



Department
for Education

0-25 SPECIAL EDUCATIONAL NEEDS AND DISABILITY UNIT

January 2017 Newsletter

Welcome to the January 2017 edition of the 0-25 SEND Newsletter.

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This newsletter is intended for anyone working in special educational needs and disabilities – statutory and voluntary agencies across education, health and social care; and users of the system, such as children, young people and parents. Anyone is welcome to be on the mailing list, so please feel free to forward this e-mail to anyone you feel may have an interest. Those wishing to subscribe to future editions should contact the Department by mailing us at: SEN.IMPLEMENTATION@education.gsi.gov.uk

With thanks.

0-25 SEND Unit

New funding for SEND support in 2017-18

On 9 January 2017, the Minister for Vulnerable Children and Families, Edward Timpson, confirmed additional funding for 2017-18 to help embed the reforms made to the system of support for SEND and to continue the support for the groups who have been instrumental in bringing about the progress seen to date.

The funding announced was:

- £15 million for the Independent Supporters programme in 2017-18, run by the Council for Disabled Children – this has been a real driver of change for families navigating the SEND system and improving the experience for them;
- £2.3 million for Parent Carer Forums, which bring parents together and provide a voice to influence local decision-making; and
- £1.8 million to Contact a Family, to support individual Parent Carer Forums and their National Network, and to run a national helpline for families.

This funding is in addition to an allocation of £40m to local authorities in 2017-18 to continue to support transition to the new system for SEND (an increase of £4.2m on funding provided in 2016-17) and £23m to carry out a strategic review of their high needs provision (see <https://www.gov.uk/government/publications/high-needs-strategic-planning-fund>).

The package also includes the launch on 21 December of seven Invitations to Tender on delivery support for implementation of the reforms, access to employment and support for a range of specific needs including autism and physical disability. The deadline for applications was 30 January and details were published on the Government’s Contracts Funder website at the links below. We expect to announce the successful bidders in the spring.

[Contract to improve access to employment for young people with special educational needs and disabilities](#)

[Contract to improve support and inclusion of children and young people with autism](#)

[Support for children and young people with additional needs in speech, language and communication skills](#)

[Contract to provide delivery support to local areas in embedding reforms to services for children and young people who have special educational needs and disabilities](#)

[Contract to provide professional policy advice to the Department for Education on implementation of the special educational needs and disability \(SEND\) reforms](#)

[Support for children and young people with physical disabilities](#)

[Contract to provide strategic support to the Department for Education in embedding reforms to the special educational needs and disability \(SEND\) system](#)

Headlines from the Autumn 2016 Implementation Survey

In November 2016, local authorities and parent carer forums were invited to complete their respective autumn 2016 SEND implementation surveys. We would like to thank all parent carer forums and local authorities for taking the time to complete these surveys.

We are today, through this newsletter, publishing a summary of the key findings from both surveys at a national level in Annex A. Contact a Family has produced a full report on the parent carer forum survey, which is available online here:

<http://www.cafamily.org.uk/advice-and-support/resource-library/parent-carer-participation-parent-carer-forum-send-survey-summary-report-nov-16/>

The purpose of conducting these surveys is to help assess progress with implementing the SEND reforms. The autumn 2016 surveys were co-produced by Contact a Family, the National Network of Parent Carer Forums, and the DfE (taking account of feedback received by local authorities and parent carer forums). They were launched from a single source, the DfE, at the same time. The aim was to align the surveys as closely as possible, including question content and numbering, to make for easier comparisons and better read-across on all issues. The views of both local authorities and parent carer forums are highly valued, and gathering feedback from both at the same time helps to provide a richer picture of local Implementation. Feedback suggests that this has been helpful and we therefore intend to continue this approach for future surveys.

Local authorities and parent carer forums were encouraged to work together on their survey responses, and around 70% of areas did so. The feedback we have received indicates that doing so helps to promote effective co-production and provides a helpful platform for discussion between local authorities and parent carer forums.

