, strategies and innovations
- Evaluation, Review and refinement of the model
- A flexible audit process

7.11 The SLaCH aims to:

- Improve universal provision for pupils with speech, language and communication needs, by providing whole-school training in class wide and school wide good practice frameworks, enhancing pupils' school experience and providing them with access to a range of speech, language and communication tools.
- Deliver consistent key messages that support early speech, language and communication support through the work programme and resources, making it clear that 'communication is everybody's business';
- Promote an early intervention approach to speech, language and communication needs across Enfield schools. This will ensure that children and young people can access communication-friendly environments and practitioners who are confident in their role of facilitating communication and identifying SLCN, and that parents and carers are supported with appropriate information and resources;
- Offer a practical whole-school quality assurance framework;
- Support settings to meet the needs of children with speech, language and communication needs who are not achieving at the same rate as their peers. This will include improving outcomes for children with emerging or less complex speech, language and communication needs who are likely to catch up with their peers through appropriate focused support, including for those with long term developmental concerns;
- Provide settings with an appropriate model of supervision and continual professional development for the school workforce.

8. Strand 1: Training in identification

- 8.1 The SLaCH will offer a range of early screening and identification tools with a bespoke toolkit adapted to local context. The toolkit utilises 'What Works'³ resources and a range of optional screening tools to assist school decision-making at the point of need.
- 8.2 The SLaCH will offer enough flexibility to respond to the needs of individual educational settings, enabling it to meet the needs of a wide range of children with delayed speech, language and communication skills.
- 8.3 Those children and young people who follow targeted intervention will return to the universal tier, whilst those with more challenging needs will be supported through the SLaCH and where necessary, signposted to statutory services.
- 8.4 Ongoing support will be provided to school staff to help them identify children with speech, language and communication needs that are emerging or delayed in the context of other needs that the children may have, such as approach to learning and thinking skills, social, emotional and mental health (SEMH), functional independence skills and life experiences.

³ *What Works* database of evidenced interventions to support children's speech, language and communication. *What Works* is endorsed by the Royal College of Speech and Language Therapists.

9. Strand 2: Targeted interventions using evidence-based resources for the development of Language Understanding, Language for Thinking, Expressive Language, Oral Language and Language Use.

- 9.1 Schools will be provided with tools and resources including specialist staff to support setup, delivery of programmes, measures for tracking pupil progress and workforce training.
- 9.2 Schools will be supported across the academic years to adopt, adapt and independently deliver a range of targeted interventions, based on assessed needs.
- 9.3 Schools will be supported to deliver a range of evidence-based targeted interventions, e.g. Lift Off Language, practitioner-child interaction groups, narrative programmes, Language for conflict resolution, facilitative conversations and social use of language groups.
- 9.4 Schools will be supported to ensure that targeted interventions form part of a child's joined up and meaningful school day to avoid a fragmented or disjointed experience of school.
- 9.5 With support from the SLaCH, schools will be confident and competent to deliver small group targeted interventions. This will include periodic individual and group supervision and group problem solving.
- 9.6 Identified teaching staff in every school will act as a resource for colleagues in delivering small group targeted intervention (SLaCH Champions).
- 9.7 Interventions will be Specific, Measurable, Achievable, Realistic, Time-Bound (SMART) and schools will be provided with termly SLaCH reviews.
- 9.8 To address the needs of secondary-aged children with speech, language and communication needs, a whole school approach to addressing wellbeing will be in place. The programme will be bespoke, emphasising the wellbeing element to support the cohort.

10. Strand 3: Parent and carer focused training and support

- 10.1 The SLaCH will work in partnership with schools to develop its supportive offer to parents and carers. A variety of tools will be provided to support them in meeting the needs of their children, developing skills and interventions to promote positive communication and providing information that will enable families to provide the best possible home environment to improve communication and independence in their children.
- 10.2 Parents will be signposted to specialist help in the SLaCH or school, allowing continual development to discuss, review and update their resources. Further outreach will be provided to encourage families further away from systems to engage in their child's development. The SLaCH will work as a unified core group, deploying skills competently in partnership with schools; role release and role expansion is a crucial area of workforce development.

