



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 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	
	2. Develop the skills to carry out this role.	CS			
	3. Agree new statutory assessment process and timelines including role of Annual Reviews and where Personal budgets are initiated.	CS	Timeline published and shared and agreed with parents (especially Personal budget decision making process)		
	4. Convert all Statements into Education Health	CS	By August 2017 all current Statements converted	August 2017	

	<p>and Care plans.</p> <p>5. Work with Practitioners to agree common assessment format with outcome focused assessments.</p> <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>CS</p> <p>CS and TF</p> <p>CS and TF</p> <p>JT</p> <p>CS</p>	<p>By December 14 all Practitioners use the same format</p> <p>Resource Allocation System agreed and practiced and implemented.</p> <p>Criteria for allocation of personal budgets agreed with all agencies.</p> <p>Resource management process in place in all school settings</p> <p>Letter and Booklet sent</p>	<p>December 2014</p> <p>January 2015</p> <p>March 2015</p> <p>December 2014</p> <p>May 2014</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</p>	<p>CS</p> <p>TF</p>	Local Offer in place via RBC website.	1 st September 2014	

	<p>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>CS and JT</p>		<p>November 2014</p>	
<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.</p>					
Objectives	Actions	Lead	Evidence of success/outcome	Milestones	Comments
To complete an audit of current needs and provision (including SPLD) against overall achievement, patterns and trends of exclusion rates, population trends and destination once leaving school. (via NEET information)					
Draft recommendations recorded in an action plan.					
<p>Priority 2. . Develop provision within Reading, or in partnership with our neighbouring Local Authorities which reduces reliance on the most expensive and remote options.</p>					
Objectives	Actions	Lead	Evidence of success/outcome	Completion/review date	Comments
To establish 'wrap around' preventative services for children and families with a			(Need to make sure we link with Health, Housing and Transport))	

neighbourhood bias (such as via Children Centres) as appropriate and record in the Local Offer when established.			(Developing a commissioning strategy		
A lead is commissioned to coordinate the development of resources and provision to promote emotional health and social skills for those children who present with Social, Emotional and Mental Health issues leading to challenging behaviours.					
To work with all agencies, including Health, 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.					
To create a spectrum of provision and a philosophy of practice that ensures full time education for all children with SEND, with the commitment that no children with a Statement /EHCP is					

excluded.					
Based on the Audit of need, develop the spectrum of provision and resource to meet the needs of CYP with ASD and with Social, Emotional and Mental Health issues.					
For schools to develop a range of skills and service to promote inclusion 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.					
Priority 3. Work with families to enable them to champion better outcomes for their children.					
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	CS CS and RB CS and RB	Charter in place and forums in place.	September 2014 January 2015 November 2014	

	Forum have agreed procedures for co-production and engagement				
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	September 2014	
Communication strategy written, including improvements to RBC website					
Via the Local Offer and coproduced with families to provide clear consistent information for families of children with SEN.					
To develop a training strategy for all school staff and Governors that covers the spectrum of needs encountered in mainstream schools.					
Brochure written for families that describes Short Break provision available (including holiday clubs), criteria for entry and carers assessments.					
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.					
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.		Communication strategy agreed and published. 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	October 2014	
Schools to agree a provision mapping and resource allocation process for all those children with SEND					

DRAFT