



Integrated
Treatment Services
Client-centred Therapy

Latest SEND Update

Lorraine Petersen

Meeting Event Name



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



SEND Reform

- Children and Families Act – September 2014
- SEND Code of Practice – January 2015
- Transitional Arrangements – March 2018
- Implementation survey of local authorities – December 2015
- Mapping user experiences of the EHC process: A qualitative study – April 2016 – DfE and Government Social Resource
- The Local Offer – Publication of comments
- Statements of SEN and EHC plans England: 2016
- Outcomes of Ofsted & CQC Local Area Inspections
- Making it Personal – DfE & Kids

New Report – DfE & GSR

Mapping user experiences of the Education, Health and Care process: a qualitative study

- There is a need to draw up guidance on how best to effectively elicit and act upon the views of children and young people with SEND within the feedback process.
- Good practice for service delivery and acting on feedback needs to be shared. We hope that the website will be widely disseminated to support this.
- There would be great benefit in adding examples of innovative practice as well as ways to overcome barriers to the website in order to share ideas across services.
- There is a need to monitor use of the website to understand who is using it, how it is being used and what impact it is having.
- Local authorities involved in this study should be revisited over the longer term to assess how they took forward their proposed changes and the impacts of these. Lessons learnt should feed into advice on the website.

The Local Offer - Publication of comments

An LA must seek the views of children, young people & their parents on the Local Offer, including:

- The content, the quality of the provision available and any provision that is not available
- The accessibility of the information
- How it has been developed or reviewed, and how CYP & parents have been involved.

Comments must be published at least annually, without identifying who have made those comments, and including the actions the LA has taken in response.

Statements of SEN and EHC plans England:2016

- 74,210 statutory EHC plans
- 182,105 statements
- 256,315 combined – increase greater than in previous years
- 42,005 transfers from statements to EHC plans (18.2%)
- 46.7 % attend mainstream schools
- 40.5% attend special schools
- 4.0% attend independent special schools
- 8.9% attend other institutions (FE College) or educated through other arrangements
- 59.2% EHC plans issues within 20 weeks
- 2,205 personal budgets in place
- 1400 mediation cases – 345 were followed by appeals to the tribunal

Making it Personal

A guide to Personalisation, Personal Budgets and Education, Health and Care Plans

DfE and Kids – Rona Tutt

- Introduction and background
- Personalisation and person-centred planning
- EHC plans and personal budgets
- Myths and facts about personal budgets
- Barriers, challenges and solutions
- Funding, commissioning and income generation
- Supporting children, young people and families
- The Local Offer and personal budget plans

Educational Reform

- Childcare Act 2016
- National Curriculum
- Assessment and Examinations
- Access Arrangements
- School workforce
- Ofsted Inspection
- Funding
- White Paper – Educational Excellence Everywhere

Childcare Act

- To be introduced in September 2017
- 30 hours of free childcare
- National Living Wage
- Expected level of qualification
- Part-time provision v full-time provision
- PVI early years providers
- Disparity between PVI and maintained nurseries
- Capacity?
- SEND and Childcare/ Early Years

National Curriculum

- Taught in all maintained primary and secondary schools from September 2014 – all pupils commence September 2015
- Does not have to be taught in academies and free schools
- Sets high expectations for what teachers should teach BUT gives them freedom in how to teach
- Removal of levels but performance descriptors for KS 1 and 2 statutory teacher assessment
- Set high standards for what pupils should be able to achieve at the end of a key stage BUT for schools to decide how to assess against the curriculum

Schools should provide a curriculum that meets the needs of their pupils

Assessment

- Integrated development check at 2/2.5 years
- No Baseline Assessment – “School readiness” in 2017
- End of KS 1 and KS2 – Scaled score – Interim TA standards
- Interim pre-key stage standards
- Assessment language at transition
- Re-sit SATS in Year 7
- On-line tables test – 2017
- Changes to GCSE – Progress 8



Interim arrangements for statutory assessment

- Rochford Review – those working below the standards of the national curriculum tests
- Interim pre-key stage standards
- End of KS1
 - Foundations for the expected standard
- End of Key Stage 2
 - Growing development of the expected standard
 - Early development of the expected standard
 - Foundations for the expected standard
- What is the future of P Levels?

