Staffordshire County Council

Service Specification

for the provision of

Staffordshire Enhanced District Inclusion Support (SEDIS) Model

THIS DOCUMENT FORMS PART OF THE GRANT AGREEMENT

Contract Commencement Date:

Contract End Date:

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![Staffordshire County Council logo]

1.0 INTRODUCTION

1.1   Statement

1.1.1   Staffordshire County Council (SCC) is seeking expressions of interest from educational settings to develop a Staffordshire Enhanced District Inclusion Support (SEDIS) Model within districts across Staffordshire.

1.1.2   Applications are being sought to cover all key stages of education and to enable coverage across all districts.

1.1.3   Expressions of interest will be especially welcomed from partnerships of mainstream educational settings in collaboration with special schools and Pupil Referral Units. A base in the district to provide In Reach provision will be required. Some limited capital funding may be available to develop bases for SEDIS teams and In-Reach provision.

1.2   Background

1.2.1   Staffordshire Special Educational Needs and Disabilities (SEND) Strategy 2021-2026 sets out our vision that: "*All children and young people with SEND are given the opportunity to achieve everything that they can. They engage with the right support at the right time from their parents/carers, the community and the professionals that work with them to make this happen.*

1.2.2   Staffordshire County Council has been working with our partners over the last 12 months to develop a Strategy for Special Provision that ensures equality of access to education which meets the individual needs of our children and young people in their local community to give them the best start in life and a chance to achieve their potential.

1.2.3   Our aspiration in Staffordshire is to ensure all children and young people are educated in their local community with the right support at the right time. and have their special educational needs and disabilities met by early years settings, schools, or colleges, through a graduated response.

1.2.4   The Strategy for Special Provision has been informed by the conclusions drawn from a detailed gap analysis of current need, existing provision and the views and ideas of representatives from health, social Care, educational settings including Pupil Referral Units, the Virtual School, and parents and carers. In order to ensure all children and young people achieve their full potential, the SEDIS model will support educational settings to remove barriers to learning and support the development of inclusive and relational learning environments.

1.2.5   This model of provision will be based on evidence-based practice, locality working, facilitating inclusion, building capacity and confidence within mainstream education settings.

1.2.6   The SEDIS Model will build upon the current graduated response for special educational needs and disabilities (SEND). SEN support has a clear cycle of assessment of progress, planning, putting in place the appropriate support, and reviewing a child or young person's progress. This is known as 'Assess, Plan, Do, Review'. Staffordshire has a clearly defined graduated approach model of support and intervention which supports settings to meet the needs of children and young people who may present with additional needs including the formation of SEND and Inclusion District Hubs

1.2.7   SEND and Inclusion District Hubs and Locality Management Groups have been established in each district of Staffordshire to provide a mechanism to identify the needs of children and young people early, provide advice to education settings and a gateway to access further support for children and young people and education settings at a pre statutory stage.

1.2.8   The SEDIS model will build on this providing support to children and young people with special education needs (SEND) early, at the pre statutory stage over at short period of time.

1.2.9   The Model will offer both outreach and in-reach provision. The majority of children and young people will receive outreach support whilst remaining at their home setting. For the few children and young people who require in reach provision after outreach interventions they will attend a base for a short period of time/on a part time basis which will be in their local area. For Post 16 young people in-reach interventions will be considered on a case-by-case basis.

1.2.10 The SEDIS Model will be led by a Lead Provider/Recipient which will be a school. The Lead Provider/Recipient will work in partnership with other professionals to develop the SEDIS teams. SEDIS teams will be comprised of professionals from educational settings, Pupil Referral Units and input from Health practitioners (e.g., speech and language). Local Authority Officers may support this work (e.g., Educational Psychologists and Specialist Support Team).

1.3   Local Context

1.3.1   Staffordshire covers a large geographical area, and it is divided into eight (8) districts: Cannock Chase, East Staffordshire, Lichfield, Newcastle-under-Lyme, South Staffordshire, Stafford, Staffordshire Moorlands and Tamworth.

1.3.2   In 2018/19, only 16,300 pupils required SEN Support or an EHCP. As of 2023, 16% of children and young people (21,000) in Staffordshire education settings currently require SEN Support or have an EHCP. The overall SEN population has therefore increased by almost 30% over the past five years. Not all children and young people who have a special educational need or disability need to attend a special school. The level and type of support a child/young person needs to reach their full potential can vary hugely and many children can be well supported in their local mainstream education settings.

1.3.3   We currently see fewer children and young people with an EHCP attend mainstream education settings in Staffordshire than elsewhere in the country, (currently 30% in Staffordshire and 40.5% nationally).

1.3.4. Children and young people with special educational needs and disabilities do not achieve as well as other children and young people in Staffordshire and parents and education settings tell us they are frustrated with the level of consistency of support across the county.

2. The Service

### 2.1 Aims and Objectives of Service

2.1.1 The aim of the proposed SEDIS Model is to:

Improve outcomes for children and young people with SEND by providing the right support at the right time to meet their individual needs, while they remain at their home setting.

2.1.2 The Objectives are:
   a. To provide timely support
   b. Enable children and young people to be educated in their local community while remaining at their home setting
   c. Provide children and young people with SEND the individual support they need
   d. Support, enhance and develop capacity to meet SEND in our mainstream education settings.
   e. Prevent school exclusions.

2.1.3 Outcomes for children, young people, and their educational setting as a result the SEDIS model will be evidenced by improvement in the following areas:
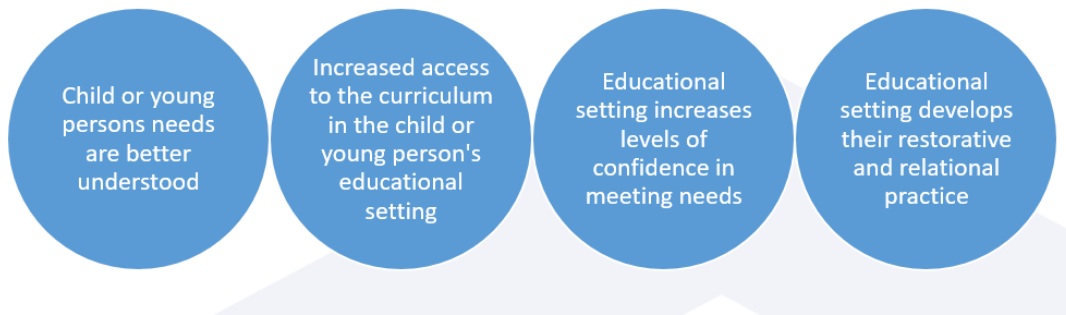
2.1.4 The model proposes a district-based Enhanced Outreach and In-Reach offer for mainstream educational settings based upon the presenting needs of the child/young person. This model of support seeks to address unmet SEND needs using an 'eco-systemic' approach drawing on expertise from across Health, Social Care and Education.

