

Promoting positive outcomes for children
and young people with special educational
needs and/or disabilities

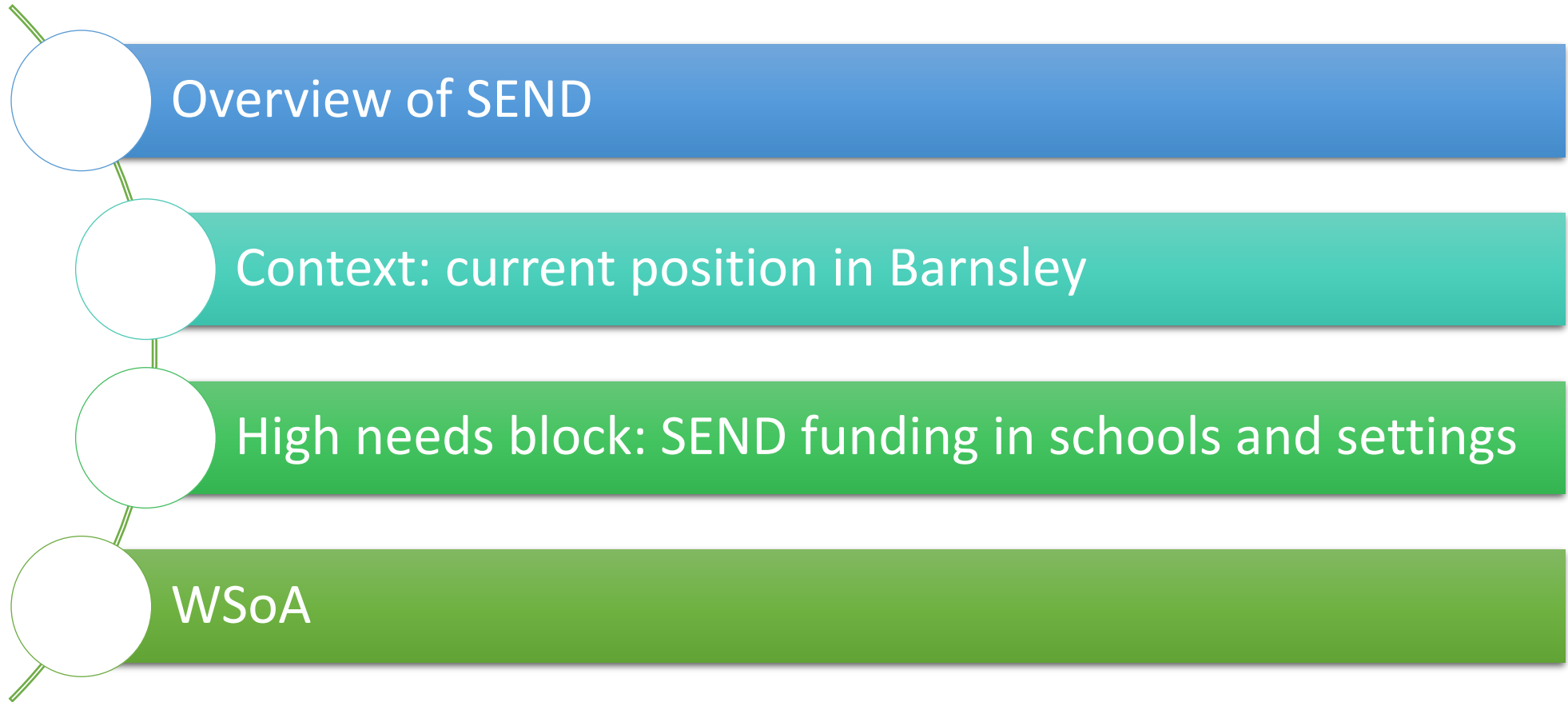
SEND & School Governors

December 2022



BARNSLEY
Metropolitan Borough Council

Purpose of session



SEND Code of Practice: special educational needs (SEN)

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

A child or young person of compulsory school age is said to have SEN if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
2. 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 or mainstream post-16 institutions.

A child under compulsory school age has SEN if they fall within the definitions above or would do if special educational provision was not made for them.

