Service Specification for the Provision of Services to the North Yorkshire Locality Boards

Table of Contents

1.0   Aim of the service

1.1   North Yorkshire County Council aims to establish a provider framework to facilitate commissioning by the Locality Boards to develop educational provision and practice within the area, through collaboration and agreement of shared priorities, which include both school improvement and services for children with SEND.

1.2   The Framework will also support wider work for school improvement in relation to schools causing concern and any other school improvement externally commissioned support services.

2.0   Introduction and background

2.1   Locality Boards have been established in 5 geographical areas across North Yorkshire:
- Craven
- Harrogate, Ripon and Knaresborough
- Coast and Ryedale
- Hambleton and Richmondshire
- Selby and district

2.2   These boards consist of representatives from all educational phases and contexts within the area and are chaired by one of those representatives. They aim to develop educational provision and practice within the area, through collaboration and agreement of shared priorities, which include both school improvement and services for children with SEND.

2.3   The boards have an annual budget allocated by the local authority to enable them to develop small-scale local project work, or to pump prime activity within the locality. This budget varies according to the size of the locality, ranging from £121,000 to £292,000.

2.4   Currently, each board is allocated £50,300 for 2021-22 in relation to school improvement. This allocation will support agreed activity to address priorities in improving standards of performance and reducing inequalities for vulnerable groups, strengthening leadership and governance and the development of the

curriculum.

3.0   Services for children with SEND - Service Scope and Outcomes

3.1   Suppliers and providers are sought with the aim of developing practice and provision within the following areas:

- Equipping / Skilling the Workforce Training (NYCC or external)
- Specific support / packages for individual pupils / groups of pupils
- Targeted support to improve effectiveness in individual school / groups of schools
- Evidence based research /Testing / piloting innovative approaches / practice
- Addressing barriers to access for groups of pupils (resources / transport / etc)

3.1.1   More detail is given below:

3.1.2   **Equipping / Skilling the Workforce Training**

This may include delivery of:
- Conferences / Workshops
- Digital sharing of best practice
- Coaching/mentoring/modelling

Possible outputs/outcomes (to be outlined by the bidder, along with how these will be measured- these are not exhaustive, illustrations only for each theme)
- Increased confidence and competence in meeting the needs of a given cohort of children and young people
- Greater awareness of the needs of a vulnerable group eg children with Autism
- Increased parental confidence in meeting the needs of their children, for example building understanding of strategies to support children with emotionally based school refusal
- Measurable impacts on attainment/achievement for students
- Increased ability to assess a given set of needs, subsequent impact on CYP
- Measurable increased skill in given area eg management skills like coaching, mentoring, developing practice based research

3.1.3   **Specific support / packages for individual pupils / groups of pupils**

This may include:
- Pilot interventions so that the board can evaluate the impact of a new approach
- Existing evidence based approaches delivered by specialist professionals eg speech and language therapists, counsellors

- Tried and tested approaches delivered in innovative ways, for example using new technology or engaging contexts to deliver curriculum
- Parental engagement and support re SEND eg working with parents to review policies and procedures re SEND and co produce training for staff on supporting CYP

Possible outputs/outcomes:
- Measurable progress on standardised testing
- Measurable/demonstrable progress in terms of an individual's development, eg resilience, behaviioureg confidence/wellbeing/resilience
- Review of the factors that make a given intervention effective

3.1.4 Targeted support to improve effectiveness in individual school / groups of schools

This may include:
- Systemic approaches to given issues/concerns- whole school strategy support
- Workforce development planning
- Audits/reviews of provision using agreed/approved frameworks eg (Whole School SEND review, Autism Education Trust tools Autism Education Trust - Autism Education Trust)
- Troubleshooting/consultative work with senior leaders

Possible outputs/outcomes:
- development of plans and strategies to improve outcomes for CYP
- benchmarking and baselining of provision and progress tracking
- development of skills and confidence in managers and leaders

3.1.5 Evidence based research /Testing / piloting innovative approaches / practice

This may include:

- information sharing of new approaches
- pilot of new interventions/approaches//methods
- proposals for participation in research programmes

Possible outputs/outcomes:
- evaluation of what works well in particular contexts eg small rural schools vs large town/ particular cohorts
- evaluation of how new techniques can be effectively implemented
- building the evidence base for an area of concern for the locality

3.1.6 Addressing barriers to access for groups of pupils (resources /

transport / etc)

This may include:
- specific resources which will improve access/attainment/engagement

Possible outputs/outcomes:
- measurable impact on achievement
- measurable impact on wellbeing
- measurable impact on engagement eg attendance/participation/post 16 education

3.2 School Improvement - Service Scope and Outcomes

3.2.1 Suppliers and providers are sought with the aim of developing practice and provision within the following areas:

- Leadership and Governance
- Pupil outcome and closing the gap between groups of pupils
- Curriculum development

3.2.2 Leadership and Governance

This may include:
- Interim Headteacher cover
- Interim support for or mentoring of headteachers
- Undertaking governance audits
- Undertaking curriculum leadership reviews
- Undertaking early reading and phonics reviews
- Undertaking safeguarding reviews
- Leading peer reviews
- Carrying out a focussed/bespoke review of an aspect of school leadership

Outputs/outcomes:
- Submission of review/ audit reports
- Assessment of progress by Head of School Improvement

3.2.3 Pupils and closing the gap

This may include:
- Supporting schools with evidence based approaches to reduce the gap in relation to outcomes
- Providing classroom teacher cover