The surveys provide a regular, transparent, snapshot of progress, which we know parent carer forums and local authorities (and others) find helpful. The findings also help Government and other organisations (including Contact a Family and the National Network of Parent Carer Forums) to identify good practice and/or areas of challenge in order to prioritise available resources and areas for policy development.

Contact a Family, the National Network of Parent Carer Forums and the DfE will be working together to produce three more surveys over the next 18 months, and these will follow a

similar format to the autumn 2016 survey. The next surveys will be launched at the beginning of May 2017, and close at the end of that month.

Monthly Data Collection - finalising Transfer Reviews for existing statements of SEN

By 1 April 2018, local authorities **must** have transferred all children and young people with statements of SEN and who are eligible for an Education, Health and Care plan to the new SEND system. As we get closer to the final deadline to finalise Transfer Reviews for existing statements, from April 2017 until the remainder of the transitional period, all local authorities will be asked to provide information on progress, on a monthly basis. This information will help DfE to assess progress, including how close we are to hitting trajectories and whether all statements will be transferred under the new system by the deadline.

The monthly data collection will include just two questions, which will remain the same for each month of the collection:

- How many transfers of SEN statements have yet to be completed^[1]?
- Of those remaining, how many does the LA expect to complete by 31 March 2018?

^[1] 'completed' means an EHCP is in place, or a decision not to produce an EHCP has been communicated to the family.

Information provided will be treated in confidence and is intended for internal use within the Department for Education, data will only be shared with contracted partners in order to be able to best target support. An aggregated version of the monthly survey results may be used by the Department for Education for various purposes, for example: in presentations, to inform briefings, in response to Parliamentary Questions (PQs), etc.

Naming of colleges/post-school placements in EHC plans by 31st March

We have received a number of queries about the naming of colleges in a final EHC plan by the 31 March deadline.

The underlying intentions behind the 31 March deadline were that:

- colleges would have advance notice so they can start planning early, and provision is fully in place once the young person starts in September;
- any disagreements about placements can be resolved in plenty of time before the September term starts; and
- the young person knows where s/he will be going and is able to prepare.

The SEND Code of Practice is clear on this matter: for young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – **must** be completed by 31 March in the calendar year of the transfer (paragraph 9.181). Local authorities must therefore aim in every case, as a matter of policy and law, to

produce a final EHC plan by 31 March which gives the type *and* name of a setting where the young person will receive their special educational provision from the following September.

In a small number of individual cases, there may be a valid reason why the local authority is not able to name the specific placement by 31 March. In such instances, the local authority must issue a final plan by 31 March which names the type of placement. It should explain to the family/young person why this has happened, and must also advise of the right to appeal against the fact that the local authority has not named a placement.

It is also important to note that, where a young person does change their mind about their preferences for a college placement after 31 March 31, local authorities can issue a revised EHC plan naming a different post-16 provider, after consultation with the relevant setting.

Lenehan Review - Views sought ahead of Review of Residential Special Education

Edward Timpson has asked Dame Christine Lenehan to conduct an independent review into the outcomes and experiences of children and young people attending residential special schools and colleges.

The review is designed to enable Dame Christine to make recommendation for improvement, to the Government and other agencies who work with this group of young people, who often have the most complex needs and require more intensive support.

To ensure that the review is informed by a wide range of views and evidence from the sector, Dame Christine has launched a [call for evidence](#) and is asking for contributions from people working in residential settings, students attending these residential schools and colleges, their parents or carers, and children, young people and adults who have now left these settings. Councils, academics and other sector groups are also encouraged to take part.

The call for evidence, along with additional information, is available at the following address: <https://consult.education.gov.uk/special-educational-needs-and-disability-division/lenehan-review/>

Please send responses to Lenehan.Review@education.gov.uk by 17 March 2017, along with any other enquiries about this call for evidence.

Publication of recent reports

Publication of the Lee Scott report, *SEND: The schools and colleges experience*

In March 2016, the Secretary of State invited Lee Scott to undertake a short project looking at the experiences which children and young people with SEND, and their parents, have of schools and colleges. Lee Scott is a former Conservative MP who was the former Prime Minister's Special Needs Tsar and has been an advocate for disability campaigns, including the UK Autism Foundation.

