

All our ambitions for improved outcomes for children and young people in South Tyneside depends on the hard work and commitment of those people who work every day with children, young people and their families. This workforce strategy strives to create a highly skilled, capable and confident workforce which works across professional boundaries to make a difference to the lives of those they support.

Working in this way there are opportunities to create a 'common language' between services and thus a better understanding of the different ways of working. Families and their children will see a more integrated service that supports them rather than thwarts them. This workforce reform strategy 0-25 will cover from early year's settings through to work-based learning and employment and work across Education, Health, Care as well as Families, Governors and the Voluntary Sectors.

Workforce Vision – Stronger Together – Stronger Inclusion

**The right people in the right place at the right time
with the right service.**

Principles

Child, Young Person & Family

Best practice will be identified, celebrated and shared.

Fully integrated, multi-disciplinary way of working in a climate of collaboration.

Provision will be coherent, consistent, creative, innovative and delivered by highly skilled and trained staff.

Services will offer Best Value in their use of human, physical and financial resources

Service provision will be timely, appropriate, effective and of high quality.

New models of service delivery and different ways of working with a focus on intervention and impact.

Effective channels of communication with open, professional dialogue and debate

An effective and innovative workforce will be able to deliver high quality services that will improve the lives and outcomes of children and young people with SEND and give them 'the best start in life'.

Key Principles

In order to 'make this happen' we will need to:

- Ensure the embedding of the South Tyneside SEND Ranges across all services to achieve a common language and approach and that there is a full understanding of the Ranges by parents and families.
- Develop greater capacity in and across mainstream settings to meet the needs of vulnerable children on SEN support and those who have EHC plans through training, coaching, mentoring, shadowing best practice and action research.
- Further develop additional resource bases in primary and secondary schools for pupils with ASC/SEMH.
- Further develop and co-ordinate outreach support services from Special Schools, additional resource bases and services to support mainstream settings 0-25.
- Ensure that Special Schools, specialist settings 0-25 including health, care, all multi-disciplinary stakeholders and the voluntary sector/s have a clear remit for outreach training and support in order that staff are confident and competent in supporting children and young people with SEND and their families.
- Work closely with employers and work based training providers to ensure that staff are skilled and knowledgeable around the needs of young people with SEND and can offer them meaningful opportunities in their local communities.

What we have done so far

- Extensive regular training for schools, families, Governors and agencies on the SEND Ranges and implementation into settings – Early Years, PVI's, Schools and Colleges
- Regular support for SENCO's and teaching assistants with monthly training and information sharing events.
- Training and conferences with the wider community – Child Minders, Cooks in schools etc.
- In depth moderation exercise undertaken with all early year's settings, mainstream schools, a % of additional resource bases and special schools using and implementing the SEND Ranges
- Introduction and implementation of provision mapping in and across all settings.
- Working closely with Health, Early Help and Care to address gaps and challenges in working practices
- Close working partnership and co-production of training and documents with the Parent Carer Forum.
- The development of a highly successful SEND Portal at www.ictinschools.org which has a wide range of resources and materials for professionals and families working with children and young people with SEND. This is also used by the LA for the exchange of information for the SEND panels.
- Initial discussions and input with the University of Sunderland with regard to accesses SEND Training and accredited courses by staff in South Tyneside.
- Regular updates to Headteachers, other agencies and families on developments through the SEND Strategy Group.

It has been recognised by all that SEND is now at the top of everyone's agenda. The engagement of staff across services and particularly schools has been outstanding with over 80 attending the monthly SEND training events.

Next Steps

- Formalise and consolidate the multi-disciplinary training/coaching/action research offer using effective models of practice within health, care and the voluntary sector.
- Establish a workforce training/coaching plan/action research to commence September 2018 through to July 2019 across all settings
- Further develop the partnership with the University of Sunderland with regard to developing a career pathway/s for all staff.
- Further develop the training and support for families in South Tyneside
- Establish SEND Action Research hubs across South Tyneside including Health and Social Care so that collaborative working partnerships can be established and best practice shared and further developed.
- The LA to have in place an agreed protocol with Special Schools and Additional Resource Bases regarding their role, function, outreach support, training and mentoring in supporting the roll out of the workforce reform.
- Complete the moderation of the SEND Ranges.
- Have an agreed framework for all outreach support from the special schools and additional resource bases and to have systems in place to measure the effectiveness and outcomes.
- Liaise closely with Health, Adult and Children's Social Care so that the SEND Workforce Reform can reflect the training, coaching and building capacity strategies within their teams.
- Work closely with the Learning Works Team – Brian Chalke and Calvin Abbott and the Special school staff to set up breakfast and early evening meetings with employers and work-based training providers to improve knowledge and to build capacity within these settings so that more young people with SEND can access work.
- Build internal knowledge and capacity across LA services to ensure that there is a clear overview and framework around SEND 0-25 and a full understanding of the systems and processes from Early Years to Post 19 work placements and employment.
- Work closely with the Health Services Health Visitors, Mental Health services and therapeutic services in particular to ensure that there is a clear framework for effective communication and access to these services at universal, therapeutic and specialist levels.
- To establish local cluster networks of schools, social care and health to undertake Action Research on agreed themes and projects.

