

Draft Slides



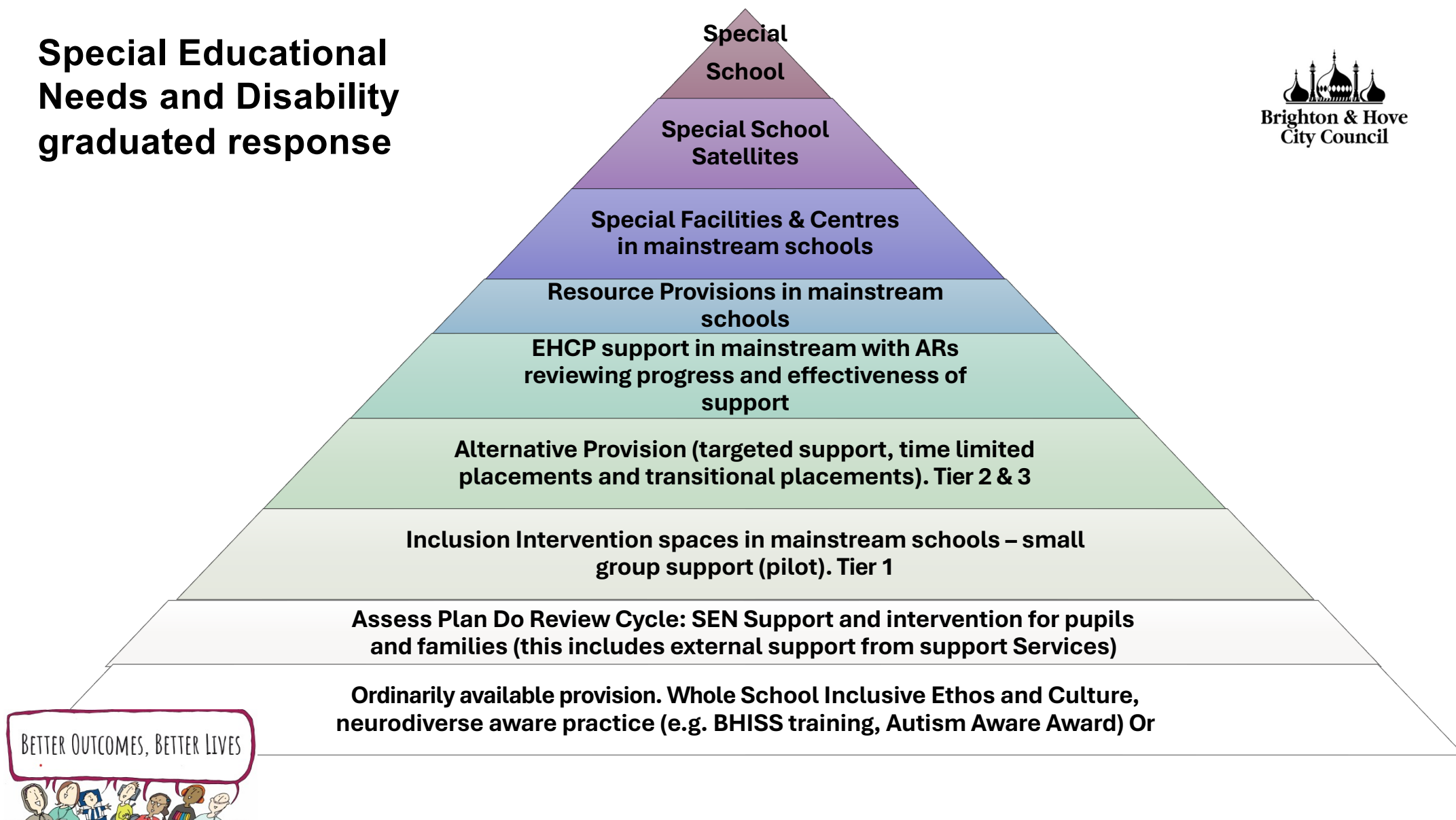
PACC Connect Event 3<sup>rd</sup> June 2025

