

DERBY PSG
PLAN
2022-25



Summer 2023 edition (28 June 2023)

This version of this PSG Plan has been developed with schools to provide the guiding framework for the work that the PSG committee will lead and support over the coming years.

Please send any comments or suggestions to iain.peel@sdsa.net

Theme A: SEND & Inclusion

Objectives for change

- a. Continue building the culture relating to SEND that sees schools all working together in a more solution focussed approach that builds genuine inclusion, i.e. not just 'present' in school but also accessing relevant learning. Schools embracing their need to change, rather than considering a child as mismatched.
- b. Increase the capacity of schools to access/create the provision they need to meet SEND needs, incl. workforce skills, graduated approach
- c. Supporting system improvement in Derby (Capital and service provision, HNB pressures, EHCP patterns, system anomalies)

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
1. Increase access (delivery and signposting) to a wide programme of training for the school workforce	a,b	City wide awareness of the training offer leading to better inclusion for pupils	Awareness of Inclusion charter and Derby Direction Identification of training gaps Notable improvements in the inclusion dashboards	Whole School SEND DCCT Schools	On Derby Direction website https://derbydirection.org.uk/ To include better signposting towards Derby Direction website via newsletter. Inclusion conference in June 2023
2. Increase the workforce (volume, capacity and skills) to support SEND work in schools, e.g. a Derby Grow Our Own scheme	b	Potential to pull separate networks together so the same message is shared to all and work is not duplicated		DCC Adult Learning, UoD, Derby College	Recruitment roundtable event – 20 Sept '23
3. Unlock, utilise or create expertise across the city to make it accessible for schools, e.g. from special schools, secondary schools, early years settings, other partners	b	Better showcase good practice from schools and share this amongst the Derby school community. Utilise the Inclusion toolkit to help achieve this		DCCT LA Schools Colleges	Research school sharing good practice and networks occur within schools. Add good practice in the newsletters.

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					Some clusters of schools are already doing this informally.
4. Improve rapid screening and needs identification for children who missed milestone checks, e.g. new arrivals and for the most vulnerable students	b,c	Better knowledge of children's development needs so that their needs can be met	Schools have milestone checks in place for young people who are new to the city.	Public Health	Public health staff recruited to help with this.
5. Find authentic new ways to celebrate the different abilities of <u>all</u> children and acknowledge schools who positively serve their entire community inclusively	a	Meaningful opportunity for children with additional needs and that celebrated them and their uniqueness		DCCT	Refer to the inclusion group.
6. Provide training for school leaders in inclusive SEND practice that includes (but not limited to) embracing change, thinking differently, effective self-review and peer challenge, meeting increasing need with tight budgets, understanding how the system works and how schools can help/hinder	a	<p>Utilise the Inclusion Toolkit for training for school leaders.</p> <p>Better join together existing forums so that we can hold ourselves to account as leaders</p> <p>Peer to peer support/challenge</p>	Strong engagement in training leading to better outcomes for young people with SEND	Can we tailor NPQ SEND to meet Derby needs?	<p>Nearly 300 colleagues at the first Inclusion Conference and 300 for the Dave Whitaker 'Kindness Principal' conference. Behaviour - is there another way? (103) - attachment and trauma (52) - de-escalation (33) - EBSNA (40)</p> <p>Inclusion strategy group and inclusion leader network meetings run half termly</p> <p>Inclusion conference in June 2023</p>

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
7. Promote the Derby Inclusion Charter as a vehicle for cultural change in schools	a	City wide understanding of the inclusion toolkit			Inclusion group has undertaken much work in this area and theme of June / July '23 conference
8. Provide specific training for schools in managing and de-escalating behaviours that present risks to others (without denying the child)	b	Awareness of all the training taking place i.e. de-escalation course	Reduction in cases of young people being excluded or requiring alternative provision		7-day trauma informed practiced course (52 attended F2F). In addition there have been 8 webinars and over 400 colleagues have started the course and over 30 have already completed it. In addition, relational behavioural approach - 103 delegates completing an 8-day course
9. Continue to engage with LA and all partners to transform the Derby system to get it working better for children, families and schools and shift expenditure to be more local and earlier	e	Strong engagement of partners around the early outcomes workshops			Influencing where possible within the constraints of the early help budget and also the national legislative frameworks.
10. Continue to develop transition and induction for vulnerable/SEND children, taking a longer-term approach to build readiness for new routines, expectations, pedagogy	a	Continue current work and focusing on the most vulnerable children Trial a mentoring programme from year 6-7 Engage with secondary partners to see colleagues who can support 1:1 transition with those pupils	Smooth transitions for young people		Transition programmes and extended transition to continue. Transition portal now extended to early years

