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# AN INTRODUCTION TO THE GREAT MINDS MODEL

. An independently funded organisation requesting statutory responsibility to assess, evaluate and implement a practical solution to the SEND crisis





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# Foreword

This Policy Paper has been written specifically in a format accessible to families and professionals across the sector.

**Abbreviations:** SEND (Special educational needs and disabilities)  
SEMH (Social, emotional and mental health)  
AP (Alternative Provision)

This Policy Paper introduces The Great Minds Model. An independent not for profit organisation that ensures better outcomes for children and young people with SEND and/or SEMH needs; and school attendance difficulties where there is an underlying need, as well as ensuring capacity in AP and specialist provision for those that need it the most. The service is independently funded via grant funding. The independent service, which can uniquely challenge and support, provides a direct hands on workforce at ground level. By providing a skilled and experienced universal team for schools, academies and localities, which connects existing networks as well as building new ones, we can strengthen their systems and processes and celebrate every individual locality. The service will also provide essential training for local authority teams, school staff and other professionals and help to create avenues of education with apprenticeships and other vocational providers that are suited to the child or young persons individual potential.

The reason for this Policy Paper is to request unique statutory powers to enable the service to access, assess and evaluate data for each locality, in order to implement a mandatory, independent model of support that helps to link all universal and statutory services together where this is currently not happening. This will create more trust from families in the system and ensuring better outcomes. A recent manifesto published by The Centre for Social Justice: *Warming the cold spots of alternative provision* (May 2020) found that only 4% of pupils in AP achieve a basic pass grade in Maths & English, (p.12) and that in every part of the country, pupils in AP are less likely to sustain a positive destination post 16 (p.29) This is simply not acceptable for these young people. Other problems in the SEND system are also well documented and lead to similar negative outcomes.

The Great Minds Mode is the missing link that will help to unite families, statutory services, the private sector and the third sector to secure a better future for children and young people with SEND and/or SEMH needs. It supports the EHCP process and operates positively using a strengths based, independent view on how things are working well, and promotes sharing of good practice across all services and schools as well as adopting a Growth Mindset approach to change and education as a whole. The services intervention programme celebrates each individual need and learning style in order to ensure the best support and right type of provision for their need..

The Great Minds Mode was developed as a result of the SEND inquiry (2019) and its recommendations for an independent inspection framework for SEND. During the time of this inquiry, a model was being trialled by an organisation called Great Minds Together. The trial took place across Greater Manchester to see how an independent service could provide a unique model that both challenges services and advocates for families, while providing a concrete resolution and better outcomes for the children and young people involved.

The year long trial which supported 162 families across two local authorities concluded that:

- 100% of families reported that the well-balanced service directly improved overall outcomes for their child and additionally reduced stress levels for the parents/carers.
- Engagement, learning and attainment of the children/young people increased by 91.1%

The trial also concluded:

- 85% of students 'at risk of exclusion' were found to have an unidentified need.
- Out of 30 mainstream settings, 0% had any training in place for subject teachers on: Understanding the Equality Act 2010, What a reasonable adjustment is or How to identify a need.
- 0% of the 68 families had any wraparound support where they may be in need, but do not meet threshold for statutory services, and;
- some went undetected by statutory services altogether despite safeguarding concerns.

The conclusion of the Great Minds Together team, who had to navigate the complex system on behalf of their families is: the inability to identify need and respond with appropriate support is not only due to lack of resource, but also inconsistent collaboration with local services and a lack of training for professionals without a SEND specialism. The is having an overall impact on the children and young people at the centre.



# Foreword

Whilst we heartily agree with the recommendation for an Independent Inspection framework for SEND, which seems to present as a common theme throughout modern policy and research in this arena, we also believe that there needs to be more focus on pupils with SEMH and their individual needs, as well as an independent practical, hands on resolution model to help make provision better.

As well as the request for unique statutory status, The Resolution Service calls for a 20% increase in SEND & SEMH needs awareness for trainee teachers as well as the requirement for increased training, (quality CPD training on SEND and SEMH needs), which must be attended as frequently as safeguarding training for teachers in mainstream schools. Government-commissioned research identifies this need for increased training in one of their "categories of need for students in AP" (DfE, 2018: *Alternative provision market analysis*, pp.27-28): it states that "... a lack of understanding of their underlying needs [may have] led to them being excluded from mainstream school, or [they] may have been withdrawn for mental health reasons..." This training will be monitored or provided by The Resolution Service in order to ensure high quality training is in place to enable all teachers to be able to do their jobs from a fully informed position.

The independent resolution service is about implementing The Great Minds model, in order to support the emotional wellbeing of any child or young person with SEND and/or SEMH needs where this is affecting their education. It is about demonstrating how a creative and holistic model of educational support, alongside a practical, wraparound support service, that helps to integrate all services together, will promote better outcomes for millions of children, young people and their families across the country. It will work with each area's Local Offer to ensure fair access to universal services as well as the local SENDIASS / IAS to support with effective independent advice and guidance.

