



# **SEND Workshop with parents/carers**

**Workshop leads:**

**Simon Wellman Local Authority SEND Group Manager**

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**IASS service**

**POD's Parent carer Forum**



# Who's who

# Purpose of meeting



- We understand the important role parents play in their children's education.
- We know the best results come when parents and schools work successfully together.
- We know parents (and schools) can sometimes feel frustrated and at times don't agree.
- **We want to show you some of the key messages regarding SEND that we have been sharing with schools over the last year.**
- **We want to make sure you know what services are available for children with SEND and how you access them.**



# What do we know about parental involvement?

# Parental Involvement and Outcomes

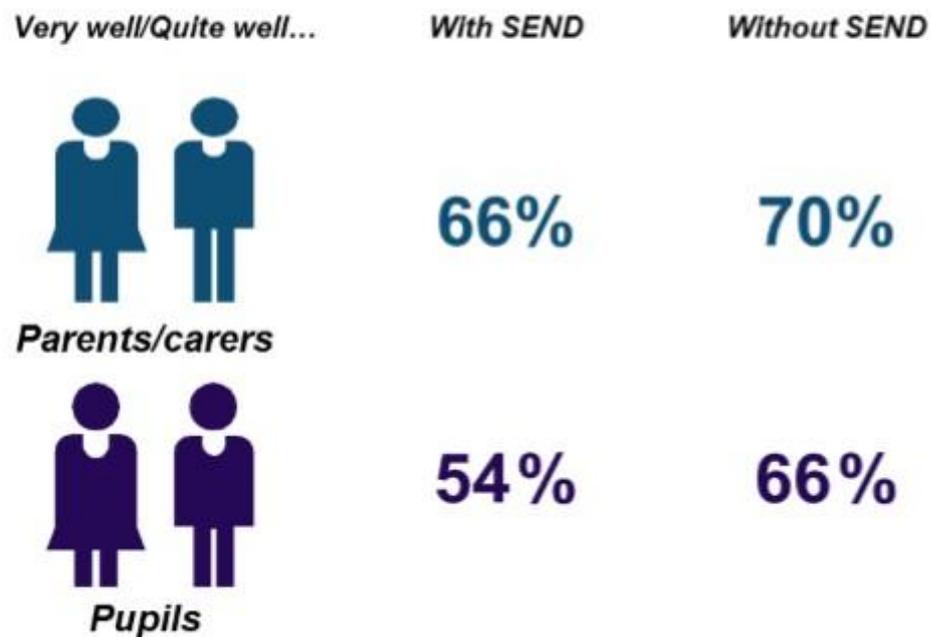


- There is robust causal evidence of the impact of parental involvement in their child's learning on attainment.
- Parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account. (Desforges C et al 2003).
- “The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance.” (Harris 2006.)
- Studies have indicated that parenting style can account for 19% of the gap in mathematics, 21% of the gap in literacy and 33% of the gap in language. (J Waldfogel and E Washbrook, Early years policy.)



