

## Annual Report for 2019-20

The 2019- 20 school year has been an impactful year of the Surrey County Council SEND commissioned Inclusion Outreach (IO) Service. We measure impact through a number of factors including the number of students, staff and parents we support, the number of schools we visit, and the rated effectiveness of the services we deliver. Outreach was, however, severely affected by the national lockdown due to Covid 19 which resulted in the service being cut dramatically and in most cases ceasing altogether as schools got to grips with the tasks ahead of them during this tumultuous period.

IO Lead Teachers work tirelessly to meet the range of needs presented in Surrey Schools including supporting our colleagues in mainstream schools and other SEN settings. We do this with the aim of increasing teaching capacity for students with learning and additional needs (LAN) in those schools. Currently, professionals from five schools provide IO to Surrey Schools:

Inclusion Outreach Leader	School
Emma Batley-Hammond	Carwarden House School
Max Valentino	Gosden House School
Deborah Havler	The Park School
Sarah Thompstone	Philip Southcote School
Lesley Fenton	Woodfield School

### Service Delivery Methods

IO services fall within three categories and have been formulated with Surrey SEND and other services across the county:

1. **Universal**
2. **Targeted**
3. **Specific**

A breakdown of the total services provided and students supported can be found in Appendix 1.

### **Universal Support**

Universal Support is described as support accessed through our website, [www.InclusionOutreach.com](http://www.InclusionOutreach.com). This includes downloading resources, emailing individual schools for advice, or through telephone dialogue with schools and parents.

Universal support does not typically involve in-person support or school visits, however, we may attend conferences to represent and increase our service reach. A number of parents discovered our service at a parent conference this school year, which led to increased access to

our service and others across the county. Additionally, we regularly meet together and attend conferences to develop our support; we classify this as *Universal*.



### **Targeted Support**

We classify staff and parent training, support for groups of students, and general SEN inclusion advice as *targeted support*. This means we do not require a referral but will seek evaluative feedback for the support we provide. Data from our trainings can be seen in each school's IO Report for 2019 - 20. Please email each school individually to access these.

Support of this type includes training for students with literacy, maths, neurodiversity and other general learning challenges children face in schools. Wherever possible, we aim to tailor the interventions to the needs of the schools we support.

### **Specific Support**

If a school SENCO or parent contacts us to support an individual child with LAN we consider it to be *specific* support. Once we receive a referral for these children and feel we are best placed to support them, we plan an initial observation visit to see the child in his or her school setting. During these visits, or in subsequent visits, we speak with the class teacher, school SENCO, and support staff who work with that child throughout the day.



Our reports include recommendations that can be implemented in school and at home, and wherever possible, we plan follow-up visits to help the school and family apply this advice. Occasionally, staff from these schools visit our specialist centres to see how support is provided in order to take strategies back to their settings.

### What schools said about IO:

*"It has been so helpful to have a fresh pair of eyes to bring clarity and understanding to some of our pupils' needs / difficulties."*

*"Your knowledge and experience are invaluable and we hope that we can continue the great support network and working relationship that we have developed."*

*"A truly inspiring session!"*

*"The website has been great for resources that can be used on a daily basis or for reference . "*

*"Thank you, as always, for such a great service. We feel supported well when we cannot always access support elsewhere . "*

*"A fantastic, thought provoking training session with excellent ideas that I will be using tomorrow in my lesson . "*

### IO value for money

IO is funded through the Surrey High Needs budget and we seek to deliver a service that meets and exceeds the value for money. Although expectations from SCC have never been set, we still hold each other to account in order for each school to deliver a gold-standard service.

### 2020 and beyond



IO at SCC has been in a state of flux over the past year with many investigations, recommissioning and review. There have been a number of consultations and reports. We are now awaiting the outcomes of the above for further clarity about next steps and the future of Outreach within the county. Unfortunately Covid 19 put a stop to the process so a great deal of clarification still needs to be sought

especially in these uncertain times. A named point of contact at SCC is essential to ensure continuity and consistency.

National Standards for Outreach Services from the Department for Education (Appendix 3). This is still a draft proposal that can be seen in Appendix 2.

Carwarden, The Park, Philip Southcote, Woodfield and Gosden will continue to provide IO to their local schools, and we anticipate each service will continue to support many schools and students finding alternative method of engagement where possible!

