

Special Educational Needs & Disabilities (SEND) 2014



Draft Special Educational Needs and Disabilities (SEND) Action plan to address:-

The requirements of the Children and Families Act.
The 4 priority areas of the Special Educational Needs strategy post consultation.

The four priority areas are:-

Priority 1.

Every child including those with SEND in Reading should have their needs met, in Reading if possible, but the priority is to ensure that each child's needs are met.

This priority refers to establishing a range of specialist provision for CYP with Statements or EHCPs.

Priority 2. Develop provision within Reading, or in partnership with our neighbouring Local Authorities which reduces reliance on the most expensive and remote options.

This priority refers to establishing a range of provision and resources to intervene to support families and their children at Universal, Targeted and Individual levels (usually within the context of mainstream, college or preschool provision) and preventative / early intervention provision such as training programmes and working with young mothers. Both assume that interventions will include how we develop social capital and community wealth as a way of developing skills and resilience.

Priority 3. Work with families to enable them champion better outcomes for their children.

Priority 4. Work with schools and other services to provide resources (this includes financial) in order that all children, including those with SEND, are given the opportunity to reach their full potential. This includes the development of their academic, social, emotional and communication skills.

This priority makes reference to clarity of resource allocation which includes 'SEN finances'.

Context. This draft action plan needs to incorporate both the changes required by the Children and Families Bill and RBC SEND strategy post the consultation process.

The consultation requests that the SEND Action plan include:-

1. The implementation of the national requirements
2. How we create effective forums with schools and parents to share information and ideas which report on the quality of provision for CYP with additional needs
3. The creation of a leading partnership to shape local policy and provision over time which improves the outcomes for children and young people with additional needs aged from 0 - 25.
4. How we develop an objective approach to the funding of effective provision to drive demonstrably improved value for money, raised standards and inclusion.

The consultation process has identified four recommendations.

1. There needs to be a much more coherent and joint up approach to pulling various initiatives together to avoid duplication and ensure information is fairly and easily accessible to all.
2. Develop neighbourhood SEND initiatives which will include all agencies including Private and Voluntary sector and incorporate the skills of the families within neighbourhoods.
3. To create more collaborative approaches to learning, development and capacity building based on audits of local need and strengths and RBC wide audits of trend.
4. That every child is in receipt of their entitlement to a full time education once they reach statutory school age.

Objective	Actions	lead	Evidence of Success / Outcome	Milestones	Comments
Meet the requirements of the Children and Families Act 2014					
Short and Medium national requirements resulting from Children and Families Act are met	1. Confirm the role of Assessment Co-ordinator.	CS	Current SEN team plus two additional members are renamed Assessment Co-ordinators. They chair AR and EHCP meetings.	1 st September	Achieved with two assessment coordinators in post by 22 nd September 14. JD and roles identified via dressing rehearsing EHCP meeting.
	2. Develop the skills to carry out this role.	PS			
	3. Rewrite all RBC letters associated with the new EHCP procedures.	CS	Letters rewritten, statutory guidance to families and criteria and paperwork related to EHCP all rewritten.	Achieved.	
	4. Convert all Statements into Education Health and Care plans.	CS	By August 2017 all current Statements converted	August 2017	Write the timetable for this year's plan to convert leavers, and yrs. 9,10 and 11 by November 14
	5. Work with Practitioners to agree common assessment format with outcome focused assessments.	CS	By December 14 all Practitioners use the same format	March 2015	Format agreed (August 14) with Eps, Therapy Services and SENCOs. Paeds.

	<p>6. Resource allocation system agreed for allocation of Personal budgets.</p> <p>7. Joint commissioning process and criteria for allocation of personal budgets agreed with Social Care, Health and Education.</p> <p>8. Letters and information about the planned changes to be sent to schools and families who have a child with a Statement of Special educational need</p> <p>9. Schools to make maximum use of their funding allocation to support children with SEN at all levels.</p>	<p>CS and TF</p> <p>CS and TF</p> <p>CS</p> <p>JT and AD</p>	<p>Resource Allocation System agreed and practiced and implemented for social care. For Education and Health to follow by September 15.</p> <p>Criteria for allocation of personal budgets agreed with all agencies.</p> <p>Booklet and accompanying letter written</p> <p>Resource management process in place in all school settings for determining how they make maximum use of their resources to meet needs of children with SEN</p>	<p>March 2015</p> <p>September 2015</p> <p>Sent March 14</p> <p>March 2015</p>	<p>and Psychiatrists left.</p> <p>Letters and booklet all sent out to schools and families and Practitioners. Achieved.</p> <p>JT and AD to scope this activity by October 14.</p>
Local Offer in Place by 1 st September	<p>1. Schools, providers and agencies(including Health) complete the statutory questions and send 'on line' to G.S.</p> <p>2. Project officer to work with parents and G. S to develop pathways on the Open Objects data base based on the most commonly asked questions regarding SEND issues.</p> <p>3. LA sends schools document outlining what should 'normally be made available' at Universal, Targeted and Individual levels.</p> <p>4. Annual reviewing cycle process agreed</p>	<p>CS</p> <p>TF</p> <p>CS</p> <p>JT</p>	<p>Local Offer in place via RBC website.</p> <p>Pathways created within Local Offer</p> <p>Statement of Intent coproduced with parents and LA</p> <p>Review LO in January 15 with updating March/April 15</p>	<p>1st September 2014</p> <p>Statement published in LA and sent to schools September 14</p> <p>July 15</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>

