

## Enhancing Inclusive Practice Fund (Appendix 1)

Appendix 1: The projects lead by organisation including the schools, colleges and nurseries involved

### Strand 1: Development of an enhanced family support offer for children with SEND (4 projects)

#### Rye Alliance (Rd 1) - working with:

- Beckley,
- Peasmarsh,
- Rye Community,
- St Michael's, and
- St Thomas' primaries plus Rye College.

Recruit two part-time SEND Family support workers to operate across the alliance to work with children with SEND or an EHCP in school and the family outside school, to improve motivation, engagement, and positive participation in school life. Focusing support over 18 weeks or at the point of transfer to secondary school (or phases of learning if these are particularly challenging e.g., EYFS to KS1) to achieve success in breaking down barriers to learning.

#### University of Brighton Trust (Rd 1) - working with:

- The Baird Primary Academy,
- Silverdale Primary Academy,
- Hollington Primary Academy,
- Robsack Wood Primary Academy,
- Churchwood Primary Academy,
- West St Leonards Primary Academy, and
- Dudley Infant Academy.

Recruit two SEND Family support workers to work across the UoBAT primary academies to support families with children with SEND and those on pathways. With the aim to improve parental confidence in the mainstream offer through greater, support parents to better access support services to best support their children in mainstream.

In addition, the keyworkers will be able to support parents to manage the complex SEN needs of their children in the home environment so that resources in school can be appropriately deployed to support the provision for these children.

#### Wealden & Ashdown Alliance (Rd 1) - working with:

- Rocks Park,
- Harlands, Manor,
- St Philips,
- Holy Cross,
- Bonner,
- Framfield,
- Blackboys,
- Nutley,
- Little Horsted,
- St Marks Buxted,
- High Hurstwood primaries, and
- Uckfield College.

Recruit a team of three members of staff who have experience of SEND issues in mainstream schools and will work with families and children, in and out of school and through home visits to support families with attendance issues, support families and students through the transitions at KS1/KS2 and KS2/KS3, help families to support their SEND children academically and pastorally and work alongside students in class as they return to school to address individual issues (anxiety, procrastination, self-regulation, negative mind set etc).

**St Richards Catholic College (Rd2)- working with:**

- Sacred Heart Catholic Primary School,
- St Mary Magdalene Catholic Primary School,
- St Mary Star of the Sea Catholic Primary School,
- St Thomas A Becket Primary School.

Recruit a SEND Family Support Worker to work across the Deanary schools to support families with children with SEND. The aim is to improve parental confidence in the mainstream offer through supporting children at home and in to the school setting and help parents to access appropriate support services. The SFSWs will help parents manage the often complex SEND needs of their children at home and link to school so that the school resources can be more effectively deployed to ensure the effective integration of the children into their schools.'

**Strand 2: Early identification and early intervention in nursery provision to support transition into EYFS (2 projects)**

**Fellowship of St Nicholas Nurseries (Rd 2) - working with:**

- 3 FSN Nurseries,
- Christ Church C of E Primary, and
- St Leonards C of E Primary.

Recruit a specialist member of staff to support nurseries to identify children with ANP SEND needs who will need extra support preparing for transition but are below the level of need supported by Education East Sussex ISEND high needs SEND interventions. They are working with the school SENCOs, nursery staff and East Sussex colleagues.

The programme includes small group interventions to address high speech and language and social training needs as well as looking at enhancing the transition process including reviewing the learning environment.

**Strand 3: Improving expertise and availability of SEN support for local school alliances. (4 projects)**

**STEP Academy Trust (Rd 1)- working with:**

- Breakwater Academy,
- High Cliff Academy,
- Peacehaven Heights Academy,
- Denton Community Primary School, and
- Meridian Primary School.

Recruitment of an SEN strategic lead for Havens schools (supporting SENCOs) and recruitment of an SEN support professional to deliver training to school staff, provide modelling of strategies, working alongside staff.

**Chailey Alliance (Rd 1)- working with:**

- Wivelsfield,
- Ditchling,
- Dane Hill,

- Newick,
- Barcombe,
- Hamsey,
- Plumpton,
- Forest Row,
- Fletching, and
- Chailey St Peters.

Recruit two full time teachers on SEN allowance who have experience and interest in supporting staff with meeting the needs of pupils with ASD. Their focus would be those pupils with ASD Level 2 and ASD Level 3, through team teaching; observing staff and offering development points; observing pupils and offering strategies to support them and then leading professional development for staff. Providing each school with 1 day a week support and then a programme of professional development.

#### **The Hastings Academy (Rd3) - working with:**

- Sandown Primary,
- Ore Village Primary Academy,
- All Saints Primary Academy,
- Guestling and Bradshaw.

The pilot project will look to encompass two aspects of one overall project aim in improving access to secondary education by enhancing transition support within partnership schools in the local community in addition to ensuring longevity of student placement by improving emotionally based school avoidance via improving expertise and availability of SEND support for local school alliances through innovative provision and school- based models.

#### **Part A:**

The Hastings Academy will employ a Transition Support Worker in order to help deliver robust innovative transition support that meets the needs of the local catchment area, as identified by the partnership headteachers.

#### **Part B:**

One of the key factors in ensuring effective transition is the follow-up support mechanisms to ensure longevity of engagement from learners and in addition to this ensuring that provision to meet need is accurate.

#### **Heathfield Community College (Rd 2)- working with:**

- Cross-in-Hand C of E Primary School,
- Punnetts Town Community Primary School,
- Parkside,
- Dallington C of E Primary School,
- Burwash C of E Primary School,
- Mayfield and Five Ashes C of E Primary School,
- Herstmonceux C of E Primary School, and
- All Saints And St Richards CE Primary School).

