



Torbay Locality Model Pilot Proposal

Pilot Proposal – 20th February 2025 v4.0

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This document represents the ongoing development of this Locality Pilot. Further collaborative will continue to shape this pilot. We will endeavour to keep all stakeholders up to date by publishing this one single document with updates, video briefings, collaboration meetings and communications via our SEND newsletter.

Introduction

This document seeks to coproduce the scope, desired outcomes and operating procedures of a Torbay Locality Pilot which we aim to implement between June and December 2025.

Torbay sought views on a larger scale Locality Model during the Autumn of 2024. In the context of national SEND challenge, a new government and wider pressures in the system this proposal has been adapted to test and trial Locality working on a smaller scale; removing some of the aspects of the original proposal for this pilot* and focusing only on a key area of need identified by primary school leaders; Speech, Language and Communication Needs. By testing these new ways of working we hope to return to Torbay Cabinet in 2026 with a 'blueprint' for future working.

In this pilot we aim to:

Be needs led – provision without diagnosis or need to progress to an Education, Health and Care Plan

Make localised decisions, by local stakeholders, about how children and young people's needs can be best met, removing barriers to identification and support.

Delivering a system which shares good practice and expertise by design across different services and providers.

Increase consistency in provision across schools.

Reduce bureaucracy whilst embedding effective governance; and

Make better and more effective use of the money available and therefore develop a more financially sustainable needs led school system.

*please see Cabinet documentation for amended proposal.

What are the Locality Principles?

A Locality Model is not a new concept and many Local Areas have adopted the principles in their own locality to support solving the challenges they face SEND in their Local Area.



In the last two years 9 Local Areas have piloted Locality principles in their Local Areas. Their pilots had a common cause, collective moral purpose and integrated ways of working which we hope to replicate (see diagram). You can read more about Locality approaches here [Home - Educating For the Future](#)

The Proposed Torbay Locality Model Pilot aims to pool expertise and resources and to use the economies of scale to enable SEND support and services to be accessed more easily.

Pilot – Key Definitions

Speech, Language and Communication Needs

The Pilot Torbay Locality Model will create the infrastructure which enables Education settings and services, Health and Social Care to work collaboratively to provide better outcomes for children with speech, language and communication needs. As a group we acknowledge that this is sometimes termed as "Communication and Interaction" Needs also. Therefore for our Pilot we have agreed to use the definition from the Code of Practice:

Paragraph 6.29

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’

The Balanced System® Framework

This pilot will link closely to the work being lead by the Integrated Care Board for Devon in the SLCN Transformation Group. This group uses the Balanced System as a recommended route for progress.

The Balanced System® Scheme for schools/settings is one of the recommended routes in Step 3 of the Communication Commitment for schools/settings.

It is also the framework recommended by PHE Best Start In Life document [Best start in speech, language and communication \(SLC\) - GOV.UK](#) - free resources were made available to schools/settings through that initiative. These can be found on [Free tools : The Balanced System](#)

A number of authorities have been using these resources to help inform and frame conversations with schools/settings, identify trends and opportunities for improvement.

More information can be found at [What is it? : The Balanced System](#)

Torbay Locality Pilot Intentions

Our Pilot will use the strands of the Balanced System (which is the methodology by which the Devon Integrated Care Board is aligning their new service delivery for speech, language and communication needs). This has been done intentionally to ensure Local Area alignment.

Our first Intention in this pilot is:

Between June and July each school will audit and evaluate their current practice and provision, acknowledging the needs of their community, to understand first what their school's priorities are to develop and enhance service delivery.

Our next intention is

Between September and December each school will self-select the areas for improvement identified by the mapping work. These will follow the strands of the Balanced System as follows:



Test and trial collaborative multi-agency approaches and draw upon collective expertise to develop and enhance current ordinarily available provision without the need for an EHCP.

Improving consistency and quality of identification of speech, language and communication needs so need can be identified earlier and more robustly within the setting.

Increasing skills and ability of all staff to meet speech and lang needs in settings by drawing on our collective expertise through the collaborative principles of Locality working.

Enhance the environment to enable greater access for children with SLCN.

Therefore increasing parental confidence in settings to identify and meet SLCN needs well.