## Appendix

### Appendix 1- 2019-20 IO Data

#### 2019-20 Inclusion Outreach Data

**Figure 1**  
Referral Types (Level of Service Referrals)

IO School & Funding	Total number of sessions provided to schools (including meetings/ phone/email)*	Average cost per session (based on funding received and services delivered)	Universal Support	Targeted Support		Specific (pupil/staff level)
			Number of support sessions	Number of sessions	Number of staff supported through training/support	Number of visits
Carwarden £53,783 (£35,855)	136	£263	22	53	324	61
Gosden £10,756 (£7170)	6	£1195	3	3	20	0
The Park £26,892 (£17,928)	39	£459	11	9	91	19
Philip Southcote £21,000 (£14,000)	85	£165	11	30	77	22
Woodfield £37,000 (£24,666)	58	£425	8	45	197	5
<b>Total:</b> £91,489 (£60,992)	<b>324 sessions</b>	<b>(£501 avg per session)</b>	<b>55</b>	<b>136</b>	<b>709</b>	<b>98</b>

\*One "session" is up to 3-hours of support, including travel and admin support

Number in brackets is the 2-term equivalent of the funding due to only two terms being completed due to Covid 19

**Figure 2**  
**Number of Visits\* to Schools**

IO School	Number of external outreach visits	Number of external outreach visits	Number of external outreach visits	Overall Change (+/-) 2018-19 to 2019-20
	2017-18	2018-19	2019-20	
Carwarden House	25	24	47	+23
Gosden House	101	137	3	-134
The Park	19	24	16	-8
Philip Southcote	28	35	30	-5
Woodfield	80	88	50	-38
<b>Total</b>	<b>253</b>	<b>308</b>	<b>146</b>	<b>-162</b>

\*One visit to a school could include multiple 3-hour sessions

**Support ceased in March 2020 due to National lockdown as a result of Covid 19. Although support was provided in some cases it was minimal and generally via e mail communication or telephone calls.**

**Figure 3**  
**Total number of Surrey schools supported through various outreach support (Universal+, Targeted & Specific) in 2016-17**

IO School	Number of schools supported	Number of schools supported	Number of schools supported	Number of new schools supported
	2017-18	2018-19	2019 - 20	2019-20
Carwarden House	25	29	32	9
Gosden House	31+	29	???	???
The Park	20	21	16	8
Philip Southcote	15	20	9	4
Woodfield	20	22	21	2
<b>TOTAL</b>	<b>111</b>	<b>121</b>	<b>78</b>	<b>23</b>

**Comments from school evaluations:**

- ❖ Truly inspiring session.
- ❖ ... has been very supportive in providing strategies to support ...needs within school. She is able to use strategies in class and the classteacher has noticed small steps of progress. We are also waiting for the SALT assessment which ... recommended alongside EP involvement. All of this will support us in applying for an EHCP.
- ❖ Really interesting, informative and engaging session.
- ❖ ... has been very understanding of the pressures of school life and has remained flexible and supportive of all teachers and the children that she has worked with. We have been extremely lucky to have ... as part of our outreach team.
- ❖ Supported a student with SEMH needs very well.
- ❖ ... is working at a more appropriate level for the abilities now and is making small steps of progress. She has started a range of interventions and small group activities recommended by ... including PAT spelling intervention.
- ❖ Foe me personally as a new SENCo it was incredibly supportive, especially when children's behaviour is unpredictable and support staff are finding it difficult to cope. It was reassuring to speak to someone about it when feeling overwhelmed.
- ❖ It was so helpful to have a supportive expert to make expectations clear. Behaviour plans were updated with effective language structures.
- ❖ An amazing experience!
- ❖ Helpful strategies to enable a student to get back into class.