# What do we know about parental satisfaction?

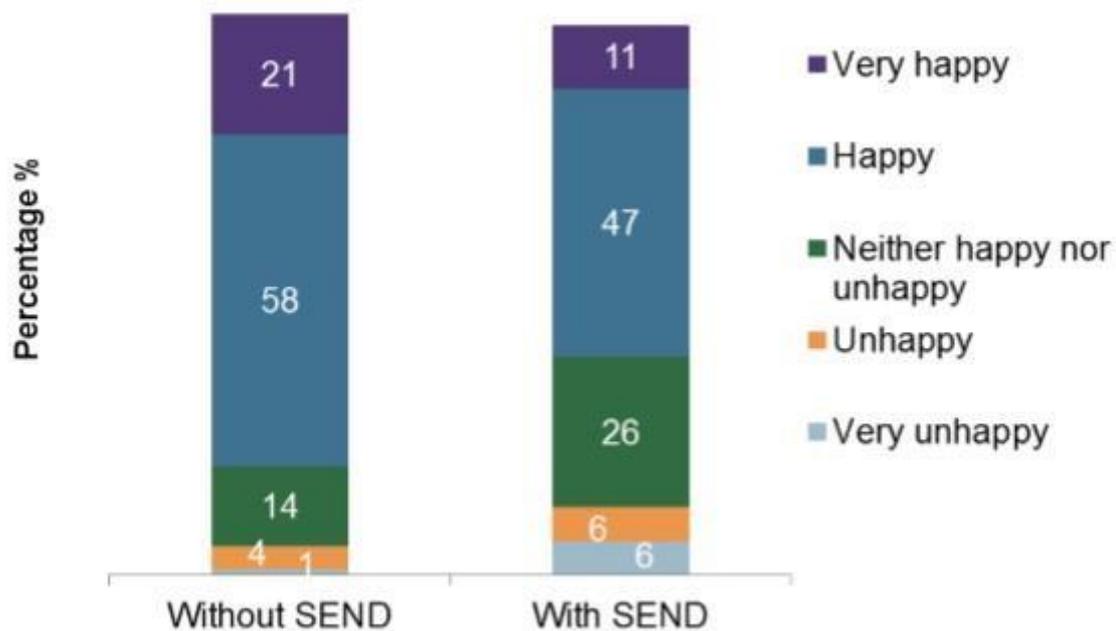
How well parents/carers and pupils feel teachers and other school staff are preparing them for adult life



Base: all parents/carers (1,723) all pupils (1,723)



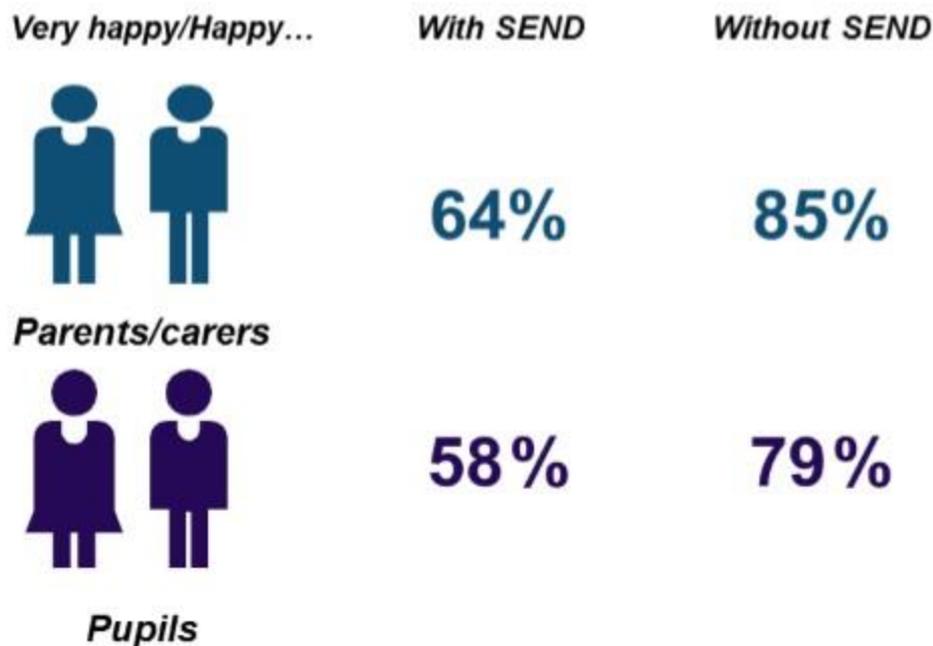
Figure 1.3 How happy pupils and parents/carers are with child's progress at secondary school by SEND



Base: pupils with SEND (151) pupils without SEND (1,324)

Although the majority of pupils with SEND and their parents/carers were either 'happy' or 'very happy' with their progress at school this proportion was lower than their counterparts where the child does not have SEND.