11. Strand 4: Practitioner and school-based training programme

- 11.1 Each school will have the opportunity to audit their speech and language offer. Audits will be carried out in collaboration and with the continued support of the Schools Senior Leadership Team, enabling schools to identify their own needs and make use of the right tools and sustain practice in their schools.
- 11.2 If schools are not able to participate and commit to a full audit, they will still be able to access tools enabling them to quickly identify children and young people with a SLCN and make a start on prompt interventions.
- 11.3 All schools will continue to revisit their audits and continue with annual action plans in collaboration with SLaCH.

- 11.4 A key outcome of the audit will be a training needs analysis, followed by a modular training programme to support schools in their delivery of speech, language and communication skills.
- 11.5 A focused and rolling programme of training will be made available to the workforce, that will include an understanding of the universal offer, opportunities to develop speech, language and communication skills and functional independent skills. Some delivery will be cluster based.
- 11.6 The SLACH will train a cohort of Enfield practitioners to carry out ongoing targeted interventions and training within their school setting and establish Learning Networks and communities of practice to assist in problem solving, sharing resources and peer mentoring.
- 11.7 All involved school staff will receive up to date and relevant resources to support their continued professional development.

12. Performance Monitoring

- 12.1 SLACH staff will develop a performance framework specifying outcomes for each strand of service delivery, that will monitor school performance, demographic, qualitative and quantitative data. Case studies will be produced for individual children, families and schools to provide granular information on the impact of the project. Quarterly and annual evaluations will take place, with performance monitoring that will be reported to the SEND Partnership Board and the Schools Forum.

13. Costs

- 13.1 It is recognised that a considerable investment is being made to support early intervention, and that this will create an overspend within the High Needs Block. To make certain that the model of delivery does not add a significant annual burden to the High Needs Block, an Invest to Save model is considered a viable option to meet existing and future demand. An alternative model that could be considered is cost avoidance. Information on these two models is shown below.

13.1.1 Model 1 – Cost Avoidance

- 13.1.2 This model would provide an intensive offer in its initial year that will support a range of schools with a significant need, i.e. schools in the Eastern Corridor. This would be followed by a second year of delivery to the remainder of the schools in the Borough. Simultaneously, the Eastern Corridor will receive a supported offer in the second and third year, followed by a maintained offer from their own funding. This will be mirrored with the other schools. It is anticipated that all schools will seek EIklan accreditation to enable them to become independent of Schools Forum funding in identifying children with speech, language and communication needs.

13.1.3 Model 2 – Cost Saving

- 13.1.4 This model recognises that there is an annual increase in EHCPs, currently increasing at a rate of 10% per year.
- 13.1.5 The average annual cost of an EHCP in Enfield is £20,600⁴ and the highest proportion of EHCPs are for speech, language and communication needs. This model recognises that an ongoing investment in speech, language and communication becomes a package of support that is free and available to all schools.

⁴ SEN Procurement & Commissioning Hub Commissioning Strategy (EY 2019)

13.1.6 An EHCP could be in force for, on average, 20 years. Based on current data⁵, this equates to an average lifetime cost of £412,000 for any young person whose plan is maintained until they are 25. Conversely, the use of Model 2 is anticipated to cost £454,526 per year (Appendix 3).

13.1.7 A reduction of 2% of EHCPs per year would ensure that the programme will be able to continue a sustainable service.

Table 1

Year	No. EHCPs (based on predicted 10% year-on year increase)	Total additional annual cost based on 10% increase	No. EHCPs (based on 8% year-on year increase)	Total additional annual cost based on 8% increase	Annual saving based on a 2% decrease on the number of EHCPs
	3200		3200		
1	3520	£6,592,000	3456	£5,273,600	£1,318,400
2	3872	£7,251,200	3732	£5,695,488	£1,555,712
3	4259	£7,972,200	4031	£6,151,127	£1,821,073
4	4685	£8,775,600	4354	£6,643,217	£2,132,383
5	5153	£9,640,800	4702	£7,174,675	£2,466,125
		£40,231,800		£30,938,107	£9,293,693

14. Sustainability

14.1 Utilisation of Model 1 would mean that by the end of Year 2, all schools will have received a core offer to support them in identifying the needs of children and young people and by providing them with the resources, to support the development of those children.

14.2 By the end of Year 3, all schools will have the opportunity to undertake Eklan accredited training to enable them to become communication-friendly schools and meet the needs of children with speech, language and communication needs.

