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Special Educational Needs and/or Disabilities (SEND) Reform Updates – June 2014

Available on the Visible Learning Platform

<http://bit.do/governors>

Aims:

- Overview of SEND Reforms
- Understanding of legislation changes
- Assessment processes
- Impact on Academy Advisory Boards



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The case for change

- Too many children with SEND have their needs picked up late
- Pupils with SEND do less well than their peers and are more likely to make an unsuccessful transition to adulthood
- Schools focus on the SEND label rather than meeting pupils' needs
- Statements and Learning Difficulty Assessments do not focus on life outcomes
- Too many families battle to find out about available support
- Pupils transferring to further education enter a very different system that frequently fail to protect their rights



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The new vision

- Children' SEND are picked up early and support is routinely put in place quickly
- Staff have the knowledge, understanding and skills to provide the right support to SEND pupils
- Parents know what they can reasonably expect their school, college and LA to provide, without having to fight for it
- Aspirations for SEND pupils are raised through increased focus on life outcomes, including employment
- For more complex needs, an integrated assessment (Education, Health and Care Plan) provides a single plan
- Greater control for parents and children over the services they use



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New legislation highlights

- Requirement for LAs, health and care services to commission services jointly, ensuring needs of children/young people are met
- LAs publish a clear, transparent 'local offer' of services, so parents, children and young people understand what is available
- Local offer to be developed with parents, children and young people
- A streamlined assessment process, coordinated across education, health and care, involving children, young people and their families
- 0-25 Education, Health and Care Plan (EHC), replacing the current Statement and Learning Difficulty Assessments
- EHCs reflect the child or young person's aspirations for the future as well as current needs

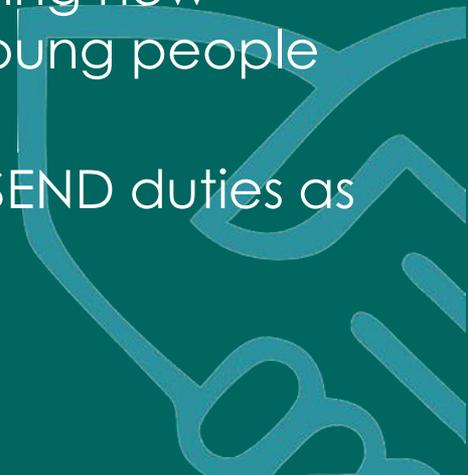


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legislation highlights continued...

- New duty on health commissioners to deliver the health elements of EHC plans
- Option of a personal budget for families and young people with an EHC, extending choice and control over support
- New statutory protections for young people aged 16-25 in FE, including right to request particular institution named in their EHC and the right to appeal to the First-Tier Tribunal
- Stronger focus on preparing for adulthood including new powers for LAs to provide children's services to young people over 18 to improve transition to adult services
- Academies and Free Schools to have the same SEND duties as maintained schools

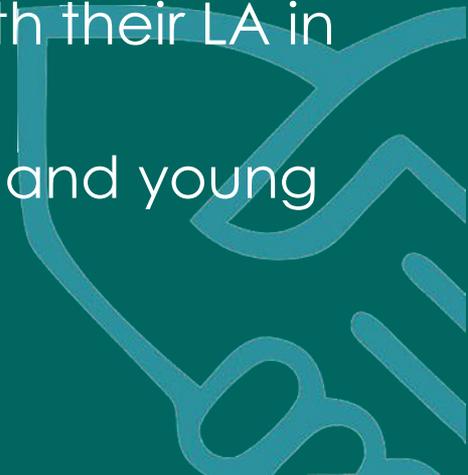


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High expectations for SEND pupils

- Equality Act 2010 requires settings to make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability
- Providers must use their best endeavours to ensure that the necessary provision is made for any individual who has SEND
- All schools and providers must cooperate with their LA in developing the local offer
- LAs must consult widely and include parents and young people in developing the local offer



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Schools and nurseries, must:

- Designate an appropriate member of staff* as Special Educational Needs Coordinator (SENCo) with responsibility for coordinating provision for SEND pupils
- Ensure that SEND pupils take part in school activities together with children who do not have SEND, as far as possible
- Publish information on the SEND policy, and the measures and facilities in place to assist access for disabled children

**a trained teacher with (or working towards within 3 years) The National Award in Special Educational Needs Coordination*