Findings in the report are based on conversations with more than 200 parents and young people and reflect both examples of good practice and areas for improvement. The report concludes that:

- effective communication with families is critical to securing trust and more likely to result in a good experience of the system and agreement in defining support and outcomes for children with SEND. Effective communication between agencies is also key and government should continue to promote the importance of this and help share good practice;
- there should be more consistency across the country in how the law is being interpreted and the SEND system applied;
- schools and colleges should be encouraged to provide support for children and young people with basic health needs – such as medication;
- there could be more transparency over how SEND funding is used; and
- more could be done locally to support young people with SEND into training and work.

The full report can be found here: <https://www.gov.uk/government/publications/send-experiences-with-schools-and-colleges>

Effective Primary Teaching Practice report

On 2 November 2016, the Teaching Schools Council published its Effective Primary Teaching Practice report for teachers and schools.

Led by ex-primary headteacher Dame Reena Keeble, supported by a group of headteachers, teachers and experts, the report is the culmination of eight months' work reviewing the evidence, visiting schools and talking to teachers and experts.

The report tackles four elements that contribute to effective practice in effective primary schools:

- **strong leadership** driven by a clear vision for teaching and learning. Regardless of structure, the most senior leader in a school takes responsibility for leading teaching;
- **ongoing development of teachers and teaching** focused on pupil outcomes and led by evidence. Planning is purposeful and focused on learning. Teachers' knowledge of a subject AND how children learn that subject is actively developed, using subject leads and external resources/expertise. Mastery teaching is properly understood, and with careful thought, is used across the curriculum;
- **making the most of all resources:** in particular, teachers are helped to use their time on things that make the most difference to pupils. Technology is used where it has a clear pedagogical purpose - and only then; and
- **making clear choices about priorities and organisation.** Thinking hard about whether setting or streaming helps all pupils to achieve. Being clear on the use and purpose of any homework and how it supports learning objectives.

The report stresses that its conclusions “should be useful for all mainstream primary schools, teaching all pupils, with and without additional needs (such as SEND).” It is available at <http://tscouncil.org.uk/resources/effective-primary-teaching-practice-2016/> where you can also access summary posters and tools for schools and teachers.

Understanding the educational background of young offenders - including their known SEN

On 15 December 2016, the Ministry of Justice published a report that for the first time matches data from the National Pupil Database and the Police National Computer.

The report shows the prevalence of SEN and the types of SEN for young offenders who were sentenced in 2014 and who were part of the (around) 632,500 pupils for whom we have records at end of Key Stage 4 in 2012/13. 45% of the young offenders **who were sentenced to less than 12 months in custody** had been identified as having SEN without a statement and 28% had a SEN statement, compared to 17% and 4% respectively in that cohort of all pupils.

The wider report provides additional information about the characteristics of young offenders, Key Stage 2 and Key Stage 4 attainment, eligibility for free school meals, looked after status and persistent absence and exclusions.

Here is the link:

<https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenders-full-report>

New report on survey of the children and young people's workforce from The Communication Trust

In late January, The Communication Trust will be launching a report on the development opportunities available to the children and young people's workforce around speech, language and communication (SLC) and speech, language and communication needs (SLCN).

The report is based on 1,200 survey responses from the children and young people's workforce in England. All education sectors were represented (early years, primary, secondary and further education) and the Trust also received responses from a range of organisations including health, education, maintained, independent and voluntary sectors.

The report focuses on the level of training around typical SLC development as well as SLCN, the perceived importance of SLC skills and the barriers preventing people from accessing training opportunities.

The Trust will be launching the full report on its [website](#). If you would like to be kept up to date with news about the report, you can sign up for the Trust's newsletter [here](#).

The Youth Sport Trust – Play Unified Campaign

The Youth Sport Trust is pleased to be working with Special Olympics Great Britain to deliver Play Unified, a campaign aimed at young people in secondary and special schools.