Access Arrangements

- Significant increase in the number of students requiring AA
- JCQ Adjustments for candidates with disabilities and learning difficulties
- Increased role of SENCO
- Specialist Assessor – specialist teacher with a current SpLD Assessment Practising Certificate or an appropriately qualified psychologist registered with the Health and Care Professions Council
- Normal way of working
- End of KS2 Access Arrangements - In the event of a moderation visit the school must have evidence to show normal way of working

School Workforce

- Historically teachers and teaching assistants
- SENCO – Strategic Leader (SLT)
- Every teacher is responsible and accountable for all pupils
- Delegation of funding
- Effective deployment of all staff
- Outcomes and impact for pupils are key
- Recruitment and retention of staff
- Loss of central services
- Specialist Staff
 - Employ
 - Local services
 - Private
 - Other schools



Ofsted Inspection – September 2015

- A new common Inspection Framework for all early years settings on the EY Register, maintained schools and academies, non-association independent schools and FE and skills providers
- Greater consistency across all settings
- Inspectors will inspect the type of provision for which they have appropriate expertise and training
- New Inspection Handbooks specific to each remit will underpin the new Framework
- Introduce frequent but shorter inspections - focus on ensuring that good standards have been maintained
- Greater professional dialogue between inspectors and leaders
- Schools and academies judged good at last section 5 will receive a short inspection approximately every three years
- All Inspectors will be contracted directly to Ofsted

Ofsted and CQC Inspections

- From May 2015 Ofsted and CQC will be carrying out local authority inspections to see how the implementation of the SEND reforms are being managed. As part of these inspections Ofsted will visit schools to seek information from them about how they feel the implementation process is going.



School Funding 2016 - 2017

- Element 1 – Per pupil amount – a percentage of this should be spent on supporting SEN – local formula
- Element 2 – Notional SEN budget – support interventions and support for those identified with SEN – Expected school will spend £6000
- Element 3 – Top-Up Funding (High Needs)
- Special Schools £10,000 plus top-up
- Pupil Premium
 - £1320, £935, £1900 and £300

School Funding 2017

- Dedicated School Grant – schools, high needs and early years

Addition of 4th “central schools block” (central school services, historic LA commitments)

- Block A – Per pupil
- Block B – additional needs (socio-economic, low prior attainment & EAL)
- Block C – School costs
- Block D – Geographic costs



High Needs Funding

- High needs funding distribution from central to local government – formula-driven – proxy indicators of need

5 factors

- Population Factor – basic unit of funding
 - Health and disability factors
 - Low attainment factors
 - Deprivation factors
 - 2016-17 spending level factor
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- No changes to allocated amounts for special schools- £10,000 per place per annum
 - Notional spend of £6000 per pupil for mainstream schools

Educational Excellence Everywhere

1.55 (d) Meeting the needs of neglected groups of children – focus on boosting the attainment of four groups of children – Lowest attaining, academically more-able, those with SEND and reforming AP provision

6.21 We are also looking carefully at the assessment of pupils with SEND to ensure it helps teachers to support progress effectively