Roles and Responsibilities of stakeholders in the Pilot

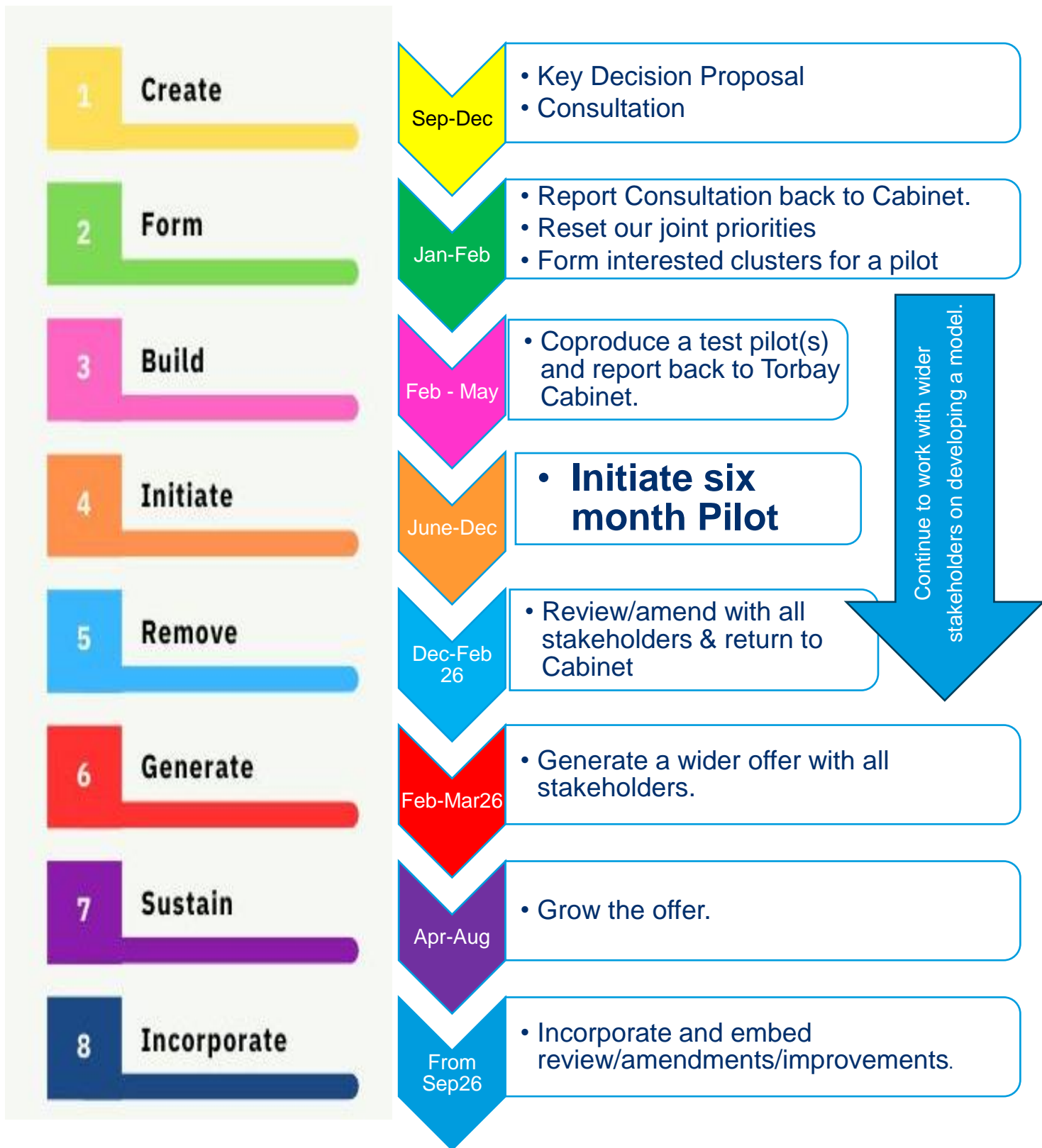
Organisation	Role	Expectations	Requirement	Responsibility
Educational Settings	Participating Pilot schools	Engage in the Co-design the pilot, the pilot itself and evaluation.	Complete the agreed pilot arrangements and methods.	Deliver the pilot.
Torbay Local Authority – Education Services	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Monitor the pilot and its outcomes.
Devon ICB -Aligned with the SLCN transformation Group	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide linked therapists as agreed.	Draw this together with the SLCN Transformation Group.
Torbay local Authority – Social care Services	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Provide feedback to the outcomes.
Torbay Local Authority – Family Hubs	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Provide feedback to the outcomes.
Children and Young People Representation	Lived Experience Reference	Engage in the pilot design.	Provide feedback on the pilot.	Provide feedback to the outcomes.
Parent/Carer Representation	Lived Experience Reference	Engage in the pilot design.	Provide feedback on the pilot.	Provide feedback to the outcomes.
Outreach Support - "Agents of Change"	Multi Agency Support Team (MAST)	Engage in the pilot creation.	Offer expertise to the Pilot Cluster.	Provide feedback and advice on next steps.