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Non statutory EHC plan

- Person centred, holistic non statutory plan to support children and young people, where a need(s) identified
- Encourages professionals to work together with the family to identify clear outcomes
- Provides consistency of paperwork for parents and schools
- Provides consistency in terminology
- No need to start from “scratch” (cumulative approach)
- Easier to move in and out of statutory/non statutory framework (spanning 0-25 age range)



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Impact on AABs

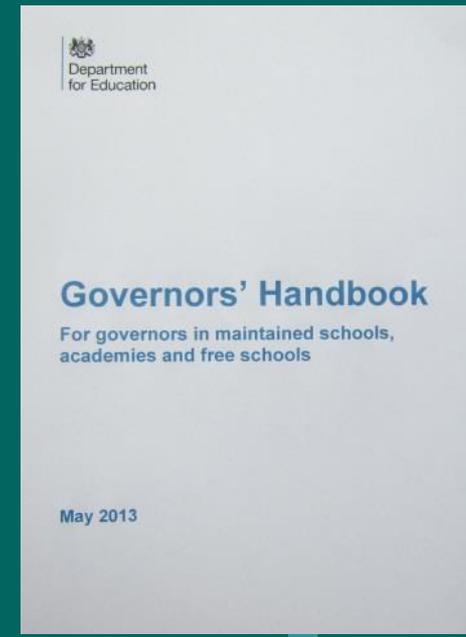
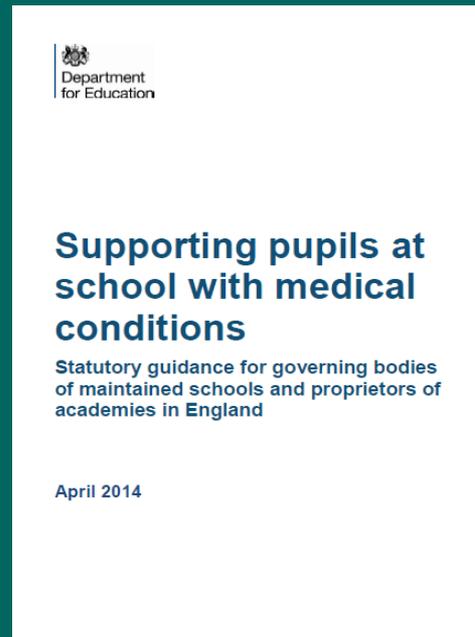
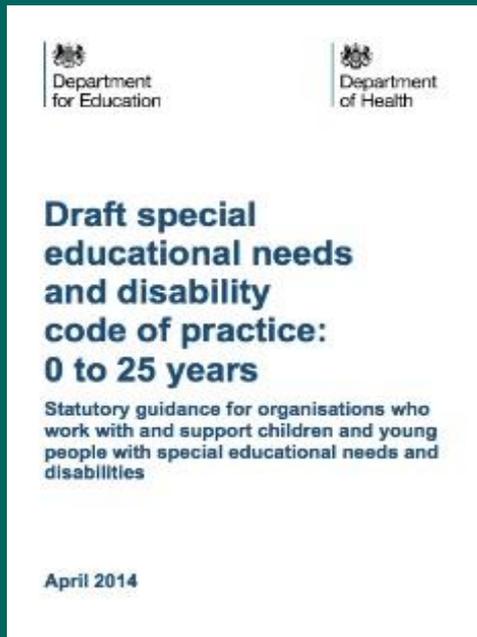
- Need to have an understanding of the changes in legislation and impact on pupils in your school
- SEND pupils, provision and progress need to feature on FAB agendas
- SENCo and SEND lead governor reports and updates should feature regularly on FAB agendas
- Understanding of the local offer
- Understanding of the schools SEND funding
- Never be afraid to ask questions, you are the supporters of pupils in your school and have a duty for SEND pupils



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Latest publications



<https://www.education.gov.uk/consultations/downloadabledocs/draft%20SEN%20Code%20of%20practice.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/198755/governors_handbook_-_may_2013.pdf

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Other useful SEND links:

<https://www.gov.uk/childrens-education-advisory-service>

<http://www.education.gov.uk/schools/pupilsupport/sen>

<http://www.ipsea.org.uk/Apps/Content/News/?id=424>

<http://www.sentrain.net/>

<http://councilfordisabledchildren.org.uk/>

<http://dashboard.Ofsted.gov.uk/index.php>

www.fft.org.uk/fft-live/governor-dashboard.aspx

www.education.gov.uk/schools/performance/

www.tengovernor.com/

www.nasen.org.uk