It is about measuring the educational achievements and rate of progress in a way that is individual to the child and/or young person, and allows them to achieve their own potential, not one determined by national academic standards where they have SEND and/or SEMH needs. Progress 8 scoring attempts to measure progress as opposed to results, however it still isn't unique enough to celebrate the diversity across this cohort of students.

The Great Minds Mode will focus on shared learning across professionals to centralise training, support and resources and thus ensure consistency. This will include the formation of a strong parent to parent support network in each local area, recognising and valuing parents as the experts they are, working together in unity to ensure the best for the children in their local communities; building much needed trust between families and schools, and families and services.

The Great Minds Mode will work with The Education Select Committee, Social Care, Parents, Headteachers, SENCOs and all relevant professionals to assist communities, local authorities and schools, as well as health and other services to work together consistently. It will harness, co-ordinate and implement the skills, abilities and resources available within each local community in order to promote better outcomes for children and young people with SEND and/or SEMH needs and their families.

The Great Minds model will encourage pre-existing relationships with outside agencies, charities and community groups as well as the formation of new networks in the private and third sector to work together and create a truly integrated support programme. This strengths-based model draws upon the knowledge and expertise of communities, without agenda other than to best serve the most vulnerable children and families in society.

The COVID-19 pandemic has made it even more evident that the current system cannot do this alone and needs a creative approach and significant support from everyone within each locality to enable a much needed sense of unity and strength.

For a generation whose education was suddenly disrupted by the Coronavirus, a resolution is vital in directing life chances towards positive outcomes. With statutory duties being relaxed and the realisation that we can be much more creative in the way we address learning; there is more call than ever for an independent supervisory body to support schools and local authorities in establishing a new and more adaptable model that best meets need.



# Foreword

The manifesto for system improvement (The Centre for Social Justice May 2020) states that "Several [...] local authorities they spoke to [...] were actively seeking models of good practice, but there is no clear place to which to direct them." This is echoed in the Department for Education (2018) *Investigative research into alternative provision* (p.156) showing that research consistently found that there is no one model that would best fit all local authorities.

By introducing an independent service that can help to implement a successful model that celebrates all individual localities, this will facilitate collaboration between local and national community groups and charities in a way that has previously not been possible, in part due to archaic local authority procurement processes.

We are asking for The Great Minds Model to be given unique statutory powers in order to provide a practical solution to the SEND crisis where it will assess, evaluate and implement a creative and flexible model of support in each locality. This will in turn benefit those children and young people and maximise their opportunity to lead fulfilling lives.

Emma Mander

Meg Walls



# Executive Summary

1 The resolution service (Great Minds Together) is already in a position to begin working with schools and local authorities, in order to help them better their support and provision for children and young people with SEND and/or SEMH needs. This Policy Paper is to request that the service becomes a mandatory service with unique statutory powers to be able to assess and provide trained staff and volunteers to schools and local authorities struggling to meet need, as well as implement mandatory training.

2. The Great Minds Model is different to any other role or organisation present in the current system, as it is based on a unique model which has been trialled and implemented with proven outcomes. The local area SEND inspections go some way to address challenges within the system, however according to Special Needs Jungle (2020), they are too slow to implement, and parents are exasperated due to no quality control. We are also not confident that they are carried out by a team that has experienced the challenges on the ground and therefore have the informed expert knowledge, nor do they implement hands on support to make things better. Importantly they are also not independent, and there is nothing to hold authorities that repeatedly fail to account, what's more some parents feel their involvement in the programme is tokenistic. The Resolution Service addresses all of these issues and truly celebrates detailed input from parents and carers as well as ensuring an efficient and timely resolution plan.

Detailed below is a summary of improvements the model pledges to deliver:

3. The Great Minds Model will work with schools, services and families where children have SEND and/or SEMH needs in order to :

- Improve engagement, learning and attainment for children and young people with SEND and/or SEMH needs
- Improve family engagement and relationships with services
- Improve EHCP timescales by providing assessment, evaluation and implementation of required interventions
- Improve the quality of the EHC Plans by providing a family mentor that can support with additions which reflect the young person, and respectfully challenge where outcomes do not match the profile
- Improve sharing of information by allocating a family mentor to integrate services together and promote good relationships, being able to have an over-arching view of a families full story and make contact with the necessary support including; Health, Housing, School, Statutory and Universal Services
- Reduce crime by increasing opportunities and wraparound support for those at risk
- Improve emotional wellbeing of parents/carers and their families
- Improve the emotional wellbeing for staff within schools and services by providing additional, well-trained staff and volunteers to support need, thus balancing the need with required intervention
- Reduce reliance on services by implementing a strong parent to parent support network
- Reduce financial pressure on services by providing empowerment, free high quality training and recognised CPD certifications by building partnerships with other providers, for young people with SEND and/or SEMH needs and their families to increase employability, confidence and emotional resilience
- Improve training and understanding in how to identify need for professionals that work with children and young people
- Create a new network of support that works closely with Early Help to be able to support families that do not meet threshold, or where there is no funding via Early Help to support, yet are still very much in need
- Increase sustainable positive destinations for young people post-16
- Increase the number of vocational pathways open for children and young people with SEND and/or SEMH needs in order to harness their skills and abilities to reach their potential
- Improve the consistency of sharing of good practice to raise overall standards of provision and support by providing a central point of contact
- Reduce costs to schools and local authorities by implementing a creative, affordable, proven model of support



