Special Educational Needs & Disabilities (SEND) 2014

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 me.

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 capitol 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'.

<u>Context.</u> 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	 Confirm the role of Assessment Co- ordinator. Develop the skills to carry out this role. Agree new statutory assessment process and timelines including role of Annual Reviews and where Personal budgets are initiated. Convert all 	CS CS CS CS	Current SEN team plus two additional members are renamed Assessment Co- ordinators. They chair AR and EHCP meetings. Timeline published and shared and agreed with parents (especially Personal budget decision making process) By August 2017 all	1 st September August		
	Statements into Education Health		current Statements converted	2017		

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	and Care plans. 5. Work with Practitioners to agree common assessment format with outcome focused assessments.	CS	By December 14 all Practitioners use the same format	December 2014
	6. Resource allocation system agreed for allocation of Personal budgets.	CS and TF	Resource Allocation System agreed and practiced and implemented.	January 2015
	7. Joint commissioning process and criteria for allocation of personal budgets agreed with Social Care, Health and Education.	CS and TF	Criteria for allocation of personal budgets agreed with all agencies.	March 2015
	8. Letters and information about the planned changes to be sent to schools and families who have a child with a Statement of	TL	Resource management process in place in all school settings	December 2014
	Special educational need	CS	Letter and Booklet sent	May 2014
Local Offer in Place by 1 st September	 Schools, providers and agencies(includin g Health) complete the statutory questions and send 'on line' to G.S. Project officer to work with parents and G. S to develop pathways on the Open Objects data base based on the most commonly asked 	TF	Local Offer in place via RBC website.	1 st September 2014

	questions				
	regarding SEND				
	issues.				
	3. LA sends	CS			
	schools documer	nt			
	outlining what				
	should 'normally	,			
	be made				
	available' at				
	Universal,				
	Targeted and				
	Individual levels				
	4. Annual	CS		November	
	reviewing cycle	and		2014	
	process agreed	JT		2014	
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order that all children, including those with SEND, are given the opportunity to reach their full						
	order that all chi	including those	= wiin 3	are given the opport	unity to reach	

potential. Potential means the development of their academic, social, emotional and communication skills.

Procedures for	Short life working	Communication	October	
communication,	group of HT,	strategy agreed and	2014	
allocation and	Parents, LA is set	published.		
review of	up with	Leaflet written for		
resources to	timescales and	schools and parents		
meet the needs	terms of	outlining allocation and		
of CYP with SEN	reference agreed	reviewing process for		
are in place	at first meeting.	all SEND funding both		
		within schools and		
		within specialist		
		provision and specialist		
		teams		
Schools to				
agree a				
provision				
mapping and				
resource				
allocation				
process for all				
those children				
with SEND				