

Reducing the use of SEND transport in Warrington using Behavioural Insights

Project scope
March 2018

Work completed to date

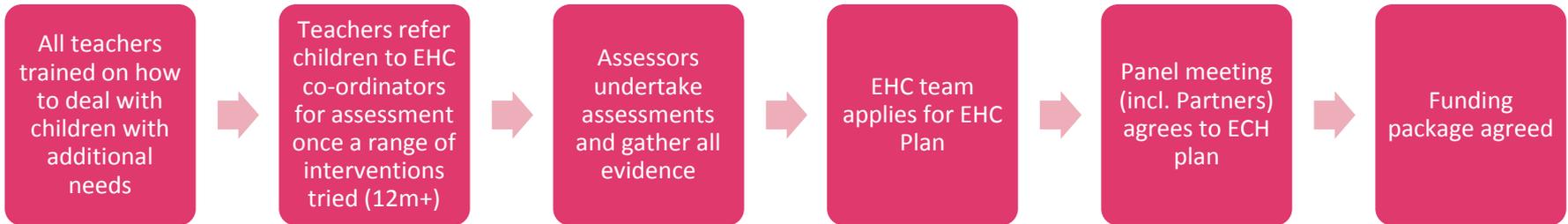
1. Analysed key data relating to SEND provision in Warrington
2. Observed the Panel meeting for EHC Plans review and reviewed paperwork
3. Sent out a survey and received over 60 responses from teaching professionals about their views on supporting children with SEND in Warrington
4. Consulted with EHC team members on their experience of assessing children and developing EHC Plans

Update on the hypotheses

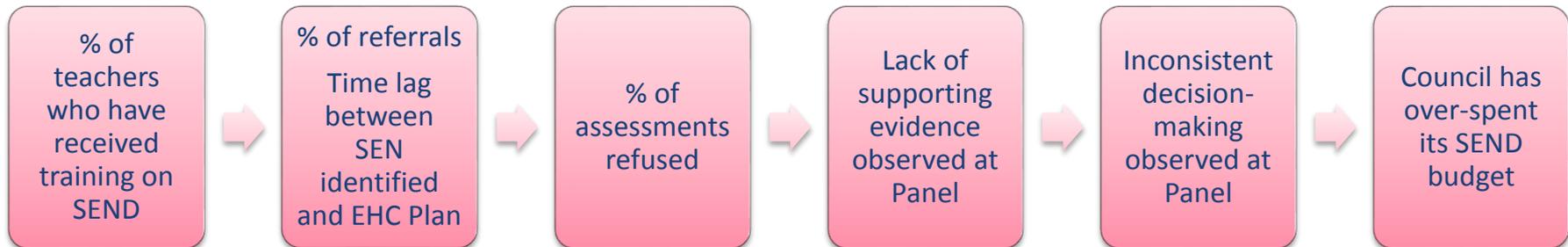
	Hypothesis	Evidence	Proposed intervention	Next steps
1	Teachers lack confidence in addressing additional needs in the classroom and so refer children for support through an EHC Plan	<ul style="list-style-type: none"> High number of requests from schools for EHC Plans Teachers' survey Panel observation 	Develop tools to influence how teachers respond to pupils with additional needs	Develop interventions and trial designs for teaching professionals
2	Panel decisions are influenced by wider determinants than what is stated on the application form	<ul style="list-style-type: none"> Panel observation Statistical analysis 	Develop tools for panel members to make consistent decisions and be confident in the decisions they make	Develop interventions and trial designs for Panel meetings and EHC team staff which also include strengths-based approaches
3	SENCOs want to provide enhanced support to children with additional needs when starting secondary school to enable them to 'cope'	<ul style="list-style-type: none"> High numbers of pupils in Year 7 with an EHC Plan Teachers' survey 	Develop tools for managing the Year 6 to Year 7 transition	Decided not to progress as data is not supportive
4	Assessments are based on deficits rather than strengths leading to a presumption of need and EHCPs	<ul style="list-style-type: none"> Review of EHC Plans Observations 	Assessors to be trained in aspirational assessments and supporting material (checklists and forms) to be aligned	Combine into hypothesis 2 – EHC team have already received training on outcome-based assessments