2.1.5 The SEDIS Model will sit alongside and work in partnership with the new Family Hubs to ensure that support builds capacity and empowers the two main systems in the child or young person's life, the family, and the educational setting.

2.1.6 At the heart of the SEDIS Model are five core principles:

   a. Supporting inclusion in local mainstream educational settings
   b. Earlier evidence-based intervention
   c. Removing barriers to accessing support
   d. Equity of access to support across the county
   e. Building restorative and relational educational settings

2.2 Service Description

2.2.1 Enhanced Provision

2.2.1.1 The SEDIS model will provide proactive early support for children and young people, developing sustainable capacity in mainstream educational settings.

2.2.1.2 The model will provide a personalised and tailored approach to addressing a child or young person's additional needs.

2.2.1.3 The model is designed to be predominantly an Enhanced Outreach approach. Outreach entails the child/young person, and the educational setting that is seeking support, receiving additional, individualised and enhanced specialist support to meet the needs of children and young people. Outreach is also designed to develop the capacity of the educational setting that is seeking support to meet the needs of all children/young people in their setting in the future.

2.2.1.4 In some circumstances, despite high quality Enhanced Outreach support, the child or young person may require specific support that is away from their educational setting. Where this is the case, they may require an Enhanced In-Reach placement. If this level of provision is required, there is expectation that the child or young person's educational setting will have engaged with the support offered from the SEDIS Outreach provision. SEDIS In-reach will be provided on an individual basis or in small groups and in all circumstances, the child or young person will remain on the roll of their educational setting. For Post 16 young people in-reach interventions will be considered on a case-by-case basis.

2.2.1.5

2.2.2 SEDIS Outreach Provision

2.2.2.1 Enhanced Outreach provision is for educational settings requiring additional enhanced support to meet the diverse and individual needs of children and young people with SEND. Educational settings will access their local Enhanced Outreach provision via their District SEND and Inclusion Hubs.

2.2.2.2 Outreach support is primarily focused on supporting the educational setting to develop the strategies and skills to enable them to meet the needs of children/young people with SEND.

2.2.2.3 The child or young person will remain in their home educational setting, with SEDIS staff generally visiting the setting 2-3 times a week, for the duration of the provision, to support staff with implementing agreed strategies, to model techniques and support resource development.

2.2.2.4 There is an expectation that the child or young person's educational setting will be working towards developing relational and restorative approaches evidenced in their development plan and/ or policies. Settings who do not have a plans or policies in place will need to evidence a commitment to this approach.

2.2.2.5 Outreach support will include but not be limited to:

- Develop strategies to support the child and young person and staff
- Promote the implementation of effective strategies
- Develop appropriate packages of support for both children and young people and the mainstream education setting, in conjunction with parents/carers and teachers
- Model different approaches to support a child/young person's individual needs
- Develop the skills, knowledge and understanding of staff in the mainstream education setting
- Offer support and advice to in their home setting as an alternative option to Alternative Provision
- Provide training to setting staff on promoting inclusion, meeting the individual needs of children and young people, effective strategies, modelling effective activities and sharing evidence based practice
- Support the setting to develop policies and procedures for target setting, monitoring, challenging, and supporting children and young people to achieve their full learning potential
- Support children and young people through transition points
- Offer advice and support to the mainstream education settings in drawing up and reviewing Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and Pastoral Support Programmes (PSPs)
- Support conversations and relationships between setting staff and parents where relationships have broken down

(See Appendix 2 for the Outreach SEDIS Provision Flow Chart)

2.2.3 SEDIS In-Reach Provision

2.2.3.1 If after high quality Enhanced Outreach support, the child or young person requires further specific support away from their educational setting they may require an Enhanced In-Reach placement. To access this the setting will be required to put an application/case forward to the LMG to provisionally approve.

2.2.3.2 Approvals from the LMG will be sent to SCC Commissioning, who will have oversight for the whole provision, for final sign off. Decisions will be based on funding availability and cost.

2.2.3.2 SEDIS Teams will require a physical resource base within the district with capacity to make provision for In Reach.

2.2.3.3 The children/young people's In-Reach placement will usually last for **up to** 12 weeks.

2.2.3.4 Attending the SEDIS provision can be on either a full time or part time basis according to individual needs. The child or young person will remain dual registered with their mainstream educational setting, who will retain responsibility for their academic progress and safeguarding. Placement's will be 'time limited' and not usually for a period longer than one term. The child or young person will return to their educational setting after the enhanced In-Reach support has taken place and key staff from the home setting will remain in contact with the child/young person while they attend the in reach.

2.2.3.5 All Enhanced In-Reach placements will be followed by a period of Enhanced Outreach support using a phased approach to reintegration by the SEDIS staff.

2.2.3.6 On accessing the SEDIS provision, the following assessments may be completed:

- Review of baseline academic assessments specifically where the child or young person may have missed significant parts of learning prior to a request for SEDIS.
- Functional Behavioural Analysis - to better understand behaviour and the factors influencing it, with a view to introducing adjustments which will produce an alternate set of behaviours.
- Literacy and Numeracy Screening
- Assessment of key psychosocial skills – i.e., self-esteem, social skills, communication skills and attitude to learning, Boxall Profile / Strengths and Difficulties (SDQ) Mental Health Assessment.
- Gathering of a child or young person's family history including living situations and close relationships.
- Assessment of known risk factors, e.g., trauma, care experience, etc.
- Outcome Star methodology to both baseline and evidence progress.

(See Appendix 3 for the proposed In-Reach SEDIS Provision Flow Chart)

2.2.4 Induction to SEDIS Model

2.2.4.1 A structured introduction process for both Enhanced In-Reach and Enhanced Outreach provision will include all parties involved in supporting the child or young person (i.e. the child/young person, parents/carers, the educational setting, SEDIS staff and other professionals involved). This is important to ensure a smooth and informed transition.