14.3 By Year 4, all schools will have the opportunity to attend annual conferences, receive quarterly newsletters and attend networking events to make certain that communication is embedded within each school. School champions will continue to receive support and guidance to promote communication-friendly schools.

14.4 Utilisation of Model 2 means that there will be an ongoing annual cost to the High Needs Block. This will support the increasing number of children who are identified as having early language development delay.

15. Implementation

15.1 Once a preferred model is identified and agreed by the Schools Forum, an implementation plan will be developed for the academic year 2021/22.

Main Considerations for the Council

16. The Council has oversight of the DSG and ensure appropriate strategies are in place to manage any overspend whilst ensuring that Enfield's CYP continue to be supported and their needs being met to enable them to achieve their outcomes.

Financial Implications

17. The proposals identified in this paper will need to be assessed against pupil trends to forecast future savings from this development.

⁵ SEN Procurement & Commissioning Hub Commissioning Strategy (EY 2019)

Conclusions

18. This paper provides details the first element of the invest to save strategy for early intervention. The second element considers developing current provision for pupils with autism that focusses on early intervention and increasing knowledge and support both for educational establishments and parents/carers, to support pupils with autism. The final element will look at how the two interventions already developed could be extended to early years. Officers are currently working on the remaining elements with the support of the High Needs Review Group.

If the Forum is supportive of the proposals for the first element of the invest to save strategy for early intervention, then officers will finalise the proposals for the second element and this will be presented at the next Forum meeting.

Report Author:

Barbara Thurogood
Suzy Francis
Caroline Fanning

Date of report 30 November 20

Appendices:

Appendix 1 – Intensive, Enabling, Maintenance Levels
Appendix 2 – Evidence: Evaluation of the Model previously piloted
Appendix 3 – Cost Analysis

Background Papers

EY High Needs Review
Schools Forum Report from previous meetings

Appendix 1

Schools may transition between Intensive, Enabling and Maintenance levels dependent on the staff experience and knowledge. This will be monitored with members of the Hub and schools.

	‘Intensive’	‘Enabling’	‘Maintenance’
Training in Identification and whole school SLCN quality focused.	<ul style="list-style-type: none"> • Leadership Team complete an audit of communication strengths and areas of need. • Action Plan for areas to be targeted by the school co-produced and included in the school development plan. Resources from SLCN hub needed identified and programmed in. • Screening Tool training to SLT, class teachers and nominated staff • Training to whole school on identification and strategies to support. • Learning walks to identify areas of good practice in the school’s communication environment and opportunities to expand these and to target the development of communication friendly environments. • Work with individual teachers on planning for inclusion and modelling of teacher strategies. The use of videoing to share good practice. This may include adaptation of curriculum delivery in terms of cognitive complexity, making language more accessible and easier to understand. • Identifying and focusing on the teaching of core concepts and vocabulary, which are essential for further learning. • Making explicit the link between behaviour, sensory needs , communication and language and Learning • Classroom management strategy workshops/drop ins. • Social challenges of peer relationships in students with SLCN. • Ongoing staff training and development work as identified in the action plan to include input from OT/EP if identified in action Plan. • Half termly bookable ‘plan-do-review’ consultations open to all staff to think about ideas for practice arising from whole school development work or personal development in adaptation of curriculum or support with individual children • Communication champion receives high level training; possibly Elklan or bespoke • Hub team members identify when specialist support is required and work jointly with external teams 	<p>Continuation of Leadership Team work:</p> <ol style="list-style-type: none"> (1) to further embed practice (2) to continue to identify areas of strength / for development, for children with SLCN and their parents (3) Hub to develop an enabling programme alongside school staff (4) Identification of any additional training needs 	<ul style="list-style-type: none"> • Yearly review with Leadership team to think about what next. • Drop-in access to hub staff as identified by hub and school leadership team.
Targeted Interventions	<ul style="list-style-type: none"> • Hub team members review the screening results with teachers/TAs and identify areas of need and possible cohort for intervention using evidence based models 	<ul style="list-style-type: none"> • Hub team members review outcomes and 	<ul style="list-style-type: none"> • Termly visits to monitor

