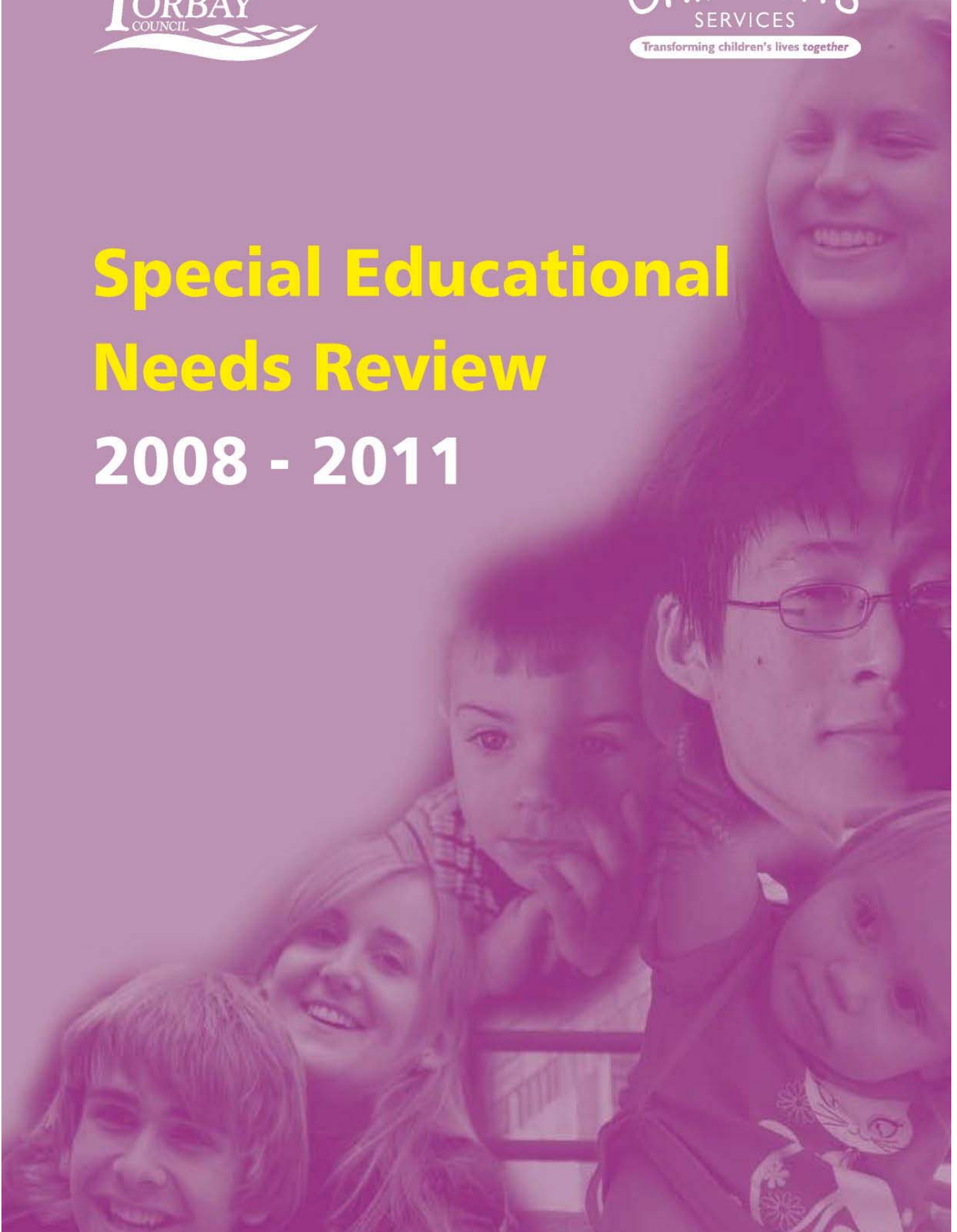




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Special Educational Needs Review 2008 - 2011