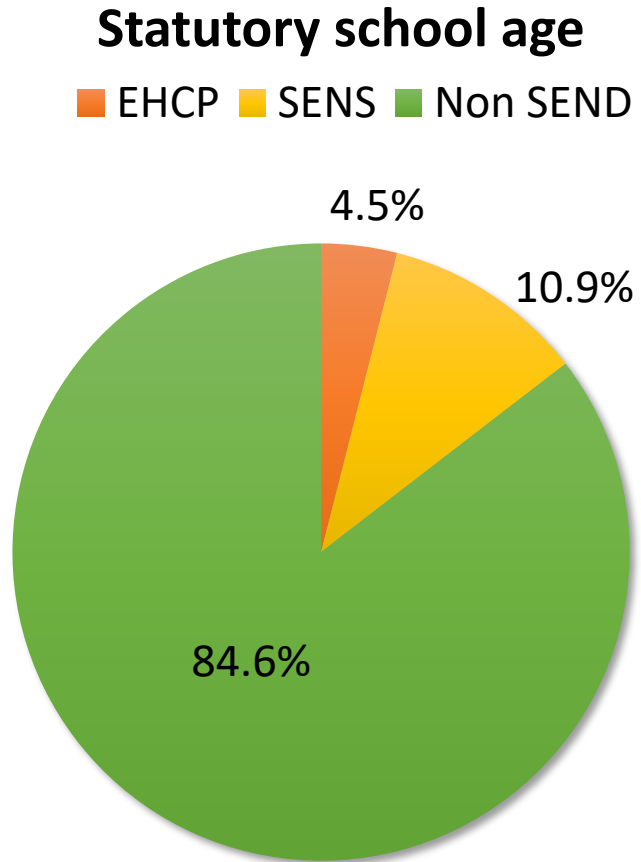
SEND Code of Practice: disability (D)

- Many children and young people who have SEN may have a disability under the Equality Act 2010, which is:

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

- This definition provides a relatively low threshold and includes more children and young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Current position in Barnsley



Latest published data from Jan 2022

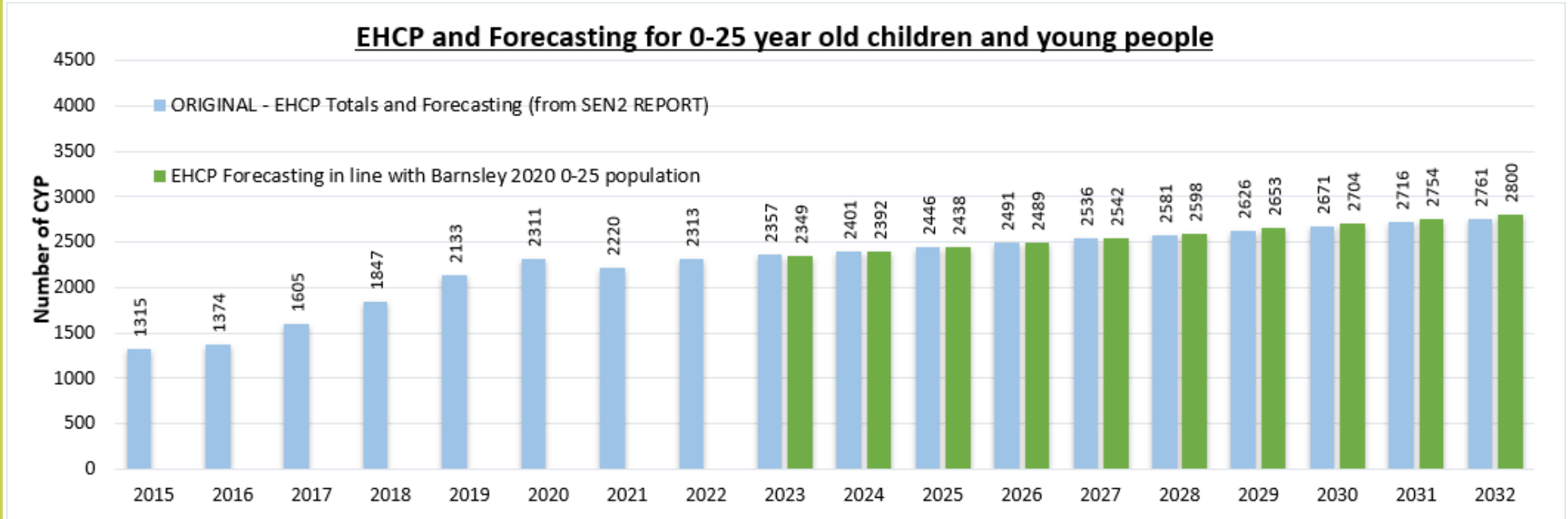
12% average annual increase in EHCPs, nationally, since the reforms of 2015

In 2015 Barnsley had 1315 plans, rising to 2313 by 2022 – a 76% increase

Nationally there has been a 97% increase during this period.