### Happiness with progress at school



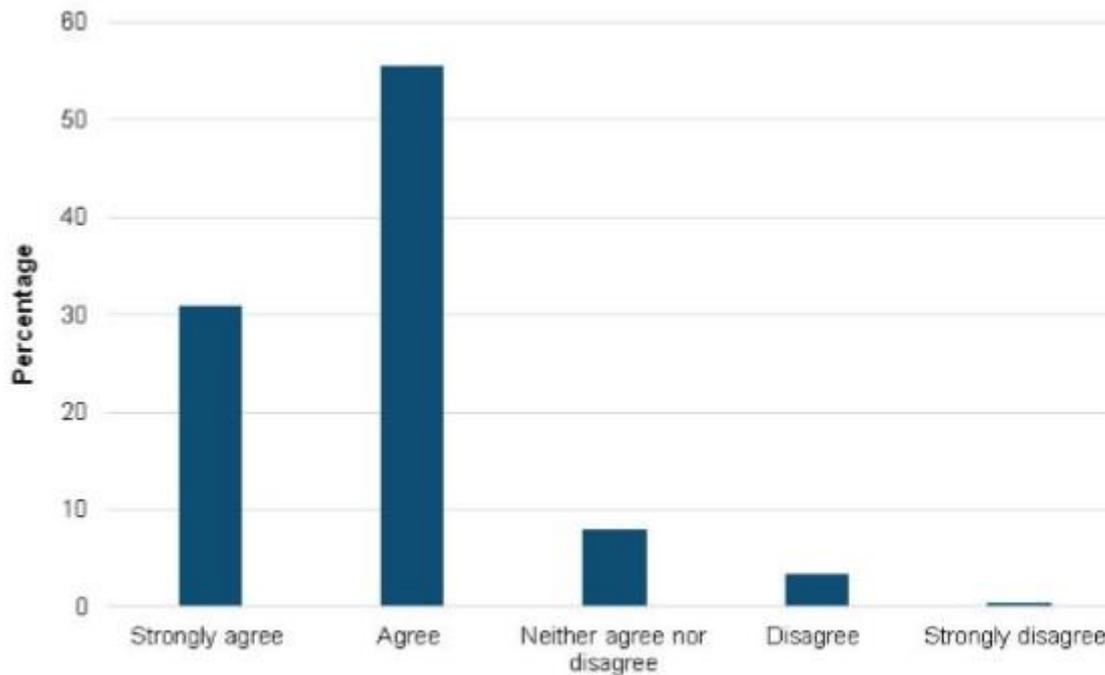
Base: all parents/carers (1,723) all pupils (1,723)

- Forty-four per cent of parents/carers of pupils with SEND had complained to their child's school (compared with 28% where pupil doesn't have SEND).



# What do we know about teacher confidence in meeting the needs of children with SEND?

**Figure 18 I feel able to meet the needs of pupils on SEN Support**



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

# How do we work with our schools?



- Produced a strategy for SEND so schools understand our key priorities.
- Provide training opportunities.
- Check schools comply to the law.
- Use our data to compare school SEND performance.
- Manage a number of SEND support services that schools buy into.
- Feedback issues that are raised by parents, children and young people.

# What are our key messages to schools about SEND?



- **Collective responsibility** – SEND is everyone’s business and we need a fair system where everyone plays their part to solve even the most complex of problems.
- **Early Support and Intervention** – Early help and support through a graduated pathway to offset and mitigate against the entrenchment of difficulties.
- **Inclusion** - The majority of children and young people with SEND will attend mainstream settings with support from specialist providers.
- **Localisation** - Children and young people should be educated as close to their home as possible to support meaningful engagement in their community.
- **Personalisation** - A personalised approach leading to greater choice and control for families, valuing unique circumstances.
- **Co-production** - Parents and carers know their children and families the best. They are active participants in decision making and help to develop and shape services.
- **Partnership** – Integration, joint commissioning and coordination of approaches to deliver better outcomes for children and young people with SEND.
- **Culture Change** – Our ‘SEND offer’ must change which means we need to think in different ways, create alternative methods for delivery and develop more flexible approaches to support.

# Our ultimate outcome



•“We want children and young people, aged from 0 to 25, with SEND across Telford and Wrekin to make excellent progress; to achieve the best possible outcomes, to open doors for their own future and thus enable them to become active citizens within their community.”

