

Newcastle Local Area

Accelerated Progress Plan

Monitoring meeting 8 May 2025



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1. Impact and Progress of SEND Advice and Support Allocation Panel (ASAP)
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1. SEND ASAP Overview

What does the Panel consider?

- Requests for involvement of specialist staff who can provide specialist advice and guidance to support inclusion in mainstream schools and settings.
- Applications for Individual Pupil Support Funding/EY Inclusion Fund

[Newcastle SEND Advice and Support Allocation Panel \(SEN ASAP\)](http://newcastlesupportdirectory.org.uk)
(newcastlesupportdirectory.org.uk)

Membership

- SEND Outreach Service
- Educational Psychology Service
- Specialist schools
- Mainstream Schools (SENCO)
- School Effectiveness SEN team
- Early Help
- Virtual School
- LA Finance

Principles

- Supports inclusive practice
- Partnership working
- Needs led and equitable
- Child and young person centred
- Parent/carer views embedded
- Shares good practice

SEND Areas of Need

For Early Years/pre-school:

- All 4 areas of the SEND Code of Practice

For School Age pupils:

- Cognition and Learning
- Specific Learning Difficulties, Communication and Interaction,
- Social Emotional and Mental Health needs (EPS and specialist Nursery Nurses)

(Includes support for autism, dyslexia, speech and language needs).

Schools and settings have to provide clear evidence of the following:

- Child/ young person's special educational needs,
- Implementation of Newcastle Universally Available Provision for schools' guidance, or the Early Years Universally Available Guidance,
- In house expertise and resources have been utilised before making a request (including notional SEND funding for schools)
- Before requesting advice/support for SEMH needs for KS 1 and KS 2 pupils, schools have consulted the School Effectiveness SEMH team,
- Assess, Plan, Do Review approach outlined in the SEND Code of Practice – two cycles (except for new admits)
- Schools have accessed SEND training e.g., AET awareness raising
- SpLD individualised work should follow a SpLD drop in session
- In addition, for IPS funding applications, Panel needs to have evidence of how school's notional SEN budget has been spent.
- Newcastle SEND Support Plan or school plan covering the same points

Advice provided by:

- LA teams: SEND Outreach Service/Ed Psych Service
- Special Schools Outreach: Hadrian, Sir Charles Parsons, Thomas Bewick

1. Impact and progress of SEND ASAP:

Referring school/setting	2022-23	2023-24	2024-25 (to 30/04/25)
Early Years	414	380	291
Primary	631	554	399
Middle deemed secondary	28	23	13
Secondary	137	137	90
All-through	13	21	12
Total	1,223	1,115	805

Almost all schools have made requests to SEND ASAP

- 2023/2024: 97% of all schools made requests to SEN ASAP in (compared to 69% in 2022 to 2023).
- Of these 74% of the requests made by schools and Early Years settings were appropriate for allocation to a specialist team for advice and support or for IPS funding. The remainder received advice on appropriate next steps.

Improvement in quality of information provided at referral

Outcome measure	Feb 2022	Nov 2024
Evidence of review	15%	36%
Rating of review (% total possible score)	Not scored	50%
Inclusion of Pupil Views	77%	91%
How representative of pupil's own voice (% of total possible score)	59%	57%
Inclusion of P/C views	38%	55%
Inclusion of targets (all phases)	100%	82%
Inclusion of targets: year 0 –year 6	100%	97%
Inclusion of targets: year 7-year 11	100% (1 referral)	60% (10 referrals)
Targets relate to primary area of concern	100%	78%
Rating of SMART targets (% total possible score)	54%	58%
Rating of pupil friendly targets (% total possible score)	54%	46%
Rating of provision against target (% total possible score)	67%	71%
Evidence of UAG/mainstream guidance	69%	94%
Evidence of Descriptors of Need	0%	45%

1. Impact and progress: Good uptake and evaluation of Autism Education Trust (AET) training

Newcastle has been an AET partner since September 2020 and funds the training centrally
Over 90% of schools/settings have accessed at least one of the modules

Training Summary data for 2022 to 2023

Module	Number trained	Average score in evaluation (out of 5)
Making Sense of Autism (MSA): Early Years	106	4.5
Good Autism Practice (GAP) Early Years	20	4.55
MSA Schools	428	4.6
GAP Schools	57	4.02
Anxiety	158	4.7
Inclusion (preventing exclusions)	6	4.97
Leadership	15	4.9
Post 16 GAP	30	4.53
Post 16 MSA	220	4.54
Transition to Employment	6	4.35
Total	1,046	4.57

I have been given lots of different ideas for how I can help children in my class feel more included and able to access the curriculum. I have a deeper understanding of how autistic children can find various situations difficult and I will be more aware of how I speak and interact with my pupils moving forward.