	<ul style="list-style-type: none"> • Hub SLT identifies any specific evidence-based interventions needed, support planning and identifies outcome measures • Hub Specialist Teacher identifies specific teaching strategies for profile e.g. Numicon and any training needed in implementation • Hub OT identifies any specific interventions needed that could be incorporated into planned interventions. • Complex children discussed with EP • Overall plan for targeted support interventions devised. • Modelling of interventions and strategies by team • Parameters for evaluation of interventions individual or group identified. • Agreed access to specialist assessment by hub team as appropriate. • Liaison with existing NHS/LA services • Availability of resources using a web-based facility. • School SLCN Lead implements ,monitors and sustains targeted portfolio of interventions 	<p>support identification of next steps.</p> <ul style="list-style-type: none"> • Support to evaluate screening results and planning • Agreed access to specialist assessment by hub team as appropriate. • Liaison with existing NHS/LA services 	<p>implementation of interventions and planning</p> <ul style="list-style-type: none"> • Support to evaluate screening results and planning
Parent Carer Focused Training and Support	<ul style="list-style-type: none"> • Parent group co-facilitated by Hub and School SLCN lead • HLE review and modelling of activities. • Home visit to support with joint activities of daily living. • On-going support and modelling of strategies/activities. • Cohort of parent champions to be trained, and to develop a network of parent support including social events. • Website access for parents including advice and resources, taking into account alternative methods of accessing data. • Explore opportunities for parent and child focused groups to build functional communication/ learning skills together. 	Support for parent champions to run parent support groups to enable HLE	One hub team member to attend one meeting/year to support parents to enable HLE
Practitioner school-based training programmes	<ul style="list-style-type: none"> • Specific programmes of training as identified in the audit delivered to staff, following a competence and confidence model embedding practical opportunities, modelling and observation of practice. • Specific programmes of training to an identified cohort of practitioners who will take the lead in ensuring that the training needs of the school can be addressed on an on-going basis. 	Drop-in for answering queries	Drop-in for answering questions.

Appendix 2

Joint Initiative with Enfield Local Authority, School Effectiveness and Inclusion service and Enfield Primary Care Trust, Speech and Language Services September 2005 – July 2006

To explore new models of service delivery in a small number of schools, with a view to extending practice across Enfield.

- Pilot Project over 6 schools in Edmonton Partnerships
- Evaluated by the CPD Consultant for Inclusion (LBE)
- Each school given an allocation of SALT and SALT Assistant time to develop and embed screening and intervention within the school
- Each school nominated 1-2 Lead Education staff to jointly deliver intervention and lead screening within the school

Service Structure

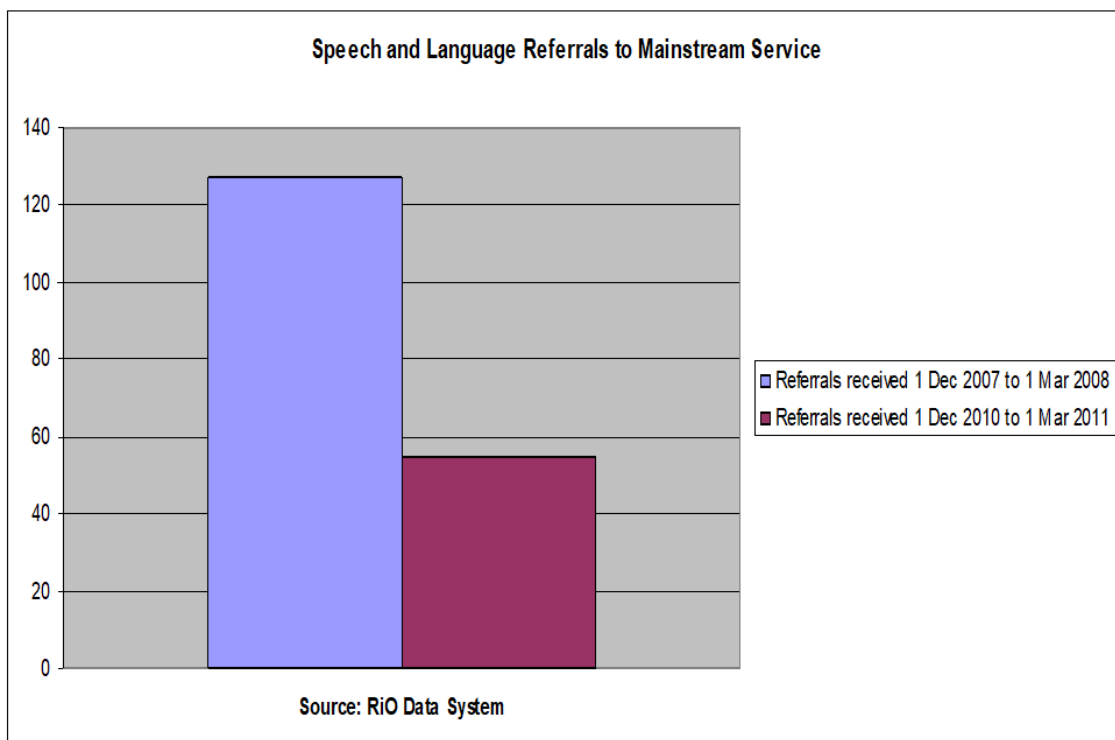
- Each Mainstream Primary and Secondary school had an allocated Speech and Language Therapist.
- An agreed allocation formula based on data from the Pupil Level Annual School Census (PLASC) determined the level of allocation.
- An extra session was allocated termly if the School appointed a Speech and Language Lead to support the school to implement targeted intervention.
- Work carried out by the Speech and Language Therapist at Universal, Targeted and Specialist
- Each school could access 3 training packages
- Lift off Language , an early intervention package focusing on identification, intervention and intensive training to school staff was launched.