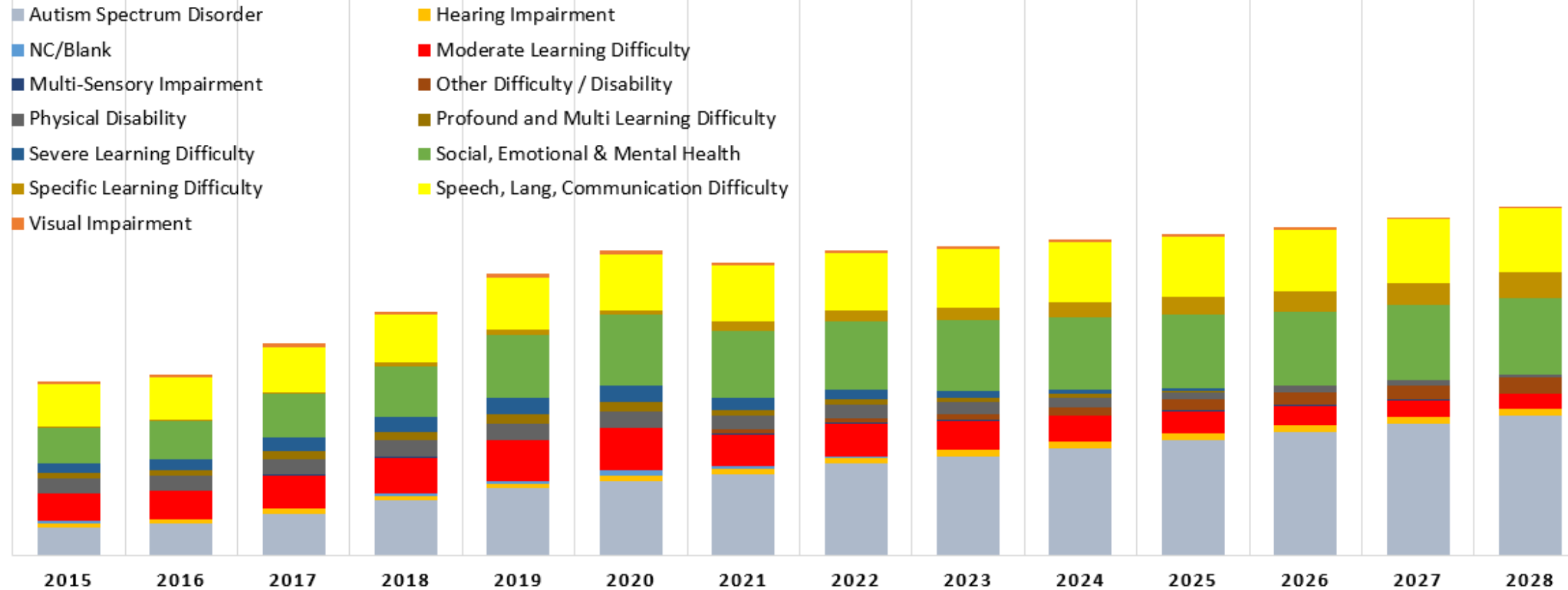


EHCP forecasting



Primary needs

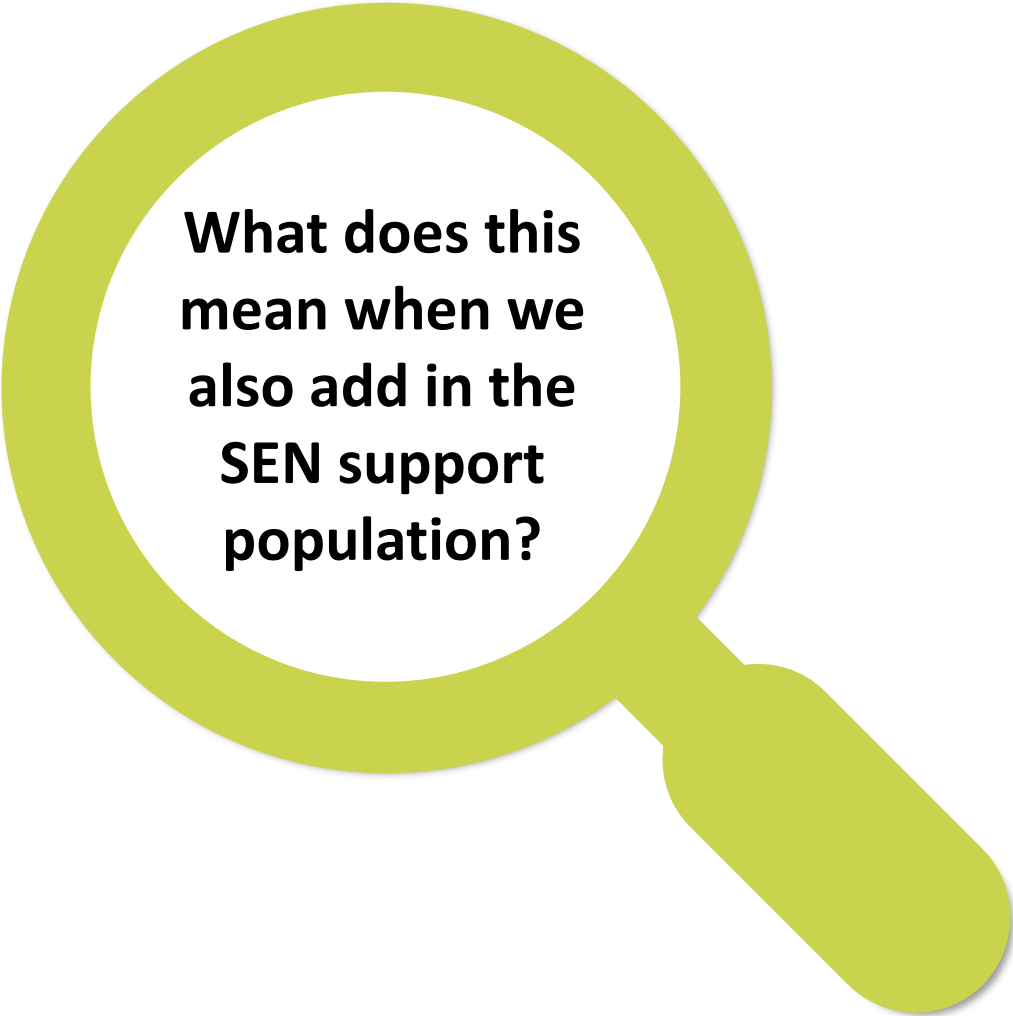
**ORIGINAL - EHCP AND PRIMARY NEED FORECASTING AGAINST 2020 BARNSELEY
POPULATION GROWTH FOR 0 - 25 YEAR OLD CYP**



A bit of analysis...

Based on 2021 as an example:

- Approximately 20% (429) of our children and young people with an EHCP have SLCN as primary need.
- Autism makes up over 25% (561) and social communication needs are essential in this group.
- SEMH has more than doubled since the reforms and looks to be almost doubling again by 2028.



What does this mean when we also add in the SEN support population?

Every teacher is a teacher of SEND

Every teacher is responsible for the progress and development of every pupil in their class. This includes pupils who access extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEND, is quality first teaching (QFT), differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils *may* have SEND.

Who has SEND?

Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning or a significant change in the family/home. Pupils should be regularly assessed and progress discussed to identify whether they have SEND.

Questions to ask...

- Is progress significantly slower than that of their peers starting from the same baseline?
- Is progress failing to match or better the pupil's previous rate of progress?
- Is there a failing to close the attainment gap between the pupil and their classmates?
- Is the attainment gap widening between the pupil and their peers?

The role of the SENCo

The SENCo supports all staff in delivering SEND provision, but their role is largely a strategic one, i.e. to support and coordinate.

SENcos are not responsible for teaching pupils with SEND, or for deciding on specific teaching strategies for them although they will offer advice on how to do these things, including selecting which advice from outside agencies to implement within the school environment.

The SENCo has regular meetings to discuss the changing needs of pupils in the school and offers advice and support to teachers. In addition, outside professionals such as EP, SALT, SCI, OT and Sensory teams liaise regularly with the SENCo.

Implementing support for pupils with SEND

Categories of need: the needs of pupils with SEND fall into one of the following categories:

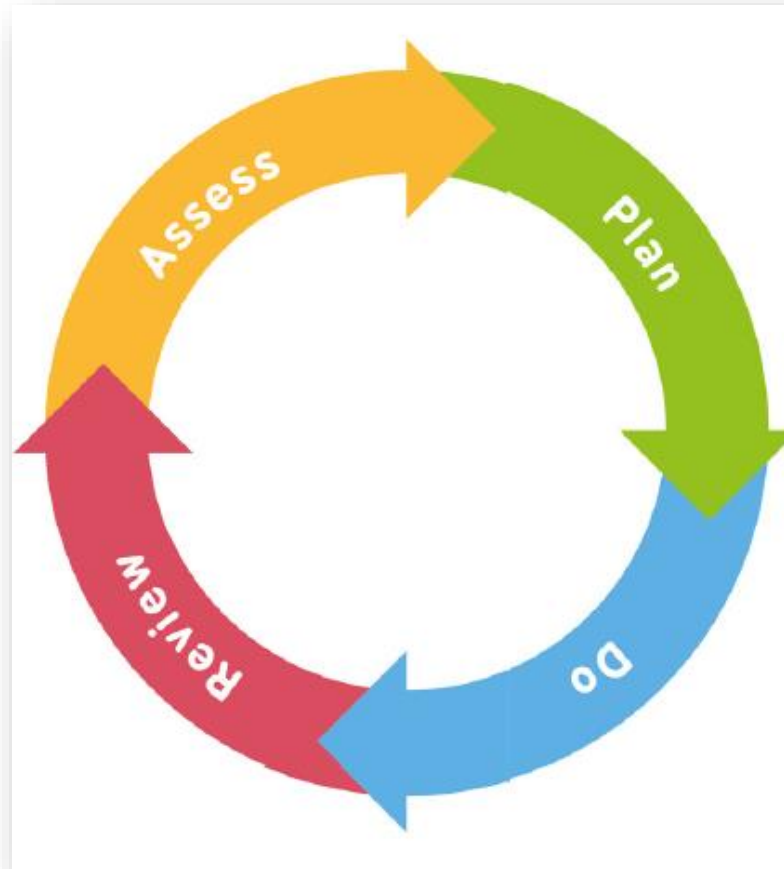
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

If it has been determined that a pupil has SEND, they will most likely receive SEN support (SENS).

The graduated approach

Assess: the class teacher and SENCO should analyse and assess a pupil's needs before identifying them as needing SEN support. A needs analysis helps to do this. Parents are involved.

Review: the class teacher and other staff should review the effectiveness of any support regularly. **This is ongoing.** A termly review (with parents/carers) reviews progress over time.



Plan: the class teacher and SENCO should agree the support to be put in place and a SEN Support Plan (SSP) is created. At this stage it may be just a needs analysis and provision map.

Do: the class teacher remains responsible for working with the pupil daily with additional intervention if needed. QFT and adapted teaching is still required in the classroom including documenting progress towards outcomes.

Parents/carers should be involved throughout this process, including meetings to review their child's progress at least three times per year.

SEND funding in schools and settings

E1

- Core education funding, allocated to every CYP, directly into school budgets, to cover school infrastructure costs. This is often referred to as the 'age weighted pupil unit' (AWPU) and it is provided from the dedicated schools grant (DSG) as the 'budget share'. The value of AWPU is an average 4k per secondary aged CYP and 3.5k for primary aged CYP.

E2

- Consists of additional support funding, often referred to as 'notional SEND' funding. This is used by schools/settings to meet the needs of CYP with SEND who require additional support to access learning. It is expected to cover the first 6k of support (over the E1/AWPU funding) for each child who require it.

E3

- High needs block 'top-up' funding. This funding is targeted at CYP with the most complex needs and who require the most individualised provision. Typically, there will be an EHCP in place to be able to access E3 funding.

The Outcome of the Local Area SEND Inspection

The inspection letter noted the significant progress which local statutory partners had made in addressing the needs of children and young people with SEND in Barnsley, together with their families and reported many strengths in the inspection letter.

Significant progress was noted by Ofsted, however, there was not enough impact for the 2 areas of significant concern to show at that time. The SEF agreed with this.

What is the WSoA?

To respond specifically to the areas highlighted during the inspection, Barnsley MBC, together with the CCG, the Barnsley Schools Alliance and wider partnership across the local area, were required to produce the written statement of action (WSoA) to show what steps we will take to improve on the two areas outlined.

Our SEND Improvement Programme is already established and includes representatives from across the local area from education, health and care services, 0-25. This has formed the basis of our work over the last years and the WSoA has now become an integral part of this.

WSoA Priority 1

The engagement of, and communication with, parents and carers. Area leaders need to ensure that the lived experience of families is influencing their strategic plans for services and provision.

WSoA Priority 2

Improving the identification of, and provision for, children and young people with SEND but without an EHC plan.

How does the WSoA impact on all services?

