

Better Lives for Sheffield Children: A Whole System Approach to Transforming Sheffield's SEND Provision

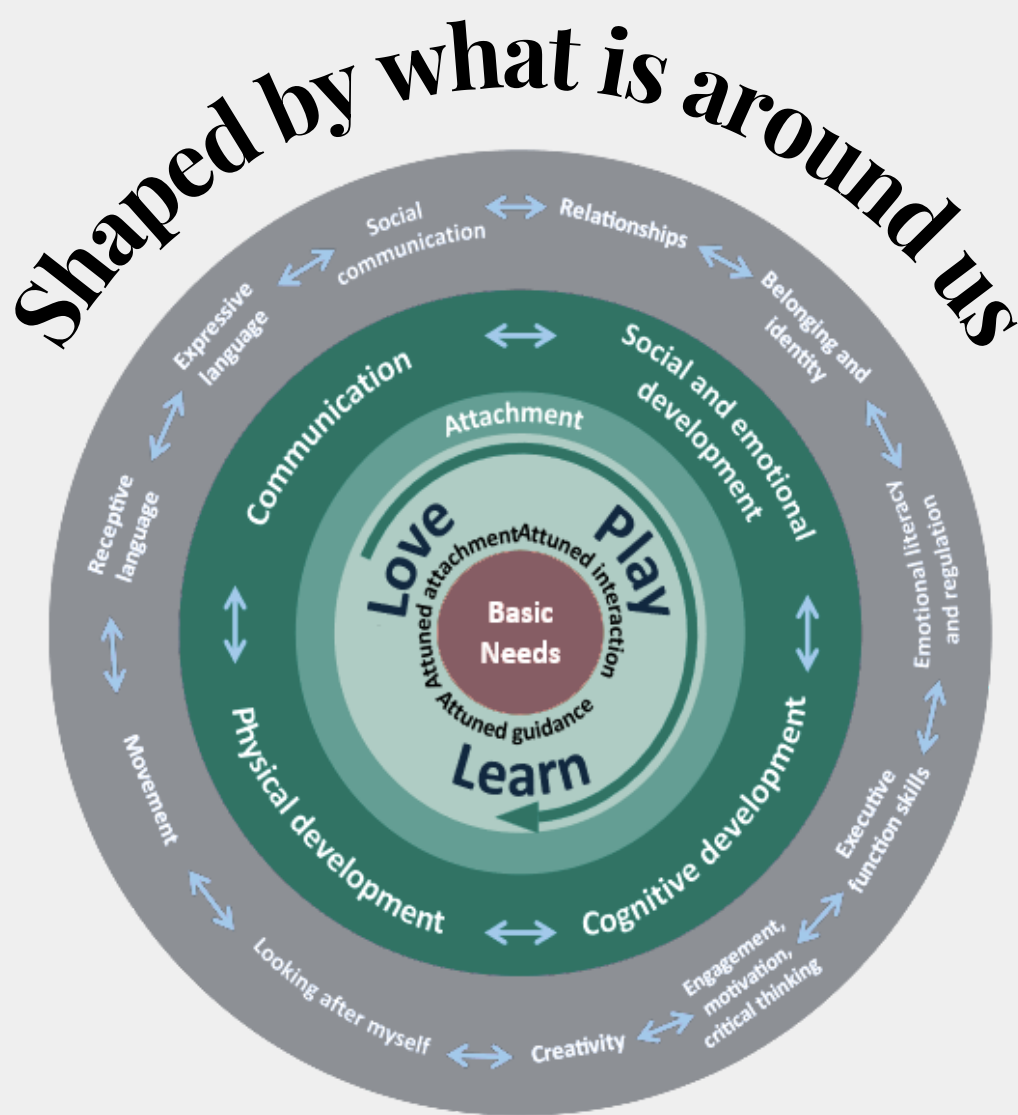
We are aiming to increase the number of children who have positive experiences and achieve good outcomes without requiring additional or different provision, at the same time as transforming our arrangements for identifying, assessing and meeting the needs of those that do.

We see these goals as *connected* and *interdependent*.

In order to:

- Provide a reference point that *connects thinking and practice*
- Direct attention towards *improving* the features of healthy development
- Inform and *support decision-making*
- Provide an *'early warning system'* that something different might be required
- Influence commissioning
- Provoke civic and corporate *action*

We co-created a holistic model of the features of healthy child development and described the features of an enabling environment



I need a physical and social environment that:

- Helps me develop *attuned relationships* and *connections* with other people
- Provides a rich range of opportunities to *explore the social world* (communication and interaction)
- Provides opportunities to *explore the physical world*
- Provides a balance of *structured* and *unstructured* time that helps me to be safe, with increasing confidence and authority
- Gives me access to resources
- Is *sensory friendly*

These ideas were informed by:

- Principles of *attuned interaction* and guidance
- Development and *socio-cultural* theories
- Ecological systems theories.

...and were created by working together in the spirit of:

- *Mutuality* - a collaborative orientation and a spirit of mutual equality.
- *Kinship* - always involving others in the decisions that affect them
- *Empathy* - an inclusive atmosphere of respect, trust and supportiveness
- *Risk* - the willingness to take relational risks in always doing the right thing
- *Commitment* - genuineness, authenticity and a commitment to our collective goals

We also wanted to embed *dialogic principles* and the *principles of attuned interaction* in all aspects of the change process.

Alongside Colwyn Trevarthen's theory of intersubjectivity (*love-play-work*), David Hargreaves' ideas about collaborative innovation networks have informed our thinking about how to go about creating the conditions for transformative, system wide change.

Both theorists stress the *centrality of relationships* in enabling development and learning (Trevarthen) and organisational change (Hargreaves), whilst Trevarthen's emphasis on play as a space for *mutual creativity* and *mutual discovery* resonates with Hargreaves' advocacy for teacher *agency* and *innovation*.



Trevarthen		Hargreaves
<i>Emotional attunement and bonding</i>	LOVE	<i>Trust and emotional connection, learning communities</i>
<i>Shared joy, exploration and creativity</i>	PLAY	<i>Collaborative innovation</i>
<i>Goal directed collaboration and problem solving</i>	WORK	<i>Shared professional purpose</i>

Co-constructed and meaningful system wide change (*work*), supported by:

- Nurturing emotional safety and trust (*love*)
- Creating a culture that values and enables collaborative inquiry and experimentation (*play*)