2.2.4.2 This induction will include:

- Meeting with parents/carers and child or young person together before the start of SEDIS support to:
  - understand the needs of the child/young person
  - identify any unmet needs / challenges that may be presenting
  - Discuss the support and academic provision to be provided
  - Outline expectations of the child or young person, parents and carers, and the educational setting
- SEDIS professionals will visit the child or young person in their current setting to conduct observations, gather evidence of need / understand strategies that have been implemented previously.
- A 'bespoke' outreach support programme will be developed tailored towards the child or young person's individual needs which will be supported and guided by the SEDIS provision staff over a period of up to half a term and draw on any necessary specialist support if needed.
- If after this support the child or young person's educational setting is still experiencing challenges in meeting the needs of the child or young person, and there has been no noted improvement there would be an opportunity at that point to seek more intensive Enhanced In-Reach support.
- The child or young person will be given the opportunity to meet all teachers and staff in an informal way and to observe other children or young people in the provision.
- Visits and 'taster' sessions at the beginning of the Enhanced In-Reach offer for parents/carers and child/young person to become familiar with the environment.
- Involvement and engagement from the child/young person's educational setting to help ease the transition period for the child/young person.
- Parental/carer involvement and engagement in the induction process to help ensure engagement and attendance throughout the placement.
- Support and guidance to parents/carers to form part of the outreach provision offering an eco-systemic approach.

2.2.5 Curriculum

2.2.5.1 Whilst the SEDIS model and In-Reach provision is not designated as or deemed to be an alternative provision, this model is mindful of DfE guidance for such provisions and seeks to embed these values within it.

2.2.5.2 The DfE's Statutory Guidance indicates that, although good alternative provision will differ for individual children and young people, there are common elements that alternative provisions should aim to achieve, including:

- Good academic attainment on par with mainstream education settings, particularly in English, Mathematics and Science (including IT), and with appropriate accreditation and qualifications.
- That the specific personal, social, and academic needs of children and young people are properly identified and met to help them to overcome any barriers to attainment.
- Improved motivation and self-confidence, attendance, and engagement with education.
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education settings, or successful transition to further education, training, or employment.

2.2.5.3 Children and young people attending the SEDIS Model In-Reach will gain a range of strategies bespoke to their individual needs. They will access a curriculum that is age appropriate, inclusive and taught / supported by knowledgeable staff in small class settings of no more than 10 with a ratio of at least 1:3.

2.3 Reporting

2.3.1 Lead Provider/Recipient's will be required to:

- Attend and hold review meetings with children and young people, their parents and setting staff
- Produce accurate children/young people written reports for the mainstream education setting
- Produce termly reports for SEND hubs, local management groups (LMGs) and mainstream education settings

2.4 Eligibility

2.4.1 Each child or young person must be on Enhanced Assess, Plan, Do Review Pathway (EAPDR) for the setting to refer for access to SEDIS support.

2.4.2 Children and young people will not have an EHCP.

2.5 Referral Procedure

2.5.1 All children/young people will be part of the Enhanced Assess Plan Do Review Pathway (EAPDR).

2.5.2 During the planning stage of the EAPDR cycle the Team Around the Child will identify the need for a child/young person to access the SEDIS model and confirm the type and amount of support needed.

2.5.3 SEDIS support will be accessed through the SEND and Inclusion Locality Hubs. To access SEDIS support for a child/young person, a mainstream educational setting will put a request to their Locality Management Group (LMG). The LMG will act as a multi-agency triage platform reviewing and agreeing applications for the SEDIS Model support and acting as a gateway to initially access outreach support.

2.5.4   Where a request for SEDIS is accepted by the LMG, this will be sent to SCC Commissioning for final sign off, the initial offer will be for Outreach support for the child or young person's educational setting. If following Enhanced Outreach support, it is deemed the child or young person would further benefit from a more intensive Enhanced In-Reach placement for a time limited period, the setting/SEND & Inclusion Hub will refer a request to their LMG to request In-Reach support.

2.5.5   The Lead Provider/Recipient will develop a referral form and referral process, to be agreed by the Council's Authorised Officer, and ensure this is communicated widely.

2.5.6   The Lead Provider/Recipient will develop a secure management information system to record information at the point of referral.

2.5.7   The Lead Provider/Recipient will need to develop a mechanism to manage demand for the Project.

2.6 Funding Arrangements

2.6.1   The Lead Provider/Recipient will offer provision free of charge to eligible children and young people.

2.6.2   The SEDIS model will be jointly funded by the local authority and the mainstream education setting.

2.7   Transport

2.7.1   Transport to and from SEDIS In-Reach provision will be the responsibility of the child or young person's educational setting/parents.

3.0 OPERATIONAL SERVICE REQUIREMENTS

3.1   Policy Context

3.1.1   National Policy

The Provider/Recipient will adhere to relevant legislation, policies and guidance as amended from time to time. This will include but is not limited to:
- Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (2018).
- Children and Families Act 2014
- SEND Code of Practice 2015
- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2011
- Data Protection Act 2018
- General Data Protection Regulations 2018
- Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Health and Safety at Work Act 1974
- Care Act 2014

3.1.2   Local Policy

Strategy / Plan:	Outcomes / Priorities:
Staffordshire County Council Strategic Plan 2022 to 2026	**Outcome/s:** • Be healthier and independent for longer **Priorities:** • Encourage good health and wellbeing, resilience, and independence • Offer every Staffordshire child and young person the best start to life, and chance to achieve their potential
Staffordshire Families Strategic Partnership – Staffordshire's Children, Young People and Families Strategy 2018-2028	**Outcome/s:** • Start well – every child has the best possible start in life to reduce differences in the quality of their health and wellbeing in the future. • Grow well – all children and young people are supported to reach their potential so that they can have greater control over their lives • Live well – children, young people and adults are supported to make good lifestyle choices. **Priorities:** • Happy and Healthy – encourage communities to be more active and live healthier lifestyles; reduce avoidable hospital admissions • Safe and belonging – reduce infant and child mortality rates; improve parenting skills and aspirations
Staffordshire County Council SEND Strategy (2021 -2026)	**Priorities:** • We communicate well with each other • We work in partnership to meet the needs of children and young people • We ensure that the right support is available at the right time • We encourage communities to be inclusive **Principle/s:** All children and young people with SEND are given the opportunity to achieve everything that they can. They engage with the right support at the right time from their parents/carers, the community and the professionals that work with them to make this happen.
Staffordshire County Council Staffordshire Accessibility Strategy 2021-2024	**Priorities:** 1. Increase access to the curriculum for children and young people with disabilities. 2. Improve the physical environment to increase access for children and young people with disabilities. 3. Make information more accessible to children and young people with disabilities.
Staffordshire County Council Whole-Life-Disability-Strategy-2018-2023	**Outcome/s:** • People with disability of any age can reach their potential and live healthy, safe, independent, and fulfilling lives in their own communities.