Role	Abbreviation	Organisation
Executive Director Children's Services	EDCS	BMBC: Children's Services Directorate
Chief Operating Officer	COO	NHS Barnsley CCG
Lead council member for education	Cllr	BMBC
Service Director, Education, Early Start & Prevention	SD EES&P	BMBC: Education, Early Start & Prevention
Head of Service, SEND & Inclusion	HoS SEND	BMBC: Education Inclusion Service
SEND Participation Officer	SENDPO	BMBC: Education Inclusion Service
Youth Voice & Participation Coordinator	YVPC	BMBC: SEND Youth Forum
Group Leader, Raising Participation	GLRP	BMBC: Education and Skills
Business Improvement & Intelligence Advisor	BIA	BMBC: Data & Intelligence
HoS Partnerships, Schools Governance & Alliance Board	Barnsley Schools Alliance	BMBC: Education, Early Start & Prevention
SEND Improvement Officer	SENDIO	BMBC: Education Inclusion Service
Communication & Marketing Manager	Comms	BMBC: Communications
Youth Voice & Participation Operations Manager	SM YV	BMBC: Youth Voice & Participation
Designated Clinical Officer (DCO)	DCO	NHS Barnsley CCG
Education Welfare Service Manager	SM EWS	BMBC: Education, Early Start & Prevention
Schools Evaluation Officer	SEO	BMBC: Education, Early Start & Prevention
Principal EP	PEP	BMBC: Education Inclusion Service
Strategic Finance Manager	SM Fin	BMBC: Education, Early Start & Prevention
Early Intervention Service Manager	SM Early Int	BMBC: Education, Early Start & Prevention
Head of Service Mental Health & Disabilities	HoS MH&D	BMBC: Adult Social Care
Early Start & Families Strategy & Service Manager	SM EH	BMBC: Education, Early Start & Prevention
Team Manager (Barnsley CAMHS)	TM CAMHS	SW Yorks Partnership NHS Foundation Trust
Transformation Lead	TL	BMBC: Public Health
Chair (Primary) Barnsley Schools Alliance	BSA	Barnsley Schools Alliance
Deputy Principal Culture, Place & Communities	DP BC	Barnsley College
Head of Children & Family Social Care	HoS CSC	BMBC: Children's Services
Families Information Service Manager	FIS	BMBC: Education, Early Start & Prevention
Principal Educational Psychologist	PEP	BMBC: Education Inclusion Service
Post 16 Partnership Manager	Man P16	BMBC: Education & Skills
Head of Commissioning	HoC	NHS Barnsley CCG
Service Manager, Youth Justice Service	SM YJS	BMBC: Targeted Youth Support Service
Disabled Children's Team Manager	TM CDT	BMBC: Disabled Children Team
Group Manager Passenger Assistance	GM PA	BMBC:
Senior Early Years Consultant	Con EY	BMBC: Education Inclusion Service
EHC Team Service & Strategy Manager	S&SM EHC	BMBC: Education Inclusion Service
Senior Commissioning Manager SEND	SM Comm	BMBC: Education Inclusion Service
Manager Public Health Officer	SM 0-19	BMBC: Public Health England

How does the WSoA feed into whole school development?

As a local area, we are ambitious for all our children and young people, inclusive of those who have SEND and/or who are vulnerable, which is why we have high expectations of our early years' settings, schools, colleges and support services. We want all children and young people in Barnsley to have the best start in life in preparation for their continued progress to becoming young adults.

As a local area, we have a strong focus on disadvantage and want to help everyone to access their right to an education, be included and achieve their full potential.

Our WSoA provides an overview of current activities to be undertaken to achieve improvements in SEND provision and services across the local area. The actions have been specifically identified to improve outcomes for children and young people with SEND so that they have the best possible education and opportunities for their future.

WSoA Priority 2

The engagement of, and communication with, parents and carers. Area leaders need to ensure that the lived experience of families is influencing their strategic plans for services and provision.

Significant work that has taken place in the previous period, includes:

- Area one:
 - Children and young people, parents/carers have co-produced and developed the SEND Strategy, 2022 – 2025
 - Parent/carers involved in developing training, webinars and guidance around specific needs.
 - Number of meetings/groups carried out to promote parent/carer engagement
 - Development of groups to focus and link with specific services such as EHC Team
 - Termly sessions organised for senior leaders from across the local area to meet with parents and carers to hear their lived experiences and feedback around specific topics.
 - Promotion and communications of the Local Offer through the LO webpage/QR codes
 - Co-production of the Barnsley Health Passport

WSoA Priority 3

Improving the identification of, and provision for, children and young people with SEND but without an EHC plan.