This training was really useful for my role as SEND learning support and really highlighted the individual and how we have to get to know our learner's needs and what works best for them in order to give them the best support which was a really powerful lesson that I will continue to use in my work

More aware that behaviour could be a way displaying additional needs. Will impact how I react to situations

1. Impact and progress: SEMH Training Sept 22 – March 25

In five out of six secondary schools we can see a downward trend in permanent exclusions following work with SEMH team.

“To get exclusions down, it’s wellbeing first”
Assistant Headteacher in an initial planning meeting

School 1	School 2	School 3	School 4	School 5
2022/23: 14 permanent exclusion. 2023/2024:Reduced to 6. To March 2025, there have been 4 permanent exclusions.	2022/23: 14 permanently excluded 2023/2024: 15 Up to March 2025: there have been 4 Permanent exclusions.	Overall downward trend of permanent exclusions for school 3, between the 2022 – 2023 and 2023 – 2024. This academic year has seen a slight increase from last academic year.	There has been an overall downward trend in permanent exclusions between 2022/2023 and this 2023/2024.	Although permanent exclusions are high, there has been a slight decrease Positive comments from training, and the feedback from Lego Therapy was particularly encouraging as staff could identify clear next steps following the training.

1. Impact and progress: Educational Psychology Involvement:

Educational Psychologists working into ASAP (combined with LIP since this academic year) have supported 122 secondary aged pupils in Newcastle.

Children allocated this support have complex Social, Emotional and Mental Health needs, including self - harm, harmful sexual behaviour, emotionally based school non – attendance and trauma experiences.

Educational Psychologists have facilitated a range of work, including assessments, therapeutic work, psychological supervision/problem solving with staff, joint working with Health professionals and Social Care, and work at the family level.

2022/23	1 child was permanently excluded during our involvement - from a total of 34.
2023/24	1 child was permanently excluded during our involvement - from a total of 41.
2024/25	1 child was permanently excluded during our involvement - from a total of 47.

In the last 3 academic years, 2 children have been permanently excluded before EPS involvement could start.

2. Children's Therapies: Building the Future (Collaborative Future)

Work Undertaken to date

- Revised Commissioning arrangements introduced via S75 Agreement with ICB & LA for Speech & language Therapy.
- Public Consultation currently underway to extend S75 Agreement to include Physiotherapy
- Additional finance provided to NUTH to provide dedicated OT Provision into Special Schools
- Pathway Analysis of SALT to support system re-design undertaken
- Non-Recurrent Additional Investment provided to NUTH for 0-4 Autism Diagnostic Clinic to help increase diagnostic capacity
- Recurrent Investment provided to North East Autism Society to establish an Early Years Autism Hub – providing advice and support to families with or without a diagnosis

2. Children's Therapies: Building the Future (Collaborative Future)

- NUTH have re-designed specific pages on their website for paediatric therapies - As well as providing access to referral information, the website is also used to share training videos and resources for professionals and parents/ carers to utilise whilst they await an appoint.
- The new website pages has reduced the number of inappropriate referrals made to SALT by 20%

[Speech and language therapy for children and young people - Newcastle Hospitals NHS Foundation Trust](#)

[Occupational Therapy for Children - Newcastle Hospitals NHS Foundation Trust](#)

2. Children's Therapies: Building the Future (Collaborative Future)

NUTH has redesigned the SALT Triage Function – Data from March 2024 to March 2025, has demonstrated this has led to a reduction in the number of children and young people on the waiting list for initial assessment;

Under 3's from 263 to 169

Over 3's from 222 to 129

The longest wait for assessment removing exception for interventions has also reduced during this timescale;