### **Strand 4 Creating a workforce development programme for support staff (4 projects)**

#### **Eastbourne Alliance 2 (Rd 1) - working with:**

- Stafford,
- Roselands,
- St Andrews Infants,
- Bourne,

- St Johns,
- Tollgate,
- Pevensey & West Ham,
- St Thomas,
- Cavendish, and
- Haven primary.

This project would employ a lead SENCO 2 days a week to manage and oversee ten schools and deliver CPD for all support staff in specialist SEND areas, ensuring that every school had a specialist lead TA (Level 3 accredited Certificate In Supporting the Learning of Learners with Special Educational Needs and Disability SEND). This will include training in specific areas to support learners across the school, for example Social and Emotional skills, Jump Ahead, Speech and Language.

**Uckfield College (Rd 2) - working with:**

- St. Philips Primary School,
- Nutley CE Primary,
- Holy Cross Primary School,
- Little Horsted,
- Manor Primary School,
- Rocks Park Primary School, and
- Harlands Primary School.

Employ experienced SEND to lead workforce development programme for TA's and LA's leading to level 3 certification.

**Langley Primary Academy (Rd2) - working with:**

- Langney Primary Academy,
- Shinewater Primary School,
- Parkland Infant,
- Parkland Junior,
- Heron Park,
- Oakwood Academy,
- West Rise Infant,
- West Rise Junior, and
- Bourne Primary School.

Improve inclusive and adaptive teaching, provisions management systems and promote parental understanding of SEND provision in schools. Collaborative development of identifying, tracking and supporting children presenting challenging behaviour. This includes staff training and family support.

**Wadhurst Alliance (Rd 3) - working with:**

- Stonegate Primary School,
- Mark Cross School,
- Frant School,
- Mayfield School,
- Five Ashes,
- Wadhurst, and
- Ticehurst.

Develop a sustainable and collaboratively supportive training programme across the alliance, delivered by the Alliance partnership team to include:

- a network of equally trained and skilled staff to draw expertise from
- collaboration on best practices to then ensure quality outcomes are shared
- supervision of staff to enable safe adaption of practice and best ideas
- reflection time to draw on strengths and future areas for development

## Strand 5 Supporting transition to secondary school (4 projects)

### Seaford Head Secondary working with Seaford Schools (Rd1) - working with:

- Seaford Head School,
- Chyngton,
- Cradle Hill School,
- Seaford, and
- Annecy (now including Alfriston and Friston).

Two specific SEND project workers will be appointed to work across town, developing relationships in each of the four feeder Primary Schools from year 4 and continue to support students through transition into Seaford Head School and from KS3 to 4 utilising their existing relationships and knowledge of the children and families.

Throughout the project Pupil Profiles and personalised planning will be key to ensure that their progress is monitored and to provide consistent, clear information to support transition.

Full and holistic assessments will be carried out to identify needs of the students and develop interventions to support the emerging needs.

### Beacon Academy (Rd 2) - working with:

- Uplands Academy,
- Rotherfield Primary School,
- Groombridge Primary School,
- St Johns Primary School,
- Ashdown Primary School, and
- Sir Henry Fermor Primary School.

Address EBSA students across transition through whole school training, resources development and recruitment of support workers.

### Seahaven Academy/Denton (Rd 2)- working with:

- Harbour Primary,
- High Cliff Primary Academy,
- Breakwater Primary Academy, and
- Denton Primary.

Two specific SEND project workers have been appointed to work with local schools, developing relationships in four feeder Primary Schools, working collaboratively to identify pupil's needs around transition, provide strategies and intervention and continue to support students into Seahaven Academy to ensure parental confidence that the secondary can meet their child's needs and in the new school and pupil confidence through a 'soft landing'.

### St Catherine's College (Rd3) - working with:

- Langney Primary Academy,
- West Rise Junior School,
- The Haven Primary School,
- Tollgate Junior School,
- St Johns Meads.

Working with selected primary partners to appoint 2 members of staff to develop a transition programme working with vulnerable SEND students and their families at their primary school to support transition and improve school attendance, where necessary. Also providing small group intervention work for SEND students will be rolled out, including literacy and numeracy development.

## Strand 7 Supporting Transition to 16+ (2 projects)

### Plumpton (Rd 2) - working with:

- Willingdon Secondary,
- Seahaven Academy,
- Seaford Head,
- St Mary's School - Horam, and
- The Lindfield School.

Developing collaborative approaches to enhance inclusive practice through better transition to post 16 learning in the land-based sector.

**In summary**, and as requested by the Local Authority, this project has been proposed to support the Local Authority by developing and piloting 3 activities to improve the effectiveness of transition interventions:

1. In partnership with schools and at early stage, identifying and developing interventions and strategies for SEND linked behaviours which can be developed whilst at school and during transition to College.
2. Developing and piloting a staff CPD programme to support vocational practitioners to better support learners with SEN, consulting and working with schools.
3. Developing and piloting a specifically designed one year transition programme to 'spread' the transition process over the first year at college, consulting and working with schools.

### Bexhill College (Rd3) - working with:

- Bexhill Academy,
- St Richards,
- Saxon Mount,
- Claverham,
- Robertsbridge,
- Rye College,
- Hastings Academy,
- St Leonards Academy,
- St Catherine's Academy, and
- Ark Alexandra.

To develop and deliver a more effective and fit for purpose transition from secondary school to College for our SEND students. This will involve earlier identification of the needs of the SEND cohort, help us to align them with a suitable mainstream programme and effect better communication with the Parents/carers to improve their both their confidence in our mainstream provision and to forge better partnerships with them from a much earlier stage.

The transition offer will involve closer liaison with the schools and the parents/carers of prospective SEND students from the start of year 11.