



Integrated  
Treatment Services  
Client-centred Therapy

# SEND Reform

The changing landscape for  
schools

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# Current Statistics

- 15.4% of pupils in schools in England have SEN (1.3 million pupils)
- 2.8% of pupils across all schools have a statement or an EHC Plan
- 28% of primary pupils – primary need of speech, language and communication
- 25% of secondary pupils - primary need of moderate learning difficulty
- 24.5% with a statement or EHC plan had a primary need of ASD
- Nearly 30% of pupils with SEN eligible for FSM





# 21<sup>st</sup> Century Children

- Prematurity
  - 1 in 8 babies are born prematurely
  - 96% survive and over half will have a disability
  - Nearly half of all babies born at 23/24 weeks will survive
  - Brains which are wired differently
- Fetal alcohol spectrum disorder
  - Largest non-genetic cause of complex learning difficulties
  - 1 in 100 babies born with FASD
  - Affects area of brain that controls numeracy and mathematical computation
  - Can often go undiagnosed - ASD

# 21<sup>st</sup> Century Children

- Drugs and Smoking
  - 4 babies per day born addicted to drugs in UK
  - Babies born to smokers weighed 200 grams, or just under half a pound, less than babies of non-smoking moms
  - children born to smokers have lower achievements in reading and maths, and an increased risk of developing asthma
- Chromosome Disorder
  - 1 in 200 babies born with chromosome disorder
  - Syndromes without a name
- Mental Health
  - 10% of children and young people with have a mental health need at any one time
  - Children and young people with a learning difficulty six times more likely to have mental health need

# Why reform?

- Children's special needs were not picked up early enough and therefore support was not put in place early enough
- Staff did not have the knowledge, skills and understanding to provide the right support
- Parents did not know what they could expect from their local early years provision, schools, colleges or local authorities without having to fight for it
- Too low aspirations for children and young people
- Children and young people with SEND did not have an entitlement to a co-ordinated assessment process up to 25
- Over-identification of SEN due to poor teaching
- New Government in 2010

# Background

- May 2010 – New coalition government
- March 2011 – Green Paper Support and aspiration: A new approach to special educational needs and disability
- May 2012 – Next Steps – Department response
- February 2013 – Children and Families Bill introduced in House of Commons
- March 2014 – Children and Families Act 2014
- July 2014 – Final Code of Practice published
- September 2014 – Implementation of Children and Families Act
- September 2014 – Transitional arrangements
- April 2015 – Revised Code of Practice

# SEND Code of Practice

- Published January 2015
- Implementation from April 2015
- 292 pages
- 11 chapters plus Introduction
- Annex 1 – Mental Capacity
- Annex 2 – Improving practice and staff training in education settings
- It is statutory guidance on duties, policies and procedures relating to Part 3 of Children and Families Act
- The Special Educational Needs and Disability Regulations 2014



# Key elements of SEND Reform

- System from 0 – 25 bringing together education, health and social care
- Local Offer and SEN Information Report
- Statements and LDAs to Education, Health and Care Plans
- SA and SA+ to SEN Support
- Graduated Approach
- Removal of behaviour as a category of need
- Engaging with parents and pupils
- Review of assessment, monitoring, record-keeping, evaluating
- Effective use of school resources

# System for 0 – 25 – Education, Health & Social Care

- Identification from birth
- Support until 25
- Brings together Education, Health and Social Care
- Increasing number of young people with very complex needs
- Education system that does not support these young people
- Academic achievement?
- 16 year olds are young people
- What provision will there be in the future for 16 – 25?
- While three services have single budgets will they be able to work in a multi-disciplinary way to met the needs of all young people

# Local Offer & SEN Information Report

- LA duty to produce Local Offer – updated frequently
- In place by September 2014
- Duty on schools to co-operate in the production of Local Offer
- No such thing as a School Offer
- Governing Body duty to ensure SEN Information Report is published
- Section 6.79 of Code of Practice
- Should be developed with parents and pupils – updated annually
- SEN Information Report should link to Local Offer
- SEND Policy