To succeed

To be healthy

To have friends

To be independent

To live locally

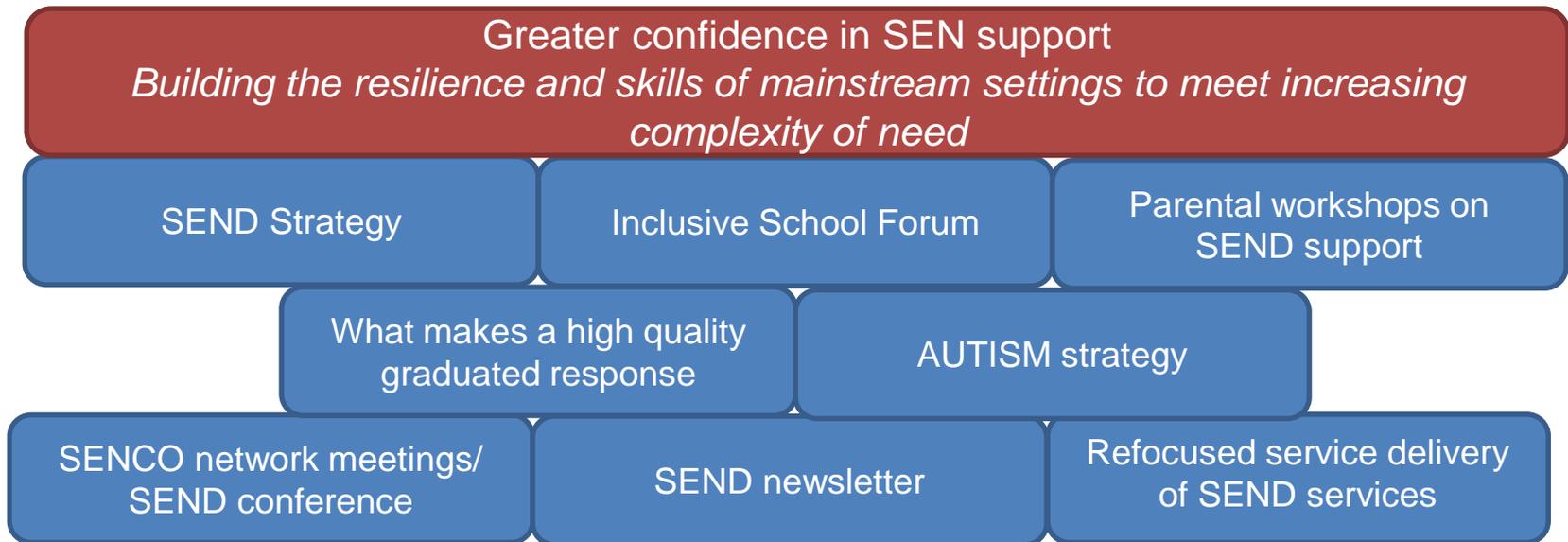
To develop skills for employment



# What are some of our big issues?

- We know that there is great provision in our schools but we need to grow parental confidence in the support offered to those with SEND.
- We know that we have too many children going through the Education, Health and Care process – needs should be supported more at SEND support.
- We need to develop better outcomes for children and young people with SEND.

# The Year Ahead in Telford and Wrekin – 'It's all about SEN support'



# *Belief is Everything*



## Strategy for Children and Young People with Special Educational Needs and Disabilities 2017-20

# SEND Support



- SEND Support, terminology and what information to expect from schools.
- The graduated approach and the cycles of assess – plan – do review.
- Initial support provided by settings and schools what does this look like.
- Recent changes that promote inclusive practice in our settings and schools
- The Local Offer – our website showing you what support services are out there and how they can be used.

# Terminology you may hear at SEND Support



Do you hear teachers / SENCO's talking about these? Do you know what they are?

- **4 broad area's of need** (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, Sensory and /or Physical)
- **Quality first teaching** – a high quality inclusive teaching together with a continuous whole school process for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.
- **Provision Map** – an efficient way of showing all of the provision that a school provides.
- **SEN Support** - a staged approach to identify needs, providing support which will involve conversations with school / setting, parents / carers, children and young people
- **Personalised SEN Plan** – builds on the curriculum and sets out strategies being used to meet the child's needs.
- **Progress** – a positive change has been made in achieving targets.