Settings in the Pilot:

- 29 primary schools have volunteered to be part of the pilot (green)
- One of these schools are observing at present. (orange)
- Schools in bold at part of the Partnership for Inclusion of Neurodiversity in Schools (PiNs) Project.
- Schools in red have a nursery/early years setting within their school. To date 3 additional nursery settings have come forward wishing to be part of the pilot.
- 7700 are the total numbers of children on roll at these schools, totalling 79% of primary aged children in Torbay. Although our pilot is focusing on the children with SLCN this new way of working will be tested and trialled in the majority of primary schools.
- There is no 'closed' pilot group; we welcome new members, observers or interested parties to come along and join us at any point.

	A	B	C
1	School Type	School Name	NOR
2	Multi Academy Trusts		
3	Connect Academy	Preston Primary School	325
4		Eden Park Primary School	380
5		Cockington Primary School	418
6	ACE (Academy of Character and Excellence)	Galmpton Primary School	222
7		Collaton St Mary Primary School	207
8		Torre Academy	313
9		Brixham Cof E Primary School	210
10	CAST (Catholic and Anglican Trust)	Sacred Heart	208
11		St Margaret Clitherow	63
12		Our Lady of the Angel	172
13		Priony	94
14	St Christopher's Multi Academy Trust	St Marychurch Primary School	269
15		All Saints Babbacombe Primary School	197
16		Upton St James Primary School	99
17	Riviera Trust	Oldway School	646
18		Shiphay Learning Academy	410
19		Roselands Primary School	342
20	Learning Academy Partnership South West (LAPSW)	Warberry Primary School	420
21		Isham Primary School	176
22		Ellacombe Primary School	336
23		St Michael's Primary School	81
24	Academies Enterprise Trust (AET)	Barton Hill Academy	579
25	Thinking Schools Academy Trust	Furzeham Primary School	239
26		Kings Ash Academy	325
27		Curledge Street Academy	436
28	Single Academies		
29		Hayes Primary School	355
30		St Margaret's Academy	393
31	Maintained Schools		
32		Sherwell Valley	662
33		White Rock Primary School	687
34		Watcombe Primary School	214
35		Homelands Primary School	236

Overall Pilot Timescale



Please see more detailed schedule in latter pages.

Pilot – Key Benefits and Impacts

Key benefits we anticipate are:

1. Pilot schools have a robust tool for identifying SLCN.
2. School settings are empowered and enabled to develop and enhance their ordinary available provision for more and greater SLCN needs so that needs are met earlier.
3. Resource is pooled and used to support training, identification, support and intervention without the need for an assessment/RSA and without waiting.
4. Opportunities are generated by pooling expertise and economies of scale and utilised for innovation.
5. Integrated approaches with social care and health are tested such as a 'Link Therapist' and modelled in the pilot cluster.
6. Early indications of improvement in outcomes, attendance, engagement, attainment and progress made by children and young people with SLCN are observed.
7. Parents and Carers have improved trust and confidence that their child will get the right support, in the right place, at the right time.

Our Impact Statements for the six-month pilot are:

1. By July all schools within the Pilot* will have SLCN needs strengths and weaknesses identified through the Balanced System Toolkit. This will create a plan of action to enhance provision in a chosen area(s).



