

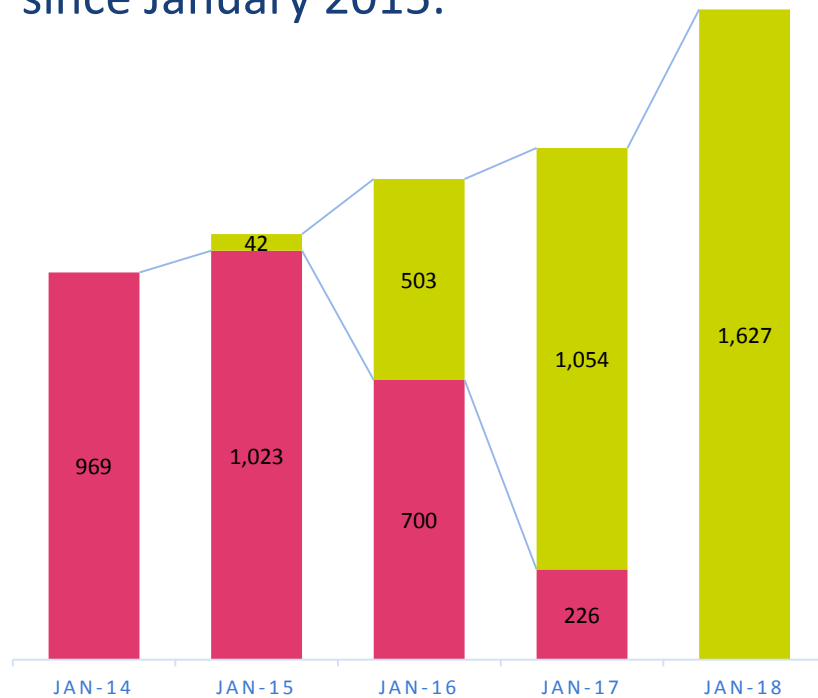
Warrington SEND Behavioural Insights

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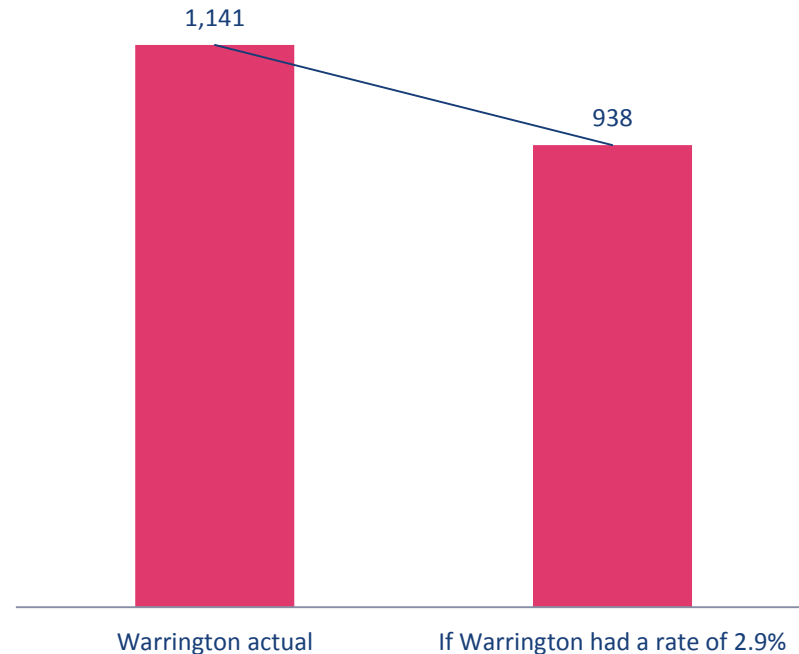
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What is happening in Warrington [1]

There is an increasing demand for SEND services and a significant rise in the number of Education, Health and Care (EHC) Plans – a 67% increase since January 2015.