# Case for change

It is no secret that there was a crisis within education and social care for children and young people with special educational needs and disabilities prior to the COVID-19 pandemic. The evidence provided by the Timpson Review (2019) and the damning conclusions from the more recent SEND inquiry report (2019), (both of which mirror very similar forewords of a SEND inquiry report written almost a decade before), as well as the more recent Public Accounts Committee SEND inquiry report all demonstrate without a shadow of a doubt that families continue to struggle within the bureaucratic, convoluted and often exhausting systems that continue to fail many children and families. Living through a devastating pandemic has allowed for a period of reflection and evaluation which has highlighted that the time is now to change the way we support, assess and provide intervention for children and young people with SEND and SEMH needs.

It is a lesser known fact that there are an increasing number of children and young people with social, emotional and mental health needs, although this it is impossible to determine how many within existing datasets. Many of these young people are not appropriately identified, assessed or supported. Statistics do exist, but their accuracy is questionable and they are not properly understood or quantified. There is no existing data on the wellbeing of students. We do know that the number of pupils attending Alternative Provision (eg. Pupil Referral Units) has increased by 44% since 2017 (source: DfE SEN2 Census 2020), and the most recent manifesto published by The Centre for Social Justice (May 2020) surmises that a significant number of pupils that are being referred to AP have an unidentified need, and are being incorrectly referred largely due to lack of resource and training within mainstream schools on how to support students with SEMH needs. The Resolution Service wraparound system, along with the implementation of a consistent triage approach will assist in identifying any unmet need and will also evidence and record information that truly reflects the increasing level of social, emotional and mental health needs across the country.

Many young people who have special educational needs and disabilities also suffer from social, emotional and mental health needs. One does not negate the other. However, there is an increasing number of students with SEMH needs that do not have a specific learning need or disability. This means schools rarely submit an EHCP application in order to qualify for additional funding to support children with SEMH needs effectively; nor do they prioritise training for their teaching staff in how to identify a need or support these young people. This in turn affects their educational achievement, and those of other students in the classroom and can result in inappropriate referrals to AP. In many cases it means a child is out of education entirely. This is clearly affecting the availability of spaces in AP for students that need it the most. The Resolution Service will support schools and local authorities in collating and creating a database of students with SEMH needs better where they do not have a diagnosed learning need, in order to provide a clear needs response framework and earlier identification as well as best provision which may include strong, affordable support within a mainstream setting.

SEND and SEMH needs have been increasing for many years, representing 14.9% of the total pupil population, yet the element of teacher training at degree level that specifically covers SEND remains relatively unchanged. The availability of specific professional development training was limited, however is becoming increasingly available for many, although not yet compulsory with regards to SEND and SEMH needs for professionals that do not specialise in this field. There are also a large number of staff in AP that are not appropriately trained to deliver elements of the national curriculum according to the Centre of Social Justice manifesto, and we agree with their recommendations to form stronger bonds between mainstream schools and APs in order to better the delivery of education.

One of the most significant elements of The Great Minds trial, was the 91.1% increase in engagement, learning and attainment for pupils that were at risk of exclusion. All of the parents/carers of these pupils engaged with the wraparound support service. This evidenced that strengthening and in some cases re-building relationships with schools and services with the help of an independent service directly impacted on the child or young persons outcomes positively. In many cases throughout the trial, relationships and trust had broken down between families and services. The independent support helped to restore trust and their children benefitted as a result.

Over the last 12 months there has been a number of reports published that reflect the urgent need for better data collection. Most recently, one of the Recommendations (3.1) in the Centre for Central Justice manifesto is: To improve data collection and tracking of pupils in AP. In addition, The recent Timpson Review (2019) also recommends more rigorous data collection on pupils that are at risk of exclusion and the SEND inquiry report (2019) also states that there are a number of queries about data. There are other similar themes within these significant reports including but not limited to: the quality of AP provision and capacity issues, systematic failures, inconsistency of sharing good practice, lack of support for schools, services and families and quality training of professionals that work in this field. The most common point made across all reports is the lack of funding and resources available to support these pupils effectively. Whilst we cover the need for a central funding system further into the policy paper, initially the service will work within current available funds, as it assesses the need versus available funding and adapts its programme to suit.





# Introduction

## 1. The Great Minds Model

COVID-19 has highlighted that statutory services are unable to cope with demand, evidenced by the Government temporarily relaxing statutory SEND duties in order to remove pressure from services to meet necessary deadlines. It is a well-known fact that services were already struggling to meet the needs of our children and young people which led to a much-publicised SEND crisis. It is a fact that this country cannot run without the support of community groups, businesses and organisations. Families and parent groups are demanding more accountability of statutory services; the Great Minds Model will provide this accountability, but by providing support not allocating blame. The Resolution Service will work alongside OFSTED in order to implement a new, localised support framework at grass roots level.