3.2 Service Accessibility

3.2.1 The SEDIS teams will be available during normal office hours, Monday to Friday 9-5, term time only (teacher availability 9-4).

3.2.2 The SEDIS In-Reach base must be easily accessible in terms of the physical environment and transport links.

3.2.3 Where full-time education is being delivered the Provider/Recipient must provide access to catering facilities, including eligible for Free School Meals.

3.3 Staffing

3.3.1 Personnel Structure

3.3.1.1 The Lead Provider/Recipient shall be responsible for designing an appropriate Personnel structure that will enable a flexible and responsive service provision during the Grant Period.

3.3.1.2 The Lead Provider/Recipient will ensure that all staff members are competent, appropriately qualified, trained and experienced in their area of specialism and up to date with current professional practices to deliver the service effectively.

3.3.1.3 The Provider/Recipient must comply with vetting and barring legislation, recruitment standards and provide evidence of Disclosure and Barring Service (DBS) checks to SCC when requested.

3.3.2 Management

3.3.2.1 The Lead Provider/Recipient shall appoint a suitably qualified SEDIS Lead who will be accountable for the following functions:

- Operational lead for the Project
- Day to day operational line management
- Clinical and professional supervisor for team members
- Named Link Person to the Council/Funder
- Managing complaints procedure
- Liaison with parents/carers and professionals e.g., SENDCo's, Head Teachers as appropriate
- Training Coordinator – to coordinate and maintain an organisational training plan
- Information Governance Lead
- Health and Safety Lead
- Evaluation, monitoring and reporting on the performance and quality of the Project

3.3.2.2 A management representative must be contactable by all staff and Funder/Council representatives during the hours of the Project is available, to offer management support, alert the Funder/Council of serious incidents and deal in an appropriate and timely way with safeguarding issues as they arise.

3.4 Service mobilisation and Exit Management

3.4.1 The Lead Provider/Recipient will develop a Mobilisation Plan, upon Award, to be agreed by the Authorised Officer outlining timeframes for the provision being live. Regular meetings between the Council and Provider/Recipient will take place during the Mobilisation Period to monitor the implementation of the agreed Mobilisation Plan. The Mobilisation Plan must include, as a minimum, plans and progress regarding Personnel recruitment, a marketing and communications plan and exit plan.

3.5 Safeguarding

3.6.1 The Staffordshire Safeguarding Children Board (SSCB) have produced policies and procedures in line with current legislation and statutory guidance. All Personnel and Volunteers within the Service must be aware of the organisational and individual responsibilities they have with regards to Safeguarding. For further details and clear outline of the expectations regarding the responsibilities and duties please refer to the SSCB website at the hyperlinks below:

- Statutory Guidance: https://www.staffsscb.org.uk/working-together-to-safeguard-children/
- Procedures & Guidance: https://www.staffsscb.org.uk/procedures/

3.6.2 Staffordshire and Stoke-on-Trent Adult Safeguarding Partnership Board (SSASPB) has worked together to produce joint policies and procedures in line with current legislation and statutory guidance. All Personnel and Volunteers within the Service must be aware of the organisational and individual responsibilities they have with regard to Safeguarding. For further details and clear outline of the expectations regarding the responsibilities and duties please refer to the SSASPB website at the hyperlinks below:

- Policy, Processes & Guidance: https://www.ssaspb.org.uk/Guidance/Guidance.aspx

3.6.3 The Provider/Recipient shall deliver Best Practice in line with local inter-agency and internal Safeguarding policies, procedures and standards as determined by SSCB (https://www.staffsscb.org.uk/) and SSASPB (https://www.ssaspb.org.uk/Home.aspx). The Provider/Recipient will:

- Maintain up to date knowledge of current and emerging SSCB and SSASPB priorities.
- Be required to have a written Safeguarding policy which complies with the Staffordshire and Stoke-on-Trent Adult Safeguarding Enquiry Procedures[1] and Staffordshire Safeguarding Children Board (SSCB) Inter-Agency Procedures for Safeguarding Children and Promoting Welfare[2].
- Have a thorough knowledge and understanding of child protection and Safeguarding responsibilities in relation to children, young people and vulnerable adults, and for this to be appropriately reflected within written policies and procedures.
- Ensure the Provider/Recipient's Safeguarding Lead has completed SSCB Level three (3) Safeguarding training. This training must be completed within twelve (12) months from the Commencement Date.
- Ensure all other Personnel have completed SSCB Level two (2) Safeguarding training which is kept up to date in line with SSCB guidelines.

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[1] https://www.ssaspb.org.uk/Guidance/Section-42-Adult-Safeguarding-Enquiry-Procedures.aspx
[2] https://www.staffsscb.org.uk/procedures/policies-and-guidance-templates/

- Have a written recruitment and selection policy and procedure which is fully compliant with 'Safer Recruitment' principles and recommendations, and reflects an embedded commitment to Safeguarding children, young people and vulnerable adults.
- Have a written policy in relation to the employment of ex-offenders including the risk assessment/ judgement process in light of positive Disclose and Barring Service (DBS) disclosures.
- Seek to ensure that at least one member of an interview panel has successfully undertaken safer recruitment training.
- Ensure it only recruits and deploys Personnel and Volunteers that have been subject to an enhanced DBS check and can demonstrate this has been completed by the Provider/Recipient and ensure future compliance with any requirements introduced by the DBS.
- Maintain a record of all Personnel and Volunteers' DBS information including the date the disclosure was obtained and who by, the level of the disclosure and the unique reference number of the disclosure.
- Report in a timely manner any children and young people's Safeguarding concerns to Staffordshire Children's Advice and Support Service and adult Safeguarding concerns to SSASPB.
- Maintain a current record of all Personnel and Volunteers' training and development.
- Respect confidentiality of Service Users unless there is a Safeguarding concern.
- Complete risk assessments for the Service and promote safe practice during delivery.
- Complete relevant accident and injury records where necessary.
- Ensure a lone working policy where applicable is implemented to ensure the welfare of Personnel.