Under 3's 18 weeks, over 3's 24 weeks

However, the waiting list for intervention has increased from March 2024 to March 2025

2. Children's Therapies: Building the Future (Collaborative Future)

Planned Work – within the next 6 months

- Additional Investment into Pre-School Autism Pathway, including re-designing referral and triage routes, as well as diagnostic capacity and support to families
- Elkan Training Programme for wider Children's workforce to develop early intervention opportunities and provide increased opportunities to deliver support whilst families are waiting for SALT assessment & treatment
- Re-design of SALT Pathway to move towards universal offer with specialist support
- Re-view of Community Occupation Therapy Service to understand increased demand

3. Impact and Progress: RPIW July 2024

- RPIW helped to accelerate improvement and change to practice.
- It was co-produced with the workforce and people who were directly involved in the process.
- It considered our current SEN Support and EHCP process with a focus on how we can improve timeliness and quality.

3. RPIW: Education actions progress and impact

Improving information available for families and schools/settings

- Agreement of information required for EHC assessment
- Review of statutory letters
- Parent Carer handbook
- SEND Training directory for schools/ settings

Extending the audit system

- Multi–agency audit of single agency advice and EHC plan
- Extended pool of multi-agency auditors EHC audit
- Standardising feedback forms for SEND services

Strengthening SEN Support

- Continued roll out of descriptors of need
- Audit of SEN Support plan
- Audit of SEN information profile and Pastoral policies

Reviewing support systems

- Robust system to ensure EHC statutory process is resilient
- Extending the SEND portal to consultations and annual reviews
- Power BI system for Caseworkers

Improving the EHC process

- Co-produced wording for health and social care advices where there are no identified needs and are not known to services.
- Procedure notes for obtaining health and social care advice and contact details for services.
- Trial of early multi agency meeting in EHC process.
- Letters to all in the EHC system to introduce caseworker

3. RPIW: Improving quality of health advices

Quality of Health Advices – Multi-agency QA audit group

- Evaluation report
- SEND Champions involved in discussions to support work
- DCO provided training for Health Professionals around Writing Good Health Advice and Writing Good Outcomes

Quality of Health Advices – continuous monitoring and improvement of health advice

- Attending SENCO Networks
- Work with individual Schools to ensure process is embedded
- Flowchart, Communication Star and Annual Review Health Template reviewed
- Work with GPs to discuss their role in relation to SEND
- Seek their support with responding to health advices – Time Out session 10th June with all GPs
- EMIS template has been developed and will be shared with all GPs