# Agenda and welcomes

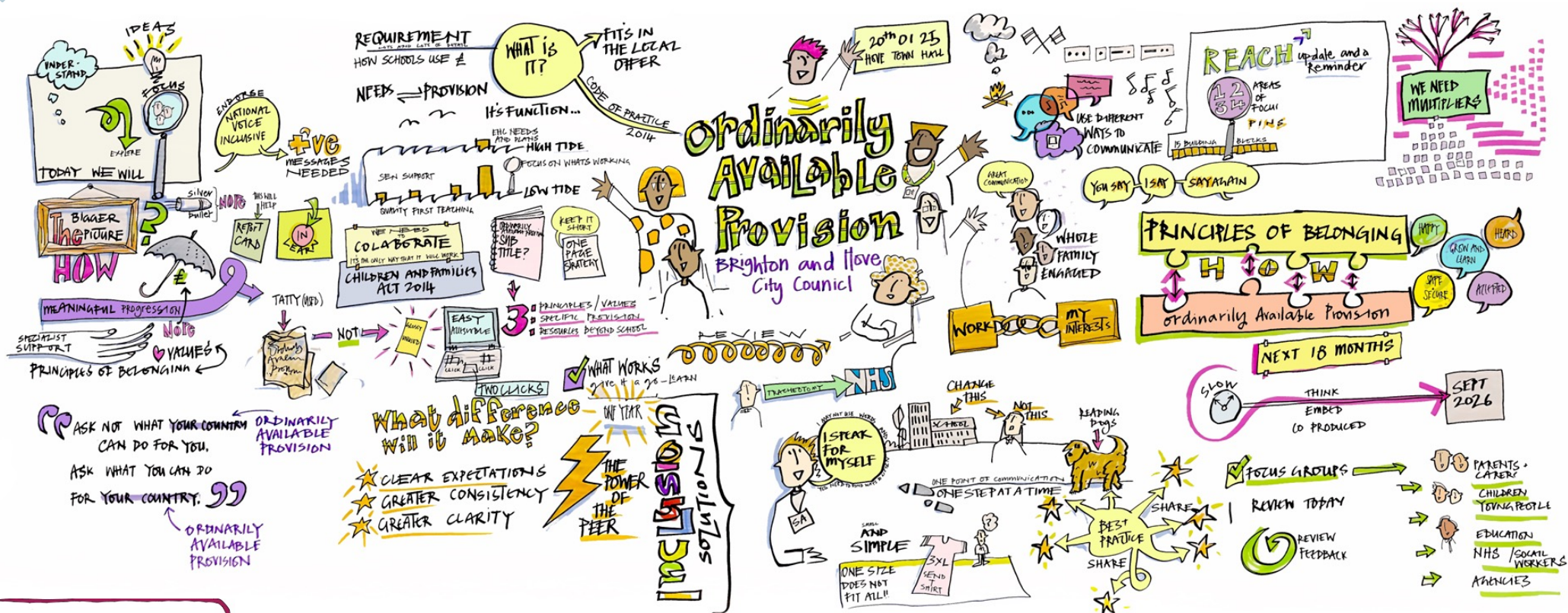
1. Brighton and Hove Graduated response
2. Break
3. Priority 2 admissions information
4. Question and Answers



# Special Educational Needs and Disability graduated response



# Ordinarily Available Provision



BETTER OUTCOMES, BETTER LIVES



# Ordinarily Available Provision for SEND Guidance

Work has now started in earnest to develop the first Co-produced draft of an Ordinarily Available Provision (OAP) for SEND guidance. We have been meeting with a wide range of stakeholders including Head Teachers, SENCOs, parents/carers, BHISS team members and children and young people to gather a range of views on what should be included.