4.0   SOCIAL VALUE

4.1   The Council requires the Lead Provider/Recipient to utilise a framework or tool to provide a minimum reporting standard and measurement of Social Value during the Grant Period and will report on this via quarterly Contract Review Meetings. An example of a basic tool which could be used is the National TOMS Framework, however it is recognised that the Provider/Recipient may already have a preferred, robust mechanism for identifying, tracking, and calculating Social Value. Further information on the TOMS Framework can be found via the hyperlink below:

https://socialvalueportal.com/national-toms/

4 2   The Provider/Recipient must focus any Social Value during the Grant Period on: -

Theme	Outcomes	
Social	Healthier, Safer and More Resilient Communities	• Creating a healthier community • More working with the Community
Jobs	Promoting Local Skills and Employment	• More local people in employment • More opportunities for disadvantaged people (e.g., care leavers). • Improved skills for local people. • Improved employability of young people.
Innovation	Promoting Social Innovation	• Social innovation to enable healthier safer and more resilient communities. • To promote new ideas and find innovative solutions to old problems.

5.0   PERFORMANCE MANAGEMENT

5.1   Performance

5.1.1   The Lead Provider/Recipient will be responsible for:

- Delivering the Project outlined within this Agreement and meeting the targets for the Key Performance Indicator's (KPIs) and Service Levels detailed within the Performance Management Framework (refer to section 5.5 (Performance Management Framework) of this Service Specification).
- Completing the quarterly Performance Report and return this to the Authorised Officer as specified.
- Participating in quarterly Contract Review Meetings. More frequent meetings may be required during the first twelve (12) months of the Grant Period.

5.1.2   The Council will undertake periodic audits of the Service. These audits may include, but not be limited to, a review of:

- The Provider/Recipient's compliance with this Agreement.
- The strategic relevance of the Service.
- The demand for the Service.
- Service performance.
- The effectiveness of the Service in achieving the KPI's.
- Quality of the Service.
- Best Value of the Service.
- Service User feedback.
- Stakeholder feedback.

5.1.3   The Lead Provider/Recipient shall cooperate with the Council when undertaking audits. The Provider/Recipient shall cooperate with the Council in arrangements for implementing, delivering, monitoring and adapting quality, performance and outcomes frameworks in relation to the Service. The Council reserves the right to visit the Provider/Recipient as part of the Council's quality and performance monitoring role.

5.2   Contract Review Meetings

5.2.1   The Council will arrange quarterly Contract Review Meetings which require the attendance of the Lead Provider/Recipient and any Sub-Contractor(s) (if appropriate).

5.2.2   Where targets for KPIs or Service Levels are not met by the Lead Provider/Recipient, the Authorised Officer and Contract Manager will work together to understand the reasons for the underperformance.

5.2.3   If performance does not improve to the satisfaction of the Authorised Officer over two (2) subsequent quarterly Performance Reports the Provider/Recipient will be required to produce a Quality Improvement Plan, for the Authorised Officer.

5.3   Complaints and Compliments

5.3.1   The Council is committed to ensuring that commissioned services deliver the best possible service. The Lead Provider/Recipient must ensure that every complaint is investigated, and action taken where necessary. This will include putting things right if something has gone wrong.

5.3.2   The Lead Provider/Recipient must:

- Have a complaints procedure and complaints form.
- Ensure that children and young people/parents and carers and referring organizations are aware of the procedure and form.
- Record all complaints and feedback.
- Ensure that complaints are acknowledged within five (5) Working Days of receipt.
- Give a response within fifteen (15) Working Days of receipt.
- If the complainant is still unhappy, they shall be referred to the Council so that the complaint can be handled under the Council's customer feedback process.
- Copies of the complaints record shall be retained and be made available to the Council if requested. These shall also be made available as part of Performance Reporting and monitoring arrangements.

5.4   Service User Feedback

5.4.1   The Lead Provider/Recipient must provide a Feedback questionnaire to each child/young person, parent/carer and setting within two (2) weeks of the child/young person exiting the Service. Provider/Recipient's are required to design their own satisfaction questionnaire.

5.4.2   The Provider/Recipient may use digital or physical means to undertake the satisfaction questionnaire. The Provider/Recipient should analyse the results of questionnaires returned on a regular basis. Information derived from this analysis should be incorporated into the quarterly Performance Reports.

5.5 Performance Management Framework

5.5.1 Outcomes and Key Performance Indicators

Service Area	KPI	Frequency of Reporting
Referral Activity		
	Number and type of referrals/requests for involvement this term: • Number accessing SEDIS Outreach Provision • Number accessing SEDIS In-Reach Provision	Quarterly
	Child/Young Person Characteristics • Year Group • Gender • Ethnicity • Looked-after Children • YOS Involvement	Quarterly
	Reasons for the referral • SEDIS Outreach Provision • SEDIS In-Reach Provision	Quarterly
	Breakdown of referral by locality / setting	Quarterly
	% of requests for involvement contacted within 5 working days	Quarterly
	Number of initial meetings / new children and young people/parents and carers this quarter	Quarterly
	Average waiting time between request for involvement and initial meeting/first intervention	Quarterly
	Total number of unique children/young people seen for an intervention this Term • SEDIS Outreach Provision • SEDIS In-Reach Provision	Quarterly
	Number of interventions/attendances/contacts completed this term • SEDIS Outreach Provision • SEDIS In-Reach Provision	Quarterly
	Total Actual direct hours SEDIS Support delivered this quarter • SEDIS Outreach Provision • SEDIS In-Reach Provision	Quarterly
	Number of children/young people referred who are awaiting a service	Quarterly