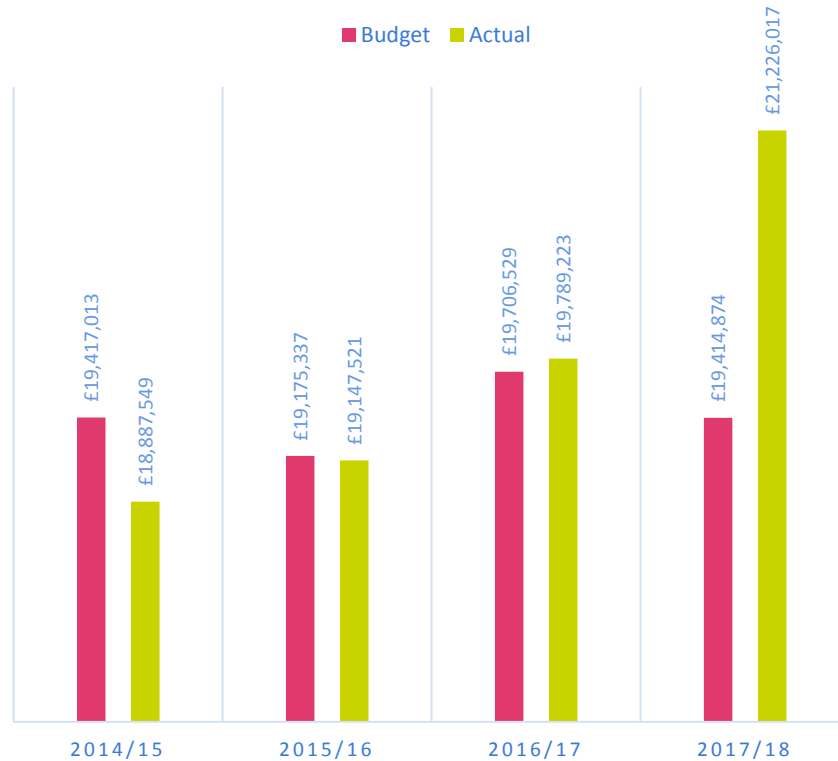


3.5% of Warrington school pupils have an EHC plan (2.8% nationally). There would be 203 fewer pupils with an EHC plan if Warrington followed the national average.



What is happening in Warrington [2]

Spend relating to SEND is increasing year on year and there is a significant overspend of the High Needs Budget.



Key questions

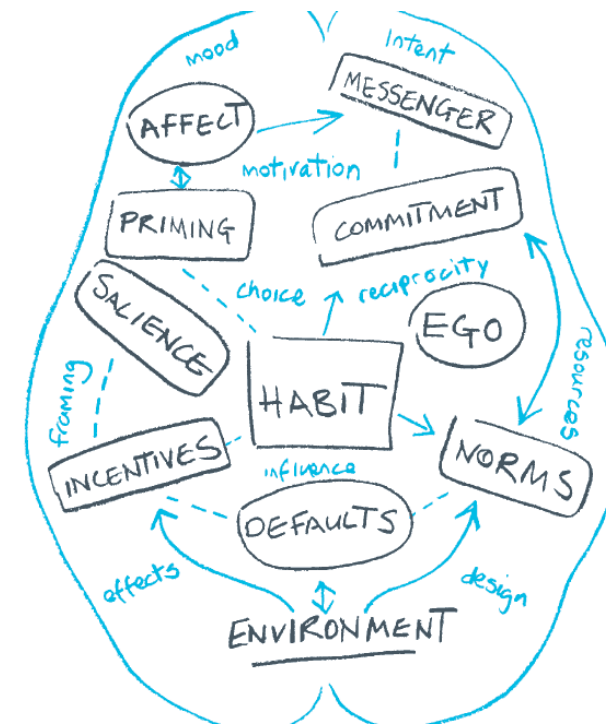
- What is driving demand?
- Who is driving demand?
- How is the demand being managed?
- How can we influence demand?

Why should we apply behavioural insights?

Low cost interventions to improve service outcomes.

We will be using MINDSPACE as the framework to design interventions to help influence people's behaviour to reduce demand for EHC Plans.

- MINDSPACE is a behavioural science tool that was founded by leading psychologists and economists
- MINDSPACE is a mnemonic for nine of the most important effects and can serve as a checklist for anyone wishing to change or influence behaviour in a non coercive way
- There is significant evidence behind MINDSPACE having radical effects on changing behaviour



How is demand originating?

