

Children and Young People Select Committee

Overview of SEN policy, practice and provision



Stockton-on-Tees
BOROUGH COUNCIL

Children and Young People

Children and Families Act 2014

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND).

- There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.
- It includes guidance on publishing a 'local offer' of support for children and young people with SEND.

Children and Families Act 2014

- There is new guidance for education and training settings on taking a 'graduated approach' to identifying and supporting pupils and students with SEND (replacing School Action and School Action plus).
- For children and young people with more complex needs, a co-ordinated assessment process and the new 0–25 education, health and care (EHC) plan replace statements and learning difficulty assessments (LDAs).
- There is greater focus on support that enables those with SEND to succeed in education and make a successful transition to adulthood.

Children and Families Act 2014

Definition of SEND provision

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age, ie provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

Children and Families Act 2014

Broad areas of need

Four broad areas of need give an overview of the range of needs that should be planned for, not to fit a pupil into a category. For more information see sections 6.28–6.35 of the Code. The broad areas of need are:

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, emotional and mental health
- 4 Sensory and/or physical needs.

Children and Families Act 2014

- The majority of children and young people with SEND will have their needs met within local mainstream early years providers, schools or colleges.
- A local authority must conduct an assessment of education, health and care needs and prepare an EHC plan when it considers that a child or young person may need special educational provision to be made for them in this way.
- EHC plans must specify how services will be delivered as part of a whole package and explain how, together, the services will deliver improved outcomes across education, health and social care for the child or young person

Ofsted framework

- In May 2016 the Government introduced the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have SEND. The inspection will cover education, health and social care.
- The inspection will evaluate how effectively the **local area** meets its responsibilities for children and young people with SEND, not just the Local Authority. It will cover education, health and social care.

Ofsted framework

- The inspection will look at three questions:
- Question A – How effectively does the local area **identify** children and young people who have special educational needs and/or disabilities?
- Question B – How effectively does the local area **assess and meet the needs** of children and young people who have special educational needs or disabilities?
- Question C – How effectively does the local area **improve outcomes** for children and young people who have special educational needs and disabilities?

Ofsted framework

In order to assess how well the local area **identifies** children and young people with SEND (Question A) inspectors will take account of:

- Timeliness
- The quality of identification and assessment information over the 0-25 age range.

Ofsted framework

In order to evaluate how effectively the local area **assesses and meets needs** of children and young people with SEND inspectors will take account of:

- Engagement and co-production with children and young people and their parents and carers.
- Effectiveness of coordination of assessment between agencies in joint commissioning
- Satisfaction of parents and carers and children and young people.
- The suitability of EHC plans
- The Local Offer
- That planning is appropriate to meet the needs of children and young people receiving SEN support (i.e. those without an Education, Health and Care (EHC) plan)

Ofsted framework

In order to assess how well the local area **improves outcomes** inspectors will take account of:

- Outcomes across education, health and social care
- Leaders' assessment of the effectiveness of the local area in improving outcomes for children and young people.

Stockton services

Period of reform:

- Frank self evaluation
- Working more closely with key partners across the area – SEND Development Group
- Reshaped staffing and processes
- Identified key priorities

Stockton services

Key priorities:

- Understanding our SEND population now and in the future
- Developing quality, co-produced Education. Health and Care Plans linked to personal budget where appropriate and a robust annual review procedure
- Improving outcomes for children and young people with SEND
- Establishing robust joint commissioning for children and young people with SEND
- Understanding the views of parent/carers and children/young people and using these to improve provision for children and young people with SEND
- Ensuring appropriate and sufficient specialist provision for children and young people with SEND
- Developing a coordinated approach to preparing for adulthood.

Stockton provision

- New EHCP process
- New 'One Point Panel' process
- New staffing structures, including revised educational psychology capacity
- New provision for supporting special needs children in mainstream schools.

Why the changes

- Too many children are not receiving the support they need in their home school
- Too many children are having to travel in taxis to schools across the Borough
- Children with SEN are not making the progress they should make
- Too many children are attending independent special schools out of Borough

Addressing Needs

- Provision to match the areas of need as defined in the SEN code of practice in proportion to the cohorts in Stockton:
 - Communication and Interaction,
 - Social, Emotional & Mental Health (SEMH),
 - Physical and Medical and/or Sensory,
 - Cognition and Learning.

Addressing Needs

- Each need to be reflected in provision in each of the three areas of the Borough – North, Central South.
- Provision to provide cross phase pathways so children do not need to make transition after the end of every key stage and could progress to secondary provision.
- 20 schools to be enhanced.