CONTENTS

	Page
GLOSSARY	2
SECTION 1 Scope and structure of the review of provision made in Torbay for pupils with Special Educational Needs (SEN)	3
SECTION 2 Setting the Scene - Facts about Special Educational Needs in Torbay	6
SECTION 3 What we spend on Special Educational Needs provision in Torbay	12
SECTION 4 What we do well in Torbay and gaps in provision	13
SECTION 5 Priorities and proposals for improvement:	
a) Behaviour, Emotional and Social Difficulties	17
b) Cognition and Learning Difficulties	19
c) Communication and Interaction Difficulties	20
d) Physical Sensory and Medical Difficulties	21
SECTION 6 The Consultation process of this review	22
Appendix A Project Remit	23
Appendix B Kick Start Meeting Attendees	28
Appendix C Steering Group and Focus Group Members	30
Appendix D Current Provision in Torbay	32
Appendix E Torbay's (Revised) SEN and Disabilities Policy Goals	34
Appendix F Outcomes of Focus Groups Kick Start Meeting - 15 th February 2008	36
Appendix G Local Inclusion Forum for Torbay Terms of Reference	51
Outcomes from meeting of 17 th June 2008	52
Appendix H Outcomes of Focus Groups from meeting of 12th March 2008: Behaviour, Emotional & Social Difficulties	59
Appendix I Cognition & Learning	64
Appendix J Communication & Interaction	66
Appendix K Physical, Sensory & Medical	69

GLOSSARY

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
Assigned Funding	Funds delegated to schools to support individual pupils who have statements of special educational needs
AST	Advanced Skills Teacher
AT	Advisory Teacher
BESD	Behaviour, Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
C& L	Cognition and Learning
DCSF	Department for Children, Schools & Families
EP	Educational Psychologist
EWO	Education Welfare Officer
INSET	In Service Training
HI	Hearing Impairment
LA	Local Authority
LIFT	Local Inclusion Forum for Torbay (see page 51 for Terms of Reference – Purpose)
Non-assigned Funding	Funds delegated to schools to support all pupils with special educational needs
OT	Occupational Therapy
PSM	Physical, Sensory and Medical Difficulties
SEAL	Social & Emotional Aspects of Learning
SEN	Special Educational Needs
TA	Teaching Assistants
VI	Visual Impairment

SECTION 1

Scope and structure of the review of provision made in Torbay for pupils with Special Educational Needs (SEN)

All children and young people should have opportunities to achieve their academic, social, emotional and physical potential and barriers to attainment should be overcome. Under the Education Act 1996 Local Authorities are legally required to formally review the provision they make for pupils with special educational needs.

The previous Special Educational Needs (SEN) Review in Torbay took place in 2004 and mainly focused on reducing the number of pupils with Statements of Special Educational Need, exclusions and the scale of special needs provision in Torbay.

Since the Review of 2004 a 16-place Enhanced Provision for pupils at Key Stage 3 and 4 with Communication and Interaction Difficulties has been developed at Brixham Community College. The Assessment and Diagnostic Unit based at Preston Primary School has been redesignated as an Enhanced Provision for Key Stage 1 pupils with Communication and Interaction Difficulties. This has helped provide a continuum of provision for pupils through Key Stages 1 to 4 although there remains some concern about the separate location of the Key Stage 1 and 2 settings.

The number of pupils at Combe Pafford Special School is now reduced to 155 (2004 - 185) which includes provision for 18 pupils with moderate learning difficulties who have significant Communication and Interaction Difficulties.

The professional management of the Hearing Impaired Service is currently commissioned from the Royal Academy for Deaf Education at an annual cost of £10,896. This is currently under review due to staffing changes at the Enhanced Provision for Hearing Impaired pupils at Westlands School.

Number of Pupils with Statements of SEN in Torbay as at September				
2004	2005	2006	2007	2008
919	862	853	854	820

This represents a reduction of 11% over the past four years which is encouraging and has helped increase the amount of delegated funding to schools via the Social Inclusion Budgets. However, Torbay still has a higher than average percentage of pupils with statements than the national average. This is explored and explained more fully in Sections 2 and 3.

Permanent Exclusions	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Secondary Schools	32	18	9	23	20	11
Special Schools	2	8	0	0	2	0
Primary Schools	8	2	5	4	8	3
TOTAL	48	28	14	27	30	14

Fixed Term Exclusions	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Secondary Schools	971	818	758	916	902	718
Special Schools	43	92	49	10	25	7
Primary Schools	177	179	129	86	151	114
TOTAL	1191	1089	936	1012	1078	839

There has clearly been progress made to meet the aims of the previous review which is encouraging. We now must continue to work together in partnership with schools, parents and all stakeholders to continue to ensure that we provide the opportunities in Torbay for pupils with special educational needs to achieve the best possible outcomes. The reduction in the number of statements does not appear to have impacted adversely on the rate of either fixed or permanent exclusions.