Priorities In
Integrated Workforce
Reform for SEND 0-25 years

Listening to the Voice of the Young Person at all times and in particular at points of Transition

High quality extended community/ voluntary activities and realistic work and employment opportunities

Specialist skills needed in SEMH/ ASD/ SLCN

Engagement of Parents and Families in co-production

Improved Inclusion practice – cultural change across organisations 0-25 through sharing practice, networking and Action Research

Effective Multi-Disciplinary integrated working and training

Shaping high quality Special school/ Resource based provision, training and outreach support 0-25

South Tyneside – Stronger Together SEND Workforce Reform 0-25

Achieving our vision

Our Stronger Together Strategy identified the need to embed excellent training and outreach to help with stronger inclusion. Our Workforce Reform Strategy will help deliver

To measure the success of our ambitious Workforce Reform, we have identified the below outcome measures.

	What will we achieve?	By When?
R i g h t p l a c e	Review the designation of all special schools to ensure the right pupils are	September 2020
	Develop additional resource bases in primary and secondary schools for pupils with ASC / SEMH	September 2020
	Build capacity across LA services to ensure a shared understanding of SEND across 0-25	January 2019
R i g h t p e o p l e	All school-based professionals working with children and young people to have completed SEND Training	July 2019
	All child minders to have attended at least one training session	July 2019
	LA to implement a protocol across all special schools and resource bases regarding their role and expectations of their staff	July 2019
	Ensure Adult Social Care, Connexions and Post-16 providers are included in training and organisational development to promote opportunities for all within South Tyneside	March 2019
R i g h t s e r v i c e	Develop monitoring and review protocol to measure the impact of training sessions on service provision	October 2018
	Implement and embed a Quality Assurance Framework to improve the quality of advices and EHCPs produced for children and young people	October 2018
	Embed training in Early Years provisions across the borough	January 2019
	Extend SEND training offer across Health and Social Care	January 2019

Workforce Reform – Making Change Happen and Making it Stick! Rolling out the SEND Strategy 2018-2019

Childminders/ Children Centre and PVI				
Type of Event	Title/Focus	Date and Venue	Audience	Facilitated by:
Early Years/Childminders				
Childminders	Communication	Boldon Community Centre November 29th 6.00 pm – 8.00pm	Childminders	Joanne Pringle/ Pat Camsey
Childminders CANCELLED – RESCHEDULE JANUARY 2019 (JJ)	Working with children with emotional and behaviour needs	Boldon Community Centre December 13 th 6.00 pm – 8.00 pm	Childminders	Joanne Pringle/ Joanne Johnston / Pat Camsey
PVI's/ Children Centres Workshop Sessions	Role of the Lead Professional for SEND. Recognising children with hearing and visual needs	Boldon Community Centre March 28 th 1.00pm - 4.00pm	PVI/Children Centre Staff	Joanne Pringle/ Joanne Johnston / HIVI Service
PVI's/ Children Centres Workshop Sessions	Effective use of support staff in settings; measuring the impact of interventions	Boldon Community Centre Friday 14 th December 9.00am-12pm	PVI/Children Centre Staff	Pat Camsey/ Judith Reay
Childminders	Working with children with hearing impairment and visual impairment	Boldon Community Centre April 4 th 6.30pm – 8.00pm	Childminders	Joanne Pringle/ Joanne Johnston / HIVI Service- Rebecca Berry Hayley Bayfield