# Schools SEN information



The Code of Practice states:

## **Publishing information: SEN information report**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. (pg106, 6.79)

It should also give details of the school's contribution to the Local Offer and **must** include information on where the **local authority's Local Offer is published**. (pg107, 6.81)

arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and **their accessibility plan** showing how they plan to improve access progressively over time. (pg92, 6.2)



# The Local Offer

The new SEND reforms require the Local Authority to set out and publish a Local Offer for all children and young people aged 0 – 25 with a disability or a special education need

- Support available to all children and young people with SEN from universal services such as schools
- Targeted services for children and young people with SEN who require additional short term support over and above that provided routinely as part of universal service
- Specialist services for children and young people with SEN who require specialised, longer term support
- Mainstream schools and colleges, including academies and free schools, must use their best endeavours to secure the special educational provision called for by a child's or young person's needs
- The local authority must set out in their local offer a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEN
- The local authorities arrangements for providing top-up funding for children and young people
- Information about how to request an EHC assessment for an EHC plan.

[www.telfordsend.org.uk](http://www.telfordsend.org.uk)

# Activity



Do you know if your school has:

1. A published SEN information report
2. A published Accessibility plan
3. A link back to T&W's local offer.

Have a look on your schools website, pick one school per table and review the information.

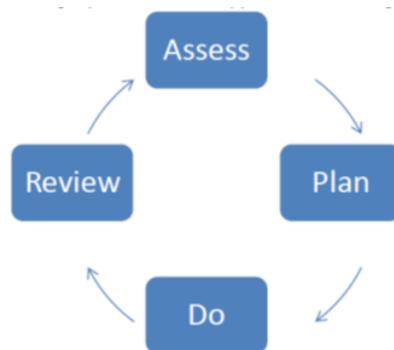


# The Graduated Approach

# The Graduated Response – Starting at the beginning



- The ‘graduated approach’ to managing special educational needs within early years, schools and college settings. This is the ‘four-part cycle’, which are:



- Where a pupil is identified as having SEN, the setting should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle, through which earlier decisions and actions were revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the ‘graduated approach’.
- It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child or young person.



## ASSESS

A problem has been recognised. A baseline is been collected to show where the child is now.

## REVIEW

Child's skills are checked

- 1) Has the child made progress from when the baseline was collected?
- 2) Where is the child in comparison to the expected attainment for their age?



## PLAN

Intervention (known to work) is determined and proposed outcomes (i.e. what skills the child will achieve) are developed. The length of time that the intervention will run for is determined.

## DO

Intervention is put in place and tweaked as required.



# Graduated approach – key phrases

- Assess, plan, do review. (A,P,D,R)
- Revisited, refined, refresh and revised.
- More detailed approaches, more frequent review and more specialist expertise.
- Successive cycles.

So evidence that a graduated approach has been applied will include:

A trail to show the cycle of A, P, D and R has occurred more than once.

That the different cycles show a clear difference in the outcomes proposed for the child and/or the intervention approach that is delivered.

That there will be involvement from ‘specialists’.

# Graduate approach – the basics



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have or have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.



# The graduated approach cook book

## 5 key ingredients

1. Schools are able to describe 'waves' of support that feature assess, plan, do, review **cycles** where the learner has received the appropriate support at universal (element 1), targeted (element 2) and specialist (element 3) levels.
2. Alongside describing provision schools have clearly articulated what you are trying to achieve by using SMARTA outcomes and these have been evaluated / reviewed and amended throughout cycles of APDR.
3. Outside agencies have contributed over time to the review and refinement of evidence based interventions carried out by the setting, and can comment on their implementation.
4. The progress data provided is over time and clearly shows where the child is currently attaining and how that compares to the expectation for children of the same age.
5. The process is child centred / involves parents – they voices are listened to and work is co-produced with them.

