

# Strategic Schools Improvement Fund

Bid 3 for SEND



**worcestershire**  
county council



**Solihull**  
METROPOLITAN  
BOROUGH COUNCIL



**Warwickshire**  
County Council



**Herefordshire**  
Council

# Learning from bid 1

- Planning and introduction time
- Money to support staff release and backfill
- Joined up approach across the borough
- Costs to cover project management regionally and overall.
- Involving 30% new schools

# Who is involved?



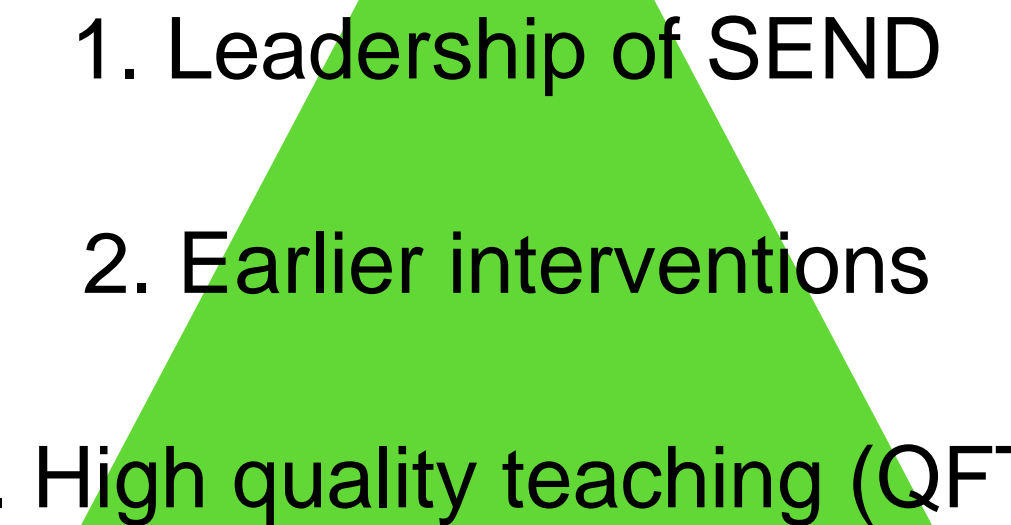
- Solihull, Coventry, Warwickshire, Worcestershire and Herefordshire.
- HOSTA will lead the project for Solihull.
- SISS and the Local Authority will support.



# Who is involved?

- Schools meeting Bid 1 eligibility criteria
- *Progress data for SEND*
- *High numbers of SEND*
- *Infant schools*

# What is the focus?

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1. Leadership of SEND
  2. Earlier interventions
  3. High quality teaching (QFT)

# Structure of the proposed project

Regional strength areas create bid sections

Common focus:  
Quality First Teaching  
Regional strength areas create bid

All regions meet to submit bid as one

Funds divided between regions

Regions pilot own strand then share

Project will be bespoke to each region

# Our focus



Quality  
First  
Teaching

- Initial audit following launch
- Support from specialist staff and SLEs from Teaching School Alliance, SISS and from schools with identified strengths.
- Reviewing universal quality teaching environments and strategies for SEND.
- Targeting additional support and leaving a higher level of trained staff for future sustainability.

# Sustainability

- Shared planning and cross border working.
- Reduced workload and mutual support between regions.
- Planning for the future beyond the bid.
- Creating greater confidence and support for SEND locally with more SLEs, enhanced SENCOs and strengthening working links across the borough.



# Timescales

- Bid writing meeting 27th March
- Final group meeting 17th April
- Bid submission 20th April
- If successful hope to be informed later in Summer begin planning.