South Tyneside – Stronger Together SEND Workforce Reform 0-25

NEW/ ASPIRING SENCO's- Primary/ Secondary/ Specialist/ Children Centres				
Type of event Primary/secondary	Title/Focus	Date and venue	Audience	Booked
New SENCO's and Aspiring SENCO's	Up to date on the SEND Ranges, Ofsted Focus on SEND from September 2018 and setting up effective systems for SND in school. Code of Practice	Thursday October 11 th Baldon School 9 – 12.30	New SENCO's, Aspiring SENCO's and members of SLT with an interest in SEND	A. Newbrook SENCO. Valley View / Anne Haywood
New SENCO's and Aspiring SENCO's	Case Studies of effective practice – focus on interventions and impact for a range of needs	Friday November 16 th 9-12 Baldon CA	New SENCO's, Aspiring SENCO's and members of SLT with an interest in SEND	Alex Golden SENCO Ridgeway
SECONDARY New SENCO's and Aspiring SENCO's	Up to date on the SEND Ranges, Ofsted Focus on SEND from September 2018 and setting up effective systems for SND in school. Code of Practice	Thursday February 28 th 9-12.30 Mortimer Community College	New SENCO's, Aspiring SENCO's and members of SLT with an interest in SEND	Anne Hayward
SECONDARY New SENCO's and Aspiring SENCO's	Case Studies of effective practice – focus on interventions and impact for a range of needs	Thursday May 23 rd 9-12.30 Jarrow School	New SENCO's, Aspiring SENCO's and members of SLT with an interest in SEND	Karen Booth Jarrow School

South Tyneside – Stronger Together SEND Workforce Reform 0-25

SENCO's- Primary, secondary/ Specialist/ Children centres/PVIs				
Type of event Early Years/Primary/ Secondary SENCO's	Title/Focus	Date and venue	Audience	Facilitated by
SENCO Full Day Training including visits	Setting up action research proposals. Examples of Action Research – Led by Anne Hayward and the University of Sunderland Dianne Fleetham Visits to special schools and resource bases (PM)	Friday September 28 th Boldon School 9.00 am to 12.30 Visits 1.30 – 3.30 to specialist settings	SENCOs across all settings	Anne Hayward/ Dianne Fleetham Sunderland University
SENCO Full Day Training including visits	Effective Behaviour Strategies Code of Practice	November 15 th Boldon CA 9.00 – 12.30	SENCOs across all settings	Anne Hayward Dominick Gray Alyson Young Christina Hardy
SENCO Full Day Training including visits	Peer Moderation of the SEND Ranges	February 14 th Boldon School 9-12.30 Visits 1.30 – 3.30 specialist settings	SENCOs across all settings	Opportunity to bring case studies- Sendco led. TBC
Supporting Speech and Language within the mainstream classroom.	Training delivered by teacher in charge of the language unit base and a Band 7 speech and language therapist looking at supporting school to: Develop their knowledge of speech and language needs Identification of needs Structured support and intervention Communication friendly schools	27th February 9.30-12.30 VENUE The Word	SENCO's across all settings. EYFS/ KS1/KS2/KS3	Donna Watson Teacher in charge of Language unit/ Vicky Baxter Band 7 Speech and Language therapist

South Tyneside – Stronger Together SEND Workforce Reform 0-25

<p>SENCO Full Day Training including visits</p>	<p>sensory issues – practical strategies and implementation in school settings.</p>	<p>May 3rd Boldon Schools 9-12.30 Visits 1.30 – 3.30 to specialist settings</p>	<p>SENCOs across all settings</p>	<p>Delivery</p> <p>Curriculum</p> <p>PM: KMW HWF SHY FG JRW ASH</p>
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Secondary SENCO's				
Type of Event	Title/Focus	Date and Venue	Audience	Booked
Secondary SENCO Event	SENCO NETWORK MEETING Base line Assessments, Assessment and Accreditation	September 28 th 1-3 South Tyneside College	Secondary SENCOs Anne Hayward Mark Lambert BOOKED	Yes
Secondary SENCO Event	SENCO NETWORK MEETING	December 14 th 1-3 Harton Academy	Secondary SENCOs	Yes
Secondary SENCO Event	SENCO NETWORK MEETING	14th March 1-3 Mortimor Community College	Secondary SENCOs	Yes
Secondary SENCO Event	SENCO NETWORK MEETING	27th June 1-3 South Shields School	Secondary SENCOs	Yes

14-25			
Type of Event	Title/Focus	Date and Venue	Audience
Breakfast/Early Evening meetings with employers and work-based training providers	Building knowledge and capacity within your organisation to meet the needs of young people with SEND	TBA with the Learning Works Team	College and work-based training providers and employers

Type of Event	Title/Focus	Date and Venue	Audience
Action Research X Phase with a Multi-Disciplinary focus			
This group session to be held in 'clusters' of schools/settings	Deciding on an Action Enquiry focus and outline submission to the group.	Set up from the first SENCO training session on September 27 th	SENCO's / staff interested in working on an action enquiry basis.