Issues to address

- Reducing SEN Support vs increasing EHC Plans
- Panel decisions
- Peaks in Years 5 and 7
- Over-proportion of boys on plans

Current costs

Over the past three years:

- Top ups increased from £1.9 to £2.3 million
- Independent school fees increased from 2.3 to £3.9 million
- Post 16 spend increased from £3 to £3.8 million



The hypotheses we are testing

Hypothesis	Evidence	Proposed intervention	Next steps
Teachers lack confidence in addressing additional needs in the class room and so refer children for support through an EHCP process	High number of requests from schools for EHC Plans	Develop tools to change how teachers respond to pupils with additional needs	Determined by feedback
The panel makes gender-biased decisions about EHC Plans	Direct observation	Develop tools for panel members to make decisions	Determined by feedback
SENCOs want to provide enhanced support to children with additional needs when starting secondary school to enable them to 'cope'	High numbers of pupils in Year 7 with an EHC Plan	Develop tools for managing the Year 6 to Year 7 transition	Determined by feedback

Proposed Intervention Areas

1. Toolkits/pathways/structured conversations

EHC Panel decision-making

Year 6 to Year 7 transition

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 EHCP? 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 EHCP 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</p> <p>Focus on all teachers in primary schools in Warrington</p> <p>Roll-out intervention within Warrington teaching school</p>

Feedback

What do you think?

Do you have examples of how thresholds are communicated with teachers and SENCOs?

How do you build the confidence of teachers to deal with pupils with additional needs without pushing for a EHC plan?

Intervention 2: Panel Decision-making

Questions	Issues	Impacts	Next steps
<ol style="list-style-type: none"> 1. 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? 2. If an EHCP application is rejected then is it easier to appeal? 3. Are appeals more successful if backed by a councillor? 4. Are decisions made on personal relationships and networks? 5. What are the desired behaviours and what is preventing people from behaving in the desired way? 6. 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 around re-referrals as waste time and effort.</p> <p>Why are referrals initially being rejected?</p> <p>What are the outcomes when they come back to panel?</p> <p>How can we isolate the behaviour that is causing the problem?</p> <p>Determine how to influence parents</p>

Feedback

What do you think?

How do your panels work?

Why do more boys have plans than girls? Are we gender-blind to this?

Do you have examples of decision-making processes that your panels use?

Intervention 3: Y6 to Y7 transition

Questions	Issues	Impacts	Next steps
<ol style="list-style-type: none"> 1. What does the data show? 2. What are the barriers and behaviours that we want to test/influence? 3. Is there a lack of understanding about the support that is offered in secondary/primary schools for children with additional needs? 4. What is manageable within secondary school? 5. How can we break-down the myths around SEN support in secondary schools? 6. What are parents' expectations – are they pushing too early for EHCP support at secondary school? 7. How can we develop practice and behaviours? 	<p>There is a perceived communication gap between primary and secondary school for children with additional needs</p>	<p>There is a peak in EHC Plans in Year 7</p>	<p>Are there good examples that could be shared about how pupils with additional needs have been supported in secondary schools without an EHCP? E.g. successful GCSE results?</p>

Feedback

What do you think?