The Special Educational Needs Review 2008 took place between February and July and the Authority took a project management approach to the Review (*Appendix A – Project Remit*). The review was divided into the four main areas of special educational need as designated by the Department of Children, Schools and Families which are:

- 1. Behaviour, Emotional and Social Difficulties**
- 2. Communication and Interaction Difficulties which include:**
 - Speech, Language and Communication
 - Autistic Spectrum Disorder
- 3. Cognition and Learning and Physical which include:**
 - Specific Learning Difficulty
 - Moderate Learning Difficulty
 - Severe Learning Difficulty
 - Profound and Multiple Learning Difficulty

4. Sensory and Medical Difficulties:

- Visual Impairment
- Hearing Impairment
- Multi- Sensory Impairment
- Physical Disability

The scope of the review included all mainstream primary and secondary schools, all special schools and enhanced provisions and the Pupil Referral Unit, the Educational Psychology Service and Hearing Impaired Service, Outreach Services, Learning and Standards, Education Otherwise Than At School, Early Years, Early Intervention, Children's Disability Team, Therapies, Mental Health Services and Health, Parents, Parent Partnership Services, Governor Services, Voluntary Organisations. (*Appendix B – Kick Start Attendees*)

Any additional funding necessary to action outcomes from this Review would need to be agreed between schools, the Local Authority and other appropriate agencies. Further costings will need to be determined following this consultation.

There is a Local Authority Steering Group and Focus Groups in all four areas of need which include a range of multi-agency stakeholders. (*Appendix C - Steering Group and Focus Group Membership*)

The main purpose of this review is 'to consider whether the current arrangements (*Appendix D – Current Provision in Torbay*) provide the most appropriate provision and make the most efficient use of resources for pupils in Torbay with special educational needs'. Performance measures to consider are:

- Pupils' academic progress
- Improved behaviour and social skills
- Improved social, communication and speech and language skills
- Maintenance of mainstream placement
- Opportunities for inclusion into mainstream settings
- Fair and equitable access

The Authority also needs to be mindful of the goals as outlined in the Learning Inclusion Strategy. (*Appendix E - Torbay's (Revised) SEN and Disabilities Policy goals*)

For the purposes of this review we are considering the needs of pupils at School Action, School Action Plus and with Statements of Special Educational Need as described in the SEN Code of Practice 2001.

The review was 'kick started' in February 2008 where a range of stakeholders from a wide range of agencies were invited to identify areas of strength within the provision we make for pupils with SEN in Torbay. Stakeholders were also invited to suggest areas for development and improvement.

The main priorities for development were then taken for discussion to the four focus groups. The outcomes of these groups and proposals made will be explained further in Section 5.