Play Unified is a global movement, which aims to break down barriers for young people with intellectual disabilities (ID) by building a generation that is unified through sport.

The campaign launched in the UK with a series of youth summits across the country, from Durham to Exeter. Feedback showed that Play Unified has quickly made its mark in schools, helping to tackle bullying, promote equality and forge friendships. The summits also contributed to a change in the mind-set and attitudes of young people.

Play Unified will engage 200 schools and impact on 18,000 young people across England, Scotland and Wales. The campaign aims to bring young people with and without intellectual disabilities together through sport and educational programmes in schools and communities to transform perceptions and challenge attitudes on and off the field of play.

Find out more about the campaign and how you can get involved at:

<https://www.youthsporttrust.org/play-unified>.

The Young People's Advisory Group (FLARE): #MyPlanMySay Campaign

In October 2016, the Council for Disabled Children (CDC) and Kids ran #MyPlanMySay week, aimed at supporting professionals to work inclusively and effectively with young people in the creation of EHC plans. The campaign focused on three themes:

- Aspirations – what does good look like?
- Responding to the whole child – not just a person that needs to be supported
- Inclusion of children and young people in the plan writing process

A key campaign tactic included increasing the use of Twitter cards. This was done by sharing young people's quotes on EHCPs and sharing CDC's top tips for professionals on creating inclusive EHCPs, e.g. Hannah: <http://bit.ly/2fDSM0N>.

Young People Participation Conference report

The second of three national Young People's Participation events took place on 25 November for young people to share learning on the importance and impact of their participation in decisions about their own support and care, as well as about strategic decisions locally.

The event was led by the Council for Disabled Children and KIDS, and was co-delivered with young people from the Advisory Group FLARE (Friendship, Learning, Achieve, Reach, Empower), to share lessons and learning, good practice, experiences and challenges to making young people's strategic participation a success. It also explored how national and local participation of children and young people supports practitioners and professionals to effectively embed SEND legislation throughout their organisation. FLARE has 12 members who are regionally-based and meet together every two months.

Making Participation Work conference by Council for Disabled Children and KIDS

Next month brings you the third and final Making Participation Work conference in London. Focussing on strategic participation, this free event is being co-produced by the Council for Disabled Children, KIDS and young people to share lessons and learning, good practice, experiences, and challenges to making young people's strategic participation a success.

Date: 24 February

Location: ETC Venues, 241 Borough High Street, London SE1 1GA

Time: 09.30 - 16.30

The aim is to ensure that most of the workshops are co-produced and co-delivered with young people so that practitioners can hear directly from young people about their

experiences of participation and how they think it should work. As well as workshops run by other charities in the sector, this conference will also feature a young person's panel.

If you'd like to join or register your interest, please click below to register:

<https://www.eventbrite.co.uk/e/making-participation-work-tickets-29575438934>

Whole School SEND Summit 2017

The [Whole School SEND Consortium](#) are running their first Summit on 23rd February 2017 at The Crystal, hosted by [The London Leadership Strategy](#).

The Whole School SEND Summit will bring together new and established voices to discuss SEND in an innovative and discursive format. The aim is to utilise the experience and expertise of everyone in the room – school leaders, teachers, SENCos, parents, young people and third sector organisations – in order to develop thinking and practice in SEND, and create a lasting, collaborative community dedicated to improving outcomes for children with SEND.

Individuals and organisations who were members of Whole School SEND Consortium on 1st December 2016 are each eligible for one free ticket. Keen to maximise access to as wide a group as possible, ticket prices are subsidised to keep them at £100. A small bursary budget is available to support individuals who may need financial support to attend (including travel costs/care costs). If cost is a barrier to attending, or for more information, please contact Charlotte Rains at charlotte@londonleadershipstrategy.com

For tickets and further details go to:

<https://www.eventbrite.co.uk/e/whole-school-send-summit-tickets-30517710293>

Supporting children and young people with life-limiting conditions

New Transitions Awards Programme set to launch

As the leading UK voice for children and young people's palliative care, [Together for Short Lives](#) has established a UK-wide [Transition Taskforce](#) to bridge the gap between children's and adult services. The taskforce aims to build strong national partnerships and to nurture the development of local and regional partnerships to deliver support through Regional Action Groups (RAGs). These RAGs are bringing together professionals from both the children's and adult sector and also from services across health, housing, education, social services and employment to enhance young people's life chances.