There is already evidence that the recent national pandemic will lead to a significant increase in social, emotional and mental health needs for our children and young people, most likely to be the largest increase this country has ever seen (*youngminds.org - 14th May 2020*). Now is the time to create a 'go to', independent service specifically for SEND and SEMH needs, tailored to each locality but within a centralised framework. Its independence and community focus will help to remove the 'them and us' divide that exists between families and authorities, and minimise bureaucracy. The transition back to school is the perfect opportunity to introduce this service and address the anticipated growth in SEMH need as a result of the pandemic and extended period out of school. The Great Minds Model will assess, evaluate and implement a system that harnesses every service, in every locality, for every family, raising standards by making use of a variety of organisations that already exist within their own community.

## 2. Alternative routes to further education for 14-18 year olds

The Great Minds Model will also introduce the 'OPTIONS Programme' (Opportunities, Pathways and Training Inclusive Of Neurodiversity & SEND) which is an innovative and vocational route for children and young people age 14 plus who have SEND and SEMH needs. The OPTIONS Programme allows students to explore a number of options in different industries that interest them and supports them to progress within their chosen pathway, at a pace and level at a pace and level appropriate to their needs. It works alongside the National Curriculum to provide bespoke and individual learning opportunities for all. It is a collaborative programme that includes practical experience in a young persons chosen field and industry, CPD certifications, as well as certifications relating to personal and professional development. In addition, a focused Growth Mindset programme supports their emotional wellbeing which in turn increases employability, motivation, confidence and attainment.

The OPTIONS Programme establishes links with local workplaces relevant to a young person's aspirations and also includes wraparound support for the student and family to ensure long term motivation and engagement. There is no accurate data on the number of students who are struggling to engage in the national curriculum, and consequently presenting behaviours that result in school avoidance or exclusion. However, anecdotal evidence from families suggests that these numbers are likely to be high..

After an abrupt end to the education of year 11 students in 2020 as a result of a national pandemic, the need for support in further education is higher than ever before. Currently there is no specific body accountable for the success and outcomes of these students. The Great Minds Model will ensure there is a call to action for any student that is without a secure pathway to further education, training or employment.





# Introduction

### 3. Reform of Procurement processes and procedures

Procurement in the public sector has been in place since the 1970s. The 2010-2015 Conservative and Liberal Democrat coalition government proposed reforms to public procurement that would make the process simpler, faster, less costly and more effective for all concerned. In reality these inconsistent procurement processes still demonstrate bureaucratic systems and archaic procedures across the country leaving many families unsupported, in poverty, deprivation and increasingly vulnerable. In some localities, there is limited provision on the 'approved providers' list, despite a much wider range of support from established community organisations, charities and groups in the vicinity.

For example, parents are struggling to find short break providers or the right setting for their child. Existing contracted support provided to schools is costly, time consuming and restrictive and there is an increased responsibility on parents to source appropriate support and ensure providers are meeting their obligations. The use of personal budgets goes even further, making parents accountable for local authority funds when the required support/provision is apparently not available. Whilst some parents might appreciate this level of control, the reality of managing a personal budget for education is onerous and daunting, with few local authorities set up to assist.

At a grass roots level, local organisations have an increased understanding of the needs of local people and can make use of local resources, relationships and networks to offer cost effective, targeted and specific support to effect change in real terms.

With budget cuts to statutory services, austerity measures and the economic position post COVID-19 yet to be realised, it is vital that schools and local authorities are given the freedom to access good quality and affordable resources from a breadth of local and national businesses, charities, groups and organisations; and that this is done within a consistent framework and a level of independent accountability. This will support schools and local authorities to offer the best possible provision to the children and young people of our country from all that is available, whilst also being held to account by an independent body.

The Great Minds Model calls for stricter accountability measures in relation to a more open and transparent procurement system. The proposal is for a centralised system which is monitored independently by The Resolution Service, to ensure fair access, high quality provision and value for money.

### 4. Training professionals on SEND and SEMH needs

On average only 5% of a teacher training course covers SEND, with many teachers advising that they only attended one lecture throughout their degree on SEND. SEMH needs were not covered at all in previous years. The level of training for teachers on SEND and SEMH needs does not reflect the increasing needs of children & young people, and many teachers report not feeling fully prepared in this area.

Evidence provided within the SEND inquiry report (2019) and the Timpson review (2019) shows that there are an increasing number of children and young people who do not cope well with school in its existing form, and it is our opinion that this is largely to do with teachers not being equipped with the appropriate training, skills or experience. The accuracy and timeliness of identifying need is key.