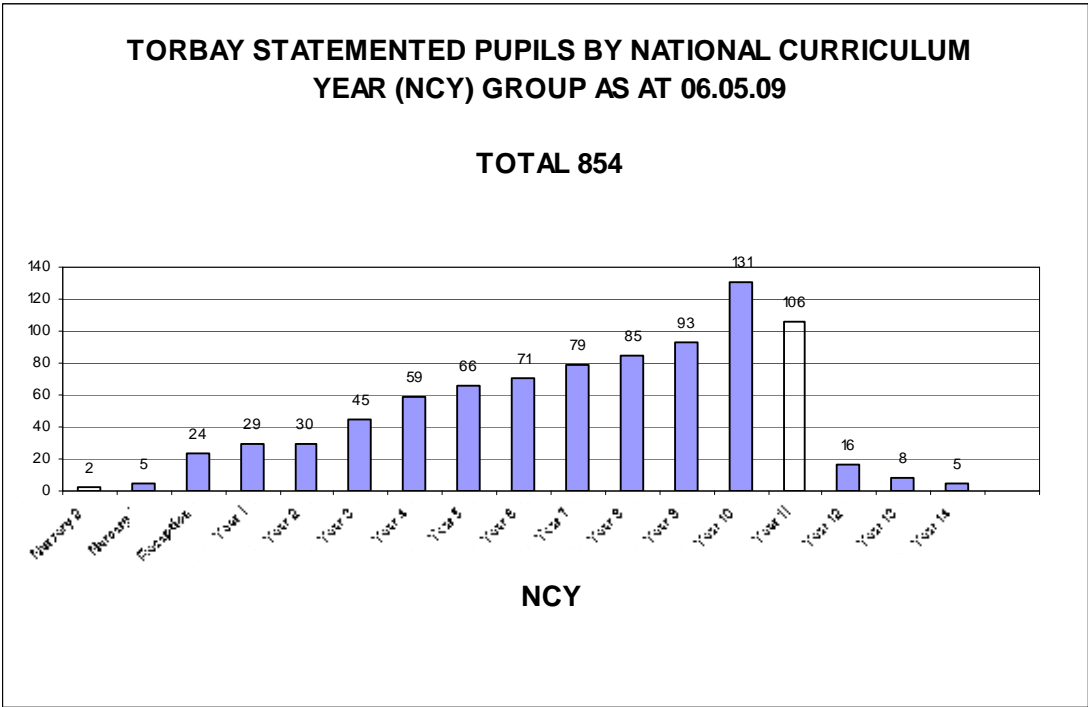
SECTION 2

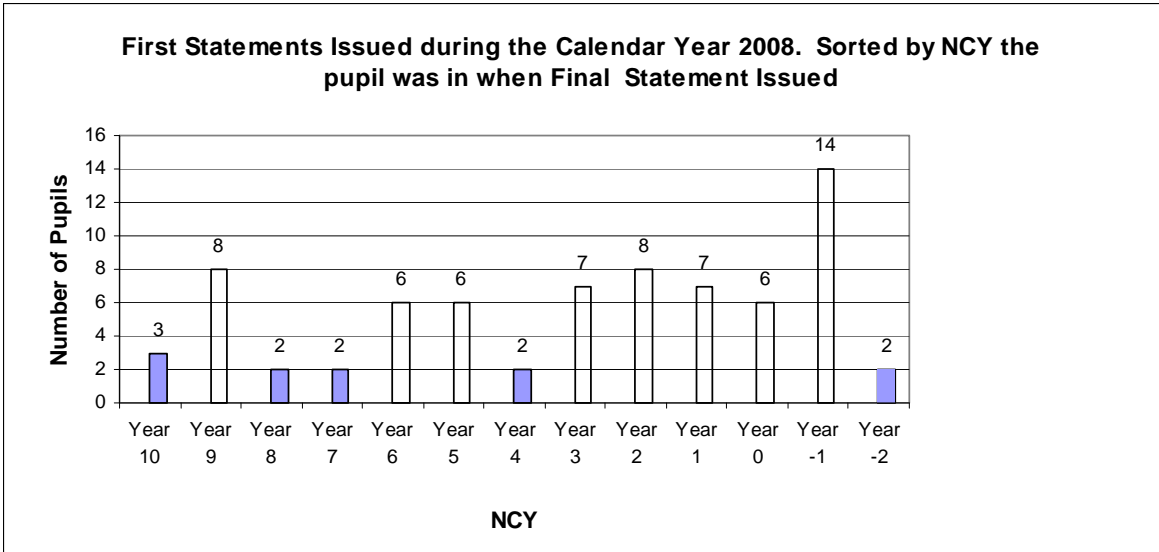
Setting the Scene - Facts about Special Educational Needs in Torbay

How many children in Torbay are at School Action, School Action Plus and have Statements of Special Educational Need?