As part of this work, Together for Short Lives' new Transition Awards Programme is seeking to distribute a small number of awards for innovative projects that have the potential to transform the experience of young people with life-threatening conditions as they prepare for and move on to adult services. The charity envisages that grants will be in the range of £30k-£150k for up to three years. Together for Short Lives is keen to see a wide range of applications and partnerships across health, social care, education, employment and housing. Proposed projects should have potential for replication regionally and nationally and delivery of a long-term change (for example a sustainable partnership working model). A commitment to capturing and sharing learning from the successful projects will also be essential.

For more information, please get in touch with Naomi.Major@togetherforshortlives.org.uk

New resources available now

Education, Health and Care Plans – Examples of Best Practice

The Council for Disabled Children have developed some good practice guidance to support the development of skills in writing good quality EHC plans that meet both the letter and the spirit of the Children and Families Act 2014. We are pleased to inform you that this is now available at: <http://bit.ly/2goreQh>

The resource features real excerpts from EHC plans, and is currently available on the CDC website.

Speech, Language and Communication Framework from The Communication Trust

The Speech, Language and Communication Framework (SLCF) is a free online professional development tool. The SLCF self-evaluation tool allows practitioners to map their skills, knowledge and confidence in this area and highlights professional development needs in relation to SLC. Users can then easily find appropriate training, resources and information tailored to their development needs.

What can you do on the SLCF?

- Evaluate your skills, knowledge and confidence around SLC
- Find training and resources tailored to your learning needs
- Track your development progress over time
- Try out online activities for on the spot learning
- Assess the strengths and development needs of groups of practitioners, whole settings or organisations

Find out more and register for free today at www.slcframework.org.uk

The Education and Training Foundation – The Blog Archives

The Education Training Foundation (the FE and training sector-owned body for improving workforce and leadership) has published a range of blogs highlighting some of the challenges the sector faces in providing good quality SEND provision – as well as support available to the sector to help them improve their offer. The Archives include contributions from:

- Sarah Brown and Michael Frearson from SQW who discuss the needs of the FE and skills sector as they implement the SEND reforms, and consider how the SEND Workforce Development Project can support this process (posted on October 19 2016); and
- Kathryn James, Project Lead for SEND Workforce Development Project offering her reflections on lessons we can learn from the Paralympics and how the SEND workforce development project can help to support the workforce (posted on November 11 2016); and
- Clare Howard, Chief Executive of Natspec, who shares her thoughts on how competition can remove barriers for disabled students (posted on December 15 2016).

The blogs can be accessed via the following link: <http://www.et-foundation.co.uk/category/blog/>

Achievement for All Newsletter

Please use the link below to the fourth Achievement for All newsletter for the Youth Justice SEND project. The newsletter includes details of a free online learning platform for all professionals working with young people involved in the youth justice system.

<http://us6.campaign-archive2.com/?u=86ed797fe5240bb8ea0fa4fa3&id=1ae154d8fa&e=a104062c0f>.

SENCO Forum e-discussion group

We are asking local authorities to bring the National SENCO Forum to the attention of schools, settings and SENCOs (Special Educational Needs Co-ordinators). The Forum, now in its twenty first year of operation, provides an opportunity for SENCOs and other SEN professionals to discuss issues and share information and practical advice. The Forum offers independent solution-based support in a collaborative and mutual way to both new to role and experienced SENCOs. Advice provided is based on the direct experience of SEN professionals, relevant research evidence and national/local policy guidance.