**Figure 4**  
**School feedback for Specific Inclusion Outreach support visits**

IO School	Evaluations sent out for Specific Support visits	Evaluation return rate	How would you describe outreach sessions overall?			
			Highly Effective	Effective	Somewhat Effective	Not Effective
Carwarden House	43	96% (41)	93%	7%	-	-
Gosden House	???	???	???	???	-	-
The Park*	6	33% (2)	50%	50%	-	-
Philip Southcote	12	90% (11)	90%	10%	-	-
Woodfield	9	100% (9)	78%	22%	-	-
<b>Total:</b>	<b>70</b>	<b>80%</b>				
<b>Average Overall Service Rating Percentage (%):</b>			<b>70%</b>	<b>30%</b>	<b>-</b>	<b>-</b>

**Figure 5**  
**Data of the individual students supported (Specific support; 2017-18)\***

Primary	Carwarden	Gosden	The Park	Philip Southcote	Woodfield	Total
NMI	-	-	-	-		
Nursery/ Reception	3	-	2	-	9	
1	5	-	-	-	2	
2	7	-	3	-	4	
3	12	-	-	-	6	
4	9	-	5	-	5	
5	15	-	3	2	10	
6	16	-	1	3	4	
<b>Total Primary</b>	<b>67</b>	<b>-</b>	<b>14</b>	<b>5</b>	<b>40</b>	
Secondary	Carwarden	Gosden	The Park	Philip Southcote	Woodfield	Total
7	5	-	-	3	4	
8	2	-	3	4	-	
9	1	-	3	2	1	
10	-	-	-	1	-	
11	-	-	1		-	
12+13	-	-	-		-	
<b>Total Secondary</b>	<b>8</b>	<b>-</b>	<b>7</b>	<b>7</b>	<b>5</b>	
<b>TOTAL</b>	<b>75</b>	<b>-</b>	<b>21</b>	<b>12</b>	<b>45</b>	

**Figure 6**  
**Pupils supported by gender:**

IO School	Male	Female	<b>Total</b>
Carwarden	49	26	
Gosden	???	???	
The Park	14	7	
Philip Southcote	5	7	
Woodfield	29	16	
<b>Total</b>	<b>97</b>	<b>56</b>	

**Figure 7**  
**Staff confidence around meeting the needs of their learners:**

IO School	Numbers of responders (with before and after data available)	Percentage of schools reporting an increase in staff confidence as a result of Inclusion Outreach support
Carwarden	38	92%
Gosden	???	???
The Park	2	100%
Philip Southcote	19	80%
Woodfield	9	100%
<b>Total</b>		

**Figure 8**  
**How effective was Inclusion Outreach in helping students work toward their individual goals?**

IO School	Number of feedback data*	Evaluation return rate	How effective was Inclusion Outreach in helping students work toward their individual goals?			
			Highly Effective	Effective	Somewhat Effective	Not Effective
Carwarden House	34	94%	84%	12%	2%	-
Gosden House	???	???	???	???	???	???
The Park	2	100%	50%	50%	-	-
Philip Southcote	24	79%	70%	30%	-	-
Woodfield	7	100%	29%	71%	-	-
<b>Average Service Effectiveness Percentage (%):</b>			<b>59%</b>	<b>41%</b>		

**Appendix 2- Inclusion Outreach Role Specification Proposed Draft**  
**Inclusion Outreach Service Specification Proposal**

Inclusion Outreach Supports students with learning difficulties (learning and additional needs – LAN) in Surrey schools. The service is delivered as part of Surrey’s Gradual Response for SEND and provided by local LAN schools (see Annex A). The DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services document has more information on the role of Outreach in schools (2008; See Annex B).

**1. Service Objectives**

- Build the capacity of mainstream schools to identify and meet a wider range of needs
- Improve outcomes for children with SEND
- Improve the efficient use of resources in schools we support – both human and material
- Promote effective integrated / partnership working
- Assist schools / Local Authority in planning, developing and commissioning appropriate services for children with SEND

**2. Service Outcomes**

- Each Outreach Service has contributed positively to school priorities, including building their capacity to identify SEND and improve outcomes for children
- All children with SEND are identified, achieve their goals and leave school / college with a clear documented, and agreed transition pathway [these contributions may be indirect because they involve Outreach Services in helping others to help the child]



- All Schools feel better enabled to deliver personalised and targeted support to children and young people
- Outreach Services have contributed positively to support all children to progress against locally-agreed targets for social, wellbeing and care as well as educational objectives
- Improved outcomes for specific groups of children and young people, in particular those priority groups identified by schools (currently autism spectrum disorder, and those who have social, emotional and behavioural needs)
- Sharing of knowledge and expertise and pooling of resources facilitated, and duplication of effort avoided, saving time and money (efficient use of resource)

**3. Service Standards**

Outreach Service staff will be expected to:

- Understand the school systems that best promote the achievement and inclusion of pupils with SEND
- Have a good understanding of the curriculum modifications and adaptations that secure broad, balanced and relevant opportunities for pupils with a range of SEND
- Promote strategies which can be used in mainstream classrooms
- Have an understanding of pupils’ learning styles and how they can be accommodated in the school
- Have good interpersonal skills and can promote change within a school
- Maintain records and provide accountability reports annually

The following service ratios are expectations for all schools receiving funding for Inclusion Outreach:

Staffing	Admin time per week	Outreach sessions per week
5 days (1.0 FTE)	0.5-1 days	8
4 days (.8 FTE)	0.5-1 days	6-7
3 days (.6 FTE)	0.5 days	5
2 days (.4 FTE)	0.5 days	3
1 day (.2FTE)	0.25 days	2

Definitions:

Staffing – *the individual employed to deliver Inclusion Outreach in mainstream schools by the LAN school*

Admin time – *time used to plan visits, plan training, create resources, etc.*

Session – *one 3-hour allocation to a school including an individual observation, conversation with staff and report writing. Two observations in a school would be deemed as 6-hours of support*

Outreach – *a visit to another school to support the planning and implementation of strategies for children and young people with SEND.*

#### **4. The Core Offer**

Each year, the service will deliver a ‘core offer’ aimed at reflecting emerging national / local SEND priorities. The core offer includes a focus on workforce development through the provision of a programme of activities / events open free of charge to all Surrey schools.

The services also provide bespoke whole-school packages to schools in greatest need; request are prioritised according to need and any support previously accessed. Interventions are time-limited to ensure equity.

#### **School and individual support**

Inclusion Outreach aims to meet the needs of children in Surrey Schools. Outreach is considered to be time spent in another school supporting their implementation of best-practice SEN teaching strategies and an Inclusion Outreach “session” should last approximately 3-hours. This includes administrative time for recording important information about a session including report writing, emails, telephone queries, data collection/monitoring, planning, and networking with appropriate professionals.

Outreach sessions are delivered in 3-hour blocks, similar to the ASD Outreach Service. These “blocks” comprise of either *Universal*, *Targeted* or *Specific* activities (see Surrey SEND *Graduated Response Document*). A block of Outreach will ideally take place in the school requesting support. These blocks can be flexible (e.g. visit two children in a morning and write reports in the afternoon).

#### **Core training**

Each Inclusion Outreach school hosts one (1) core training per term (3 per school year) in an area of learning and additional needs (LAN). This core training should not include autism as the ASD Outreach Service already delivers such programmes. Anything beyond the three core trainings will be at the school’s expense and can be offered for profit by the offering school if seeking to re-coupe the cost of delivering the training, pay for staff time (if delivered as an after-school staff training or twilight).

#### **General Core Offer information:**

The type of service provided is based on the request of the requesting host school:

- Support for an individual student (referral and parent permission necessary)
- Formal report with recommendations for home and school
- Student history, observation and recommendations are taken into consideration and formal support is provided for the school to meet a student’s learning needs
- Follow-up visits to ensure development and maintenance of strategies
- Attend Annual Reviews, EHCPs, transition meetings
- Training and INSET on learning difficulties / teaching strategies offered at the school or hosted by Inclusion Outreach school
- Training for parents on learning difficulties and how to support their children at home

- Teacher drop-ins, general teaching and differentiation advice, support the implementation of strategies in schools, model strategies for staff and students
- Single or multiple school visits to develop inclusive SEND practice based on discussion with senior leadership and/or SENCO/Head of Inclusion
- Work with class teachers and year group teams to develop best-practice SEN teaching
- Environmental assessment (school walk-around) with SENDCO and/or senior leaders
- Website support, including resources and links to useful services and organisations
- Telephone support for schools and families
- Email advice from localised SEN specialists based at Inclusion Outreach Schools for parents and schools
- Data collection to identify patterns of demand to support future planning

**5. Host school responsibilities (a school requesting support)**

- Maintain regular contact with the Outreach Service through the School Special Educational Needs Co-ordinator (SENCo) / Inclusion Manager / designated contact
- Access materials and or resources provided by the Outreach Service
- Attend training provided by the Outreach Service on an annual basis
- Maintain pupil level records and analyse data regularly to inform their use of Outreach Services
- Monitor the impact of the Outreach Service and respond to annual surveys
- Support and facilitate inclusive practice
- Work in partnership with other services to target resources efficiently
- Plan for anticipated support required by the Outreach Service on an annual basis
- Provide feedback and evaluation Inclusion Outreach following a “block” of outreach or an outreach visit

**6. How the service differs from previous years**

Surrey SEND has commissioned a number of services from special schools to support mainstream schools in meeting SEND needs for a number of years. In November 2016, Surrey commissioned Inclusion Outreach, which has provided a range of support to schools with some degree of unity, though small differences exist within the sessions provided. With long-term funding uncertain, recruitment for a designated Outreach Leader who is specifically tasked with delivering the service on behalf of each LAN school has been challenging.

