

SEND Reforms Torbay

A new approach to SEN & Disabilities

July 2017 (No.9)

Including:

Introduction from Head of Service - SEND, Local Offer, SEN Statistics, Feedback from Families, Parent Carer Forum News, Local Area Achievements and Priorities, Joint Working groups, Early Years Inclusion Changes, Post 16 'Raising Aspirations, Pupils Voice in Annual Reviews, SEND Audits

Introduction

It is hard to believe that it will be 3 years since the SEND Reforms were introduced. A great deal of progress has been made in this time, and I am pleased to say that a national survey of parents and young people who have experienced the Education, Health and Care plan process has provided very positive feedback about Torbay's approach. Parents and young people have said they have confidence in what we are achieving.

It is rewarding to see the outcomes for students, and to hear of the "preparing for adulthood" opportunities which are occurring. The "voice of the child" in annual reviews is being strengthened, which is most welcomed.

The SEND audits have been well received by schools, and have helped inform strategic developments for the year ahead. We have also published an up-to-date SEND Strategy for the next few years.

All this progress is down to the commitment of all the Local Area partners, and I would like to express a sincere 'thank you' to all involved.

I wish you all an enjoyable summer break and look forward to working with you all in the next academic year.

Dorothy Hadleigh
Head of Service (SEND)



Local Offer

As we hope you will all be aware Torbay Local Offer moved to an improved website in September 2016.



Since then we have been focusing on making the Local Offer much more informative and user friendly. We have been involved in regional peer reviews, and although feedback has been positive it has also assisted us in making further refinements. We have also been actively seeking feedback from parents, carer, professionals and young people to help ensure that the Torbay Local Offer meets their requirements and expectations.

The Local Offer is now presented in the following 8 key areas:



It also has loads of useful features including:

- Help with searching
- Changing this websites text size and colour contrasts
- Viewing this website in different languages
- Contacting us for further help
- Creating and using a user account
- Using shortlists
- Accessing information 'on the go'
- Easy print options
- Giving us feedback on this website

Please take the time to make sure your service is included and has up-to-date information. Please contact FISenquiries@tobay.gov.uk to make updates.



Torbay SEN Statistics

Requests for Statutory Assessment (RSA)

The number of RSAs received continues to climb. The table below shows the number of RSAs for the year so far compared to previous years; we anticipate the final figure for the academic year being over 210 .

	Sept 13 – Aug 14	Sept 14 – Aug 15	Sept 15 – Aug 16	Sept 16 – May 17 (3 months remain)
Requests for Statutory Assessment	133	164	175	181
Agreed	115 (86%)	142 (87%)	135 (77%)	In progress
Declined	18 (14%)	22 (13%)	40 (23%)	In progress

Transfers from Statements to EHCPs

- At the start of the process in September 2014, the local area had **888** Statements to transfer to EHCPs
- The SEN Team has **217** statements remaining to transfer to EHCPs (up to 30/6/17)
- **76%** of the original number have been transferred

Through additional investment by the local authority the SEN Team are on track to successfully complete all transfers of Statements to EHCPs by the April 18 deadline.

Feedback from Families

In addition to receiving predominantly positive feedback from our ongoing local EHC plan surveys, we are pleased to announce that in a recently published National Survey, commissioned by the DfE, Torbay was ranked the 6th best Local Authority in relation to parents and young people's satisfaction with the EHC process, and the 15th best Local Authority in relation to parents and young people's confidence that having an EHC plan will help them meet expected outcomes.

Please visit: www.gov.uk/government/publications/education-health-and-care-plans-parents-and-young-people-survey to read the full National Survey results.

Torbay Parents Participation Forum (PPF) Update including name change

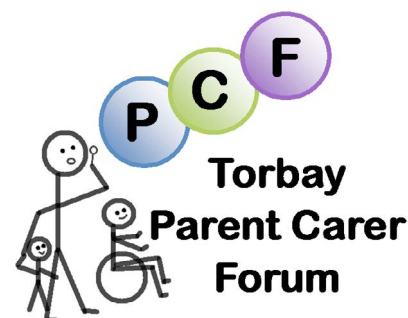
The PPF have continued to be busily involved in co-produced consultation events with education, health, social care and other relevant service providers over the past year. This has included a CAMHS re-procurement preparation event held in November 2016 and a Transition to Adulthood event in March 2017.