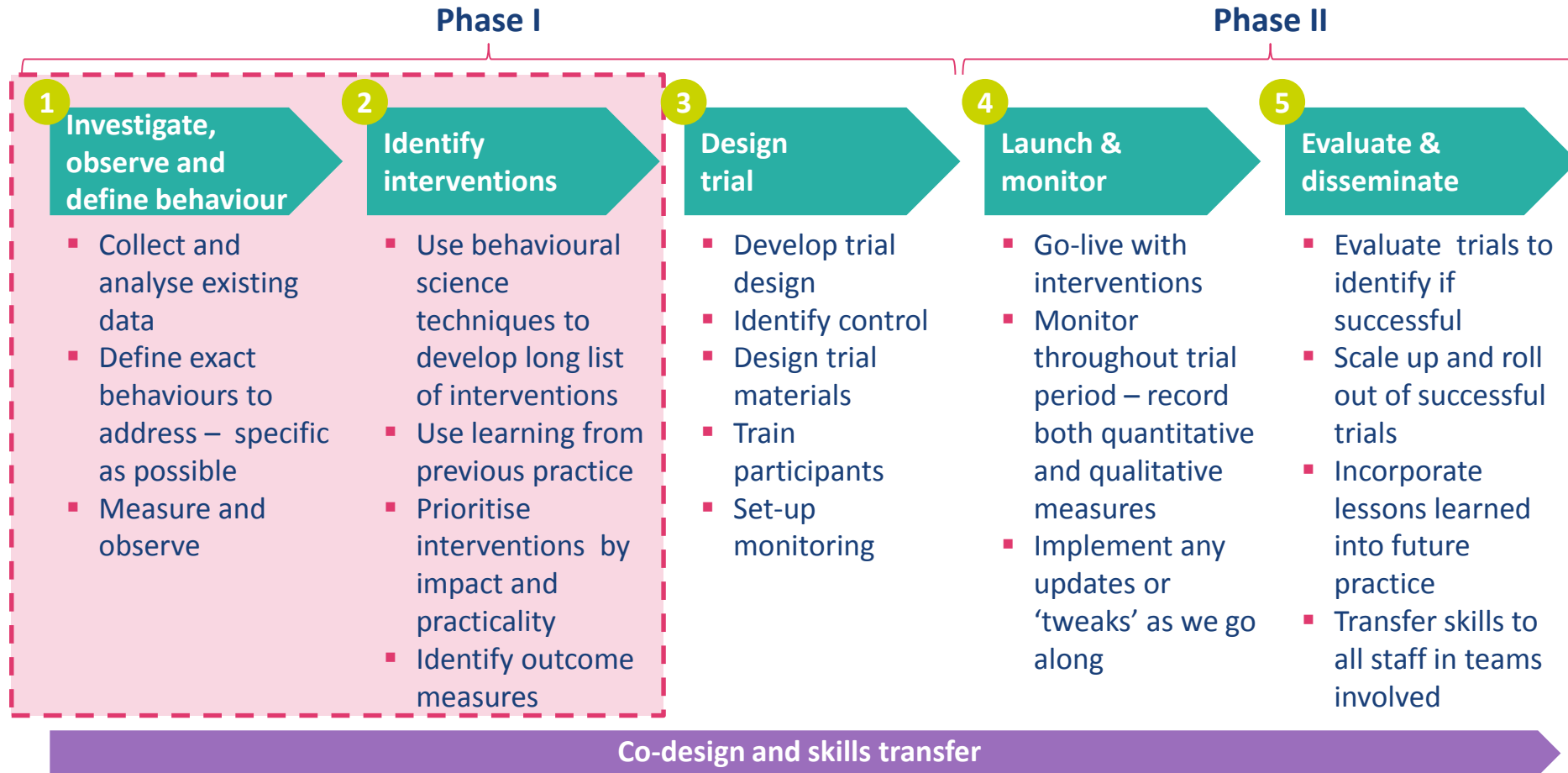
What are the big issues around transition?

Why do you think there is a peak in Year 7 with pupils being put on EHC Plan?

Do you have examples of how transition works well for pupils with additional needs in your area?

Running our trial | Proposed approach

This slide gives an overview of each key stage in designing and running behavioural trials



Contact Details – Please get in touch!

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There are nine MINDSPACE effects

Effect	Features
Messenger	We are heavily influenced by who communicates information Authority / trust / similarity
Incentives	Our responses to incentives are shaped by predictable mental shortcuts such as strongly avoiding issues Losses loom larger than gains / we overweight small probabilities / we have a higher discount rate for today compared to tomorrow / reference points matter
Norms	We are strongly influenced by what others do Many others / similar others / reinforcement
Defaults	We 'go with the flow' of pre-set options Active choice / enhanced active choice
Saliency	Our attention is drawn to what is novel and seems relevant to us Simplicity / accessibility / novelty / anchors
Priming	Our acts are often influenced by our subconscious cues Word / environment
Affect	Our emotional associations can powerfully shape our actions Attractiveness / fear / disgust / fun
Commitment	We seek to be consistent with our public promises and reciprocate acts Specific commitment / active commitment / public commitment / reciprocity
Ego	We act in ways that make us feel better about ourselves Above average / self-consistency / labeling / we seek positive associations