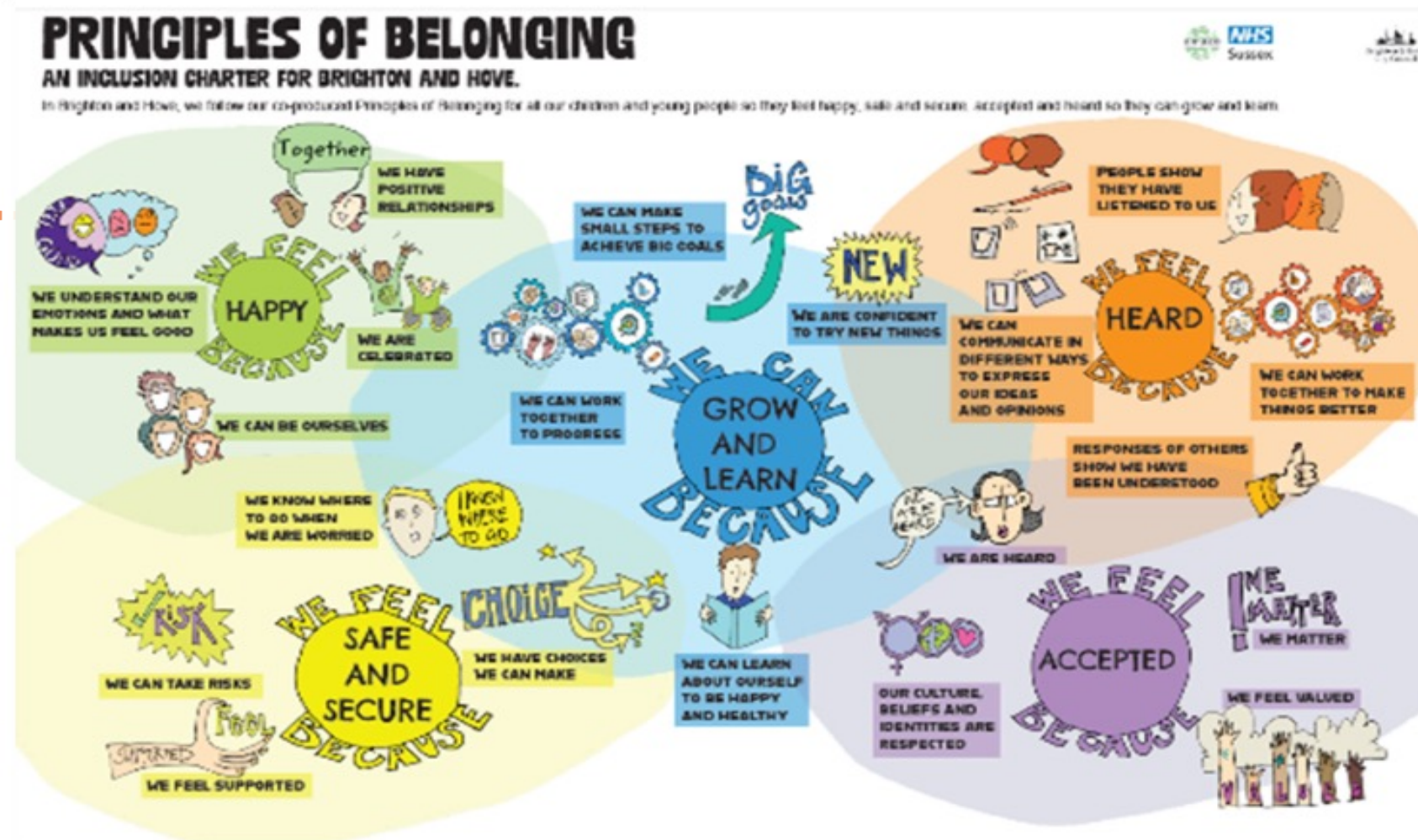
This guidance will outline the support and strategies that mainstream educational settings should 'reasonably' provide to meet the needs of CYP with SEND without requiring an EHCP.

- The purpose of this guidance is to:
- **Promote inclusive education** by ensuring that all students, including those with SEND, have access to high-quality teaching and learning opportunities.
- **Define expectations** for schools and early years settings regarding the provision of SEND support within their existing resources.
- **Encourage consistency** across educational settings by setting out best practices for removing barriers to learning and fostering an inclusive environment.
- **Support educators** in identifying and implementing effective strategies to meet the diverse needs of students with SEND.
- **Enhance outcomes** for all learners by embedding inclusive teaching approaches that benefit both SEND students and their peers.

The guidance when completed (first draft expected July 2025) is designed for teachers, SENCOs, and school leaders, helping them create supportive learning environments that enable all students to thrive. It also serves as a reference for parents and carers to understand the provisions in schools, available for children with SEND.