We were particularly pleased to have been able to include presentations and consultation with education, health, social care and jobcentre plus at our Transition to Adulthood event all of which can be viewed on our website and YouTube channel.

In addition, following our recent AGM, it has been agreed that we will be changing our name to the Torbay Parent Carer Forum, to clearly show that carers are able to join, to align ourselves more clearly with the National Parent Carer Association and to reflect our progression from participation to co-production.

Please look out for our new Logo, redesigned leaflets and website www.torbaypcf.org.uk.

Carol Brierley – Chair Torbay Parent Carer Forum



Local Area Achievements and Priorities

What has the local area achieved so far?	What are the local area priorities for SEND?
<ul style="list-style-type: none"> • Strategic engagement and collective action from all partners resulting in a new SEND strategy. • Confidence of children, young people and their families in the creation and delivery of plans (ref survey). • Good rate of conversions of Statements of Special Educational needs to ECHP • Clear pathways for pre requests and requests for statutory assessment process. • Effective decision making panels that have strong representation across agencies. • A well informed workforce through awareness raising and training. • Appointment of key personnel – Dedicated Medical Officer (DMO) • An increased accountability for key partners through audits and self-evaluation. 	<p>Priority 1: Integrated Agency Working Agencies will work together effectively to improve outcomes for children and young people with special educational needs and disabilities.</p> <p>Priority 2: The Local Offer Partners and service providers will meet the needs of children and young people with special educational needs and disabilities as part of the Local Offer</p> <p>Priority 3: Joint Commissioning Joint commissioning arrangements will contribute to the right services being in place for children and young people with special educational needs and disabilities within Torbay.</p> <p>Priority 4: Co-Production Clear co-production pathways will enable children, young people and parents to make a significant contribution to identifying and planning the local offer available to children and young people with special educational needs and disabilities.</p> <p>Priority 5: Preparing for Adulthood Young people moving into adulthood will be offered a variety of opportunities to help them realise their potential.</p>

To view the draft SEND strategy please visit

www.torbay.gov.uk/special-educational-needs-and-disability-strategy.

Changes to SEND Inclusion in Early Years' Service structure and funding streams.

As a reflection of national changes from April 2017 we have made alterations to both the structure of the service for SEND Inclusion in Early Years and application forms for Activity led Funding in Early Years (ALFEY).

From September the Pre-school Advisory Teacher will routinely visit all settings to give advice in relation to SEND, so referral forms to access advice for specific children will no longer be required.

The national changes include availability of the new Disability Access Fund (DAF) for eligible children to a nominated childcare provider once per year to aid access to Early Years places for children with special educational needs (SEN) or disabilities.

For more detailed information about children eligible for DAF and ALFEY including application forms please visit the Torbay Council website at www.torbay.gov.uk/schools-and-learning/send/send-inclusion-in-early-years/

Judith Thomas – Early Years Advisory Teacher for Inclusion

Raising Post 16 Aspirations

It is a shocking fact that the number of people with a learning disability who are in paid employment is just 6.4% when the UK presently has record employment levels somewhere around 75%. Add to this the fact we spend millions on post-16 education, (over £300 million I believe?) and clearly something is sadly wrong. Why is it, that thousands of pupils, who could easily be employed, often end up NEET (Not in Education, Employment or Training) after leaving school or further education?

Sadly, the story probably begins in primary school and continues through secondary, where despite everyone's best efforts, the child picks up a constant stream of subliminal negative messages about needing 'additional support', 'intervention' 'bottom sets' etc, leading to them having low expectation and reinforcing a poor self-esteem. The curriculum mainstream schools have been driven to offer is ill suited to enable them to display their strengths and talents, mainly focussing on academic achievement, they know even their very best is not good enough.

So how can they be aspirational? How can we help them to understand and appreciate that they can be successful, to become valued employees, to get on the first rung of the employment ladder, arguably the most import one!

At Combe Pafford we have redesigned our secondary curriculum with this end goal in mind. We focus on core and vocational skills, we are trying to foster a culture that we expect our pupils to get a job, we have spent 10 years developing first class vocational facilities, we have developed sustainable links with business partners where our sixth form spend two days a week every week this often leads to employment. We try to open eyes and minds with trips to China and Costa Rica, we help pupils feel valued.

Consequently, our sixth form programmes, work placements and employer focused support are having a real impact and many students are leaving school to go into meaningful paid employment or apprenticeships and with it an increased positive life chance. This success in turn informs younger pupils and consequently it raises their aspirations. Many of the best ideas are common sense.