- A graduated approach the features these key ingredient will be **HIGH QUALITY**

# Tailoring the Graduated Approach to specific circumstances



The graduated approach will need to be tailored to children in specific circumstances:

- Need – children with physical and or sensory need issues will require a graduated approach that is tailored to their need and the impact it has on accessing the curriculum
- Age – children in the early years may require assessment because there is sufficient evidence to suggest long term provision at school will be necessary.
- Access to support services – there is currently a difference in support services that are available to early years / school sector / post 16 providers.

A one, fit for all approach is not possible and the EHC panel appreciates this. However where a graduated approach has occurred over a relatively short period of time there will be significant evidence that long term provision is required from a range of different professionals.

It is unlikely that Telford and Wrekin will specify a minimum timeframe for the graduated approach.

# Key messages

- All schools must follow the graduated approach as part of their SEND support offer.
- The quality of the graduated approach is used to determine whether an EHC assessment is necessary when a request is made.
- Schools have funds within their notional SEND budget to support children at SEND support.
- There is a new fund that schools can access to support SEND without an EHC plan – this is called Additional Inclusion Funding and can be accessed via the Inclusive School Forum.

# Inclusive School Forum



**Please read the information supplied about the Inclusive School Forum**

- Can you identify its strengths?
- Do you think it has any weaknesses?
- Any other comments?

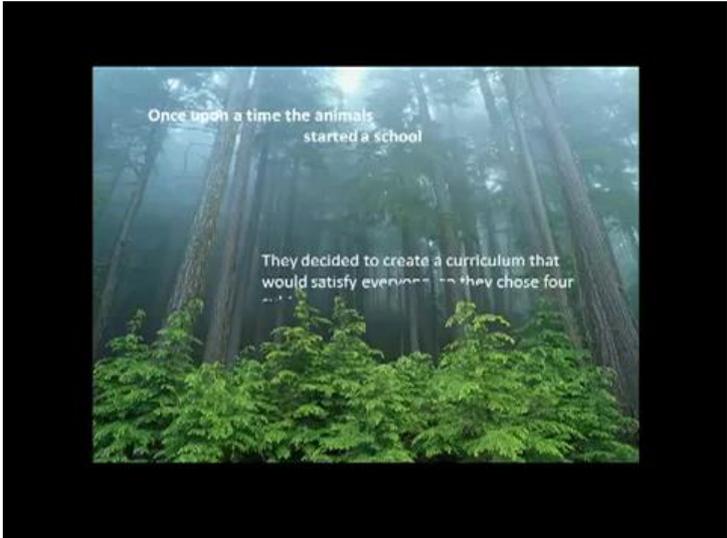
# How do we know how well we are doing?

- OFSTED / CQC inspection
- Governance board – Aiming High
- Performance dashboards
- Annual SEND action plan
- Satisfaction Surveys
- Parent/Carer communication group

# And finally – ‘CHANGE’



- Challenging but also provides opportunity.
- ‘Do with not do to’.
- If your not sure request clarity from your setting.
- Utilise support that is put in place.
- Understand that it raises anxiety in all of us –share those feelings through your school, setting and /or parents carer forums.



Once upon a time the animals  
started a school

They decided to create a curriculum that  
would satisfy everyone so they chose four  
...



- *‘Believe that children learn best when we their teachers develop and challenge their strengths and identify and nurture their weaknesses. Take action’.*
- George H Reavis (Early 1940’s)

# PODS (Parents Opening Doors) PARENT CARER FORUM





- ▶ PODS was set up in 2008 as part of the Aiming High for Disabled Children Strategy from Central Government.
- ▶ Funded through DfE Participation Grant to offer opportunities for families to participate in joint decision making and have a say in how services are developed across Health, Social Care and Education.
- ▶ Peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years).
- ▶ We host the Face 2 Face Scheme that offers emotional and practical support to families in Telford & Wrekin.