Historically, the definition of “outreach” has not been clearly defined and open to much interpretation. Outreach should be clearly defined as “*a visit to another school to support the planning and implementation of strategies for children and young people with SEND*”. While SENCOs, teachers and teaching assistants might visit an Outreach school for training – and this falls within the remit of Outreach, the focus of our service is to build capacity in schools through visits and training.

**Appendix 3- DfE Quality Standards for SEN Support and Outreach Services Service Standards**

The following is extracted from DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services document (2008). Providers are required to take account of this guidance in the delivery of their Outreach Services.

***STANDARD 1 – Progress towards outcomes is systematically recorded and monitored. Supporting evidence:***

- Programmes and interventions are regularly monitored.
- Intervention strategies are modified to take account of the response of the Children and Young People (CYP), feedback is given to them and their own views are acted upon.
- Outcome data is systematically identified, collected and analysed over time to evaluate the effectiveness of intervention strategies.
- The progress of individuals or particular groups of CYP is monitored after intervention has finished, where appropriate, especially at important transition times between settings.

***STANDARD 2 – The service promotes the use of interventions based on up-to-date specialist knowledge and expertise of suitably qualified professional staff. Supporting evidence:***

- Interventions are realistic within the setting's context and reinforce the three waves of intervention.
- Interventions and outcomes relate to one or more of the five ECM outcomes.
- Intended outcomes are agreed with children and young people, their class or subject teacher and parents.
- Interventions are planned to enhance the development of self-confidence and self-esteem.

***STANDARD 3 – Parents should always be consulted and, where appropriate, involved in supporting the learning and development of their child as part of any intervention. Supporting evidence:***

- Interventions and intended outcomes are agreed with parents.
- Where appropriate, parents are involved in informing or supporting any intervention programme.
- Information is collected from parents/key workers/lead professionals concerning their views about the effectiveness of the service, and where appropriate, is acted upon.
- Parents are provided with information in an accessible and easy to understand manner.

***STANDARD 4 – Clear outcomes are agreed by the service and user, and steps taken to avoid the development of a culture of dependency. Supporting evidence:***

- A contractual relationship, such as a service level agreement or partnership agreement, which clearly describes the obligations and expectations of all parties, is established with schools and other settings.
- Services are delivered in a manner designed to increase the capacity of schools, early years settings and other provision to meet user needs from within their own resources and



expertise.

- Services are delivered in a manner that is consistent with target setting processes within the service.
- Planning for the use of additional adults ensures there is a balance between providing sufficient one-to-one attention to support the individual CYP's programme and ensuring that they are enabled to become more independent.

***STANDARD 5 – Services have a clear purpose which take into account local authority policies, the Children and Families Plan, the needs of particular schools, and other provision in the area, and the range of CYP needs. Supporting evidence:***

- Services are commissioned to undertake specific types of work reflecting local authority policies, the Children and Young People's Plan, and the achievement of the ECM outcomes.
- The service contributes to the achievement of local authority targets and capacity building as part of the overall range of provision.
- Written agreements are in place about the services provided to all those involved.
- There is collaboration with other services and statutory and voluntary agencies to ensure that the contribution of each is maximised for the benefit of CYP.
- Any significant proposed changes to the service comply with the SEN Improvement Test.4

***STANDARD 6 – The service regularly collects feedback about its interventions and uses it to improve the quality of service. Supporting evidence:***

- Views about the effectiveness of the service are collected from CYP.
- Feedback is gathered regularly in relation to the contribution of the service to the progress of individual and groups of CYP, to the continuing professional development of staff, and to the fulfilment of the school, early years setting or
- other provision's mission and objectives.
- There are audit trails of instances where feedback from service users has been used to change practice in service delivery.