## Principles of Belonging: An Inclusion Charter for Brighton & Hove



# Whole School Inclusive Ethos and Culture, Neuro-affirmative practice, cycle of support

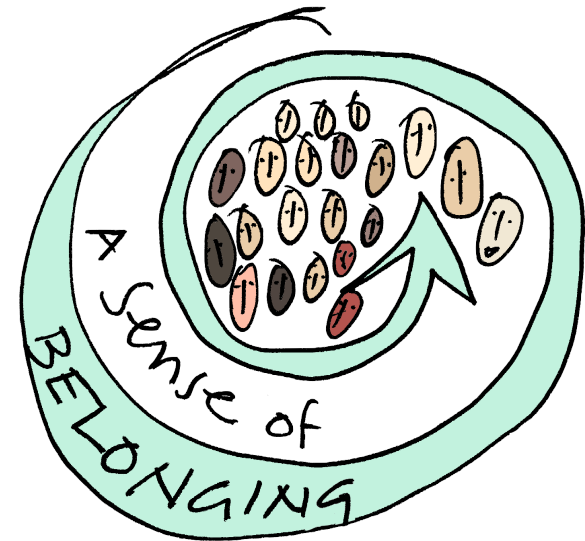
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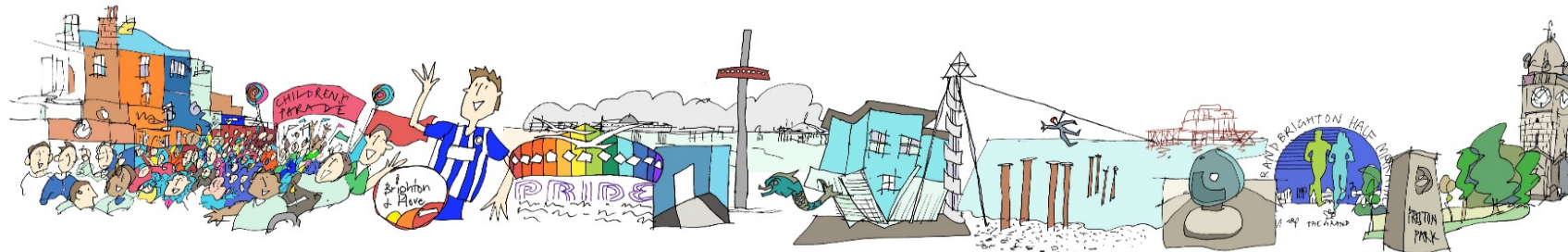
- **Brighton and Hove Inclusion Support Service (BHISS)** is a multi-disciplinary team that works with children & young people with special educational needs and disabilities (SEND), and their families, through schools and other education settings. BHISS also works closely with professionals within the Schools Mental Health Service.
- Our experienced professionals work in the following teams to provide support:
  - **Autism & Language:** SEN Specialist Teachers & Practitioners
  - **Early Years:** SEN Specialist Teachers & Practitioners
  - **Educational Psychology:** Educational Psychologists
  - **Literacy:** SEN Specialist Teachers
  - **Deafness & Visual Impairment:** SEN Specialist Teachers & Practitioners
  - **Social, Emotional and Mental Health:** SEMH Specialist Practitioners
  - **Social Communication Resource (SCR):** SCR co-ordinators
- **Whole school level work is aimed at** increasing capacity to support children and young people who might have difficulty with attending and engaging. We have led on producing guidance documents for schools e.g. on attendance, SEND Guide, Sensory Differences, Attachment Aware, Literacy
- Our practice involves using **consultation, assessment, intervention, research, training** and working **systemically/strategically** with schools and settings. Our school work is agreed in discussion with SENCO.
- **Assess Plan Do Review Cycle:** SEN Support and intervention for pupils and families
- Each school has a **core/buy back** offer based on need. This is reviewed on an annual basis.



# Inclusion Intervention spaces in mainstream schools – small group support (pilot). Tier 1

- Schools develop the intervention space
- Managed by the school
- Small provision within school linked to school need (e.g. 8 pupils)
- Flexible provision to support wider SEND needs
- Supports SEN support pupils and EHC plan pupils
- Staffed with a Teacher and Teaching Assistant
- Space allocated within school
- Adapted and flexible curriculum
- Children spend part of their day in their mainstream class
- Appropriate environment





# Inclusion Intervention spaces in mainstream schools – small group support (pilot). Tier 1

- We are piloting this with **5 schools** across the city this academic year
- The schools are supported by a community of practice
- A senior leader from school has been commissioned to support the pilot with support from BHISS
- Inclusion Intervention Spaces started in January
- Evaluation will be completed in June
- Aim is to learn from year 1 and develop more IIS in primary mainstream schools each year growing this over time to ensure schools can be more inclusive

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# Developments in Alternative Provision in Brighton & Hove

**Tier 1 – Targeted Support in Mainstream schools.** The LA has provided financial and practical support to schools to enable them to develop Tier 1 AP support within their school settings.

**Tier 2 – Adaptive Learning Provisions (ALPs) in Secondary Schools.** Kate Barker (AP Lead) has been working with 4 secondary schools to develop Tier 2 ALP provisions. These provisions collectively provide 36-one term placements for children at risk of exclusion. ALPs accept referrals for a placement for a young person from within their own school settings and from other secondary schools across the city.