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		who had this at primary but not at secondary			
11. Engage with the LA and to work within the legislative framework around funding schemes that provide access to support and intervention (locality-based?) that enables schools to act early at the point of need to reduce escalation	c	Funding which meets the needs of young people		Pauline Melvin DfE	Influencing where possible within the constraints of the early help and also the national legislative frameworks.

Theme B: Family support and safeguarding

Objectives for change	<ul style="list-style-type: none"> a. Enhancing the role of schools to support families, especially those in need and around the Early Help threshold b. Supporting the development of a Derby Family Hubs and schools' partnership with social care to ensure that arrangements work consistently for schools to meet families' needs, and includes access to specialist workers c. Creating mobile family provision that schools can invite onto site for their direct work with families, contributing to better family understanding of the 'system' and readiness to engage with it
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Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
1. Provide a training programme for school staff to develop their liaison/support role as family champions	a				Bid being prepared around Triple P to support school work with families.
2. Play an active role in the development of Derby's Family Hub approach	b	Early Help - Hub to provide families with a place to go for support /community.	Reducing stigma around Early Help. Improved engagement and reduced escalation.	New Communities Team Early help teams	Derby family hubs work has an active FH Board and sub groups identified. Membership includes headteacher reps. Family hub launch in summer 2023
3. Seek funding to increase the availability of family support work and mentoring	a	Exploring opportunities to bid for funding – e.g. Youth Endowment Fund. Needs to be sustainable.		Public Health England LA DCCT	Bid being prepared around Triple P to support school work with families.
4. Continue to work with the LA and safeguarding partnership to strengthen local partnership work between schools and DCC social care to support families, including consistency around thresholds	a,b	Co production of family support models between all partners leading to improved family support and a reduction		LA Schools Health Public Health Third sector	Influencing where possible within the pending national changes and pilots around safeguarding following the Care Review

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
		in the escalation of cases			
5. Provide information, tools, resources and low/no cost services that enables schools to help (new) families engage and interact with the 'system' and its expectations (including secondary schools)	a	Widening the offer of support beyond the city. Better school knowledge of support which is available	Map of the complete Early Help offer so that schools know where to go to secure help. Reduction in escalation of cases	LA Health Third sector	See Derby Direction under the heading 'Topic selection' https://derbydirection.org.uk/
6. Work with partners to promote a positive, consistent campaign message that balances supportiveness and expectation	a				Recruitment roundtable 20 Sept '23

Theme C: Curriculum

Objectives for change	<ul style="list-style-type: none"> a. Helping Derby schools to develop strong, confident curriculum arrangements (the horse that pulls the 'outcomes cart') with clear understanding of subject content and intentions b. Supporting well-developed plans for the delivery and methods of a broad curriculum for all pupils. c. Promoting attainment of pupils to be on target to meet national expectations and pupils facing disadvantage are closing gaps to city averages
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Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
1. Develop programmes/ training/ network for whole curriculum leaders to support strong curriculum development	a,b	Good Quality of Education in schools	Ofsted outcomes and schools' self-evaluation	DRS, MATs, Hubs, LA-PACE	DRS: Communities of Practice with Expert Workshops for Key Foundation Subjects established – Derby Research School Taken place: Launch event, two communities of practice and a History workshop, along with 3 live case studies of schools and a series of open access curriculum twilight events.
2. A programme of training/networks for subject development (strengthening subject leadership, sharing curriculum models, links to secondary, audits/checklists/QA, structure of subject content, impact of foundation subjects)	a,b	Good Quality of Education in schools	Ofsted outcomes and schools' self-evaluation	Secondary Schools, Subject Hubs, MATs, Hubs, LA-PACE, Subject Associations	
3. Training and/or programmes to support schools develop practice that closes outcome gaps for key pupil groups	c	Improved pupil outcomes, esp for disadvantaged	KS1 and KS2 pupil outcomes	DRS, MATs, Hubs, LA-PACE	Making the Difference to the Disadvantaged Programme from the Research School Network offered locally with the Derby Research Schools
4. A targeted programme to promote curriculum progression and continuity from EYFS to Y1 (emphasis on transition, nature of T&L, vocab and oracy development)	b	Positive transition, good Q of Ed in Y1 and strong KS1 outcomes	Phonics and KS1 outcomes		Within the PEIA plan
5. Support for phonics with those pupils who missed EYFS and KS1 phonics teaching (incl secondary)	c	Good teacher knowledge and pupils making up what's been missed	Phonics outcomes		