By September schools will self-select at least one area of focus to develop and enhance their Ordinarily Available Provision, including:

2. Observations show increased quality and availability of in-school tier 2 provision; children who receive SLCN support through intervention methods will increase by 30%.
3. Schools can prove more robust identification methods are in place.
4. Observations show increased quality and availability of in-school tier 1 provision; Teachers report an increased confidence in skill level to support SLCN in the classroom.
5. Pupils' wellbeing is improved and children speak positively about the provision they receive in school
6. Children and their Parents and Carers report a greater feeling of confidence that their child's needs are being met.
7. RSAs and SALT referrals for pilot schools decrease for SLCN.

These measures will be tested pre and post the Pilot. Schools will be focused on achieving these impacts over the course of the pilot.

* Depending on school size and need, school leaders may choose to target Early Years and Key Stage 1 or a specific year group.

How will key aspects of this Pilot come together?

Over the next half term working groups will come together to further develop and shape our Pilot Project in the following areas:

Financial arrangements

- The bidding window for Capital Investment has opened to allow Pilot schools to apply for capital funding towards this project so it can be awarded in time for the pilot start. Although this is a Pilot the aims of capital funding aligns with the new Labour Government's focus on funding specialist resources in mainstream schools. The capital funding applications are also open to all schools in Torbay outside of the pilot.
- This would assist the 'environment' intention.
- A task and finish group will decide how a resource contribution be will awarded to pilot schools to complete this work.
- A financial sustainability Plan has been created and will be monitored aligned with this pilot.

Baseline Mapping of Needs

- Mapping work has been started. We need to investigate the free tools available for the Balanced Framework and ensure each school can complete the evaluation and baseline mapping for their school.



SLCN predicted
level of need.pdf

Governance

- Governance arrangements for the pilot need to coproduced to decide upon how progress and performance will be monitored and what accountability methods will be in place.
- A suggested model discussed in the early formation of this Pilot is in Appendix A to be further developed.

Health Integration

- This pilot aligns with the SLCN Transformation Group which is looking at many strands of identification and support for SLCN.
- As part of our development of the link therapist approach the Speech Language Therapists will be able to spend time in each Pilot school to help them support their focus area of impact.

Social care Support

- A task and Finish Group will arrange how early help and social care support can align with this model so that identified children also have their barriers removed through integrated working.
- This will align with the Family Support section of the Balanced System Framework.

Family hubs Support

- Expertise from the Family Hubs will be drawn into the clusters to support successful interventions alongside the Pilot schools. This may be particularly prominent in schools with Early Years settings. A Task and Finish Group will work up a detailed plan of what resource and support might be integrated.
- This will align with the Family Support section of the Balanced System Framework.

Agents of Change

- A Multi Agency Support Team (MAST) will consist of experts from the Local Authority and could be called upon to support training or modelling of delivery, such as Educational Psychologists or Extended Duties Officers.
- We have also invited Local Area experts from our Specialist settings to offer the Pilot Cluster some outreach, coaching and support during the Pilot.

CYP and Parent and Carer

- There will be a young person and Parent and Carer reference group. As experts by experience they will feedback on the co-design of the Pilot model to shape how can it run successfully.
- This parent and carer reference group will run weekly in the design of the project, meet in July to understand the baseline and mapping work outcomes and then will meet fortnightly between September and December.

Co-Designing the Pilot

Stage 1 - Co-designing the Pilot

Working Parties will come together to complete the following by 1st April 2025:

Topic of Task and Finish Group	Key Objective	Members	Suggested meetings
Financial Contributions	Decide how resource will be delivered.	Siobhan Grady John Coe Hannah Baker	2 x meetings prior to Easter
Baseline mapping of Needs	Arrange how schools will analyse data already in existence and how to use the Balanced system tools to evaluate school priorities for pilot delivery.	Siobhan Grady Hannah Baker Evie Semmens Jess Fisher	2 x meetings prior to Easter
Governance Arrangements	To organise how we will monitor and account for our progress within the pilot (see appendix)	Siobhan Grady Stewart Biddles Katy Burns Hannah Baker	2 x meetings prior to Easter
MAST - SLCN ICB Linked Therapist	To organise how the linked therapists will work with schools.	Siobhan Grady Sarah Miller Hannah Baker Lorraine O'Callaghan	2 x meetings prior to Easter
MAST - Social Care Support	To organise how social care can support identified children in this pilot.	Becky Thompson Colin Schumaker Shaun Evans Hannah Baker	1 meeting prior to Easter
MAST - Family Hubs Support	To organise how expertise from within the Family Hub team could lend support / training / modelling to settings.	Siobhan Grady Vicki Thomas Rachel Setter Hannah Baker	1 x meeting prior to Easter
MAST - Education Services Support	To organise how the EPS and other education services could support this pilot.	Lorraine O'Callaghan Dan Hamer Hannah Baker	1 x meeting prior to Easter
Change Agents Arranged	To organise how our specialist settings might	Hannah Baker	1 meeting prior to Easter