More information about the Forum and joining instructions can be found at:

<http://lists.education.gov.uk/mailman/listinfo/senco-forum>

Questions about using the Forum to disseminate information about SEN focused research, policy and practice can be addressed to the SENCo Forum Advisory Group Chair, Christopher Robertson at: robertsoncml@gmail.com

The Decision-making Toolkit

This decision making toolkit is a practical guide to support social workers, health practitioners, school and college staff, parent carers, families and anyone working directly with children and young people with special educational needs and disabilities (SEND).

It is designed to be used in partnership with young people to support them to make their own decisions and to participate as fully as possible in decisions made on their behalf. It includes a template which practitioners can use to support a young person who lacks capacity to go through a best interests decision making process based on the best interests checklist in the Mental Capacity Act 2005 code of practice. A link is provided below.

<https://councilfordisabledchildren.org.uk/help-resources/resources/decision-making-toolkit-0>

Minister's Q&A for SEND Practitioner magazine

On Monday 9 January, a Q&A between Edward Timpson and SEND practitioners was published by SEND Practitioner magazine. The article is available here:

<http://realtraining.co.uk/2017/01/issue-18-send-practitioner#A%20Q&A%20with%20Edward%20Timpson%20MP>

Short Breaks for Disabled Children: A Legal Guide

Written by Barrister Steve Broach and the Council for Disabled Children, the purpose of this guide is to assist local authority officers and Members to understand the law in relation to

short breaks and to apply it effectively. This should assist in supporting and protecting the provision of vital services for families. The guide also covers the duties on NHS bodies in relation to short breaks and so will be relevant to the health partners of local authorities, particularly Clinical Commissioning Groups.

<https://councilfordisabledchildren.org.uk/help-resources/resources/short-breaks-disabled-children-legal-guide> or <http://bit.ly/2j9UTL3>

Case Study: Supporting the role of Social Care in the SEND Reforms

Whilst the SEND reforms were being embedded into planning and practice, Liverpool identified that there was a need for a lead for Social Care to support local implementation. The role is designed to build local capacity and collaboration, and to address some of the key challenges for SEND. The case study describes the process in detail and highlights key learning for other Local Authorities.

<https://councilfordisabledchildren.org.uk/help-resources/resources/supporting-role-social-care-send-reforms> or <http://bit.ly/2j56kZt>

Annex A

Local authority key high level findings

Parent carer forum key high level findings

Headline summary

- The response rate for LAs completing the survey is 91%. This is the same as for the summer survey.
- 70% of respondents had discussed their responses to the survey with their Parent Carer Forum.
- A total of 123 parent carer forums responded to the survey (81%), an 11% increase on the last survey (70%). This is the highest forum response rate to date.
- 70% of parent carer forums discussed their responses to the survey with their local authority; a large increase from the last survey (45%).

EHC plans issued

- 36% of local authorities stated that they were issuing at least 90% of EHC plans within 20 weeks. Although this is a relatively low proportion, it is an increase of 17 percentage points since the summer survey.
- Local authorities were asked what were the main barriers to completing EHC Plans within the timeframe. 53% of LAs stated that capacity of the LA SEND team was a barrier, with 50% of LAs stating that timeliness of health care professionals was another barrier.
- 38% of forums believe that their local authority is meeting the 20-week deadline to produce EHC Plans in 90% of cases.
- The five main barriers to completion of EHC Plans within the 20-week timeframe were:
 1. Local authority capacity (45 forums)
 2. The timeliness of advice from health professionals (39 forums)
 3. The capacity of Educational Psychologist's to provide advice (37 forums)
 4. The capacity of health professionals to provide advice (30 forums)
 5. The capacity of social care professionals to provide advice (27 forums)

Transition to EHC plans

- 32% of local authorities stated that they were very confident they would have completed all their statements transfers and issued final EHC plans by April 2018. 54% of respondents stated that they were moderately confident with 14% stating that they were not at all confident.
- When asked about how confident they are that their local authority will have completed the transfer of statements and issued final EHC Plans by April 2018, 18% are very confident that this will occur; 32% are moderately confident rising from 25% confidence in the last survey; and 35% are not at all confident. The remainder of forums (15%) are unsure.