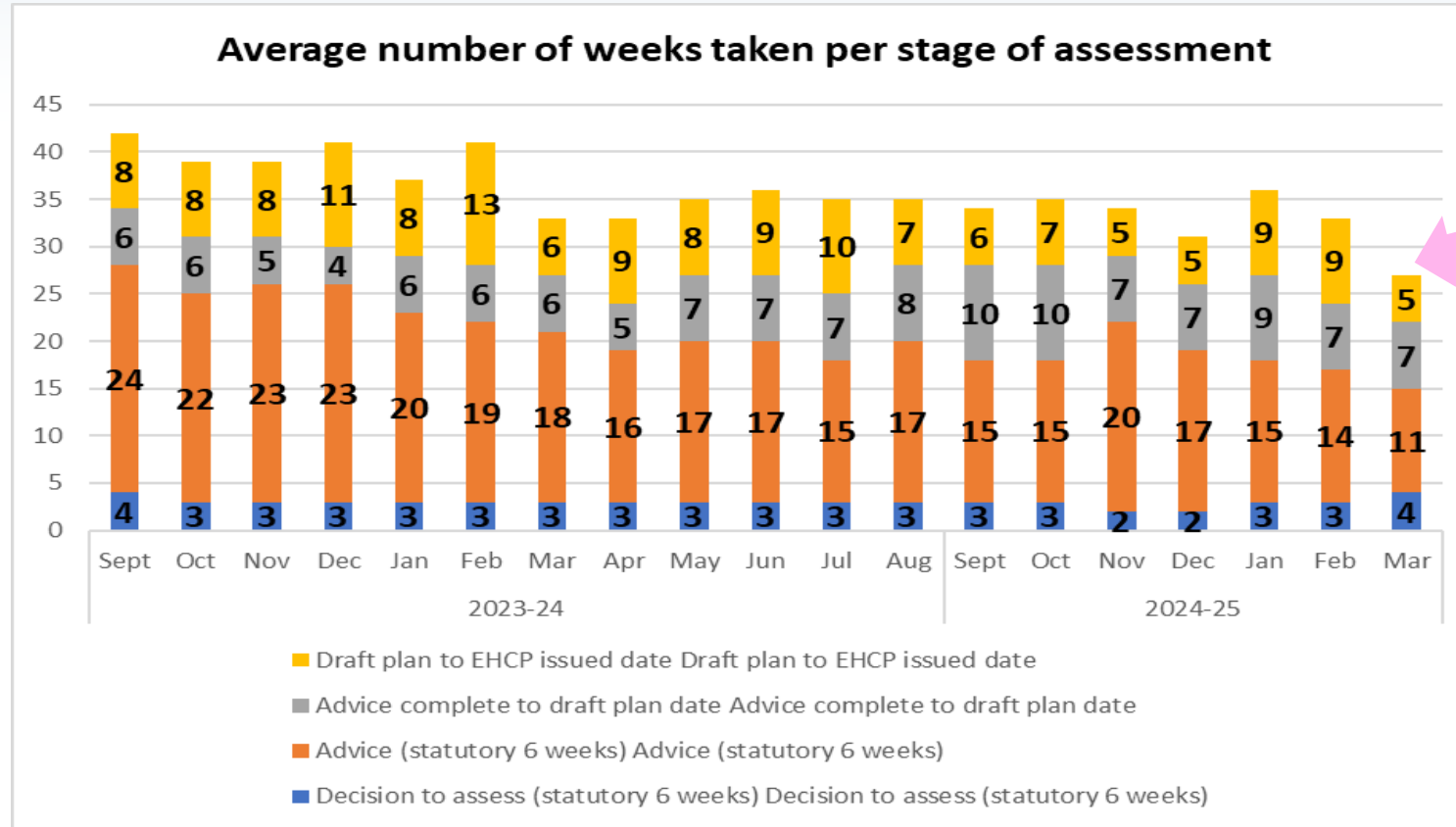
3. RPIW: Health Improvement Plan

- CYPS and SEMH Team LA – to map the current Tier 1 and Tier 2 offer for Schools or that Schools can access and understand how this is communicated to them and parents.
- CYPS, SALT, OT, Physio, 0-19 services and CCN – to understand how their involvement is communicated to schools to include in the SEN Support Plan.
- To review how multiple contacts with SPA or Tier 2 is mapped back to schools and LA through governance structures so early identification of increasing difficulties can be highlighted (Linked to data action).
- All agencies (including CNTW and NuTH to review the list of people who are requested for advice and provided with final plans. Ensure this is up to date and takes account of all services.
- Liaise with the provider trust, the acute senior leadership team about the role of the Paediatrician in the EHCP process. How can this be fulfilled and how can this be included in the job planning? What would the impact of this be? – full review of this role alongside Medical Director.
- Review Training for acute medical staff including medical secretaries.
- Consideration of triage process for health within ASAP and LIP process.
- GP understanding legal responsibilities post 16.
- Discuss transition from Secondary to Primary Care.
- Resources to support transition.
- Training for acute medical staff including medical secretaries:
 - SEND Information presentation developed to share information about Needs Assessment process.
 - To include basic Level 1 and 2 SEND Awareness training from CDC.
- Review Operational process for EHCPs:
 - Flowchart has been developed to highlight process for schools to invite health professionals to Annual Reviews.
 - Communication Star, including all health professional contacts has been developed to support invitation.
 - DCO to offer Health Awareness session (June 2025) to reinforce importance of inviting health to contribute to Annual Reviews.