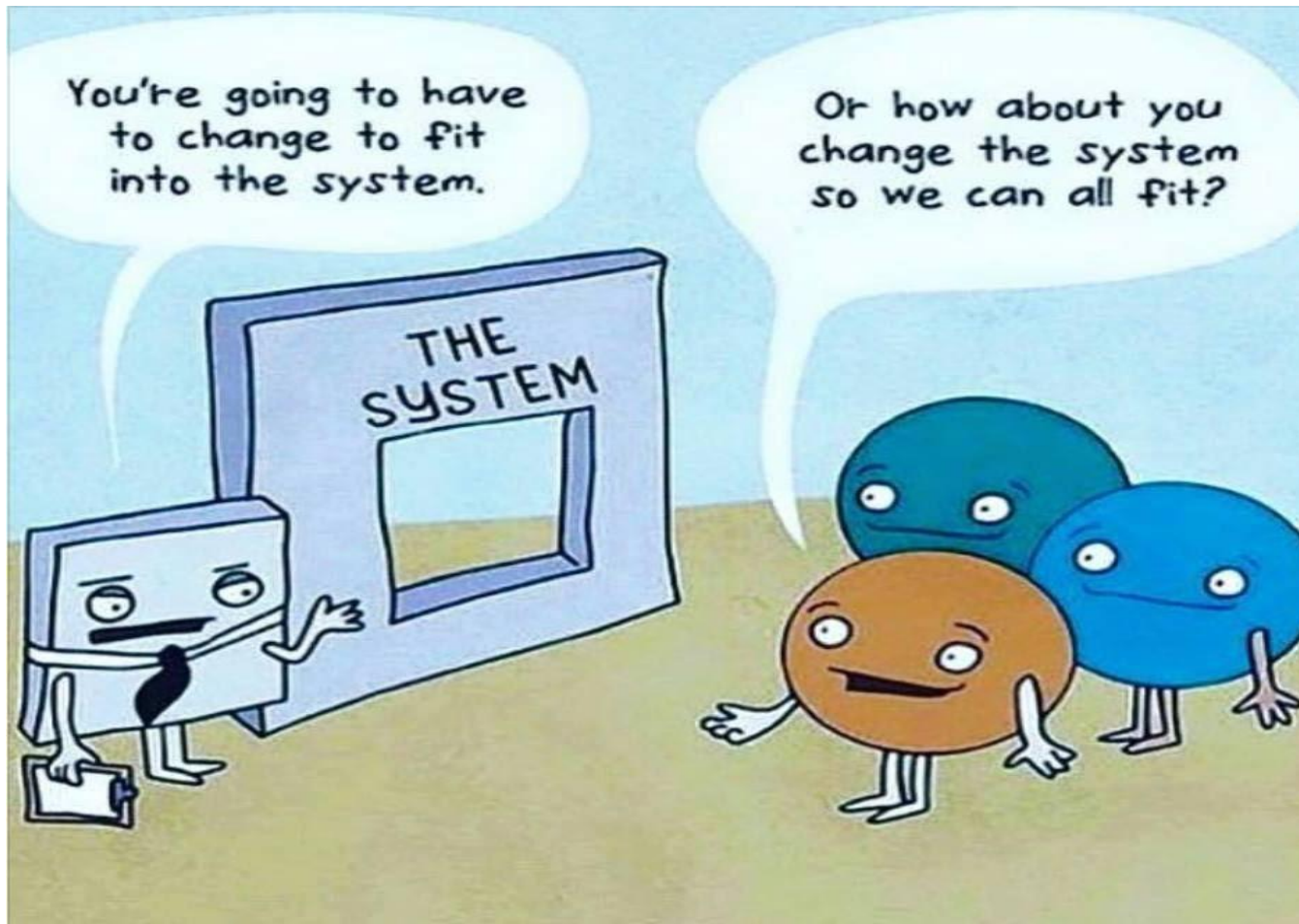
6.60 – 6.70 Improving support for children with additional needs – measuring progress of LAC – pupils with SEND achieve well – Improved teacher training and access to training and support on specific impairments for professionals working in schools and colleges – improved evidence base of what works

8.15 Local authorities will continue to identify children with SEND and secure effective provision for those with high needs – reform to high needs funding

Watch out for!

- Alternative Baseline Assessment - 2017
- Changes to KS1 SATs - 2017
- National Standard scaled score at end of KS1 and KS2
- Re-sits of SATS in Year 7 - 2017
- On-line tables test - 2017
- Phonics Check extended to Year 3
- Childcare Act
- Future of P Scales
- Assessment arrangements in 2017
- January Census Statistics
- Rise in number of pupils with SEMH
- Access arrangements at end of KS2

Square holes – round pegs!



Thank you

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