Mapping ideal behaviour and barriers

Ideal scenario



Survey questions/observations/data analysis reveals the following barriers



Proposed Intervention Areas

1. Toolkits/pathways/structured conversations for teaching professionals

EHC Panel decision-making and strengths-based approach for EHC team

Intervention 1: Toolkits/pathways/structured conversations

Questions	Issues	Impacts	Next steps
<ol style="list-style-type: none"> 1. What do professionals understand about thresholds for a plan? 2. How can we devise a structured conversation? 3. What are the challenges facing teachers addressing difficult behaviour, without resorting to an EHC Plan? 4. What training and support do teachers currently receive? 5. What practically could we put in place? 	<ul style="list-style-type: none"> • Developing a whole family approach to parenting • Signposts to parenting education • Confidence of teachers and capacity to deal with the presenting issues/parents 	<p>Teachers and parents push for EHC Plan because they do not feel well placed to deal with the issues – is this true?</p>	<p>Survey to test confidence of teachers and SENCOs Focus on all teachers in primary schools in Warrington Roll-out intervention within Warrington teaching school?</p>

What behaviour could we change for teaching professionals?

Current State

- Above average proportion of pupils with a Statement/EHC Plan in Warrington schools (3.5% compared with 2.9%)
- The most common ages for a child in Warrington to be put on an EHC Plan is when they start school (37% of all children currently with an EHC Plan were put on a plan at ages 4 and 5).
- Teaching professionals are not receiving regular training on how to work with children with additional needs in the classroom
- Whilst some teaching professionals report feeling equipped to meet lower level additional needs that children present in the classroom, very few report confidence in supporting more severe learning difficulties



Future State

- Warrington pupils will track national EHC Plan trends
- The average age of a child being issued an EHC Plan in Warrington will be older (as teachers try a range of interventions before turning to a EHC Plan)
- All teaching professionals will be trained on how to work with children with additional needs in the classroom
- Teaching professionals will feel equipped to meet additional needs that present in the classroom and will know where to turn to for support

Intervention 2: Panel Decision-making

Questions	Issues	Impacts	Next steps
<ol style="list-style-type: none"> 1. What are the desired behaviours and what is preventing people from behaving in the desired way? 2. Is there a gender bias? Does the panel make decisions about boys based on their ability to attain expected levels and about girls on their social engagement and less about academic progress? 3. What information does the panel receive? 4. How are panel meetings chaired and run? 5. How are cases presented to panel members? 6. Are decisions made on personal relationships and networks? 7. Is demand for EHCPs driven by parents? 	<ul style="list-style-type: none"> • There is a disconnect between decisions made on gut-instinct and those based on formal representation from SENCOs. 	<p>Parents are pushing for maximum support rather than maximising independence</p> <p>More boys have an EHC Plan</p>	<p>Focus of trial on behaviour on decision-making process of panel members</p> <p>How are decisions made?</p> <p>How can we isolate the behaviour that is causing the problem?</p> <p>Determine how to influence parents/SENCOs who make applications to the panel</p>

What behaviour could we change at Panel meetings?