3. RPIW: Social Care Improvement Plan

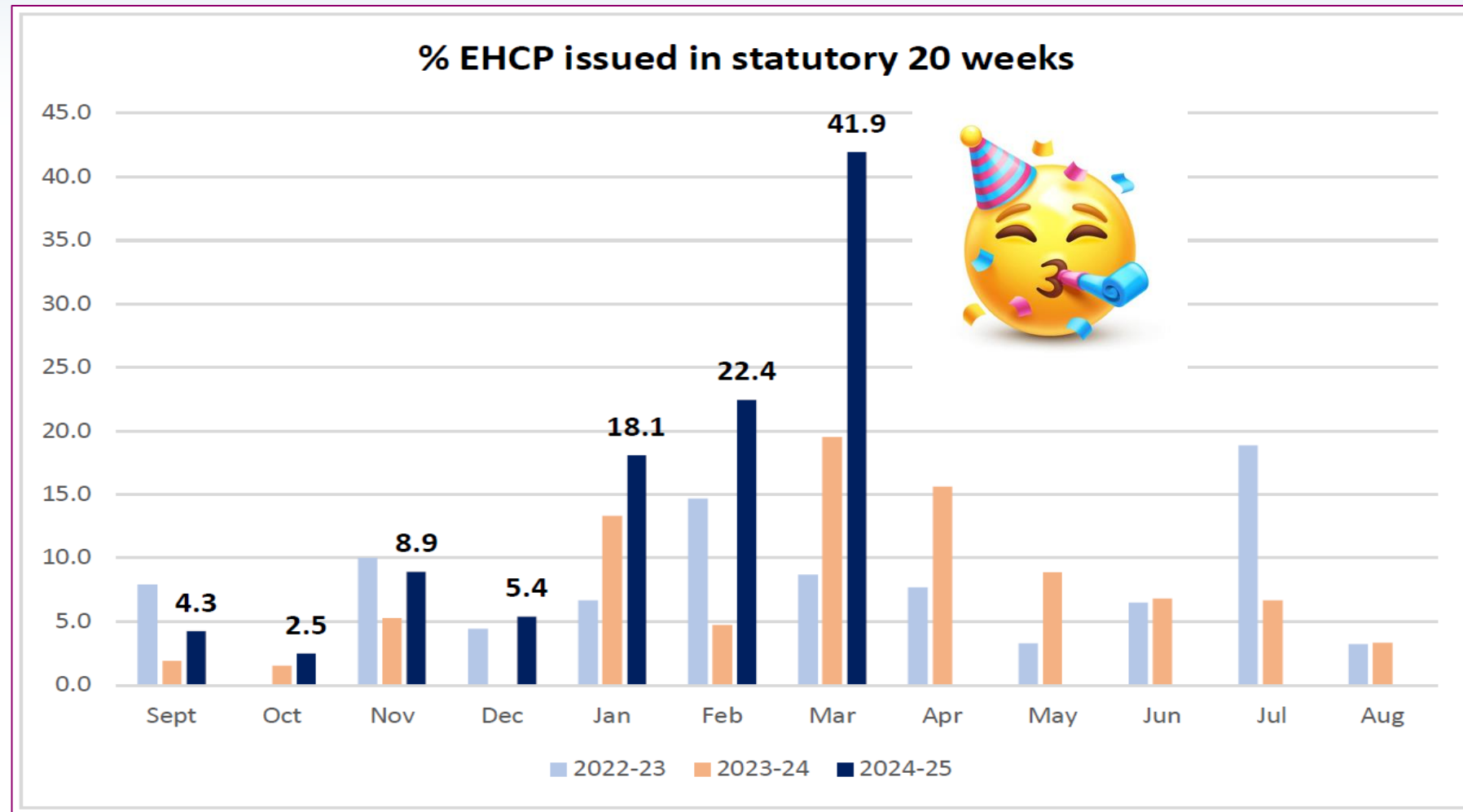
- In response to feedback from social care professionals that “the advice form does not make sense” we have created a new template and guidance available on the Eclipse system. The template is reviewed regularly and can be amended following feedback as and when required.
- Regular case consultations to discuss the EHC process and social care advice offered for all staff in social care and early help.
- The Family Support Officer available to answer queries and at the start of the process, an introduction email is sent to staff.
- Specific training was delivered with all early help staff in January 2025. Copies of slides have been made available, and the training was recorded for all staff to access. Further training for social care staff is booked for April 2025.
- Planning for learning circles is to be a regular event with all social care and early help staff – proposal of two per year.
- Recruitment of SEND champions to create a working group meeting quarterly to audit social care advice. Champions to include early help, social care, virtual school, SEND caseworker, youth justice.
- An agreed good social care advice is being used as a template for ongoing training of staff.
- Intention to align the annual review with the PEP review.