Progress & Outcomes SEDIS Outreach Service		
	100% Baseline Questionnaires completed	Quarterly
	Number and type of any additional baseline/assessment tools e.g. Strengths and Difficulties Questionnaire, PASS	Quarterly
	Individual progress against baseline assessment/other assessments	Quarterly
	Observed/reported changes in relationships with peers and adults and in the development of communication and other functional skills	Quarterly
	Attendance figures for cohort of children and young people % Individual children and young people attendance % Improved attendance against pre-referral attendance	Quarterly
	Target Achievement KPI- 80% of children and young people making progress towards agreed individual targets: • % achieving all their target areas • % making progress towards targets • % not meeting outcomes	Quarterly
	Number of End of Intervention Assessment (Exit Questionnaires – WEEK 6) to track overall progress.	Quarterly
	Number of leavers and reason	Quarterly
	Number of referrals from: • outreach to in-reach • in-reach to outreach	Quarterly
	Outcome Achievement • Examples	Quarterly
	% of settings reporting improved confidence in supporting children/young people in their setting following intervention.	Quarterly
	% parents & carers reporting improved confidence in supporting their child/young people's development following intervention.	Quarterly

Progress & Outcomes SEDIS In-Reach Provision		
The quality of teaching and learning	Number/% of Baseline Academic Assessments reviewed in the term	Quarterly
	Individual children/young people progress against initial baseline assessments/other assessments	Quarterly
	% Functional Behavioural Analysis assessment completion	Quarterly
	% Key psychosocial skills assessment completion	Quarterly
	% Outcome star completed- 3 key intervals start, middle and end to evidence distance travelled	Quarterly
	Attendance % Individual children/young people attendance % improved attendance from pre-referral attendance	Quarterly
	Number of young people accessing Enhanced Outreach support following reintegration to educational setting.	Quarterly
	KPI - 100% of children and young people reintegrating into their educational setting within one term.	Quarterly
	% of settings reporting improved confidence in supporting children/young people in their setting following intervention.	Quarterly
	% parents & carers reporting improved confidence in supporting their child/young people's development following intervention.	Quarterly
Training Offer		
	Number of settings / educational establishments receiving staff training	Quarterly
	Type of staff training delivered	Quarterly
Service Feedback		
Satisfaction surveys	Six monthly children & young people /parent & carer / educational setting satisfaction surveys completed by the Service	Six Monthly
	Number of satisfaction surveys completed	Six Monthly
	Summary report of the satisfaction surveys completed	Six Monthly
	80% of above satisfaction surveys rating the support they receive as good or excellent	Six Monthly
Case Studies	Two case studies each term on children or young people supported by the Service outlining interventions, progress and outcomes achieved	Quarterly
Complaints and Compliments	Number of compliments received	Quarterly
	Number of complaints received	Quarterly
	Action taken regarding complaints received	Quarterly

5.5.2 Success indicators

- Successful mainstream education placements maintained
- Children and young people are more confident
- Children and young people improved communication with staff and peers
- The reduction in permanent exclusions and suspensions
- Child/young person's needs supported without request for an EHCP
- Referral closed at Hub level following support
- Mainstream education settings inclusive
- More children/young people with EHCP educated in mainstream education settings

6.0 Service Standards

6.1 Quality requirements

6.1.1 The Provider/Recipient will deliver the Project in line with relevant legislation and best-practice guidelines, ensuring it is adaptable to changing needs and trends, and offer the most effective, Evidence Based support.

6.1.2 The Lead Provider/Recipient must ensure:

- Appropriately qualified Designated Safeguarding Lead and all facilitators must be trained at Level 2 Safeguarding as a minimum with all associated policies and procedures in place.
- An induction programme for all children and young people provided
- Evidence of qualified teaching staff for SEDIS In-Reach provision
- Clear sharing of information to partner agencies and parent/carers on the provision available and governance arrangements
- Appropriate and fully accessible facilities
- Appropriate and accessible teaching resources, which help to promote achievement, progress and positive behaviour
- All children and young people are treated with dignity and respect.

6.2 Confidentiality and data protection

6.2.1 The Lead Provider/Recipient will ensure all data collected and held about children, young people and parents/carers meets national guidelines and standards for data protection and client confidentiality.

6.2.2 The Lead Provider/Recipient must have in place a written policy regarding information sharing, recording and confidentiality and must comply with the General Data Protection Regulation (GDPR) 2018.

6.2.3 The Lead Provider/Recipient must have an effective Performance Management System to ensure routine data reporting and analysis to support the delivery, review and performance management of the Service, including, but not limited to, the requirements outlined within section 5.5 Performance Management Framework within this Service Specification.

6.2.4   The Lead Provide/Recipient is required to:

- Deliver a Project that complies with Data Protection Legislation.
- Recognise and respond to any data subject rights requests and other information requests including Freedom of Information and Environmental Information, having regard for any exemptions that may be applicable.
- Ensure secure storage, retention and retrieval of data is adequate to support operational needs.
- Have appropriate technical and organisational measures in place to safeguard manual and electronic information from accidental loss, damage and/or destruction and have completed the Third-Party Security Questionnaire
- Have security incident management processes in place to deal with potential or actual security breaches.

6.2.5   In line with the above and following Best Practice guidance the Lead Provider/Recipient shall have agreed information sharing protocols with partner agencies. The Lead Provider/Recipient shall ensure that all Personnel and Volunteers have access to information sharing guidance.

6.2.6   The Provider/Recipient must provide clear information to Service Users accessing the Service on what data will be collected, by whom, the purpose, as well as how it will be collected, stored, and destroyed, in line with the required retention period. A Privacy Notice will be developed by the Lead Provider/Recipient as part of the Mobilisation Period and made easily available to Service Users (including on their website and in a written format) from the Commencement Date.

6.2.7   Service Continuity - Ensure back up, recovery and contingency arrangements are in place to guarantee continuity of Service delivery.