Outcomes

- All schools were able to demonstrate child progress on the screening tools assessment tools used
- This was corroborated by teacher and classroom staff evaluation.
- Staff reported a greater confidence in the ability to screen and support the child within the classroom
- Schools were keen for this collaboration to continue.
- Schools reported school-based working rather than clinic-based working was more effective in meeting the child's educational needs.

Service Evaluation from 2008/2009 to 2010/2010

Schools	
Number of schools using screening tools from a total of 65 primary schools	Up from 14 to 52
Number of speech, language and communication interventions set up with the support of the speech and language therapist in primary schools at Wave 2	Foundation/Key Stage 1= 54 Key Stage 2 = 71
Number of schools with speech and language leads	45/65 primary schools. This has been a steady increase over the past five years



Extended Schools Cluster Project Evaluation – CAPS 4 – 2010/11

- This project provided a SALT with an emphasis on early intervention across 12 schools
- Focused work in addition to the service currently being provided on:
- Parental support
- Screening training and support to Classroom staff
- Support to set up intervention groups



Outcome

- Able to map improvements in reading and maths levels as a result of attention and listening and vocabulary work group for a group of 8 children.
- Greater level of Teacher and parental involvement in setting targets evidenced by the increase in the number of meetings held across all sites
- All schools were able to measure an improvement in Teacher confidence in their ability to identify and support children with SLCN post training with the Speech and Language Therapist

Lift Off Language



What Progress have the children made?

	No of Children	 Lift Off baseline % at expected or exceeding levels on communication and Language Early Learning goals	 Lift Off post intervention % at expected or exceeding using Communication and Language Early Learning Goals
2009/10	54	4% at expected levels	77% at expected levels
2010/11	54	4% at expected levels	75% at expected levels
2011/12	72	5.5% at expected levels	70% at expected levels
2012/13	48	0% at expected levels	77% at expected levels
2013/14	48	4% at expected levels	66% at expected levels
2014/15	48	0% at expected levels	69% at expected levels
2015/16	51	6% at expected levels	Results Pending

The above figures show a significant and consistent level of progress for children. This service was due to commence in 4 schools in September 2016 but due to changes in funding, has been postponed.

“The best thing is how the children have flourished there has been a huge difference since May.”

“It’s a really good package that we are sharing with other staff”

Appendix 3

FTE	Post	Band	Cost	Main project responsibilities
2.0	Specialist Teacher	Soulbury point 11 +5% running costs	£103,520	<ul style="list-style-type: none"> • Design the pilot with colleagues • Input to the action plan and school development plan as a result of the whole school SLCN audit • Lead on the screening with regard to learning and work jointly with class teachers in identifying quality first teaching strategies and differentiation for target students. • Lead on advising evidence-based learning strategies and approaches for children with SLCN e.g. numicon • Support schools in the design of a bespoke training programme to staff in partnership with Hub staff. • Team teaching with class teachers in order to model and plan specific approaches and strategy application. • Lead on identifying and modifying classroom behaviour strategies. • Advise on concomitant learning difficulties frequently associated with SLCN. • Design parent centred resources and supporting the development of HLE/Parent /parent workshops • Co-design outcome measures and tracking progress across identified standards for targeted packages and whole school development • Plan and develop resources for the web-based support platform. • All the above to be jointly designed and delivered with SLT, OT, school leads, parent, EP