Current State

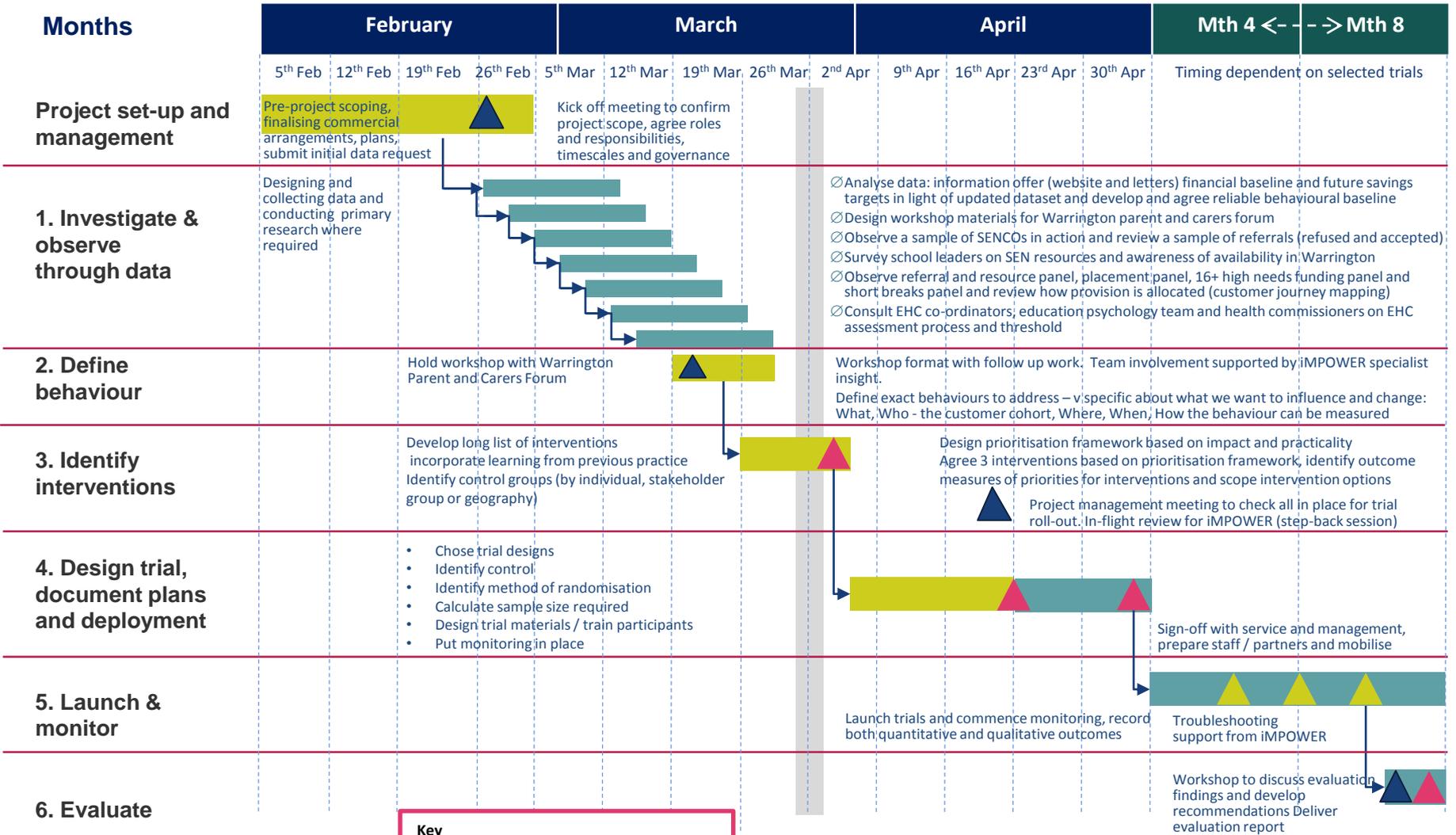
- Numerous decisions deferred
- Case reviews are very quick
- Meetings are disjointed as people enter and leave
- Parents push for maximum support
- EHC co-ordinators present short summaries of cases with little discussion takes place
- Multi-agency partners do not attend
- Data is inconsistent between cases
- Lack of a standardised approach
- Lack of awareness of what provision is available
- Parents/SENCOs continue to seek an EHC Plan without appropriate documentation in place
- EHC co-ordinators 'fear' parental threats for tribunal
- Group decisions may silence dissent



Future State

- Decisions are made timely with clear action points in place
- Parents and schools expectations are managed
- Panels are attended by Partner agencies.
- All Panel members are confident in the decisions they take
- All Panel members are confident that the right children have an EHC Plan
- EHC team present clear cases which are discussed by all Panel members

Timeline



Key

- iMPower-led activity
- Warrington-led activity
- Meeting(s) / workshop(s)
- Milestone

Council Officer contact

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