# Introduction

## 5. SEND funding allocation

The Great Minds Model would support the centralisation of funding for SEND. It is our opinion that ring-fencing funds doesn't ensure that funds are spent effectively unless real, independent accountability measures are in place. When funds are depleted the sensible course of action is to consolidate. This is the position we face as a country. Only drastic measures will allow us to build a true picture of the inconsistent and sometimes irresponsible use of SEND funding, and ensure support for all students that require it. However, as a result of COVID-19, this will not be immediately feasible as it would require significant reform and put pressure on current systems.

The Great Minds Model proposes to assess use of spend across schools and local authorities and collate data that does not currently exist to show where SEND budgets are being spent in other areas and are not in fact reaching their intended groups of children, young people and families, with many funds being used specifically on tribunal costs. Many schools are dissuaded from requesting an assessment for an EHC plan for students due to the costs involved and having to demonstrate they have provided a significant amount of support funded by school, to receive an amount in return that does not match the provision the child or young person needs to be able to maintain their school place. In addition, the quality of EHC plans can be poor in some areas, with a resistance to name special schools due to their lack of capacity.

The introduction of The Great Minds model allows schools to access a creative framework of support, utilising multidisciplinary teams, professional volunteer initiatives and work-based learning graduate schemes, to provide the necessary support cost-effectively. This will prevent large numbers of students across the country being without education for long periods of time, whilst their local authority tries to source provision in over-subscribed special schools, costly out-of-area settings and alternative provision which may be inappropriate for the child or young person. The Great Minds mentor will be able to work closely with CAHMS and ensure a wealth of information is available to execute a well written and relevant EHCP.

This flexible model will allow schools to provide high quality, affordable interventions ensuring space available in alternative and specialist provision for those that need it the most.

The Resolution Service will provide a rating system of Bronze, Silver, Gold and Platinum. Schools and local authorities rated as Platinum will need to demonstrate best use of spend, true inclusivity and the promotion of best practice, true collaboration with parents, carers and services as well as use of prevention and early intervention programs to promote the social and emotional wellbeing of their children and young people.

## 6. Data

The Resolution Service will also support further research in key areas that affect children and young people's life chances. Its aims are to create systems that accurately record data in areas where this is currently not available in order to be able to fully understand the best way to support each local authority.

The Resolution Service will demonstrate a standard of service after assessing all relevant data and speaking to families and schools in order to provide a reflective, bespoke and holistic model of support to ensure the best possible provision for families and implement good quality training for all professionals.

One of the main focuses of the service will be to record data specifically relating to emotional wellbeing and development, which currently does not exist anywhere in the country.



# Introduction

## 7. Prevention

It is reported (*youngminds.org.uk - 2020*) that nearly half of 17-19 year olds with a diagnosable mental health disorder have self harmed or attempted suicide at some point. 1 in 8 children have a diagnosable mental health condition, and 1 in 6 young people aged 16-24 have depression or anxiety.

Prevention is better than a cure, and this is why early intervention is key. The Resolution service will ensure that schools and local authorities have access to a wealth of prevention programs that can be delivered to children and young people, focussing on Life Skills, social, emotional wellbeing and understanding and taking care of their mental health. It will endeavour to support small businesses and charities in the delivery of these crucial programs in primary schools by creating awareness of the need, promotion of what is available in each locality and raising funds to support low income schools.

## 8. Transition

The Resolution Service will support schools in the transition process for students in year 6, and students transitioning to and from pupil referral units, specialist provision those on 'managed moves', and those that are out of education due to lack of provision back to school. Transition is a key trigger point for many children, including those who were just about coping at primary school.

It will help create a more effective process for pupils transitioning from primary school, which will ensure effective information sharing and strong relationship building. Where previously mainstream schools would have a small number of primary "feeder" schools, this has now increased in some cases from 3/4 schools to in excess of 40 schools. This means that mainstream secondary schools are less able to gather data effectively and build strong relationships they used to value when feeder schools were fewer.

The Resolution Service will also assist in the gathering of data of pupils transitioning to and from AP in order to develop a true picture of good practice and then being able to share this with other schools and localities, as well as being able to ascertain where referrals may not be appropriate or ineffective in bettering short term and long term outcomes.



# Our vision

**A mandatory, independent, not for profit organisation that assesses, evaluates and then implements a resolution.**

1. Our vision is for The Great Minds Model to be the mandatory, independent service that the Department for Education and OFSTED refer to where schools and/or local authorities are struggling to meet needs of children and young people with SEND and/or SEMH needs.

2. The Great Minds Model will be the central 'go to' supervisory body for schools, local authorities, community groups, charities and families providing clear guidance and practical support on all matters relating to children and young people with SEND and SEMH needs across education and social care.

3. Our vision is for The Great Minds Model to be given unique data gathering powers to assess all available information and spend. In addition it will seek the views of all other stakeholders – families, local community groups and services in order to provide a rating of the school and local authority based on a variety of areas (as detailed below). The Great Minds Model will then provide direct support at a grass-roots level to enable best use of budgets and creative methods of support and intervention. This will drive increased engagement, learning and attainment of the students, as well as ensuring they achieve their best potential and a stable, safe pathway into adulthood.