Strategic Planning, Engagement and Development

Methods of engaging children, young people and parents in strategic planning and co-production of SEND services.

- The number of children that are largely or fully engaged in strategic planning and co-production of SEND services has risen since the autumn survey from 10% to 13%.
- 60% of forums feel that parents are largely or fully engaged in strategic planning with their local authority. This is a slight drop from 62% in the spring 2016 survey, which saw a similar drop

- The amount of young people that are largely or fully engaged has remained the same since the last survey (30%), with parents (83%) being 1 percentage point less engaged than the last survey.
- Parents are much more engaged in planning and production of SEND services than young people and children.

from the autumn 2015 survey. These figures are much lower still when considering the engagement of children (7%, a 1% increase) and young people (15%, a 2% decrease) but largely echo the results from the last survey.

How well engaged are children, young people and parents in making decisions about their own SEND provision.

Engagement in making decisions about SEND provision for children, young people and parents has increased since the last survey.

- The largest increase in engagement is for parents (87%), which has seen a four percentage point increase in the summer survey.
- Children are still the least engaged at 52%, although this is a slight increase on the summer survey of two percentage points.

- When considering involvement in decision making about their own SEND provision, forums reported that 21% of children (down 1% from the last survey) and 27% of young people (up from 23% in the last survey) are either fully or largely involved. 49% of parents are largely or fully involved in decision making around their child or young person's provision, remaining unchanged from the last survey.

Strategies used in the EY sector and in schools/academies to develop and maintain effective SEN Support systems

The EY sector.

- The three most common strategies used by the LAs who responded to develop and maintain effective SEN support systems in the Early Years (EY) sector were:
 - Offering training and workforce development opportunities to all EY providers (98%).
 - Providing specialist services to support EY settings (99%).
 - Making it clear how EY providers can access high needs funding where appropriate (97%).

The publication of guidelines on EHC needs assessments has seen an increase of five percentage points since the last survey.

Strategies which were found to be less useful included ensuring the Local Offer has clear information about what to expect from EY providers and providing Area SENCOs to support EY settings. Only 78% of the LAs who responded used these strategies.

Schools, including academies.

- Common strategies used to develop and maintain effective SEN Support systems in

- With regard to Early Years settings, 90% of forums state that training and workforce development opportunities are offered to all Early Years providers, a 30% increase from the last survey. 67% of forums now believe that their Local Offer gives clear information about what Early Years providers are expected to make available through SEN support, a 19% increase. 82% of forums (an 18% increase) say that Area SENCOs and other specialist services are provided to support Early Years settings. 87% of forums say that other specialist services are provided to support Early Years settings, and 85% of forums say that it is clear how Early Years providers can access high needs funding. Since the last survey, 73% of forums said that their local authority had published guidelines about the threshold for an Early Years ECH assessment, which represents an increase of 35% since the June survey.

- When asked about developing and maintaining effective SEN support systems in Schools, forums in 101 out of 123 areas (83%, and static

schools, including academies generally saw a high usage percentage.

- Offering training and workforce development opportunities to schools, including academies at 96%.
- Leading and facilitating regular SENCO forum meetings at 93%.
- Ensuring the Local Offer has information about what is expected in relation to SEN support at 85%.
- Ensuring the availability and quality of School Information reports is monitored at 79%.
- Ensuring a range of specialist services to support SEN Support pupils at 95%.
- Providing guidelines about the threshold for an EHC needs assessment at 89%.

from the last survey) reported that their local authority leads or facilitates regular SENCO forum meetings for LA maintained Schools; the figure for Academies was slightly lower (81). 98 forums said that their local authority provides training and workforce development opportunities for all Schools, whilst only 81 forums said that Academies provide the same for their workforce. Forums state that 90 local authority areas provide a range of specialist services that support school settings with pupils who are at SEN Support in Maintained Schools, with 75 local areas' Academies also providing this. 21 forums said that Academies do not monitor the availability and quality of School Information Reports; 18 areas said that the local authority does not do this for their maintained Schools.