Current ARPs

Need	KS1	KS2	KS3	KS4	School	Total Number of Places per School	Total Number of Places per Need
Attachment and Mental Health		6			St Pauls RC Primary	6	6
ASD		8			Junction Farm	8	75
			✓	✓	Our Lady and Saint Bede RC Secondary	35	
	✓	✓			Rosebrook Primary	12	
			✓	✓	Thornaby Academy	10	
		10			Yarm Primary	10	
Cognition and Learning	10	20			Billingham South Primary School	30	90
		10			Harewood Primary School	10	
		10			Pentland Primary School	10	
		10			The Oak Tree Primary School	10	
		10			Tilery Primary School	10	
	10			Mandale Mill	10		
	10			St John the Baptist Primary School	10		
Social Emotional Mental Health			10		Bishopton Centre	10	16
	✓	✓			St Mark's CE Primary School	6	
Physical and Medical			✓	✓	Bishopsgarth School Maths and Computing	43	98
	✓	✓			Whitehouse Primary School	55	
Speech and Language	✓	✓			Mill Lane Primary School	22	22
Visual Impairment			✓	✓	Northfield School and Sports college	10	10

Proposed ARPs

Need	KS1	KS2	KS3	KS4	Places in Stockton	Total Number of Places	Previously
Communication and Interaction	5	5	5	5	South	75	75
	5	5	5	5	Central		
	5	5	5	5	North		
SEMH	3	3	3	3	South	36	22
	3	3	3	3	Central		
	3	3	3	3	North		
Physical and Medical	15	15			Whitehouse	35	55
			15	15	Bishopsgarth	30	43
Cognition and Learning	5	5	5	5	South	60	90 (+22 S&L)
	5	5	5	5	Central		
	5	5	5	5	North		
Visual and Hearing Impairment					Northfield	20	10 (and contract with MBC)
					Primary	20	

Addressing Needs

- Provision to provide support for earlier support and intervention by specialist services. Resources such as:
 - Occupational Therapy,
 - Physiotherapy,
 - Speech and Language,
 - Educational Psychology advice,
 - Specialist staff such as teaching assistants, mentor special needs coordinators
 - Outreach support to home school.

Developing a coordinated approach to preparing for adulthood.

- Preparation for Adulthood supports young people with SEN and disabilities to achieve life outcomes of paid work, independent living, good health and community inclusion as they move into adulthood.
- After compulsory school age (depending on capacity) the right to make requests and decisions under the Children's and Families Act applies to the young person directly rather than to their parents, to enable them to Prepare for Adulthood. Parents/carers and other family members can support providing the young person is happy for this.
- Preparing for Adulthood starts from year 9 onwards.
- Education Health and Care plans should support positive outcomes for young people into adulthood.

Developing a coordinated approach to preparing for adulthood.

Young people with SEN and disabilities should have equal life chances as they move into adulthood, which should include:

- Paid supported/employment, further or higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice including control over their lives and support.
- Young people and their families should be involved in strategic planning and service design and support commissioners in the design and development of future services.

Developing a coordinated approach to preparing for adulthood.

Services that have a statutory responsibility should focus on how they can support people to progress towards PfA outcomes and mainstream agencies should be more inclusive and engage in this process.

The Local Offer provides children, young people and their families with up to date and clear information on what is available locally through the Local Offer. The Local Offer will also have a feedback and review mechanism for commissioners to capture information on where the gaps are for families.

Developing a coordinated approach to preparing for adulthood.

Where are we now?

- Preparation for Adulthood **Operational Group set up** led by Senior SEN Officer and Transitions Social Worker, including range of professionals from Schools, Colleges, Health, Social Care, Transport, parent/carer forum and will also include young people, feeds into the **SEN Focus Group**.
- Preparation for Adulthood **SEN Focus Group** set up SBC Manager's Group, formed to focus on the PfA work stream.
- Development work with Parent / Carer forum Stockton United for Change including working with young people to gain their views.
- Development of PfA documentation incl;
 - PfA Pathway guidance for schools/parents/professionals linked to the SEN Code of practice
 - Guidance documentation for schools re expectations for reviews from year 9 onwards
 - PfA leaflet for young people
 - Education Health and Care Plans having specific PfA outcomes

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood



Employment

Independent living

Community Inclusion

Health



0 ----- 5 ----- 10 ----- 15 ----- 20 ----- 25

Preparing for Adulthood