4. The Great Minds Model will, with authority from the relevant stakeholders, make contact with the school and/or local authority and speak with relevant professionals to understand the position on resource, budget and need. It will then identify relevant members within a community to discuss the view of parents/carers and universal services via various means including but not limited to local social media and parent-led support groups.

It will assess relevant data focussing on various aspects of the EHCP process, personal budget allocation, available provision in the locality and pupil absence and exclusion data. It will ensure high visibility when assessing each locality, so that all stakeholders can provide their own perspective on current services & processes. Once completed The Great Minds Model will evaluate all available information and will provide a rating of either; Bronze, Silver, Gold or Platinum. Each rating will have certain requirements that the school or local authority must meet in order to achieve the relevant rating. Once the rating is issued, The Great Minds Model will then work with the school and local authority in establishing a creative model of support that is achievable within existing available budgets.

5. Finally, The Great Minds Model will have continual developing goals that will be flexible to ensure it adapts with the country's position and climate. Our longer-term aims focus on the importance of life skills and the consistent providing of early intervention and prevention programs focussing on social and emotional wellbeing and mental health in young people in order to ensure that the current SEND crisis is addressed from both sides. (Prevention and Intervention). Another longer-term aim would be to support the CAHMS process, helping to reduce timescales and make assessment easier and more accessible to all.

