



MANCHESTER  
CITY COUNCIL

# Special Educational Needs and Disability Reform

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# Aims of this session:



- To hear about and discuss the reforms relating to children and young people with Special Educational Needs and Disabilities (SEND)
- To have the opportunity to consider governor responsibilities relating to pupils with SEND

# **When do the new SEND reforms become law?**

# It is legislation now - from Sept 14!



- Involvement of children, young people and parents at the heart of legislation,
- Academies, Free Schools, Further Education and sixth form colleges have the same SEN duties as maintained schools.
- LAs to publish a clear, transparent 'local offer' of services so parents and young people can understand what is available; developed with parents and young people.
- More streamlined assessment process, which integrates education, health and care services, and involves children and young people and their families.

# Key highlights cont.....

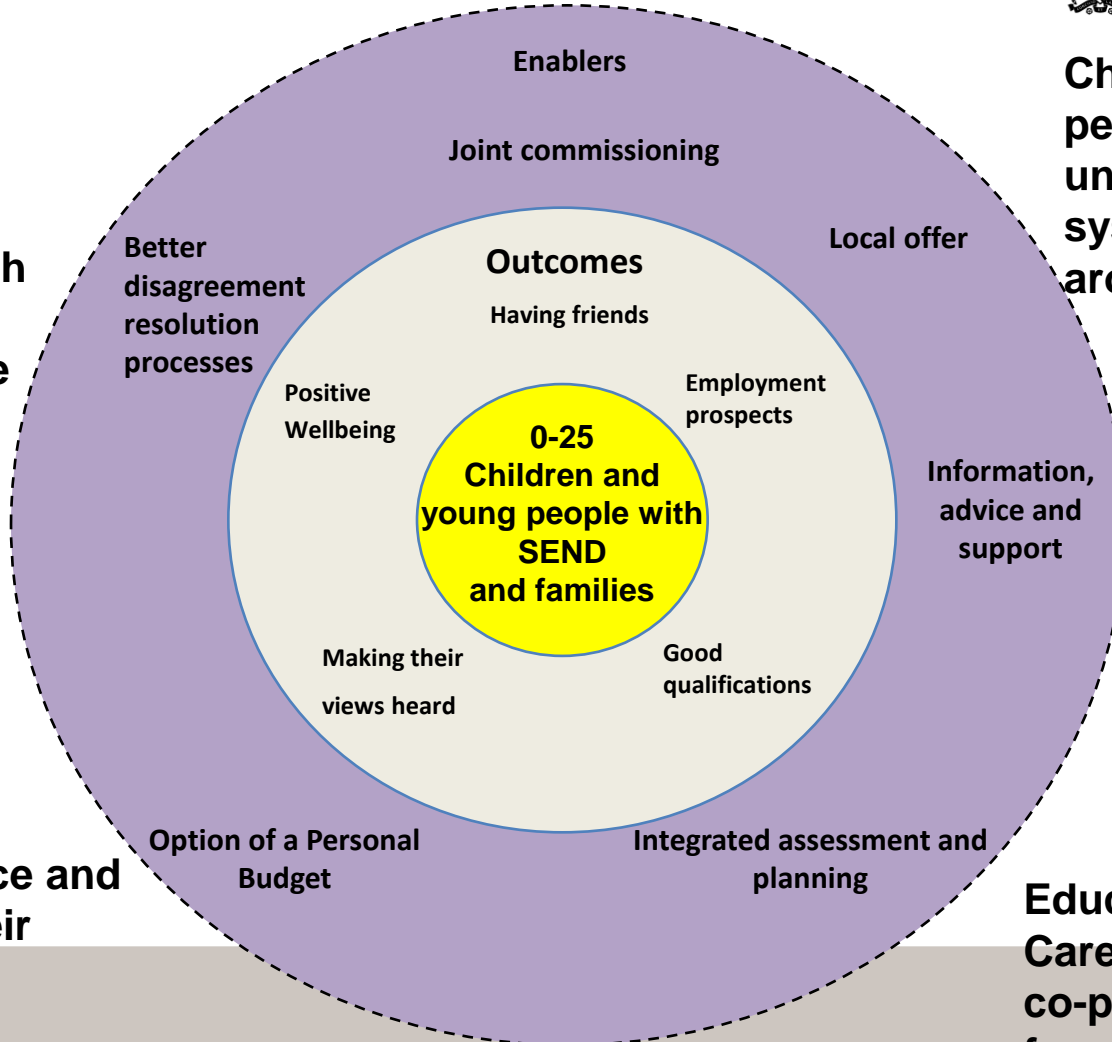


- New 0-25 Education, Health and Care Plan (replaces Statements and Learning Difficulty Assessments), which reflects the child or young person's aspirations for the future, as well as their current needs.
- New requirement for LAs, health and care services to commission services jointly, to ensure that the needs of children and young people with SEND are met.
- Option of a personal budget for families and young people with a Plan, extending choice and control over their support.
- New statutory protections for young people aged 16-25 in FE and a stronger focus on preparing for adulthood.