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Parents and carers			
Type of Event Parents and Families	Title/Focus	Date and Venue	Audience
Twilight training (6-8pm)	Update on the SEND Ranges Monday 26 th November 2018 6pm-8pm Perth Green Community Centre, Inverness Road, Jarrow, NE32 4AQ	Monday 26 th November 2018 Perth Green Community Centre Jarrow.	Parents/Carers Rachel Braithwaite Anne Hayward SEND Officer Tammy Corcoran
Contact A Family Training	www.contact.org.uk/professionals/training/sup-port-for-the-families-you-work-with/		
Stronger Together Parent Carer Forum	Contact Rachael Branthwaite, Chair of South Tyneside Stronger Together Parent Carer Forum for details of their specific training for parents. Tel 07387075956		

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Teaching Assistants Training				
Type of Event Teaching Assistants	Title/Focus	Date and Venue	Audience	
Training morning/afternoon -	Mental Health – effective interventions in the management of behaviour	13 th December Boldon School 9-12.00	TAs and support workers	
Training morning/afternoon	Creating effective sensory and communication environments	April 3 rd Boldon School 9-12	TAs and Support workers	
Training morning/afternoon	English and Maths interventions– effective interventions for pupils with specific learning difficulties.	June 27 th Boldon School 9-12 and 12.30-3.30	TAs and Support Workers	

Governors				
Type of Event Governors	Title/Focus	Date and Venue	Audience	Facilitator
Governor Training	SEND	February 13 1.30-3.30pm Hebburn Hub	All Governors in particular those with responsibility for SEND	Anne Hayward

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Other training			
Range of Courses/ Resources available	Title/Focus	Date and Venue	Audience
Free training online – Inclusion Development Programme – See SEND Portal www.ictinschools.org	Supporting children on the autism spectrum: Guidance for Early Years practitioners in the Early Years.		All Early Years workers
As Above	Supporting children with speech, language and communication needs – Guidance for Early Years practitioners in the Early Years		All Early Years Workers
As Above	Supporting children with Behavioural, Emotional and Social Difficulties in the Early Years		All Early Years Workers
NASEN and SEND Gateway	On line Free Resources and Training/school to school support www.sendgateway.org.uk		SENCO's
Free Resources	www.excellencegateway.org.uk		FE and Skills Sector
Early Support Resources to families	www.ncb.org/earllysupport		Families
Autism Education Trust	Free online and costed resources and training on all aspects of Autism www.autismeducationtrust.org.uk		Families and practitioners
Communications Trust	Free Resources and Training www.thecommunicationtrust.org.uk		Practitioners and parents/families.
Free resources and Training	www.thedyslexia-spldtrust.org.uk		Practitioners and Families
Free resources and training	Hearing Impaired, Visually Impaired and multi-sensory impairment www.natsip.org.uk		Practitioners and Families
e-learning portal Free resources and training on mental health	Young people's mental health, well-being and development www.minded.org.uk		All practitioners and families
University of Sunderland – Accredited Courses	Title /Focus	Date and Venue	Audience
30 credits	Approaches to Learning for Learners with Special and Additional Needs	Education	Post Graduate
30 credits	The SENCO as The Leader	Education	Post Graduate
30 credits	The Practitioner as a professional guide for those working with children and	Education	Post Graduate

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	young people with SEND		
30 credits	The SENCO as a leader for those working with children and young people with SEND	Education	
30 credits	Inclusive Education from policy to practice	Education	No requirements
30 credits	Barriers to learning	Education	No requirements
20 credits	Foundations in supporting families and carers	Health Science	No requirements
20 credits	Foundation course in integrated family therapy and systematic practice	Health Science	No requirements
20 credits	Public Mental health	Health Science	No requirements