Theme D: Wellbeing within school

Objectives for change

- a. Support for schools to create positive school environments and deliver policy/practice that enable children and staff feel safe and flourish
- b. Support for schools in the early identification of need, understanding the continuum of need, and timely access to support at the point of need.
- c. Support for schools to help families at times of high emotional need

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
<p>1. Continue training and support for school MH Leaders through the development of the network and website, including support for the internal school leadership role.</p>	<p>a</p>	<p>Ensuring that the MH network remains vibrant</p> <p>Review of how many MH Leaders have done the training?</p> <p>Review of the presenting need that they are facing now post Covid.</p>	<p>Young people’s mental health needs being addressed to prevent breakdown of places</p>	<p>Schools</p> <p>Health</p> <p>DCCT</p>	<p>On-going programme for mental health leaders published on Derby Schools website. Group is active</p> <p>https://www.derbywellbeing365.com/</p> <p>https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</p> <p>Half termly network meetings are well attended (between 40-60 schools attending)</p> <p>Training grants and courses for DSMHL’s are regularly promoted through the network meetings and information for this is available via the EHS website</p> <p>An exercise to review the number of trained DSMHL’s to inform current need in the City will be completed by the end of the Spring Term. (Where schools require training but cannot access current grants, they are signposted to the Place2Be foundation Course as a useful starting point for DSMHL’s).</p>

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
<p>2. Provide a wide programme of training and information (newsletters) for the whole workforce, including on-going training for MH leaders to account for staff changes.</p>	a	Review the network and priorities in light of (1) above			<p>On-going programme for mental health leaders published on Derby Schools website. Group is active</p> <p>https://www.derbywellbeing365.com/</p> <p>https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</p> <p>There is a DSMHL training offer 2022-2023. This includes:</p> <ul style="list-style-type: none"> - Supervision in schools: protecting students and staff wellbeing (21 schools) Whole School Staff (MUST include senior leaders) - Health Education Training (27 schools). PSHE leads - Supporting pupil wellbeing in the classroom and beyond. (22 schools) Teaching Assistants - Positive playtimes. (18 schools) Midday Supervisors

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					<p>(NB 37 schools have signed up to training with some choosing more than one option).</p> <p>Other national and local training is promoted via the network meetings and the Emotionally Healthy Schools website as well as links with other relevant work taking place in the City such as the Inclusion Charter and the relational/behaviour and trauma informed training.</p>
<p>3. Support schools in the development of relational approaches to behaviour, trauma informed practice and their work to promote positive life choices</p>	<p>a</p>	<p>Toolkit for those on the ground dealing with the issues directly – practical approaches, signposting, a menu of support.</p> <p>Wider training for health professionals around this, EPs Early Help Leads</p>	<p>Young people’s needs being met and a reduction in exclusions</p>	<p>Health professionals</p> <p>Schools</p> <p>LA</p> <p>DCCT</p>	<p>The Inclusion Charter and toolkit will be a key ‘shared example’ of what schools need to implement as part of the WSA school culture/ethos principle to promoting mental health and wellbeing. Alongside this will sit relevant hyperlinks for schools to access e-learning/online/face to face training courses to support them with relational behaviour/trauma informed practice.</p>

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		Better knowledge of the Inclusion Charter and training offer			
4. Promote the Wellbeing Charter, maybe as part of/linked to the Inclusion Charter	a	<p>Signposting, bank of resources to help with delivery.</p> <p>Making the offer known and how to access them.</p> <p>HSLM slot for go-to resources (reoccurring) – Derby Direction website</p>	Go-to place for CPD, resources, toolkit – possibly capturing this within the Derby Direction or getting DD better well known.	DCCT LA Schools	<p>Inclusion group has undertaken much work in this area and theme of June / July '23 conference</p> <p>The Wellbeing Charter will be promoted as a key 'shared example' for schools to consider as part of the WSA digital mapping tool to promote CYP mental health and wellbeing (due to be launched Sept 23) and Inclusion toolkit.</p>
5. Support for HT wellbeing – see Theme E:4	a	<p>HT f2f conference.</p> <p>PEIPS (primary education improvement partnership) HT group</p>	Headteachers feeling better supported	Schools	Headteacher conference based on wellbeing scheduled for June '23
6. Improve levels of screening and needs identification, especially for children who missed milestone checks, e.g. new arrivals	b	Better knowledge of children's	Schools have milestone checks in place	New Communities Team	Children of asylum seekers or refugee families are supported by Public Health