Mike Lock – Headteacher, Combe Pafford School



Preparing for Adulthood

Visit "[Preparing for Adulthood](#)" in the Torbay Local Offer for information related to training, employment, living independently, becoming involved in your community and support available as you move from services for children and young people to services for adults.

Preparing for Adulthood

Preparing for Adulthood Pathway

Intro

Year 9

Year 10

Year 11

Age
16 - 18

Further
information

Pupil's Voice in Annual Review of an EHC Plan - The Mayfield Experience.

Almost 3 years ago the school decided that pupil's voice within the process of reviews and other aspects of their lives was not given as much attention as it should expect. We were doing person centred planning but knew that something was still not right with the process.

We knew that another special school was leading the way on person centred planning through an initiative called Learning to Live and that as part of that they operated a 'Listen to me' document that was purely about the voice of the child and their family. Following training with them we decided to implement the 'Listen to me' element to coincide with the beginning of the conversion process of Statements to EHC Plans.

We appointed a member of staff with Makaton and other communication expertise to act as the lead person for pupil voice and she provides an independent facilitator role in the meetings having met with the child before the review to discuss their views. Her role is also to review action plans and ensure that anyone with a task is reminded of their promise to the child.

We have also a named pupil voice champion in each classroom who keeps the pupil's contribution in their 'Listen to me' document up to date on a termly basis. They review with the child what they had said in their last meeting to check if the information is still current or needs updating. This is done in

English as part of child's speaking and listening development. For those children who are unable to communicate their choices or preferences, there is advocacy of their views through observation and other forms of evidence which is collated on their behalf.



Parents are sent a summary of the 'Listen to me' document which includes a section for them to talk about family views, needs, concerns and celebrations.

All children and young people attend their review for all or part of the meeting (if possible) and their voice leads the content of the review. We ensure all those present are involved by bringing them in at the relevant section of the 'Listen to me' information.

Feedback from parents, other professional and the children and young people is very positive. 'Listen to me' as a process has enabled young people to have their voice heard and acted upon which for many has led to greater confidence, determination and choice.

We would be very happy to share practice in greater depth. Please contact the school if you would like more information or to see 'Listen to Me' in process. Contact: admin@mayfield-special.torbay.sch.uk.

June Palmer – Headteacher, Mayfield



Special Educational Needs and Disabilities (SEND) Audits



Audits of the effectiveness of SEND support and provision for children and young people have been completed throughout the current academic year by Karen Gannon, School Development Partner with Torbay Teaching School Alliance. Karen has an extensive background in SEND both as a headteacher and an inspector with Ofsted.

The audits were commissioned by Torbay local authority for primary, secondary and special school settings with a 99% take up the offer. The audit focuses on the leadership and management of provision, how effectively agencies work together to identify, assess and support needs, the implications of the 2010 equalities act and outcomes for children and young people. Each setting received a half day visit with most schools involving senior leaders, governors, SENDCOs and pastoral/welfare staff in the audit process.

Findings are resulting in direct action to address any issues through the termly SEND briefings to schools and are informing school improvement actions and local authority self-evaluation of effectiveness. Schools will be asked to formally feedback on the audit process once the cycle is completed.



Joint Working Groups

The SEN Team continues to develop effective working relationships with partners to improve SEND provision in Torbay. Below are some examples of groups the SEN Team has established that are working to improve outcomes for children and young people in Torbay:

- Parents of Children and Young People with SEND focus group
- SEN Team and Torbay Parent Carers Forum joint meetings
- SEND Operational Leads
- Joint SENDCO & SEN work group
- Post 16 Groups

We are currently working with SENDIASS to establish links with a newly developed young people's group and we would welcome contact from any existing groups that would like to be involved in potential SEND co-production.

Useful links

Torbay Local Offer

All SEND related local services and information

[fis.torbay.gov.uk](https://www.fis.torbay.gov.uk)

Torbay Council Website SEND landing page

The portal for all local information including guidance and forms for:

- EHC needs assessments, plans and Annual reviews,
- Mental Capacity,
- SEND Inclusion in Early Years,
- Person Centred tool to use for gathering children and young people's aspirations and views

www.torbay.gov.uk/send/

SEND Code of Practice

Statutory Guidance in relation to SEND

www.gov.uk/government/publications/send-code-of-practice-0-to-25