3. Impact - Number of weeks for each stage of assessment is reducing

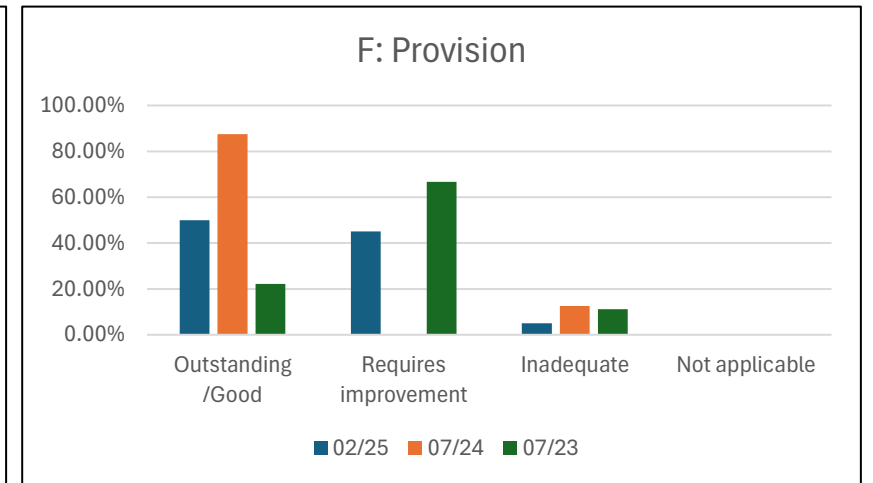
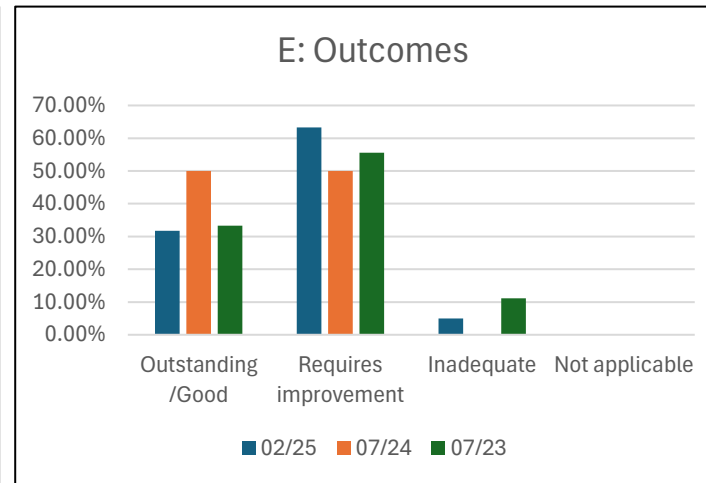