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		development needs so that their needs can be met	for young people who are new to the city	Public health	and Social Care Asylum and Refugee Support.
7. Introduce and support a well-organised (city-wide?) approach to hear the voice of children in relation to their personal development and wellbeing	c	Child-friendly survey – city-wide potential	Young people’s voices being heard across the city	PSG to consider	Anti-stigma ‘Be A Mate’ resources available for schools to implement MH champions in their schools via EHS website.
8. Continue to improve the connectivity between schools and health partners, incl PH and GPs	a,b	Strong engagement of partners around the early outcomes workshops			Public Health to facilitate a Derby City focused MHWB partnership group through the work of the MHST’s. The group will use the Anna Freud CASCADE framework to map and action plan how key stakeholders/partners work more effectively together and identify any gaps/duplication in the system to support the MHWB of our CYP. This work is planned to start Summer Term 2023.
9. Provide support for schools as they work to meet the emotional needs of families, especially where there are MH and SEND needs.	c	Strong engagement of partners around the early outcomes workshops			Current ongoing discussions with MHST’s and new provider to consider how their developed resources of support for parents (webinars, newsletters and other supporting information) can be shared across all City Schools, as part of the WSA work.

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
					Through the Derby City MHWB Partnership group, current provision to support families emotional needs will be mapped and appropriate actions addressed to enhance current support provided for schools and their families.
10. Investigate a mobile or pop-up system to get information and access to specialist colleagues/support into schools/localities to support their direct work with families (see Theme B:6)	c	Co-production of family support models between all partners leading to improved family support and a reduction in the escalation of cases	Support which is locally based to meet family needs	LA Health Schools	Public Health to link with Family Hubs manager to understand what is required to support this initiative from a MHWB perspective and other areas of health that impact upon CYP MHWB (sexual health/substance misuse etc).

Theme E: Support for leaders

Objectives for change

- a. Stronger support that develops ambitious, principled leadership within primary-phase schools and EY settings across Derby
- b. Strengthen the collective exercise of a duty of care, being attentive to and supportive of the well-being of school leaders
- c. Improved support for headteachers to manage the prevailing pressures, e.g. safeguarding, Ofsted, legislation changes, DfE intervention, re-publication of statutory results

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
1. Develop more high quality participative programmes that support and develop leadership (like we have recently seen for RWM)	a	More confident leaders A chance to reflect and develop leadership	HT recruitment trends	Derby Research School, MATs and TS Hub	Part of PEIA
2. Introduce an annual Derby conference for school leaders (poss Thurs pm and Fri with overnight option)	a,b	School leaders more energised and inspired Optional to do a day conference or stay over?	HT attitude measure	Could be organised by PSG, drawing in key partners, e.g. health	Conference arranged for autumn 2023
3. Map and disseminate information about the various forms of support available and provided (useful esp for new heads)	b	Heads feeling less isolated	HT attitude measure	To be organised by PSG	
4. Introduce HT Wellbeing Triads to provide an optional wellbeing support network for heads	b	Heads feeling less isolated	HT attitude measure	To be organised by PSG	
5. Provide a rolling schedule of training and seminars for school leaders to address the prevailing dominant pressures	c	More confident leaders	Levels of knowledge, understanding and confidence	Organised by PSG but commissioning the contribution of PACE, TS Hubs etc	

Areas of activity that PSG will support and/or lead	Link to objectives	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Update
6. Easing the increasingly complex safeguarding pressures on leaders, at both system and school level	c	<p>Leaders less overwhelmed and more confident with safeguarding</p> <p>SENDCO helpline? Early help helpline as a way to prevent cases being escalated through the system</p>	Increased satisfactory closure or progression of safeguarding concerns	New DSL Forums plus other DCC support	