	lend their expertise to the pilot.	Stuart Heron Ross Banks Guy Chappell Hannah Spencer	
Children and young people views	To hear children and young people feedback to the proposals as they are developed.	Bex Rushton to liaise - participation officer to attend parent group.	Through SEND Youth forum meetings
Parent and Carer reference group	To hear the developments from all groups and feedback on them as they progress	Via Becky Box Hannah Baker	4 x meetings prior to Easter
Create Impact Statement evidence measures	To create the basis for measuring our pilot success and outcomes.	Kate Squire Lindsay Cooper-Smith Hannah Baker	2 x meetings prior to Easter
Early Years Links	To organise how early years settings can be involved in this pilot (within schools and stand alone nurseries)	Emma Kerridge Hannah Baker	2 x meetings prior to Easter

- Before the 4th April a whole Pilot Group meeting will brief all stakeholders on the outcomes of the working party co-design outcomes above.
- Between April - May planning and preparation will take place to ready all the settings for the baseline and mapping work.
- Between June - July - Baseline mapping and evaluation work will be delivered.
- Between July and August organisation surrounding the focus areas of the schools improvement work will be allocated.
- Between September and December the new Locality Pilot delivery will take place with the agreed monitoring and evaluation points.
- The whole group will come together in December and January to evaluate progress.



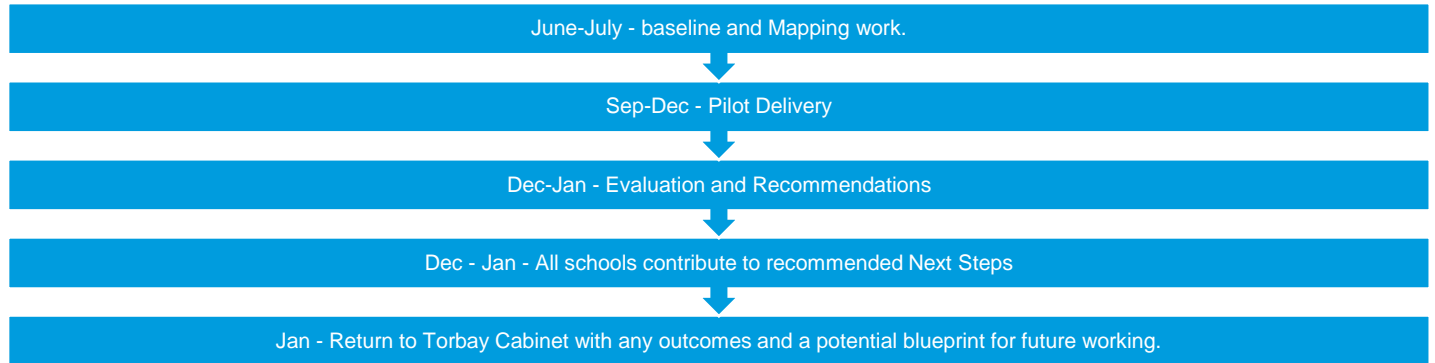
Locality%20Pilot%20Project%20Plan%2C

A detailed project plan can be found here -

Blueprint for the Pilot

This Pilot seeks to Test and Trial Locality principles in a small area of SEND. If this is successful Torbay would like to grow and develop this model of working across more phases or education and types of need.

Torbay Local Authority are keen to work with all stakeholders to achieve this in the following timeline:



Appendix 1 - Suggested Governance for Task and Finish group to develop