## Our Aims are:

- ▶ To provide emotional, practical and social support.
- ▶ To help reduce isolation and increase well-being.
- ▶ To provide an opportunity to participate in joint decision making on services.
- ▶ To provide information to help increase knowledge of the SEND reforms and legislation.
- ▶ To improve and influence those services affecting these families

# Opportunities to Get Involved

**Surveys**

**E-bulletin**

**Workshops**

**Facebook Page**

**Website**

**Phone**

**Email**

**Family Groups**

[Home](#)

[About PODS](#)

[Information](#)

[Face2Face](#)

[News & Events](#)

[Gallery](#)

[Contact](#)

**Involving & Supporting  
Families Who Have a Child or Young Person  
With a Disability or Additional Need (age 0-25)**  
**"Together We Can Make a Difference"**



### Your Views

Increased Confidence and opportunity to be involved in joint decision making about service provision through information provided via our website, social media, surveys and newsletters and at family groups.

### Face 2 Face Scheme

Accessing Peer led emotional and practical support from our Face 2 Face Befriending Scheme to support you and reduce isolation and increase your wellbeing.

### SEND Reforms

Improved knowledge and understanding of SEND Reforms and legislation through access to workshops, training sessions and annual conference.

### Family Groups

Reaching out and joining with other families through family groups run throughout the month during the daytime and evening. Also social events and fun activities organised throughout the year.

# Thank You

[jayne@podstelford.org](mailto:jayne@podstelford.org)

Facebook page: PODSForumTelford

Twitter: @PODS(Telford)

Phone: 01952 271532

Family Groups: [www.podstelford.org](http://www.podstelford.org)

# Telford and Wrekin SENDIASS Aims

Information, Advice and Support Service (IASS) aims to increase the confidence of parents/carers and young people with Special Educational Needs and Disability by offering independent and impartial information, advice and support enabling parents and young people to make informed decisions.



# Why?

***Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care.***

**SEND Code of Practice 2014, DfE**

- They are required to be impartial, accessible and free.
- IASS staff should be independently trained.
- The obligations and expectations of an IAS Service are set out in Chapter 2 of the [SEND Code of Practice](#)
- The standards expected of IAS Services can be found in the [IASS Network Quality Standards](#)
- IAS Services will differ greatly from authority to authority, with variation in size, capacity and resources.



# Our Universal Offer

- ▶ Providing direct telephone support via the helpline
- ▶ Email contact via the website
- ▶ Providing peer support groups/Drop Ins
- ▶ Specialist support groups sessions on different topics.
- ▶ SEN Coffee Mornings
- ▶ Information posted or emailed out
- ▶ Facebook page
- ▶ Signposting into a variety of other local and national services and organisations.



# Tier 2 Support

## SEN Workshops - Follow up email, telephone support

- ▶ Areas Covered:-
- ▶ Understanding SEN Support,
- ▶ Early Years
- ▶ Local Offer/School Offer,
- ▶ Role of SENCO,
- ▶ The Graduated Response
- ▶ Post 16 Support
- ▶ Positive Communication
- ▶ Inclusion
- ▶ Medical Needs



# Tier 2 Stage 2

Higher needs cases where there is a variety of difficulties which may include

- ▶ Disability Discrimination Cases
- ▶ If the parent/carer has a particular difficulty in being able to voice their concerns to a school. For example if the parent has their own learning disability.
- ▶ Complex cases - For example these may include long term significant communication difficulties between home and school, difficulties with inclusion



# Tier 3

## Allocation of SEND Caseworker

- ▶ Education Health and Care Plan Process
- ▶ Transitions
- ▶ Annual Reviews
- ▶ Exclusions
- ▶ Mediation
- ▶ Placements
- ▶ Appeals



# Working with Young People (Year 9 Onwards)

- ▶ Telephone and Email support
- ▶ Face to Face meeting
- ▶ Drop ins within secondary schools and colleges
- ▶ Support and representation at meetings ensuring their voice is heard
- ▶ For Young People with EHCP's attendance at Annual Reviews, meetings, Mediation, support to Appeal and Tribunal.



# IASS Contact Details

- ▶ Referral Line 01952 457176
- ▶ Email [info@iass.org.uk](mailto:info@iass.org.uk)
- ▶ Refer in via The website
- ▶ Address- Information, Advice and Support Service

The Glebe Centre

Glebe Street

Wellington

Telford

TF1 1JP

