

## Gravesham District Plan 2019-2020



**Priority 1** To seek a greater involvement and improve communication with multi-agency professionals in order to promote a more joined up approach to supporting parents of children and young people on the ASD pathway.

### Rationale

- Feedback from parents sharing that they are confused by the ASD pathway and support available
- Early Bird no longer run in North Kent
- Limited spaces available in special schools
- There is evidence of more complex ASD pupils in mainstream schools and pre-schools

### Success Criteria

Feedback from parents is positive and there is greater involvement and planning in delivery of support  
STLS have greater knowledge and feel more confident to signpost parents to appropriate provision.

### Actions

- Review training available for parents and professionals within Gravesham and North Kent
- Publicise and work more collaboratively with parent support groups, including BEAMS, Autism South East and Early Help, utilizing social network sites and the Ifield website for Ifield School and Gravesham mainstream schools
- Parental survey
- Strengthen relationship with paediatricians including more regular focused meetings and up-dates
- Share updates at SENCo Forums including
- Develop the Communication and Interaction dimension group and communicate all changes and updates through this
- Share updates and sign posting through LIFT Meetings, SENCo Forums and the virtual Senco Forum
- Review the ASD parent support group delivered at SMILE
- Strengthen relationship with child minders, Children's Centres and Health Visitors.
- Incorporate an opportunity to share outcomes from Cygnets to school professionals.
- Use the SMILE Centre to advertise resources and ASD support groups
- Include links to parent training on LIFT outcome sheets as appropriate.

### Evaluation

Autumn Terms

Spring Terms

Summer Terms

**Priority 2** Support schools and settings to manage well-being and good mental health for staff and children and young people.

**Rationale**

- Schools and settings have less money to cover the costs of support staff, assessments and training costs
- Due to limited specialist/alternative provision schools are managing more complex cases
- More SENCos have teaching commitments and less time for the SENCo role
- Pressures regarding the curriculum and SATs/Progress 8 results
- Increase in the number of children and young people who have poor mental health and anxiety
- Reduced services including CAMHS
- Increase in the use of technology and social media impacting on well-being

**Success Criteria**

Professionals working with children and young people feel more confident to support mental health

**Actions**

- Facilitate a conference about anxiety based school refusal delivered by KEPS
- STLS Lead to attend a 2 day Mental Health First Aid Training and facilitate Growth Mindset Training for adults
- Adopt paperwork used in other North Kent districts including Pastoral Support Plans, School Stress Surveys and the Impact Behaviour Scales.
- Facilitate regular updates and resource sharing from schools who are part of the mental health trailblazers and Headstart projects
- Youth 2 day mental health first aid training course (MIND) – Gravesham Specialist Teacher to attend
- Use of LIFT, SENCo Forums, STLS visits to support the wellbeing of SENCos and staff working with pupils in a one to one situation
- Facilitate new SENCo Meetings and Buddy system
- SENCos to share good practice at SENCo Forums, including the Progress 6 curriculum and Nurture Groups
- Host Nurture Group training through Virtual Schools Kent
- Research and introduce new strategies including Mapping the Landscape of Fear Approach and the Solution Focussed Approach

**Evaluation**

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**Priority 3** Empower and support Early Years' settings to meet the needs of children with complex SEND by promoting the revised SEND Offer and Best Practice Guidance, including a greater understanding of the specialist nursery provisions in Gravesham.

**Rationale**

- Some Early Years settings are not regularly engaging with the LIFT process
- Increasing number of more complex cases
- Increasing number of children with special educational needs
- Changes to SEND paperwork and Best Practice Guidance
- Changes to the specialist nursery provision
- Early Bird no longer available to support pre-school children with ASD

**Success Criteria**

Early Years settings feel more confident in processing the new systems introduced in the Early Years SEND Offer.

**Actions**

- Audit more closely engagement at LIFT and EY SENCo forums and follow up with the Equality and Inclusion Advisor
- Promote and deliver Best Practice Guidance training
- Share referral pathway to the specialist nursery provision through SENCo Forums and LIFT
- Regularly discuss cases known to Early Years STLS with settings in order that paperwork can be supported, including SENIF
- STLS representative to chair MAP meetings to monitor more closely children who need to be considered for a place at the specialist nursery provision
- Develop relationships with childminders and Children's Centres in order that they have a better understanding of assessment systems and available resources.
- Embed current systems by ensuring that Early Years settings regularly communicate with STLS if a challenge arises.

**Evaluation**

**Autumn Terms**

**Spring Terms**

**Summer Terms**