Priority 1. Every child including those with SEND in Reading should have their needs met, in Reading if possible, but the priority is to ensure that each child's needs are met.

Objectives	Actions	Lead	Evidence of success/outcome	Milestones	Comments
To complete an audit and mapping of current needs and specialist provision against population trends,	To commission PG to complete the audit via a scoping meeting with KM, CS and PG.	CS	Profile of current specialist resources in Reading mapped with each provision's:- success rates as identified by outcomes (progress since being at the specialist provision,	Proposal for auditing written and approved. October 14.	

<p>overall achievement, patterns and trends of attendance and exclusion rates and destination once leaving school. (via NEET information and only for secondary provision.)</p> <p>Based on the report written by PG, establish a short life working group for parents, Members, Officers and representatives of stakeholder groups including schools, to agree action plan on the development of the spectrum of specialist provision that is required for Reading children with SEND</p>	<p>This audit will include a review of the effectiveness of our current outreach specialist teams.</p> <p>This group to be formed in November with a proposal to meet in January 15 with PG who will provide first scoping review of his audit report findings and with an overview from JH-B about the impact of population trends in child population.</p>	<p>KM and JH-B</p>	<p>destination post leaving school, attendance and exclusions). Entry and exit criteria with a judgement about clarity. Demand and success rate as judged by how many reach the exit criteria.</p> <p>Recommendations and action plan written by PG. which will include any requirement to reconfigure based on audit of current need. The audit report will also include and view of the effectiveness of our current outreach teams with recommendations as appropriate.</p> <p>Action plan written describing 3 year plan for developing specialist provision in Reading</p>	<p>Report completed by March 15.</p> <p>Action plan written October 15.</p>	<p>The focus of the recommendations will be to provide advice to Members and Officers for the development of specialist provision in Reading and used by Reading and other Berkshire Las.</p>
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Priority 2. . Develop provision within Reading, or in partnership with our neighbouring Local Authorities which reduces reliance on the most expensive and remote options.

Objectives	Actions	Lead	Evidence of success/outcome	Completion/r eview date	Comments
<p>To establish 'wrap around' preventative services for children and families with a neighbourhood bias (such as via Children Centres) as appropriate and record in the Local Offer when established.</p>	<p>To form a short life working group with parents, social care, CATs team representatives scope this action. This will be informed by Peter G's review of the effectiveness of current specialist provision and outreach teams.</p>	<p>CS</p>	<p>Paper is written with proposals for action.</p>	<p>March 15</p>	
<p>Phase 1.</p> <p>An action plan is drawn up that offers a view about the spectrum of resources and provision needed both within mainstream schools and commissioned by schools, to</p>	<p>Phase 1.</p> <p>This will be informed by Peter G's review of the effectiveness of RBC specialist outreach teams and resource centres. This will include the ASD and BST.</p> <p>To inform the</p>	<p>CS and JT</p>			<p>The focus of Phase 1 is to look at development of provision to support children with SEND within mainstream schools.</p>