- Supporting schools to use data to address underperformance
- Other direct support for teaching and learning
- Undertaking research and practice improvement activity in individual schools, such as developing strategies for catch up
- Developing pedagogical approaches across a range of schools

Outputs/outcomes:
- Submission of performance reports
- Assessment of progress by Head of School Improvement

3.3.3 Curriculum development

This may include:

- Curriculum development in Early Years
- Curriculum development in small primary schools
- Curriculum development in small secondary schools
- Enhanced subject leadership support for core subjects in primary schools
- Subject leadership support for foundation subjects in primary schools
- Subject leadership in secondary schools

Outputs/outcomes:
- Curriculum planning documentation
- Submission of performance reports
- Assessment of progress by Head of School Improvement

4.0 Partnerships and multi-agency working

This may include :

- Engagement with key partners to support the development of multi disciplinary approaches to meeting identified need eg with health, third sector, stronger communities
- Engagement with LA advisers, schools finance and HR, governing boards, sponsoring academy trusts and other stakeholders including inspection teamsEngagement with parents/carers, children and young people to hear voice to inform future developments

6

5.0   Service development

5.1   Providers will proactively respond to changes in demand and trends, new and emerging practices and changes to national guidance.

6.0   Service resilience and business continuity

6.1   The Provider must ensure that business continuity plans are in place to/ address failure or breakdown in the Service or any part thereof. These plans will state how business continuity will be sustained. Plans will be in place to include but are not limited to:

- Loss of staffing;
- Major incidents;
- Communications failure;
- Response to national pandemic;
- Loss of IT systems or equipment;
- Natural disaster; and
- Loss of a performer due to personal circumstances for e.g. sickness and relocation.

7.0   Safeguarding

7.1   The Provider will be responsible for ensuring compliance with all legislative requirements applicable to delivery of this specified Service.

7.2   The Provider will provide appropriate leadership and accountability, as well as a service culture, systems and working practices that ensure probity, quality assurance, quality improvement and learner safety at all times.

7.3   All staff will comply with local safeguarding policies and procedures. The Provider will ensure that there is a robust approach to safeguarding children and adults at risk of abuse and neglect; staff will have the appropriate training and professional development to be able to demonstrate the required

safeguarding competencies.

7.4   All staff will receive appropriate safeguarding supervision where relavent

7.5   All staff will have access to the organisation's named individual for safeguarding advice and support.

8.0   Developing a skilled and competent workforce

8.1   Staff working in the service will have the appropriate competencies to work with children and young people and will be trained and qualified to deliver the interventions they provide.

8.2   When supporting young people, specialist workers will be required to offer and comply with national evidence base and best practice. This will require a continuous improvement approach to workforce competency.

8.3   The Provider will establish continuing professional development of all practitioners, and ensure a personal development plan is in place which will be reviewed annually.

8.4   Staff will be trained to use age-appropriate interventions that aim to increase motivation to change behaviour through reflective and non-judgemental feedback.

8.5   Staff that offer advice or brief interventions will receive regular training on age-appropriate advice and self-help guidance and clinical techniques such as motivational interviewing for engaging with the young person, and their parent or carer (where possible) as part of the delivery of a brief intervention.

9.0   Data management and recording

9.1   The Provider will ensure that any direct work with young people is recorded regularly and accurately and that electronic records are maintained, for example

9.2   The workforce will be expected to understand and comply with local

information sharing protocols.

9.3   The Provider will ensure compliance with the Data Protection Act 2018, the General Data Protection Regulations, and the Common Law duty of Confidentiality.

9.4   Confidentiality and consent policies will be made explicit to young people, parents and carers and continually revisited.

10.0   Contract and performance monitoring

10.1   Contract management would be agreed for each individual project, with a manager and schedule assigned depending on the theme and length of the project. Overall contract management responsibility will sit with the locality board, specifically the Locality Inclusion Manager and the Head of School Improvement. Contracts in relation to schools causing concern would be the responsibility of the Head of School Improvement and recorded on the school's SPIP.

10.2   Key performance indicators for each project must include the scheme's proposals for measuring impact against the above suggested outputs/outcomes, for example:

- To train 10 members of staff in locality schools as X practitioners
- To support those practitioners to run X interventions, with an average X ration gain for the students attending
- To increase engagement in X, raising participation to Y by the end of the academic year
- To increase attendance of pupils with EHCPs- raising attendance to X by summer 2020

These proposed KPIs would be discussed, refined and agreed by the board and supplier before the start of the contract.

11.1   Social value

11.1   The Public Services (Social Value) Act 2012 came into force on 31st January 2013. It is now a legal obligation for local authorities and other public bodies to consider the social good that could come from the procurement of services before they embark upon it. The aim of the Act is not to alter the commissioning and procurement processes, but to ensure that, as part of these processes,

9

consideration is given to the wider impact of the services delivery

11.2 "Social value" has been defined as : "A process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and economy, whilst minimising damage to the environment"

11.3 Social value will form part of the **Quality evaluation process.**

11.4 The Supplier shall comply with the provisions of the authorities environmental policy in relation to the provisions of the Service.

11.5 The Supplier shall be required, wherever reasonable and effective, to;

- Minimise the carbon emissions produced in the delivery of the Scheme;

- Support policies linked to local economy development, environmental and sustainability objectives;

- Participate in schemes that reduce the impact on the environment e.g. consumables reduction.

10