**Tier 2 – Pupil Referral Unit placements** (registered provision). Together with the Head Teacher of Central Hub Brighton, we have created a number of one-term assessment placements for both KS2 pupils at Fairlight Primary school and secondary aged KS3/4 pupils at Lynchet Close.

**Tier 2 – Unregistered Alternative Provision.** Katie Rowe (AP commissioner) has been working to develop an AP Approved Providers directory for BHCC. The Directory will soon be available for Parents/Carers to access via the Council website. Approved Providers are required to participate in a Quality Assurance and Safeguarding checks process before becoming 'approved.' Tier 2 unregistered AP is usually commissioned by schools as part of a flexible timetable. Parents/carers seeking an AP placement for their child should contact their child's SENCO to discuss this in the first instance.

**Tier 3 – Transitional Placements.** Transitional placements are provided by Central Hub Brighton (PRU) and support children with SEMH needs who require a longer-term placement whilst they transition to another mainstream setting, a specialist setting or a Post-16 educational placement. Tier 3 placements are currently offered at Connaught Road (KS2) and The Connected Hub (Year 11)

## AP Specialist Task Force (APST).

As part of the SEND & AP Change Programme we have been piloting an APST model. The team comprising a wide range of professionals are currently co-located at the Lynchet Close PRU site. The team work with CYP and their families who are most at risk of disengagement, violence and criminal activity. We plan to extend this model to provide outreach support to schools from September 2025.

BETTER OUTCOMES, BETTER LIVES



# EHCP support in mainstream with Annual Reviews - progress and effectiveness of support

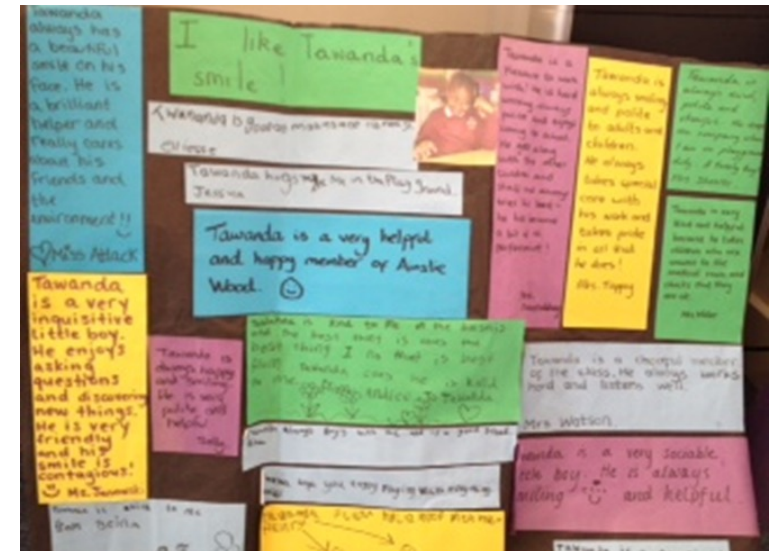
- We have trained 150+ SENCOs in person centred reviews over 2 academic years
- We developed guidance and tools
- A person-centred review has the child or young person at the centre of their review meeting
- It uses tools that are positive and celebrate the child and their progress

- What we like and admire about them
- What is important to them
- What's working and not working
- What good support looks like
- Pupil views
- Reviewing outcomes and support





This plan is co-produced by Example with their family and the people listed in the appendices.



# Specialist Provision development

- Resource provision is being developed in 2 primary schools in the centre and east of the city. This will provide an extra 28 places for Autism
- We are looking at developing a resource provision in secondary to enhance the offer of 20 places
- The Hive opened in 2023 with 34 places and has grown to 61 places in secondary
- We piloted a 1-year transition 6<sup>th</sup> form at the Cullum Centre to support pupils with Autism into Further Education. This was evaluated as successful and will continue
- We closed Homewood College and opened St Georges House Key stage 4 provision
- We have developed specialist middle school places at Connaught Road for SEMH
- A primary PRU will be based at Fairlight School from September 2025.

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# Specialist Provision development

- Developing a SEND sufficiency educational plan to oversee the provision of SEND places for the city. Immediate priorities are set out above.
- In addition to the immediate priorities, we want to develop more specialist and outreach provision for primary aged neurodiverse children.
- We also want to look at provision for children starting school with social, emotional and mental health needs and more complex SEND so that they can be successful in the mainstream setting.
- Over the next 3 years, Headteachers, officers and PaCC will be looking at the continuum of provision for all needs in the city and assessing future developments.

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# Questions and Answers

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