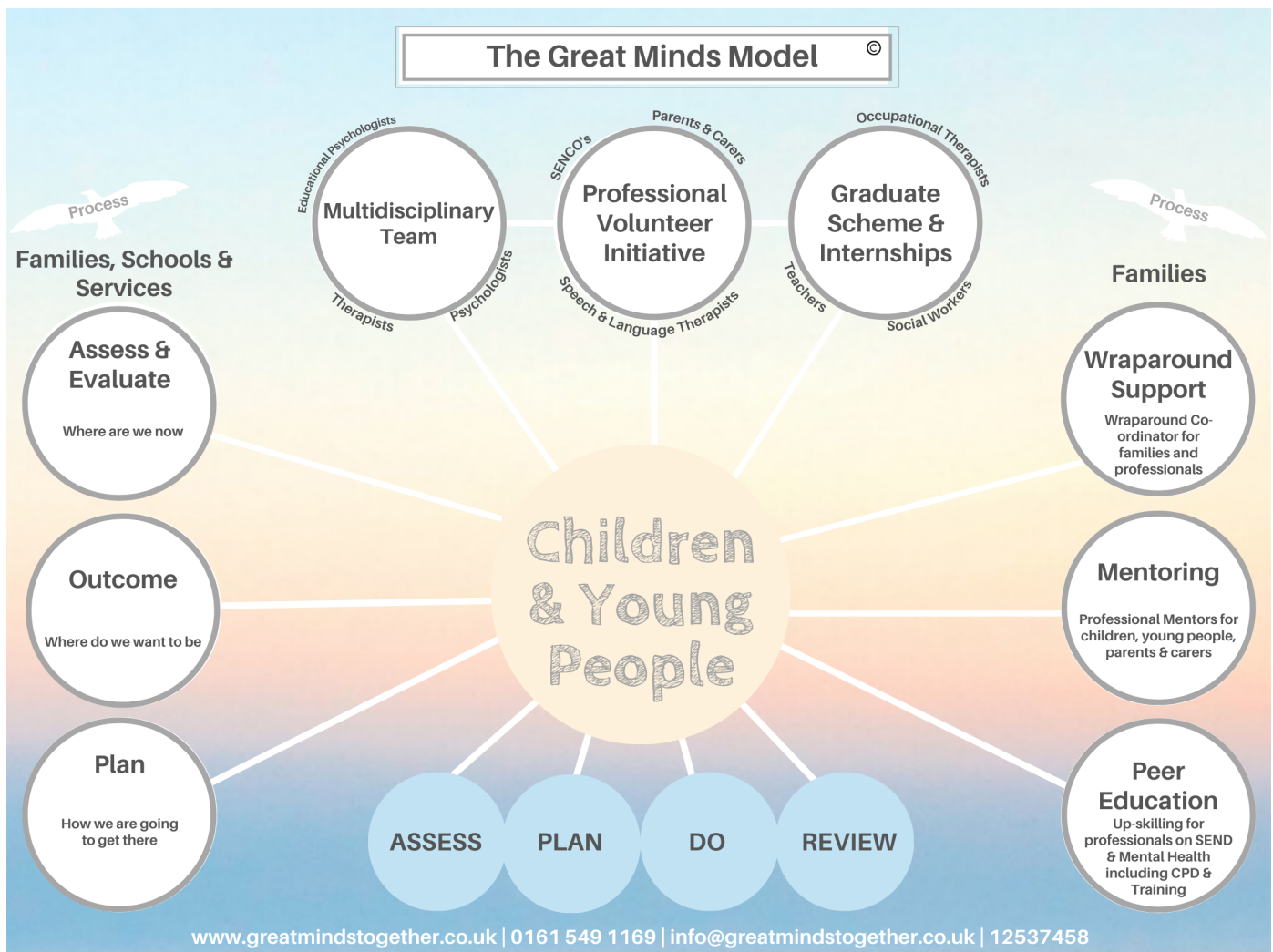


# Our vision

## The Great Minds Model, training and parent to parent support system

6. The school or local authority will be assisted and supported at ground level to understand the Great Minds model and put it into practice. This operates on a child first, funding later basis. It assesses the need of the particular locality or school and creatively sources support within increasingly restricted budgets. It does this by building strong links within the community, harnessing existing organisations, community groups, charities and parent-led groups together, working closely with statutory services to create a local and national network of support. In this way The Resolution Service will create a local professional volunteer initiative, employing a highly skilled multidisciplinary team to provide ongoing quality assurance and build links with local universities to provide high quality work-based learning placements across Social Care, Teaching, Psychology and Educational Psychology graduate schemes. This will create a broader network of support for schools and statutory assessment teams at an affordable, not for profit cost. The Resolution Service then allocates a Great Minds mentor to each child or young person and their family to support and co-ordinate.

7. Once a strong multiagency network is established, The Great Minds Model will offer guidance and training for everybody in the school or locality that is responsible for providing education, social care and interventions to children and young people with SEND and/or SEMH needs. There is a focus on a strong triage and assessment system as well as adopting a Growth Mindset approach to understanding behaviour, engaging students and identifying specific needs within schools.





# Our vision

This goes hand in hand with a focus on collaboration & communication with parents and carers and a whole school approach to SEND and SEMH at both prevention and intervention levels.

Fundamental to the solution is the introduction of the 'Parent Champion' model. This is a strong parent to parent support system that encourages peer support, advocacy, training for parents and carers and promotes positive relationships between families, schools and services. The local universal team (multidisciplinary team, professional volunteer initiative and graduate scheme), then provides mentoring interventions to students at risk of exclusion or where the school/local authority are struggling to meet need. This team also provides a wraparound support service for families to ensure services are integrated, whilst accessing all available universal agencies and groups, this creates a positive working together collaboration from a strengths-based perspective that guarantees effective sharing of information across all professionals, sectors and services.

## The outcomes

8. The Great Minds Model will collate data and produce public annual reports for families and The Department for Education in order to demonstrate the direct impact of The Resolution Services involvement in each school and locality.

9. The Great Minds Model will be the 'go to' organisation for advice, guidance and support for families, schools, statutory services and community organisations and charities specifically relating to children and young people with special educational needs and disabilities and/or social, emotional and mental health needs.

10. The Great Minds Model will we will seek to build a relationship with the Children's Commissioner to ensure consistent guidance and an alliance of support to help bring about long-term changes and improvement.

11. The Great Minds Model will work alongside OFSTED in areas that relate to SEND and SEMH needs provision, training and intervention. In order to achieve 'Platinum' schools and local authorities must be able to demonstrate the following:

a. Implementation of the Great Minds model and/or other effective creative approaches to inclusion and support for children, young people and their families.

b. Consistent sharing of good practice across the locality, schools, AP's and academies.

c. Effective and regular training of all professionals involved in teaching or supporting children and young people with SEND and/or SEMH needs.

d. Strong networks within the community providing good quality support to schools and families.

e. Access to all universal services, charities, community groups, businesses and organisations within the community with no restrictions. (Measures will be in place to ensure quality assurance of these groups by The Resolution Service.)

f. Regular offering of prevention programs covering life skills and social and emotional wellbeing for students in the setting/locality.

g. A true understanding of reasonable adjustments, the Equality Act 2010, trauma informed practice and the adoption of Growth Mindset within a setting.

h. Able to evidence best use of spend, enabling more support for more children and young people.

i. Able to evidence that SEND funding has been allocated correctly.

12. The Great Minds Model will have a local web page and social media presence in all 151 local authorities. It will be easily accessible to all for support and will regularly publish relevant supportive advice and evidence that a strength based and resolution focussed approach works.

13. The Great Minds Model will be match funded via grant funding as the model has been during the trial. and our vision would include a stable level of funding guaranteed, in line with inflation, directly from the NHS to allow the service to provide the level of support needed in order to provide a solution to the SEND crisis.





# Our vision

## Achieving best potential

14. Great Minds Together will work closely with Ofqual, Apprenticeships and other alternative education providers to implement a number of holistic routes to further education and employment for young people, pre and post 16. This programme will be an innovative and vocational route that focuses on the young person's aspirations and celebrates achievement. One example of this route would be 'Tradership'.

15. The Great Minds Model will collate data from schools that have recommended this route to further education and the rationale behind decision making, as well as progress and evidence as to whether the alternative route has provided the best outcome for the young person, as agreed with the family and any professionals involved by use of regular evaluation with the families and professionals.