<p>promote emotional health and social skills for those children who present with Social, Emotional and Mental Health issues leading to challenging behaviours.</p>	<p>action plan Jenny T will meet with a representative sample of SENCOs and parents to seek their views and provide proposals for spectrum of skills and provision required to meet predictable and exceptional needs within mainstream schools.</p> <p>To establish two more nurture groups.</p> <p>Work has been planned for CAMHs representative to familiarise SENCOs with the role of CAMHs and how to reduce inappropriate referrals to CAMHs.</p> <p>CAMHs representatives along with CS, and linked to the CAMHs review, will set up a pilot preventative project.</p>	<p>JT</p> <p>JT</p> <p>CS and DH</p> <p>DH and CS</p>	<p>Reports/ Action plans from PG and JT completed.</p> <p>Date confirmed for presentation at the October SENCO conference.</p> <p>Pilot project with Children's Centre established to create a Health and Wellbeing drop in clinic for parents who are concerned their children may have ADHD.</p>	<p>July 15</p> <p>April 15.</p> <p>October 14.</p> <p>April 15</p>	
<p>Phase 2.</p> <p>Based on the Action plans written by PG and JT, work with all agencies, including Health and Public Health, will be undertaken to ensure the correct level of skill and expertise is available to schools and families to assist in meeting the holistic needs of children with SEND.</p>	<p>Phase 2.</p> <p>Via discussions with SENCOs at their twilight sessions scope the agencies needed to provide effective expert support</p>	<p>JT</p>	<p>A plan that identifies strengths and gaps in skill levels with a proposed design for two year training programme is drawn up for consultation.</p>	<p>November 15</p>	<p>The focus on Phase 2 is to concentrate on developing the correct skills profiles needed to support those with SEND in mainstream schools.</p>
<p>To strengthen and consolidate the procedures for creating the philosophy and practice to ensure full time education for all children with SEND, with the commitment that no children with a Statement /EHCP</p>	<p>Via the restructure of the management of the admissions and the new service offered by Cranbury college to re-include children who are not receiving education, the capacity is created to achieve</p>	<p>GD</p>	<p>Proposals to achieve this action written.</p>	<p>April 15</p>	

is excluded.	the objective.				
Phase 3 For schools to develop a range of skills and services to promote inclusion via the use of procedures such as Move, TEACCH and PECS. This is to ensure that there are the skills to meet the predictable needs of children including those with ASD, SPLD, SEMH issues and Social Interaction and Communication difficulties.	Phase 3. Special Educational Needs Advisor builds from the information gathered in Phases 1 and 2 to put together an action plan to develop the training programme required to build skill profiles in schools to address those children with predictable and exceptional SEND. The intension for Phase 3 would be to rationalise and bring under one structure the current spectrum of specialist provision offered that would be underpinned by a training programme for schools in order for them to acquire the skills profile.	SEN Advisor	Report written	October 2015.	The focus for Phase 3 is to develop the skills needed to successfully include children with predictable and exceptional needs in schools.

Priority 3. Work with families to enable them to champion better outcomes for their children.

Objectives	Actions	Lead	Evidence of success/outcome	Completion /review date	Comments
Forums for partnership working between Schools, Families and RBC are established	1. Parent / school's charter drafted. 2. Through Reading Families Forum to create parent support groups attached to every school via the work of a School Group Facilitator by May 15 3. LA and Parent's Forum have agreed procedures for co-production and engagement	CS and PG CS and RB CS and RB	Charter in place. Forums in place.	September 2014 May 2015 January 15	
Strategic Partnership responsible for shaping policy and provision for those between 0 - 25 who have additional needs is in place	Members to be identified with renewed terms of reference agreed at first meeting.	CS	Dates of meetings agreed along with membership and chair	March 2015	See Priority 1 that refers to the creation of a short life working group. This will become the Strategic Partnership.
Communication strategy written, including improvements to	Tracy Fenty is currently drawing up communication strategy for Local	TF	Communication strategy written	January 15	

RBC website	Offer and will expand to include this.				
Via the Local Offer and coproduced with families to provide clear consistent information for families of children with SEN.		TF	Local offer published in partnership with Parent Partnership and Family Information Service	1 st September	Achieved
To develop a training strategy for all school staff and Governors that covers the spectrum of needs encountered in mainstream schools.	This goes with training programmes identified in Phases 2 and 3.	Sen advisor	As described in phases 2 and 3	As described in phases 2 and 3.	
Brochure written for families that describes Short Break provision available (including holiday clubs), criteria for entry and carers assessments.	Completed by Project officer.	TF	Brochure written based on current repertoire of services.	April 15	
<p>Priority 4. Work with schools and other services to provide resources (this includes financial) in order that all children, including those with SEND, are given the opportunity to reach their full potential. Potential means the development of their academic, social, emotional and communication skills.</p>					
Objectives	Actions	Lead	Evidence of success/outcome	Completion /review date	Comments
Procedures for communication, allocation and review of resources to meet the needs of CYP with SEN are in place	Short life working group of HT, Parents, LA is set up with timescales and terms of reference agreed at first meeting. Moderating process agreed including new school cluster structure. Head teachers to identify chair of each cluster who will meet to plan the development of this new system to be in operation by March 31 st 15 at the latest.	CS	Leaflet written for schools and parents outlining allocation and reviewing process for all SEND funding both within schools and within specialist provision and specialist teams Moderating process agreed	February 2015 February 15	Moderating process agreed and cluster arrangements agreed. Email circulated to all schools confirming their agreement to cluster arrangements and providing name for each cluster
Schools to agree a provision mapping and resource allocation process for all those children with SEND	Anita Devi to lead on this via scoping of this activity area to be completed by October 14.	Sen advisor	RAS agreed with schools March 15.	March 15	

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