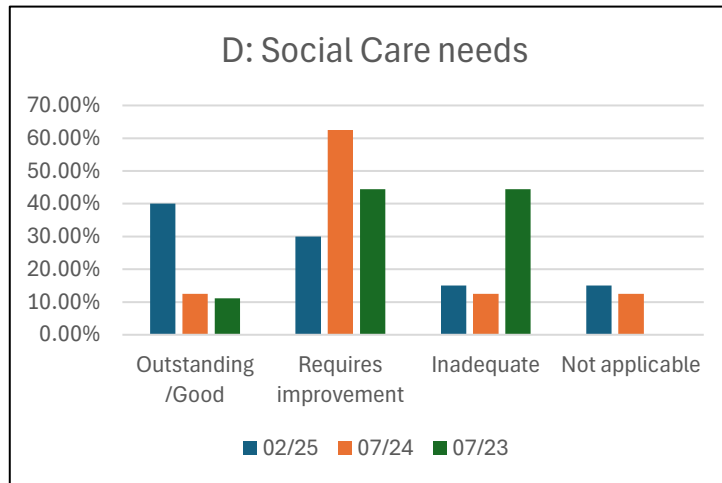
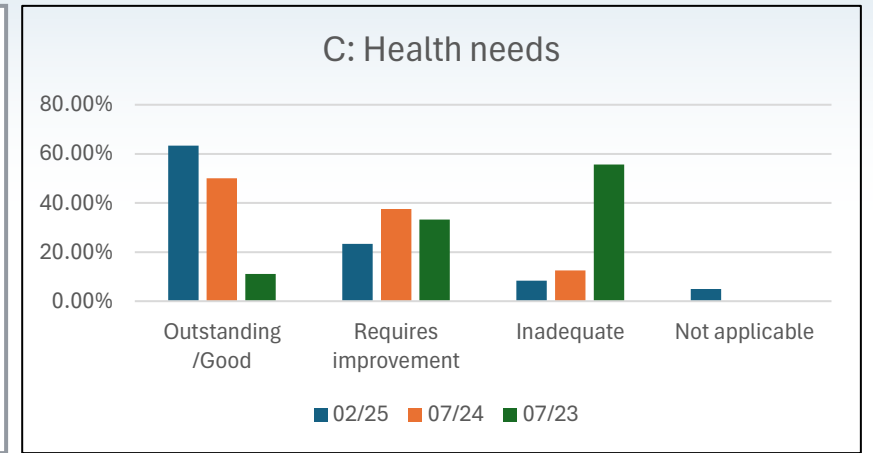
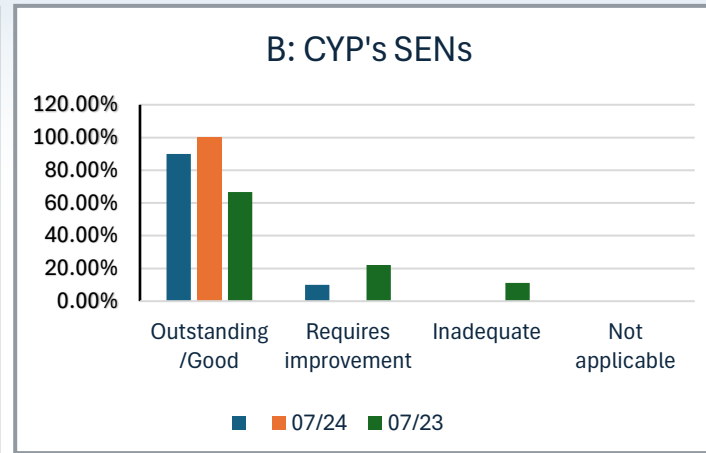
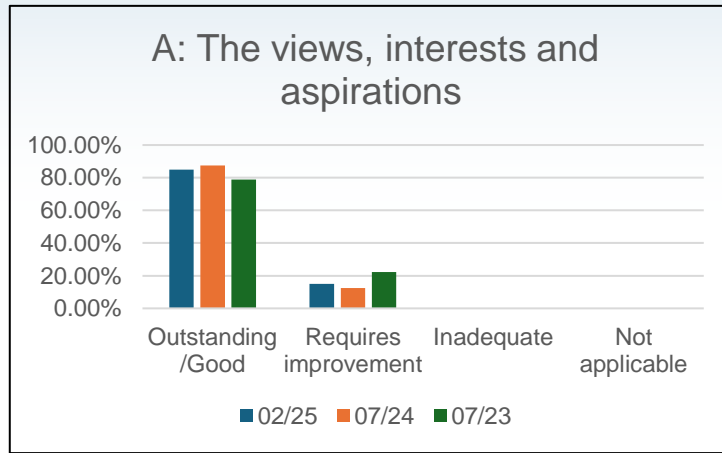