				<ul style="list-style-type: none"> • Organise the annual conference
2.0	Speech & Language Therapist	Band 7	£143,035	<ul style="list-style-type: none"> • Design the pilot with colleagues • Lead on screening programme – work with schools to identify cohorts for evidenced based targeted interventions – model intervention across varied provision (child specific /class based /small group) –provide consultations and support • Work with school leadership team to select a whole school audit and work to the action plan, support schools in the design of a bespoke training programme delivered together with the identified school leads • Induct and train school leads – set up community of practice across schools • To design parent centred resources and supporting the development of HLE/parent workshops • Monitor the package of support across the 3 levels of interface to self sufficiency • Design outcome measures and tracking progress across identified standards for targeted packages and whole school development – design feedback and satisfaction surveys • Ensure a whole system approach with clear transitions and joint working with Specialist workforce harnessing the skills of clinical leads/specialist EP – school improvement resources to support programme delivery • All the above to be jointly designed and delivered with teacher, OT, school leads, parent, EP • Organise the annual conference
0.5	Occupational Therapist	Band 7	£35,759	<ul style="list-style-type: none"> • Design the pilot with colleagues • Lead on the screening regarding early writing

				<p>skills/handwriting, difficulty with school tool use, school self-care, skills independence within the classroom, planning and organisation of school equipment and planning approaches to tasks, participation in PE, all of which co-occur frequently with SLCN.</p> <ul style="list-style-type: none"> • Input to whole-school training to identify how to develop children's independence and participation in school life including the underlying skills needed to achieve success. • Design parent-centred resources and support the development of HLE/Parent workshops • Co-design outcome measures and track progress across identified standards for targeted packages and whole-school development.
0.5	Educational Psychologist	Soulbury point 11 (A) +10% running costs	£42,096	<ul style="list-style-type: none"> • The EP will ensure that there are appropriate links with other services, projects and innovations in the borough. • The EP will work with the multi-disciplinary team to plan together and embed the project across the life of the project. • The EP will support the audit and implementation of the of programme across the whole school system and co-deliver strands as part of the multi-disciplinary team. • The EP will work to ensure that children's speech, language and communication needs are understood by schools and parents/carers in the context of their other strengths and needs, such as approaches to learning and thinking skills, social, emotional and mental health and life experiences.
0.5	Manager	Band 8A	£42,244	<ul style="list-style-type: none"> • Key management role responsible for the planning, organisation and delivery of services including the management of staff and budgets. • Ensure services are responsive and innovative.

				<ul style="list-style-type: none">• Ensure the delivery of high-quality practice and maximise the use of available resources, meeting financial and performance targets.• Provide assurance that robust systems of governance and performance are in place.• Hold staff accountability.• Work in partnership with schools, provider services, parents, voluntary sector organisations.• To be the senior operational Manager responsible for the service ensuring their quality, performance, productivity, financial and contracting requirements are met.• Develop a cohesive operational team and together develop clear work plans.• Contribute to system integration through effective collaboration with peers and partners within the local education, health, social care and voluntary service sectors.• Lead on the development of practices and protocols/outcome and impact monitoring required for the service.• Plan and manage the implementation of projects through identification of problems at an early stage and the initiation of corrective action.• Ensure there are robust and effective professional supervision arrangements.• Support recruitment and ensure succession planning.• Ensure that the highest standards of governance and probity are maintained by ensuring all resources within operational service delivery are managed in accordance with relevant policies and procedures.• Ensure effective collation, reporting and analysis of
--	--	--	--	---

				operational data and report as required.
1.0	Administration Manager		£35,000	The Administration Manager will provide all administrative support including sending out newsletters, evaluating and monitoring schools, capturing evaluations, providing promotional materials, updating the Local Offer for the Hub, organising networking events and supporting with accreditation.
N/A	Wellbeing Package		£50,000	Package to support the wellbeing and mental health of staff and pupils through a systematic whole-school approach reviewing effectiveness of policies and communications systems.
6.5			£454,526.00	