# The reform vision: Children and young people at the centre



**Children, young people and parents understand a joined up system, designed around their needs.**



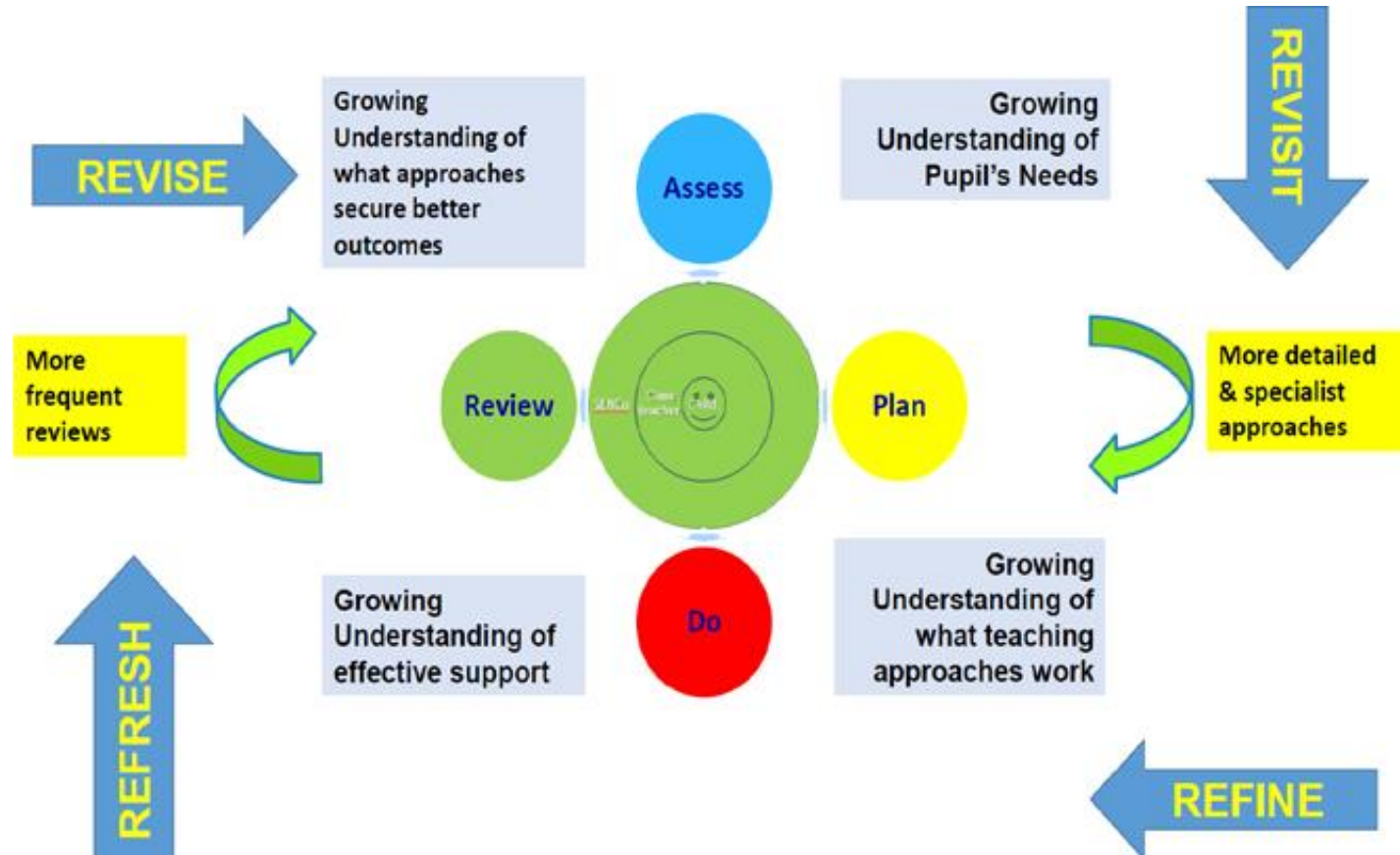
**Where disagreements happen, they can be resolved early and amicably, with the option of a Tribunal for those that need it.**

**Extending choice and control over their support.**

**Education Health and Care plan is holistic, co-produced and focused on outcomes.**

**Do all children and young people  
with SEND need an  
Education, Health and Care (EHC)  
plan?**

# No! Every maintained school has delegated funding to.....



# SEN Support



- This replaces School Action / School Action Plus. It is the category of support for children with SEND but not with EHC plans.
- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.
- The DfE anticipate that most children to be in the SEN support category by spring 2015, with all pupils moving to SEN support by September 2015.