Total of 27 weeks

3. Impact - EHC Timeliness is improving!



3. Progress and Impact: Quality of EHC plans



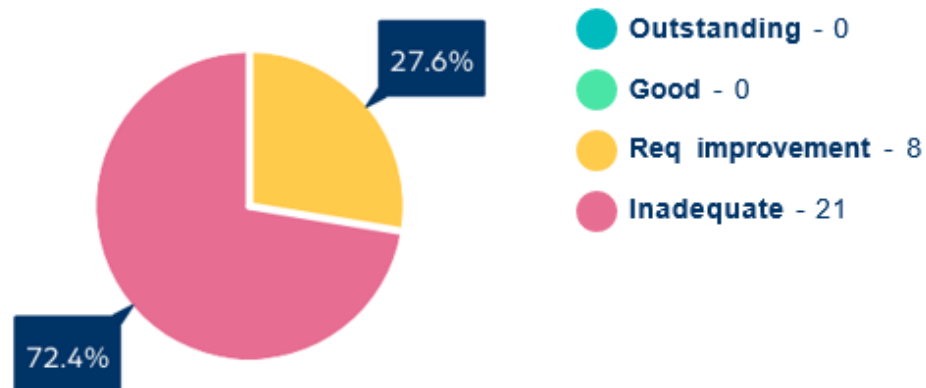
3. Progress since previous audits

Invision allows you to compare audit results between separate periods.
They provide this information on request to the Ofsted/CQC SEND inspectors.

The graphs below shows that more plans are moving from inadequate to requires improvement

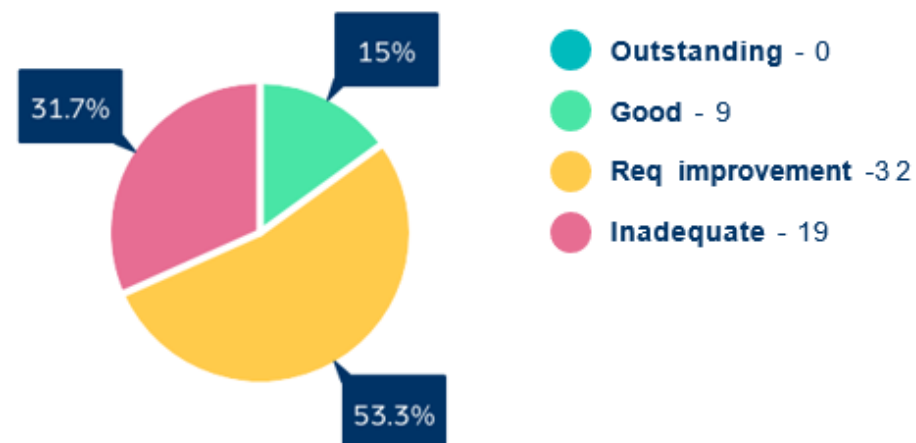
Cycle 1

1/7/2023 – 31/7/2024



Cycle 2

1/10/24 – 31/1/25



Focus on practice – Impact: Support

Pupil Z attends a mainstream secondary school. He was supported by Vision Team with the conditions Optic Nerve Hypoplasia, bilateral alternating esotropia, astigmatism.

Issues identified included lack of confidence in busy environments, lack of opportunities and confidence to join in games and sports, and a mobility needs including balance, body awareness, orientation skills.

Pupil Z was identified as someone who would benefit from Rebound Therapy to develop mobility skills, confidence whilst being introduced to a safe form of exercise and fun that can stay with the pupil for life.

Weekly Rebound Therapy sessions began with the Habilitation and Specialist LSA support, and a rebound profile was created in the form of an E-Book which demonstrated the exercises Pupil Z did during sessions and monitored the progress made. This was shared with the school so progress could be carried on using the same techniques. Pupil Z's family and school were invited to watch the sessions.

Staff from Pupil Z's school joined in sessions of Rebound and are now qualified in rebound therapy.

The school has since bought a trampoline so Rebound sessions can be carried on within their school.



Pupil Z grew in confidence during sessions as well as developing physical mobility skills, understanding of directional language and instructions, body awareness and orientation skills.

Z had fun and worked hard.

Z's , family and school all very happy with the sessions taking place weekly, all noticed a difference in pupil Z's confidence.

Feedback from Parent/Carer Survey: Those with EHCs agreed September to December 2024:

Question: How satisfied were you with the EHC needs assessment, planning and plan:
Of 25 respondents 17 (68%) were very satisfied or somewhat satisfied.

Question: Did you feel included in the process?
Of 25 respondents 19 (76%) were fully or somewhat included

Of the remaining parents we have been in touch to discuss any concerns.

Reported to GIRT Feb 2025