APPENDICES

Appendix 1: Definitions Table

Term/ Abbreviation	Definition
Assess, Plan, Do, Review (APDR)	SEN support has a clear cycle of assessment of progress, planning and putting in place the appropriate support, and reviewing a child or young person's progress. This is known as 'Assess, Plan, Do, Review'. It is also referred to as the graduated approach.
Best Practice	Means procedures that are accepted or prescribed as being correct or most effective.
Boxall Profile	The Boxall Profile is an assessment tool and framework used in education and child development. The primary purpose of the Boxall Profile is to understand and support the emotional and behavioural well-being of children and young people
Contract Review Meeting	A meeting between the Recipient and the Funder to review the Recipients performance of the Agreement.
Data Protection Legislation	The Data Protection Act 2018, the UK GDPR and all applicable laws and regulations relating to processing of personal data and privacy, including where applicable, the guidance and codes of practice issued by the Information Commissioner, for as long as these remain in force or otherwise replaced.
Designated Safeguarding Lead	An individual within an organisation, who is responsible for leading and coordinating safeguarding and child protection efforts.
Disclosure and Barring Service (DBS)	The Disclosure and Barring Service which was established under the Protection of Freedoms Act 2012 and merges the criminal records checking and barring functions previously carried out by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA).
EHCP	Education, Health and Care Plan
Enhanced, Plan, Do, Review (EAPDR)	The EAPDR Pathway sets out a methodology to ensure educational settings are supported to access further additional advice, support, and resources in order to meet the needs of children and young people in their setting.
Enhanced Outreach	Targeted specialist support for a child/young person while they remain in their own school environment. This may be in the form of support from specialist practitioners or specialist interventions.
Evidence Based	Means any practice/interventions/support that are based on / informed by objective evidence, rather than intuition or other unproven methods.
Free School Meals	Government-funded meals provided to eligible children in primary and secondary education settings.
Functional Behavioural Analysis (FBA)	FBA is a systemic assessment process used in psychology and education to understand and address specific behaviours.
Individual Behaviour Plans	Means a document used in educational settings to outline specific strategies to address and modify the behaviours of students. The plans are designed to help students develop more appropriate and effective behaviours.

Individual Education Plans (IEPs)	Means a highly individualised document tailored to the specific needs of the child/young person. IEPs are typically developed through collaboration among teachers, children/young people, parents / carers and specialist SEND professionals.
Information, Advice and Guidance (IAG)	Means Information, Advice and Guidance, which supports informed decision making.
In-reach Support	Means the specialist support and interventions provided to a child/young person while they are placed at a base away from their home school.
Lead Provider	Refers to the organisation commissioned by Staffordshire County Council to deliver the SEDIS Model.
Literacy and Numeracy Screening	Means the process of assessing a child/young person's reading, writing, and mathematical skills to determine their level of proficiency or potential areas of improvement.
Locality Management Groups (LMG)	The LMG is a group in each Staffordshire district with membership from local headteachers, local authority officers and specialist practitioners who work in conjunction with local commissioners to identify spending priorities and make decisions to improve local support for children/young people.
Key Performance Indicator (KPI)	A set of quantifiable measurements used to monitor the Providers overall performance.
Mobilisation Period	Means the period of time between Grant Award and Contract Commencement.
National TOMS Framework	A social value measurement standard across the UK.
Outcome Star	The Outcome Star tool is used to assess and measure the progress and outcomes of individuals or groups receiving support or services.
Pastoral Support Programmes	A pastoral Support Programme is typically designed to provide emotional, social or spiritual assistance to children/young people. It aims to offer guidance, counselling, and a supportive environment especially during challenging times or personal difficulties
Performance Management Framework	Means a structured system and set of processes used by organisations to ensure that they are working towards the funder's goals, receiving feedback and support to improve their performance and can make data-driven decisions to enhance the service's overall effectiveness.
Performance Management System	Means a structured and systemic process used by organisations to capture and analyse data, continually assess, manage, and enhance performance and the delivery of the contract.
Privacy Notice	Means a document or statement that informs service users about how an organisation collects, uses, processes, and protects their personal data.
Pupil Referral Units	Educational institutions providing specialised support and education for children/young people who have been either temporarily or permanently excluded from mainstream education settings.
Quality Improvement Plan	Means a detailed plan of improvement actions for all items identified during quarterly Contract Review Meetings.
Relational and Restorative Practice	Means an approach that looks to foster positive relationships, resolving conflicts, and promoting a sense of community and well-being.
SEDIS	Means Staffordshire Enhanced District Inclusion Support.

SEN Support	Means the identification of a child/young person's special educational needs. This involves assessing the child/young person's strengths and weaknesses and determining what additional support is required.
SEND	Means Special Educational Needs and Disabilities.
SEND and Inclusion District Hubs	The main objective of the SEND and Inclusion District Hubs is to successfully support children and young people with SEND and/or at risk of exclusion within a particular district of Staffordshire. The Hubs promote a culture of inclusion and tolerance.
Service Continuity	Means a process or strategy that an organisation puts in place to ensure that essential services, operations, and functions continue without interruption or with minimal disruption in the face of unforeseen events.
Social Value	Means the difference an organisation, service or project can make to the community they are operating within.
Special Educational Needs and Disability Coordinator (SENDCo)	Special Educational Needs and Disabilities Coordinator
Specialist Support Team	Specialist Teaching Support Services this includes Autism Inclusion Team, Deaf/Hearing Inclusion Team and Vision Inclusion Team.
Staffordshire-Based School	Maintained education settings and academies located within the Council's authority area.
Staffordshire Children's Advice and Support Service	Refers to Staffordshire County Council's county-wide early help service. Staffordshire Children's Advice and Support Service
Staffordshire Safeguarding Children Board (SSCB)	Staffordshire Safeguarding Children Board. The key statutory mechanism for agreeing how local organisations will co-operate, to safeguard and promote the welfare of children and young people living in Staffordshire.
Staffordshire Enhanced District Inclusion Support (SEDIS) Model	A model of proactive, short term, early support for children and young people attending mainstream education settings who require some additional support.
Strengths and Difficulties Questionnaire (SDQ)	The SDQ is a widely used behavioural screening tool designed to assess the emotional and behavioural well-being of children and adolescents.
Team Around the Child	A Team Around the Child is a meeting of practitioners who work together to agree a plan and delivery of support to meet a child or young person's assessed needs
Virtual School	The Virtual School is a statutory service which exists to promote high aspirations for children and young people placed in the care of the local authority and those previously looked after.

Appendix 2:

'Outreach' SEDIS Model Flow Chart

The SEDIS staff will generally be in the child or young person's educational setting 2-3 times a week for the duration of the support. In addition to this, visiting professionals may be asked to support the educational setting. This will be jointly funded by the LA, via the District Locality Management Groups, and the child or young person's educational setting.

There is an expectation that the educational setting will be committed to developing relational and restorative approaches as outlined in 2.2.2.4.