# Admissions and Inclusion



- General principle in law that children and young people with SEND should be educated in mainstream settings.
- Preferences of child's parents or young person for where they should be educated to be met wherever possible.
- The LA must comply with that preference and name the school or college on the EHC plan unless it would:  
*Be unsuitable for the age, ability, aptitude or SEND of the child or young person; or*  
*The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.*
- Where a child or young person has SEND but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances

# Remember.....



Mainstream schools including nursery schools must:

- use their best endeavours to ensure that the necessary provision is made for any child or young person who has SEND
- designate an appropriate member of **teaching** staff be the SENCO;
- publish information on their SEN policy, and measures and facilities put in place to assist access for disabled children.

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, and they must not discriminate against or harass them.

# What do we mean by SEND?

# Definition of SEND



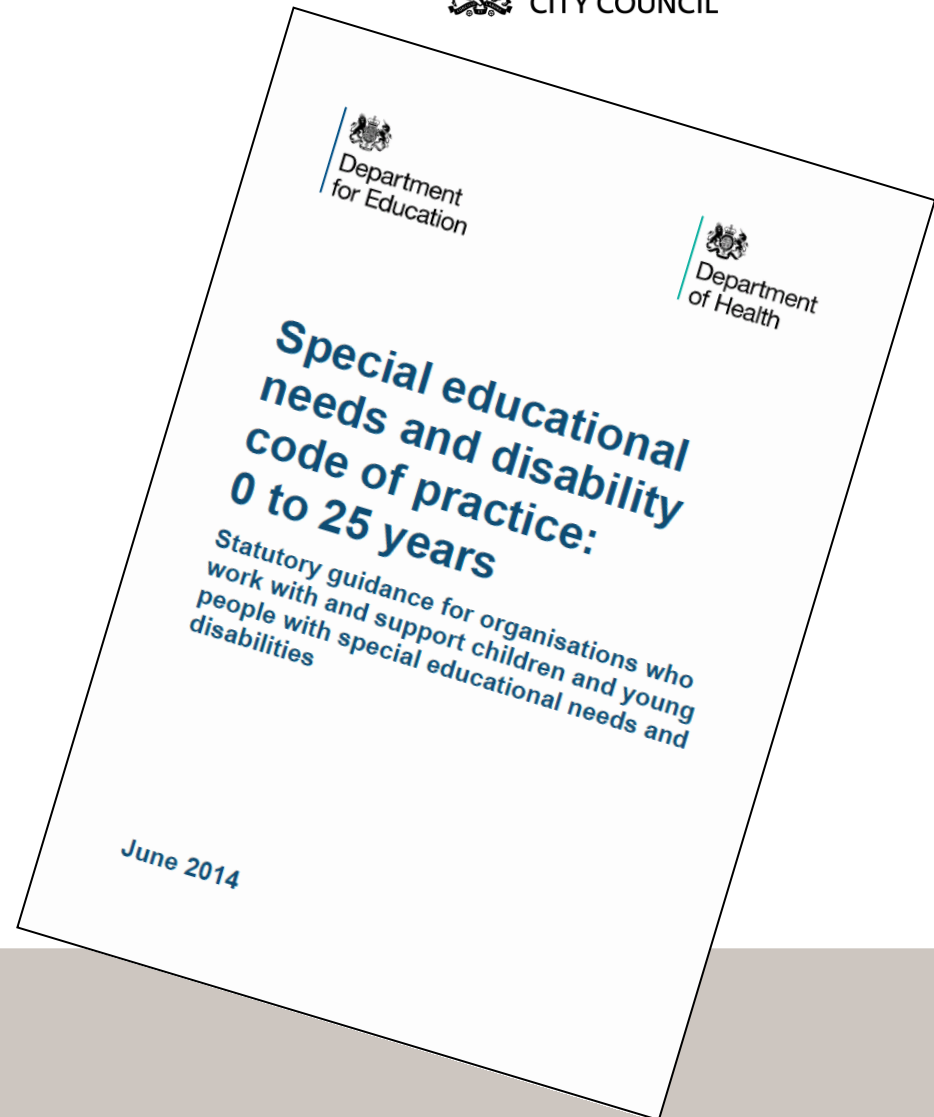
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, settings or post 16 institutions

# What is the Code of Practice?

- Statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations.
- Provides practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND).