Early identification and the new SEN Support Plan (SSP)

SEN Support Inclusion Toolkits

SEN Support Inclusion Framework Toolkit

*Our vision, working together for a brighter future:
A Better Barnsley*

...An Inclusive Barnsley

Early Years SEN Support Inclusion Toolkit

Our vision, working together for a brighter future:
A Better Barnsley... An Inclusive Barnsley



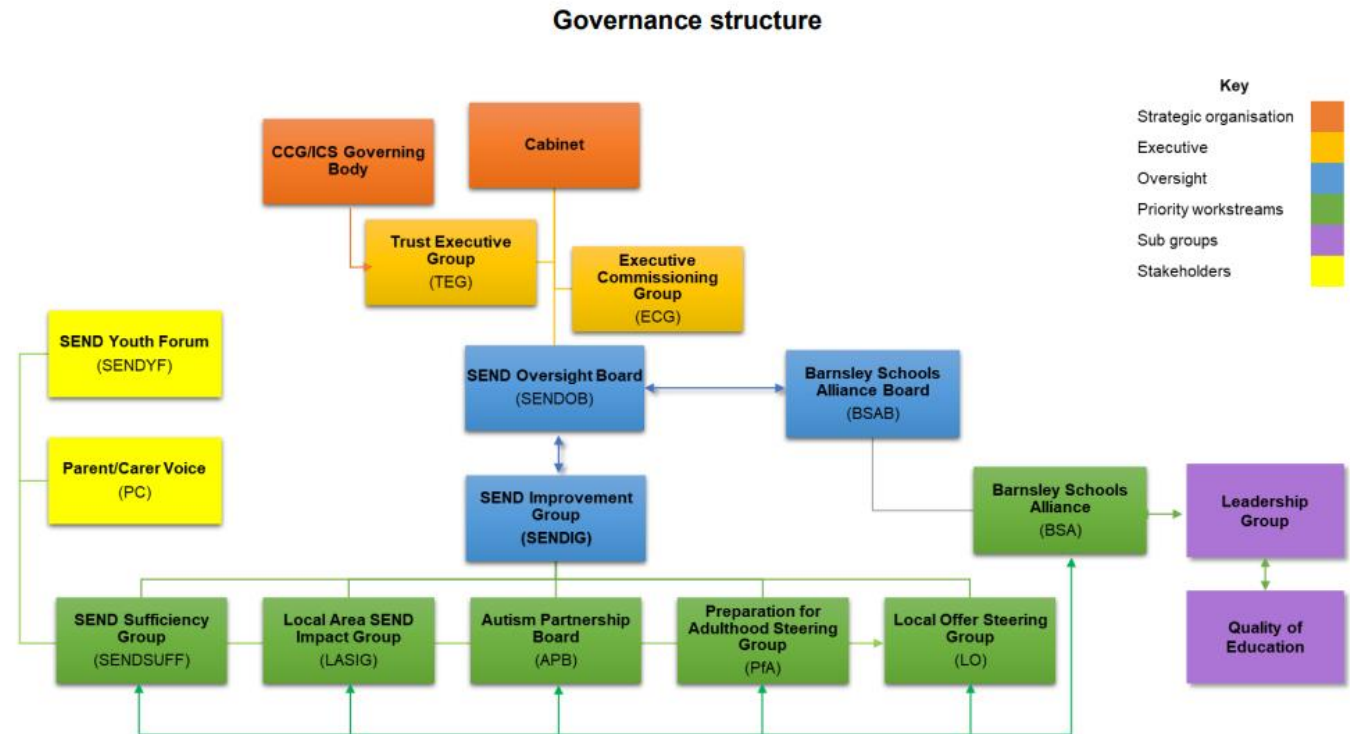
Significant work that has taken place in the previous period, includes:

- Area two:
 - Increased capacity within the SEND Improvement team with a specific focus on whole school development of provision
 - Added capacity to support schools who require additional support for SEMH provision.
 - Significant number of audits underway and scheduled in for the autumn term
 - Increase in SEN Support in schools (census data)
 - 85% of schools now accessing Speech Link (69) primary and all (11) secondary schools)
 - Workforce development including parent/carers training sessions and opportunities for health and social care colleagues to attend training.
 - Significant increase in children passing year 1 phonics test – Barnsley is now 8% above national.
 - Survey carried out to capture the quality and capacity of the Education Inclusion Service offer shows a positive response from schools/settings and parents and carers.

Governance – how we (and the DfE) oversee progress

The improvements identified, form part of the wider SEND Improvement Programme and performance framework.