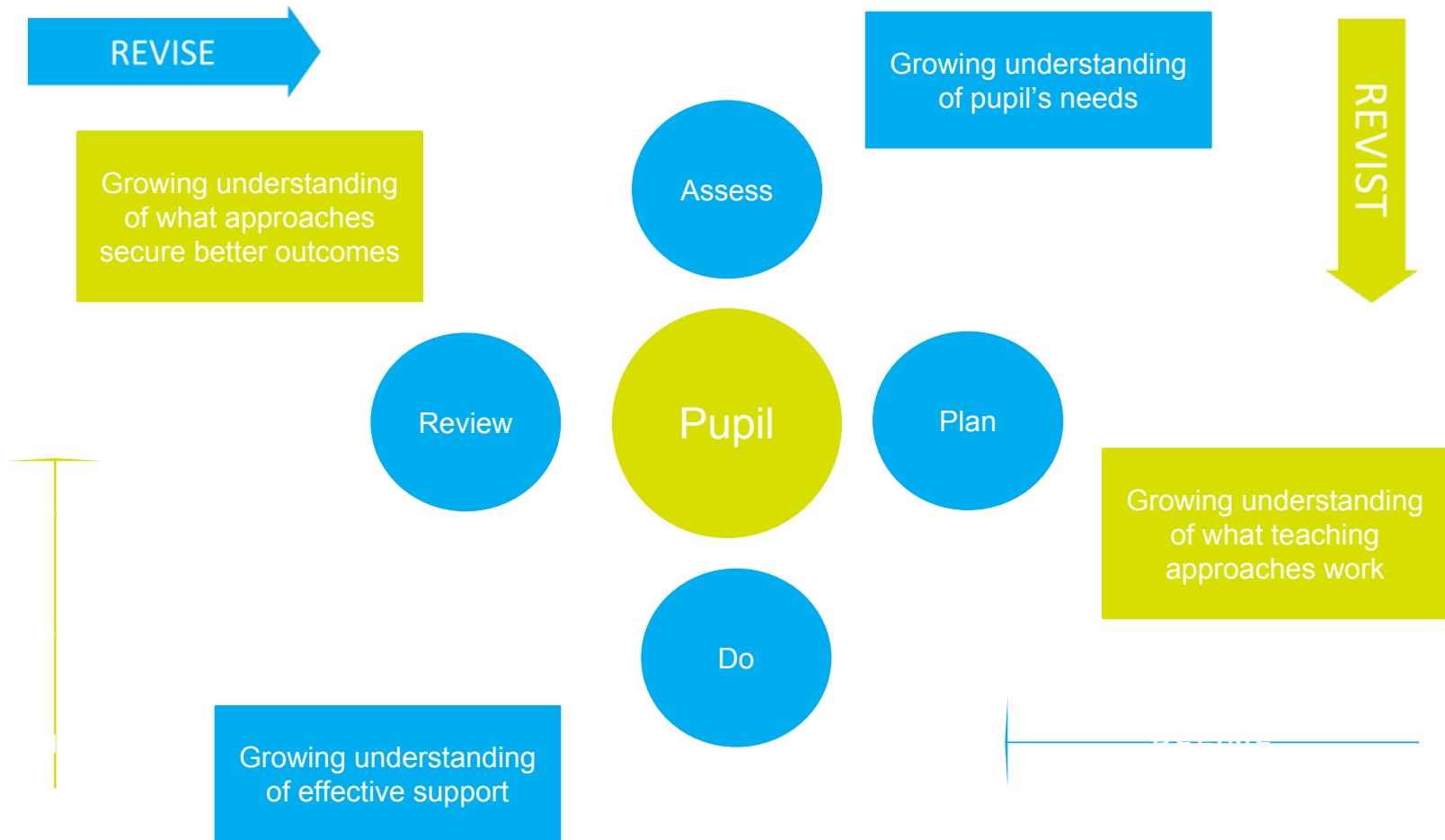
# Statements and LDAs to Education, Health and Care Plans

- LA responsibility to manage the transfers
- Re-assessment not just “cut and paste”
- Schools duty to co-operate with local authority
- 2014-15
  - Young people transferring to a post 16 institution or an apprenticeship (Year 11)
  - Young people moving to a FE College
  - Children and young people with a non- statutory EHC Plan (Pathfinder areas)
- Many LAs did more than this
- Extension of time-frame for the transfer to take place – now 20 weeks
- Many schools being asked to do transfer reviews with no LA representative present
- Personal budgets

# SA and SA+ to SEN Support

- Single category – SEN Support in place
- Many schools did this for January census
- Reduction in numbers – underachievement or SEN
- No funding implications
- Key message – Every teacher is responsible and accountable for the progress and development of pupils in their class
- High quality, differentiated teaching is first response to pupils with SEN
- SEN Support requires provision that is different or additional
- Effective use of support staff
- Progress meetings with parents and pupils
- Graduated approach

# The Graduated Approach



# Removal of behaviour as a category of need

- Behaviour, Emotional and Social Difficulties (BESD) replaced by Social, Emotional and Mental Health Difficulties (SEMHD)
- Teachers identify underlying need not the behaviour
- Whole school behaviour management policy and procedures
- School is the first tier response to Mental Health Needs
- Ofsted introducing new judgement on personal development, behaviour and welfare from September 2015
- Lack of support from health colleagues
- Professional Development for staff

# Engaging with parents and pupils

- Need to reassure parents that, because the system has changed, it does not mean that children who have SEN won't get the support they need
- Review and refresh the schools procedures for effective engagement to ensure children, young people and parents are involved in decision making and planning.
- Once SEN Support is required - regular meetings to set clear outcomes and review progress (3 times per year)
- Effective communication
- Asking the right questions
- SEN Information Report and Local Offer
- Ensure parents are involved in on-going planning, progress reporting and decision making



# Effective use of resources

- LAs been given funding to implement reforms
- Schools have had no additional funds
- Schools implementing new curriculum & assessment
- Budget given to schools (notional SEN budget) has nothing to do with numbers of pupils identified with SEN
- Effective use of teaching and non-teaching staff
- Evidence based interventions
- Lack of local authority support and services
- Commissioning specialist support

# Preparing for adulthood

- Key is starting early
- Working with families
- Developing social groups and friendships
- Transition from each phase of education
- All pupils engage in all activities
- Develop independence
- High aspirations about employment, independent living and community participation developed through curriculum and extra – curricula provision
- EHC plan review from Year 9 must focus on preparing for adulthood
- Person-centred planning

# September 2015 – What next?

- Develop a time-line for all your statement to EHCP transfers and ensure you have all the paperwork prepared for the review dates
- Hold a pre – meeting with parents/pupil to ensure they understand the transfer process and the LA duty in undertaking the review
- Review the SEN Information Report and revise if necessary – Get Governing Body approval for revised report
- Review your SEN Support list and ensure that all pupils are getting their “additional and/or different” provision
- Establish an annual meeting time-table for the SEN Support teacher, parent & pupil progress meetings
- Carry out an audit of staff training needs – use this to develop SEN training programme
- Review the deployment of all of the SEN support staff to ensure they are being deployed effectively
- Regularly monitor pupil progress – if progress not being made then find out why and support staff in making changes to provision

# Thank you

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