**How many children and young people in Manchester have a statement of special educational need/EHC plan?**

# Pupils with SEND in Manchester – January 2014



**20.4% school population have SEN**

63% of total SEN population are male

**Main categories of need:**

**Primary schools:**

- Moderate Learning Difficulties,
- Speech Language Communication Needs,
- Social Emotional Behaviour Difficulties,

**Secondary schools:**

- Social Emotional Behaviour Difficulties,
- Moderate Learning Difficulties

**17.7% pupils have SEN but no statement**

# SEND high needs - schools



- Manchester maintains **2269** statements
- Primary types of need:
  - Severe Learning Difficulties (SLD)
  - Autistic Spectrum Disorders (ASD)
  - Social Emotional Behaviour Difficulties (SEBD)
- 49% state funded mainstream placements
- 48% special school placements
- 3% – Pupil Referral Units/Alternative Provisions
- 270 resource agreements in mainstream schools

*Resource Agreements ceased in Sept 14. A new 'Temporary Funding Agreement' is only given for exceptional circumstances.*

**Do EHC plans need to be  
person centred to reflect the  
views of the young person and  
their family?**

# Yes – DEFINITELY!



The Education, Health and Care Plan **MUST** have:

- SECTION A:** All about me
- SECTION B:** My special educational needs
- SECTION C:** My health needs
- SECTION D:** My care needs
- SECTION E:** My outcomes
- SECTION F:** Educational provision to meet my needs
- SECTION G:** Health provision to meet my needs
- SECTION H:** Care provision to meet my needs
- SECTION I :** Placement
- SECTION J :** Personal Budgets
- SECTION K:** Advice and information



# Lancasterian Organisation

Ask me!

What do I  
want?

What do I  
need?



# EHC assessment and plans



EHC plans should be:

- clear, concise, readable and accessible to parents, children, young people and practitioners;
- specific on special educational needs, **outcomes** and provision needed for the special educational needs, health and care, with clearly identified sections;
- supportive of preparation for key transition points;
- portable.

**How do parents and carers and young people find out about what is available locally?**

# Through the local offer – but what is it?



All local authorities **must** publish a Local Offer, setting out in one place information about provision that is available across education, health and social care for children and young people who have SEND (including those who do **not** have EHC plans).

Schools are required to co-operate with the LA in developing and reviewing the Local Offer and must produce their own 'SEN Information Report'

# Purposes of the Local Offer



The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision in the local area and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, their parents/carers, and service providers in its development and review

# Local Offer: What must be included

- Education, health and social care provision for SEND ;
- How parents and young people request assessments for EHC plan
- Arrangements for identifying and assessing SEND;
- Other educational provision such as sports or arts provision;
- Post-16 education and training provision;
- Apprenticeships, Traineeships, and Supported Internships;
- Arrangements for travel;
- Support to help movement between phases of education
- Sources of information, advice and support relating to SEND
- Childcare, including provision for disabled children and with SEND;
- Leisure activities;
- Support available to young people in higher education
- Arrangements for resolving disagreements, mediation, parents' and young people's rights to appeal to Tribunal and routes of complaint and redress for health and social care.

# **Key points for governors to note relating to the SEND reforms**

# What the reforms means for governors



- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Must ensure that there is a **qualified teacher** designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

# Information regulations



- Schools must now publish a ‘SEND information report’ about the school’s SEND policy, its implementation and current arrangements. This should be available now.
- Schools should ensure that the information is easily accessible by young people and parents/carers and is set out in clear, straightforward language. It should include information on the school’s SEND policy and named contacts within the school for situations where young people or parents/carers have concerns.
- It should also give details of the school’s contribution to the Local Offer and must include information on where the LA’s Local Offer is published.

# What will success look like?

## Positive outcomes for young people and their families

- Improved attainment and progression.
- Increase in the percentage of school and college leavers going to, or staying in, Education, Employment and Training.
- Young people and their families know what support there is and how to access it.

## Positive experience of the system for young people and their families

- Planned and well managed transition at key points – from school to college and from college into adulthood.
- Parents and young people get the right support at the right time and feel that they are listened to and in control of their choices, decisions and opportunities.

## Effective preparation for adulthood

- Conversations about future aspirations start early – at least by Year 9 Review.
- Increase in programmes to help employability – e.g. apprenticeships, traineeships and supported internships.
- More young people able to live independently and participate fully in the community.

**Any questions?**

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