Tyne Coast College – South Shields

There are a wide range of short and longer courses available from this College

- [CACHE Award in Supporting Individuals with Learning Difficulties, Level 2](#)
- [CACHE Certificate in Health and Social Care Level 3](#)
- [CACHE Certificate in Healthcare Support in 21st Century Level 2](#)
- [CACHE Certificate in Healthcare Support Services, Level 2](#)
- [CACHE Certificate in Preparing to Work in Adult Social Care Level 3](#)
- [CACHE Diploma in Health and Social Care for England \(Level 3\)](#)
- [CACHE Diploma Introduction to Health, Social Care and Children’s and Young People’s Settings Level 1](#)
- [CACHE Extended Diploma in Health and Social Care Level 3](#)
- [CACHE Level 3 Diploma in Health Care Support Services](#)
- [Dementia Awareness \(communication\)](#)
- [Dementia Awareness \(interaction/inclusion\)](#)
- [Introduction to Health and Social Care](#)
- [NCFE Award in End of Life Care, Level 2](#)
- [NCFE Certificate in Principles of Working with Individuals with Learning Disabilities Level 2](#)
- [NCFE Certificate in Understanding Mental Health, Level 3](#)
- [NCFE Certificate in Understanding the Principles of Dementia Care Level 3](#)
- [NCFE Implement Person Centred Approaches in Health and Social Care, Level 2](#)
- [NCFE Introduction to Sensory Loss](#)
- [NCFE Level 2 Certificate in Common Health Conditions](#)
- [NCFE Level 2 Certificate in the Principles of Dementia Care](#)
- [NCFE Promote Nutrition and Hydration in Health and Social Care Settings](#)
- [NCFE Stroke Awareness](#)
- [Understanding Bi-Polar Disorder](#)
- [Cache Level 3 Early Years Educator](#)
- [Diet and Exercise for your Primary School Child](#)
- [Foundation Degree in Education & Care](#)
- [Helping your primary school child with mathematics and English](#)
- [Introduction to Supporting Teaching and Learning](#)
- [NCFE Award in ICT in Early Years, Level 3](#)
- [NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools](#)
- [NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner](#)
- [NCFE Encouraging Children and Young People to Eat Healthily](#)
- [NCFE Support Children and Young People to achieve their Learning Potential](#)
- [NCFE Working with Vulnerable and Disadvantaged Children, Level 4](#)
- [Paediatric First Aid](#)
- [Safeguarding the Welfare of Children and Young People](#)

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Speech and Language Resource Base CPD offer.			
Course	Date / Venue	Info	Delivery
<i>Talk Boost KS1</i>	22nd November 20 18 9.00-4.00 Primrose CA Lambton Terrace Jarrow NE32 5QY	Talk Boost KS1 A targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children’s progress in language and communication by an average of 9 - 18 months after a ten week intervention. The training is suitable for reception, year one and year two teachers and teaching assistants. Participants will develop the skills and knowledge to understand the rationale behind Talk Boost KS1, identify appropriate children, measure their progress and deliver the intervention successfully.	Donna Watson Teach in charge of Language and communication ARB Licenced Talk boost tutor Two people per school must attend. Training is discounted at £650 per setting pair and includes full resource pack (£500) and Lunch.
SENCO Information session	15 th November 2018 9.00-11.00 Hedworthfield Primary School Link way Jarrow NE32 5QF	For SENCO’s/ Head Teachers and Staff wishing to know more about the language unit, how we work and what we can offer to your setting. Information about general speech and language resources and systems to support your schools.	Donna Watson Teacher in charge of Language unit/ Vicky Baxter Band 7 speech and language therapist
Elklan	Starting 19th February 2019 Primrose CA Lambton Terrace Jarrow NE32 5QY	10 week course level 2/ 3 to be confirmed.	Vicky Baxter TBC
Early Talk Boost EYFS	9-.4.00 Primrose CA Lambton Terrace Jarrow NE32 5QY	Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to help narrow the gap between them and their peers. The programme aims to accelerate children’s progress in language and communication by an average of 6 months, after a nine week intervention. The training is	Carly Shepherd ICAN licensed tutor with over 13 years experience within mainstream EYFS settings. Qualified teacher. Training is discounted at

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		for early years practitioners working with groups of 3-4 year olds in early years settings. Participants will develop the skills and knowledge to understand the rationale behind Early Talk Boost, identify appropriate children, measure their progress and deliver the intervention successfully.	£650 per setting pair and includes full resource pack (£500) and Lunch.
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