Working with Support Services in mainstream colleges

Ensuring the development and maintenance of effective SEN Support systems in mainstream colleges.

- The most used strategy for ensuring development of SEN Support is the publication of EHC needs assessments at 78%. This is followed by the development of training and workforce opportunities being offered to colleges at 71%. Just 56% of respondents stated that the Local Offer had information on what colleges should make available as SEN support.
- 31% of local authorities are working effectively in partnership with post-16 providers to deliver SEND reforms.
- When asked about the development and maintenance of effective SEN Support systems in mainstream colleges, 61% of forums note that training and workforce development opportunities are offered to all colleges. 64% say that there are regular SENCO/ALSM (Additional Learning Support Manager) forums or meetings. 61% of forums say that their Local Offer includes information about what they are expected to make available through SEN support. 51% of forums state that their local authority provides a range of specialist services to support college settings with SEN support students, with 66% publishing guidelines about the threshold for an EHC needs assessment.
- 5% of forums feel that their local authority is effectively working in partnership with post-16 providers to deliver the SEND reforms, whilst 34% say they are working in partnership to some extent. 11% of forums say that their local authority is not working in partnership with post-16 providers at all.

The SEND Code of Practice and joint commissioning

To what extent are local authorities meeting the expectation that partners will work together to monitor outcomes in education, health and care to ensure outcomes are improved as a result of the provision they make.

- 88% of LAs believed that their education partners were meeting expectations to monitor outcomes,
- In response to questions about monitoring improvements in joint commissioning, 43% of

with 59% of health partners and 60% of social care partners meeting the same expectation either fully or to some extent.

- 23% of LAs stated that they did not work together or worked together to a limited extent with education partners to monitor outcomes at all, with 42% stating the same for health partners, and 39% for social partners.

forums say that their local authority is meeting their joint commissioning expectations with education fully or to some extent; 60% feel that they are meeting their expectation with health, whilst 58% believe that their local authority is meeting its expectations with social care fully, or to some extent.

Local authorities and parent carer forums were asked how well do the joint commissioning arrangements between education health and social care work.

- 82% of LAs believed that joint commissioning between health partners was working fully or to some extent, with 71% of LAs identifying the same for health, and 74% for social care. However, 18% of LAs stated that the parent carer forum in relation to education either wasn't working at all, or was working to a limited extent.
- 18% of LAs stated that joint commissioning arrangements between education partners did not work well, or only worked well to a limited extent. 29% said the same for health partners, and 26% for social care partners.
- When asked about how well developed those joint commissioning arrangements are, 42% of forums think that their local authority's arrangements with education are fully developed, or developed to some extent. The figure for health was higher at 57%, and for social care 49%.

Local authorities and parent carer forums were asked whether the Parent Carer Forum in the local area is working in partnership with their local CCGs/Children's joint commissioner?

- 75% of local authorities said that their parent carer forum was working in partnership with their local CCGs/Children's joint commissioner, with 21% of LAs answering no to this question.
- 54% of forums report that they are working in partnership with their local CCG and Children's Joint Commissioner.

Resources to aid implementation

Local authorities and parent carer forums were asked how helpful they found various resources for monitoring and improving delivery.

- Local authority research was found to be the most useful resource, with 100% of LAs stating such research was either critical or helpful. This is closely followed by SFRs at 99% and Ofsted and the CQC at 98%.
- 60% of local authorities felt that the EHCP journeys resources were either helpful or critical.
- Each type of resource was found to be critical or helpful in some way in monitoring and improving delivery.
- Forums found many resources helpful in assisting them with monitoring and improving their delivery. Of the resources available to them, those that forums deem to be the most valuable are:
 1. Forums' own research or locally held evidence (89% critical or helpful).
 2. Contact a Family PCF survey (88% critical or helpful), a further 10 forums stated that they were not aware of the survey, they may have misinterpreted the question as it did not specifically state that it was the SEND survey or report.
 3. Ofsted and CQC local area inspection reports (79% critical or helpful).