

SEND

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Tonight we will have a whistle stop tour of...

- ▶ The formal 'stuff' that governors need to know
- ▶ The information governors should/must expect to receive in relation to SEND
- ▶ The 'stuff' that governors need to know but is probably not written down anywhere!

The formal 'stuff' that governors need to know

- ▶ Reforms
 - The need for change
 - The vision
- ▶ Legislation and non-legislative requirements
- ▶ The role of the governing body
- ▶ Transferring to the new system
- ▶ Local Offer

SEND Reforms

- ▶ The role of *Governors*
- ▶ A collective responsibility
- ▶ What does it mean for *Governors*?
- ▶ What actions are needed?

Reforms...why change?:

- ▶ The existing system was too complicated - not outcome focused
- ▶ Transition from children to adult services - extremely fragile
- ▶ Challenging for parents
- ▶ Lamb Inquiry 2009 - SEN linked to falling behind
- ▶ Research based need for change - Achievement for All - good outcomes for children with SEN

Reforms - The Vision

- ▶ Early intervention
- ▶ Skilled support for children with SEN
- ▶ A meaningful Local Offer that removes the battle for parents and that gives a greater degree of control to parents and young people
- ▶ A focus on life outcomes for young people
- ▶ 0-25 plan incorporating Education, Health and Care to support children with more Complex Needs

Children and Families Act 2014

- ▶ EHC plan - holistic, co-produced and outcome focused
- ▶ Children, young people and parents understand a joined up system designed around their needs.
- ▶ Choice is extended and the infrastructure supports the swift resolution of disagreements.

0-25 SEND Code of Practice 2015

- ▶ Replaces current code, Learning Difficulties Assessment guidance and DfEs Inclusive Schooling guidance
- ▶ SEN support - assess, plan, do, review leading to improved outcomes for learners with SEN (Replaces School Action/School Action Plus)
- ▶ Person Centred focus - families and young people at the heart of the process
- ▶ Outcome focused/Preparation for Adulthood

Schools must:

- ▶ Meet their Equality Act duties
- ▶ Use best endeavours to meet pupils' SEN
- ▶ Inform and involve parents in the process
- ▶ Admit a young person where the school is named in an EHC plan
- ▶ Cooperate with the LA in developing the local Offer
- ▶ Have regard to the new 0-25 SEND Code of Practice

New Duties Require Schools to:

- ▶ Produce and publish online a School SEN Information Report
- ▶ Appoint a suitably qualified or experienced member of staff as SENCO
- ▶ Make arrangements to support pupils with medical conditions (statutory guidance Supporting Children with Medical Conditions)

The Role of the Governing Body

- ▶ Responsible for ensuring that the SEN and Disability reforms are implemented in its school (The head is responsible for the day to day delivery)
- ▶ Ensure that the school has suitable arrangements for consulting with parents
- ▶ Responsible for ensuring the school is fulfilling its legal duties - there needs to be a qualified teacher designated as SENCO

- ▶ Ensure the school is cooperating with the LA - developing the local offer, when the school is being named in an EHC plan
- ▶ Ensure that arrangements are in place in the school to support pupils with medical conditions

- ▶ Ensure the school publishes information about the arrangements for the admission of children with disabilities, 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

Transferring to the New System

- ▶ All newly identified SEN pupils not on EHC plans should have, since September 2014 been recorded under 'SEN support'
- ▶ Schools should have reviewed the provision for those on SA/SA Plus and transferred where appropriate to SEN support by the end of Spring 2015

- ▶ New assessments for children and young people should be through the new EHC plan arrangement and should have been recorded under the school census from September 2014
- ▶ Children and young people with existing statements should transfer to the new system by April 2018

Personal Budgets

- ▶ A personal budget is an amount of money identified to deliver parts of the provision set out in an EHC plan
- ▶ Families can request a personal budget as part of the planning process
- ▶ Schools will have a role in providing support and information to parents and young people who have opted for personal budgets

- ▶ Can include funding from education, health and social care - in education funding for personal budgets will be for more specialised or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer
- ▶ LA must secure a school's agreement where any provision, bought by the parent/young person using a direct payment, will be provided on the school's premises

The Local Offer

Information included should be useful to schools:

Services across education health and social care from 0-25

How to access specialist support

How decisions are made including eligibility criteria for accessing services

How to complain or appeal

In short, have you...

- ✓ Reviewed the school's SEN Policy with head teacher.
- ✓ Ensured SEN information report is in place and published on the school's website
- ✓ Ensured the school is engaging with the LA in the development of the local offer and their process for transferring from statements to EHC plans.
- ✓ Considered how the SENCO fits into strategic management of the school.
- ✓ Ensured staff are trained and implementing the changes.

Have you ensured the Headteacher has

- ✓ Reviewed pupils currently on SA/SA+ and is engaging the child and parent in decision making.
- ✓ Reviewed how the school supports pupils with their transition to post-16 education and preparing for adult life.
- ✓ arrangements in place to support pupils with medical conditions.

So, as Governors what information should your school be sharing with you in relation to SEND

The SEND Code of Practice DOES NOT make any specific reference to what governors should be told about SEND

A suggested structure...

- ▶ A profile of all pupils with SEN including the total number of pupils on the school's SEN record; their identified areas of need; their gender, and their ethnic backgrounds
- ▶ Regular updates on the school's move to the new SEND system
- ▶ How the school identifies pupils with SEND
- ▶ An update on the school's SEN policy, explaining any reasons for making changes and the possible impact on provisions

- ▶ Analysis of outcomes for pupils with SEN- including information on the accessibility of the school's buildings curriculum and printed materials and how this might be improved
- ▶ SEND funding information
- ▶ Staff development - a log of SEN related professional development undertaken by staff
- ▶ Work with external agencies

Suggested structure — report to governors on special educational needs and disabilities (SEND)

Suggested report structure

1. Update on the school's move to the new SEND system

This section of the report should tell governors:

- How the school is integrating school action/school action plus into the single category called SEN support
- How the school is going to implement the graduated approach
- Information about any statutory assessments for education, health and care (EHC) plans that have been submitted to the local authority (LA) and the outcomes of these
- The timescales for the transfer of statements to EHC plans — this is a governing body duty and schools should not be being asked to do this unless an LA representative is present at the transfer meeting

	What provision is being made for these pupils?	What impact is this provision having?
Pupils on SEN support		
Pupils with statements of SEN/EHC plans		

2. Identifying pupils with SEND

This section could cover:

- How the school identifies children with SEND
- What happens once a pupil has been identified

Type of support	Number of pupils
Special educational needs (SEN) support	
Statement of SEN	
Education, health and care (EHC) plan	

The 'stuff' that Governors need to know that isn't written down...

- ▶ Culture - whole school approach to celebrating difference
- ▶ Moral purpose - Not data driven
- ▶ Inclusivity - not a corridor or Early Years
- ▶ Level playing field - no Green Table!
- ▶ TA support - Promoting independence/self-esteem
- ▶ What are your school's values and do they apply to every child?