	Before SEDIS Support	Child or young person's educational setting will have requested additional support via the SEND and Inclusion Hubs. They will have implemented setting-based strategies which have had limited impact. The child or young persons' needs remain unmet.	
If SALT, OT, EPS, Behaviour support are thought to be a primary need, the SEDIS staff will consult with specialists and build this into the enhanced support. When direct input from a specialist is suggested parent/social worker consent is sought, educational setting and parent questionnaires are completed.	**Initial meeting**	Involving the staff from the child or young person's educational setting, parents/carers, and SEDIS staff. SEDIS Lead explains input to parents/carers and seeks consent. All parties discuss current concerns and strengths of the child or young person. This meeting should be organised by the child or young person's educational setting and should be held in person.	SEDIS Lead to visit as appropriate.
	Week 1	SEDIS staff carry out observations and begin to collect data. Baseline questionnaires are completed. SEDIS Team caseworker meets relevant staff from the child or young person's educational setting to agree focus. Child or young person's educational settings ensures an identified 'link	

		person is available to work with child or young person for the period of the enhanced support.
	Weeks 2 & 3	SEDIS TA supports staff from the child or young person's educational setting to implement agreed strategies. Modelling support techniques and supporting resource development.
	Weeks 4 & 5	Email contact with staff at the child or young person's educational setting / parents/carers to check on progress and support strategies. An additional visit to the child or young person's educational setting may take place to support if required from SEDIS Staff
	Week 6	Feedback meeting involving the child or young person's educational setting staff, parents/carers, SEDIS Staff. Sharing of professional reports, work carried out, discuss next steps and plan who is to implement them. This can be in the child or young person's educational setting or virtual. Exit questionnaires completed.
	Week 6+	SEDIS Team available for ongoing remote support.

Appendix 3:
'In-Reach' SEDIS Model Flow Chart

The Placement will usually last for up to 12 weeks, it may be full time or part time dependent upon needs. In all cases settings will have accessed the 'Outreach' offer of support. This will be jointly funded by the LA, via the District Locality Management Groups, and the and the child or young person's educational setting.

	Before SEDIS Support	Settings will have requested additional support via the SEND and Inclusion Hubs for the child or young person following on from accessing SEDIS 'Outreach'. Despite the child or young person's educational setting implementing and following suggested strategies of support the child or young person requires more intensive, 'bespoke' offer of provision for a time limited period.	
If SALT, OT, EPS, Behaviour support are thought to be a primary need, the SEDIS staff will consult with specialists and build this into the enhanced support. When direct input from a specialist is suggested parent/social worker consent is sought, setting and parent questionnaires are completed.	**Initial meeting**	Involving staff from the child or young person's educational setting, parents/carers, and SEDIS staff. SEDIS Lead explains input to parents and seeks consent. All parties discuss current concerns and strengths of child or young person. This meeting should be organised by the child or young person's educational setting and should be held in person. Transport and logistics are discussed, expectations are explained.	
	Week 1	Transition, familiarisation, and introduction visits take place, supported by the child or young person's educational setting. Attendance is agreed based upon child or young persons' needs.	Child or young person's educational setting to visit as appropriate / maintain contact.

Weeks 2 to 10	Child or young person attends SEDIS Centre and completes a programme of enhanced support, they are equipped with a range of strategies bespoke to their individual needs. They will access a curriculum that is age appropriate, inclusive and taught / supported by knowledgeable staff in small class settings of no more than 10 with a ratio of at least 1:3. They will maintain some access to the 'host's educational setting e.g., lunch, assemblies, curriculum etc. Child or young person's educational setting visit to observe / maintain contact.
Weeks 10 to 12	Reintegration back into the child or young person's educational setting takes place using a gradual 'laddered' approach. SEDIS staff accompany and support this process in an Enhanced Outreach capacity.
Week 12+	Feedback meeting involving staff from the child or young person's educational setting, parents/carers, SEDIS Staff. Sharing of professional reports/advice, work carried out, discuss next steps and plan who is to implement them. Exit questionnaires completed. SEDIS Team available for Enhanced Outreach support if needed.

Appendix 4

Inclusion Standards

1. Principles

- Children and young people with SEND and additional needs are central to all decisions.

- Inclusive practice is at the heart of everything we do, where differences are recognised and celebrated, and everyone has the opportunity to be included.

- High aspirations for children and young people with SEND and additional needs.

- A highly skilled and well supported workforce able to support children with SEND and additional needs.

- Promoting equal opportunities to access play, learning, leisure and all aspects of life.

- Proactive approach to identifying and removing barriers to access for all children and young people.

2. What does this look like

- Staff take time to listen and understand the needs of all children and young people.

- Learning environments are inclusive, with all children and young people able to access services and take part fully.

- Children and young people with SEND and additional needs are empowered to reach their full potential.

- There is an asset-based approach – this means a focus on the strengths of all children and young people and support in the local community.

- The individual needs of children and young people with SEND and additional needs are identified early and they get support to meet these needs.

- Reasonable adjustments are made to meet the needs of children and young people with SEND and additional needs, with adaptations and aids used where necessary.

- Information is easy to access and available in a range of formats.

- There are clear transition routes/pathways to support with preparing for adulthood.

- Children and young people with SEND and additional needs are supported to develop their independence skills.

- Children and young people with SEND and additional needs, along with their families actively take part in decision-making with their views being taken into account.

- Children and young people with SEND and additional needs, along with their families are involved in the review and development of services.

3. Aims

- Children and young people with SEND and additional needs can fully access services.
- The physical environment is easy to access.
- Information is easy to access.

4. What children and young people will say

- I can access the service fully and feel included.
- I feel the staff understand my needs.
- I feel my needs are met.
- I know who to go to ask for help and get it.

- I get information in the way I can understand.
- My support is adapted to meet my needs.
- I am asked my views on the support I get.

- My voice is listened to in ways to make the service better.
- I feel my differences are celebrated and seen as an opportunity to create new ways of doing things.

5. What parents will say

- I feel my child/young person gets the help they need.

- I feel staff understand the needs of my child/young person.

- I am asked my views on the support my child/young person gets.

- Timescales are met.

- I feel services are accountable.

- My voice is listened to in improving the service.

Legislation

The Equality Act 2010 sets out service providers legal responsibilities.

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