## Life Skills & Social, Emotional wellbeing

16. The Great Minds Model will work with current providers to develop a best practice version of a full Life Skills curriculum to all schools and potential providers, along with a variety of relevant activities for all age ranges, using the Great Minds curriculum as a framework. Where surplus funding becomes available, or where The Resolution Service is able to raise its own funds it will operate a 'pay it forward initiative' to small businesses and community organisations that are able to deliver the curriculum to schools and communities, as well as organisations that are able to demonstrate other positive prevention programs that have a focus on Life Skills and Social, Emotional wellbeing.

## Next Steps

17. We ask that this policy paper is heard urgently at an extraordinary meeting by the APPG for special educational needs and disabilities.

18. Great Minds Together is already an established Community Interest Company. The website is [www.greatmindstogether.co.uk](http://www.greatmindstogether.co.uk)

19. Great Minds Together has been successful in applying for funding from independent grant funders such as The National Lottery as well as NHS Health Education England and has begun piloting its service in schools and local authorities formally.

20. It is our request that the Government sets out the plans stated in this policy paper as a Green Paper, and that the minimum consultation period is set due to the urgency of the implementation of this service.

## Great Minds Together calls for:

a. Unique Statutory powers to be given to The Great Minds Model in order to provide a solution to the SEND crisis as set out above. This includes unique data gathering powers and powers of entry, working alongside other organisations to promote the rights of children, but also powers of authority to implement the Great Minds Model.

b. Procurement laws allowing The Great Minds Model to enable community groups, organisations and businesses to provide high quality yet affordable support to schools and services.

c. An increase of 20% in SEND and SEMH needs training at teaching and social work degree level. The plans for this are already in place and a trial SEND degree module is currently being developed with people that have lived experience.

d. The Great Minds Model to be given powers to implement mandatory Trauma, SEND and SEMH needs training for all professionals across schools and services that are struggling to meet need.

e. For all professionals that work with children and young people with SEND and/or SEMH needs, to attend a high quality mandatory CPD certified training course that covers Trauma, SEND and SEMH needs at least once every year.

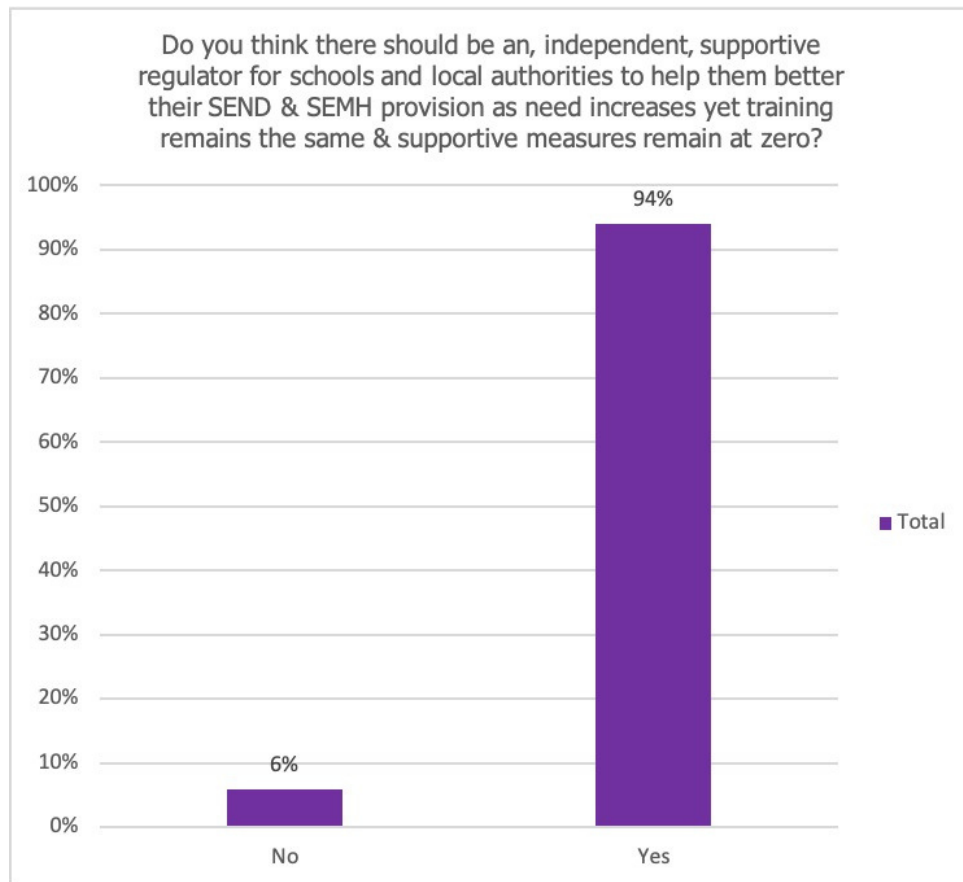




# Consultation

On 26th January 2020 we published our Manifesto for consultation which outlined the potential detail of this policy paper, to gain feedback from parent-led groups, MPs, schools, local authorities and community organisations. On 25th April 2020 we conducted a poll across Facebook, Twitter and Great Minds subscribers. 118 parents and professionals took part in the poll.

We asked the following question, and below are the results:



## Great Minds Together