Implementation of the WSoA will be governed by the system wide SEND Oversight Board and progress will be monitored and reported to Council Cabinet, BMBC SMT, Integrated Care Board Governing Body and Barnsley Schools Alliance Board on a quarterly basis as part of the ongoing cycle of reporting.



Governing boards & SEND

The Governing board has key responsibilities towards pupils with SEND. They should, with the headteacher, decide the school's general policy and approach to meeting pupils needs. They must set up appropriate staffing and funding arrangements and oversee the school's work. In particular, the governing board has a legal duty to:

- Do its best to ensure that all pupils with SEND have their needs met
- Appoint a 'responsible person' to oversee the assessment of individual pupils needs and to make sure that all staff likely to teach pupils with SEND are aware of those needs
- Ensure that all teachers are aware of the importance of early identification and providing support for those with special educational needs
- Ensure that pupils with special educational needs have the opportunity to participate in all aspects of school life
- Ensure that parents/carers are included regularly by the school in meetings/updates/discussions about their child's special educational needs
- Establish an SEND report on how the school's SEND policy is being implemented and how resources are allocated in the governing board's Annual Report to Parents
- Ensure that the SEND Code of Practice is followed

SEND Governor

- The SEND code of practice states that the governing board must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate person or committee.
- The governor responsible for SEND provision acts as the link between the governing board, headteacher and SENCO, reporting back to the governing board on monitoring and compliance with the SEND code of practice and the Children and Families Act 2014. Compliance is a legal responsibility.
- The governor responsible works with the SENCo to report on the steps being taken to ensure compliance. The role also includes ensuring that there is appropriate challenge to leaders so that SEND remains high on the school's agenda and that the school has high aspirations for SEND pupils.

The role of the SEND governor

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing board
- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with children, young people and parents/carers of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school



FAQ



Where does the notional £6000 come from for EHC funding?

Notional SEND funding is paid directly to schools through the budget share. It is allocated either by the LA (for maintained schools) or the Education & Skills Funding Agency (ESFA) for academies.



What about children with disabilities; do they need an EHCP?


Children with disabilities may also have SEN, but this is not always the case. The SEND Code of Practice includes information on the protections afforded to children and young people defined under the Equality Act 2010 as having disabilities.



Is it correct that a child has to have an EHCP in place before they can have a diagnosis of ADHD?

No. A child or young person's may have an EHCP based on needs and diagnosis of any type is not a barrier, nor is a diagnosis dependent on an EHCP.

FAQs

-  **Why can't a school have access to emergency funds when new children transfer to school or begin in YR and needs are being assessed but they require a high level of support?**

Currently there can be no additional funding to support in these circumstances until an EHCP is in place. This is because needs are expected to be met out of the notional SEND budget. The funding isn't available to provide support in a fair and transparent way to pre-empt what an EHC needs assessment will indicate.

-  **The amount of time and volume of paperwork that needs to be submitted for an EHCNA is significant; can this be changed?**

The statutory process must be fair and rigorous, which is why significant evidence is required. This could be reviewed in future, with SENCos, but it will not reduce the level and depth of information required.

FAQs



Who is responsible for delivering the special educational provision in an EHCP?

The statutory duty to secure the special educational provision detailed in part F of an EHC plan is placed on the local authority, and not on the school or college. Institutions are under a statutory duty to use their ‘best endeavours’ to meet pupils’ special educational needs.



Why aren’t EPs and Specialist Teachers coming into schools?

They are coming into schools when there is a need to do that. However, the pandemic has taught us that some of our work can be done more effectively remotely. This helps us to be more available and spend less time on things like travelling between settings. If you think an ‘on-site’ visit is necessary, talk to your EP and Specialist Teacher.

FAQs



When is something classed as health provision?

The HNB is intended to meet the educational costs of children and young people with SEND or who require AP. It may not be used to meet non-educational costs. Health provision (section G of an EHCP) should be met by either the CCG or NHS England. Social care provision (sections H1/H2 of an EHCP) should be met by the LA from social care budgets. The Children and Families Act 2014 requires health or social care provision, which ***educates*** or ***trains***, must be treated as special educational provision (section F of an EHCP). This may include things such as speech and language therapy, physiotherapy and occupational therapy.

FAQs



How can I find out what support is available locally?

Local authorities are required to publish a 'local offer' to clearly set out the services available for children and young people with SEN or disabilities. The offer must have been developed in partnership with children and young people with SEN or disability and their parents, and education, health and care partners. It should cover the support available for those with and without EHC Plans and from birth to 25 years, including SEN Support.