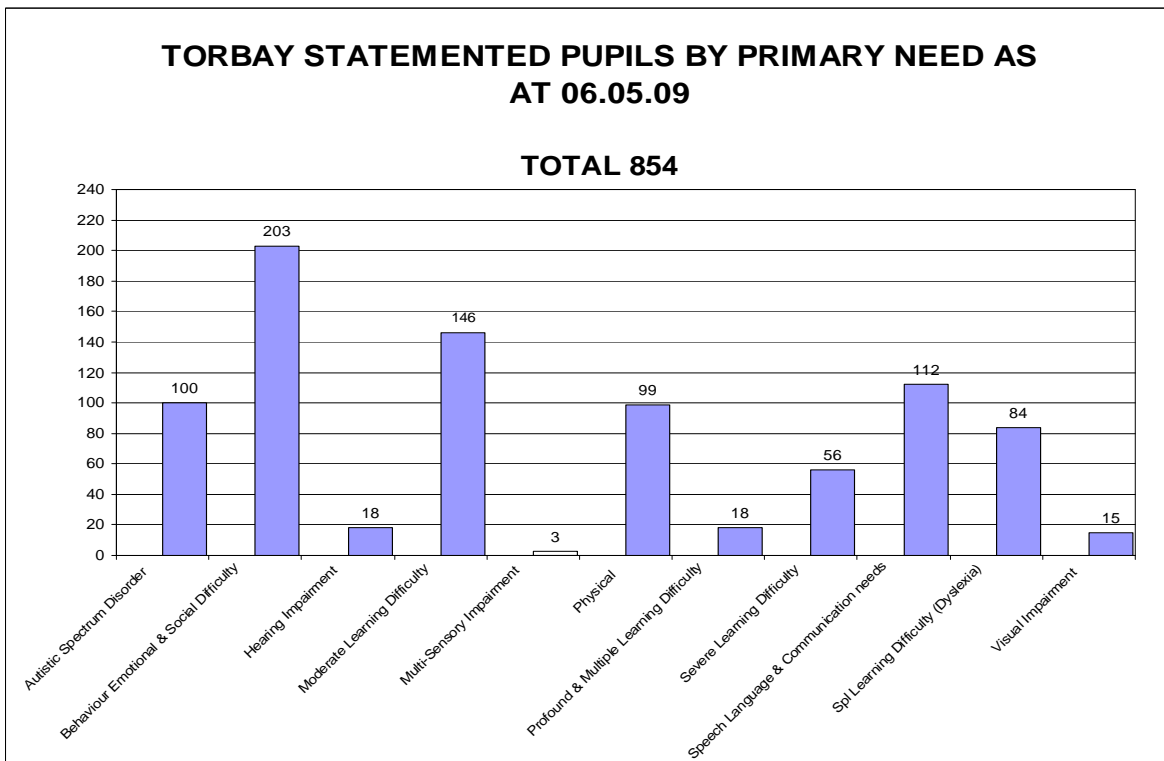
	January 2007	January 2008	January 2009
School Action	2,102	2,199	2,291
School Action Plus	802	916	1,028
Number of Statements	888	886	838
Total School Population	19,058	18,863	18,573

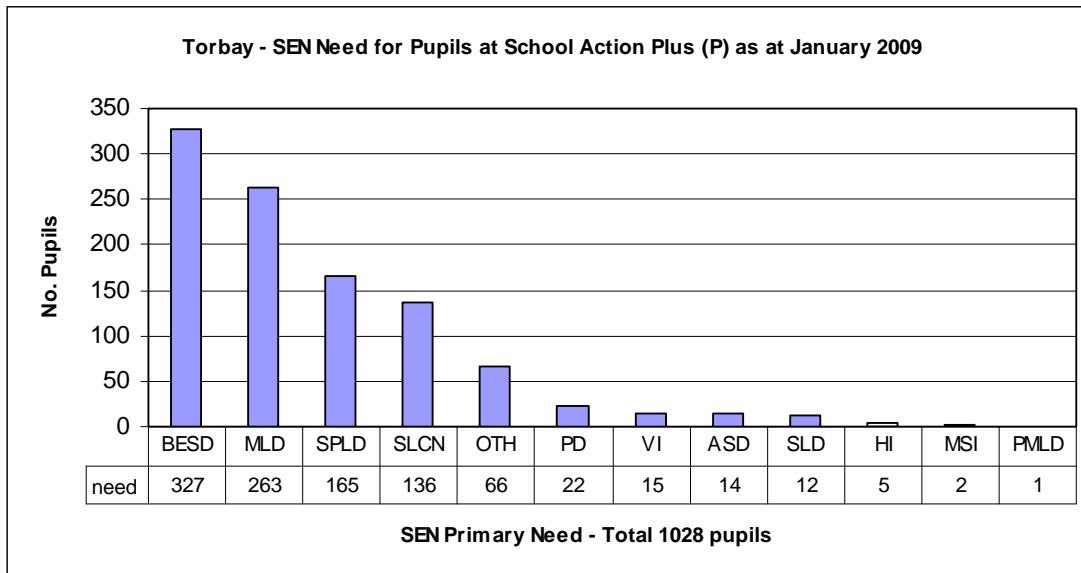
It is interesting here to note that the number of pupils at School Action Plus and with Statements are not significantly different over the past 3 years. It would be usual to expect that the number of pupils with statements would be considerably less than at School Action Plus.





The following data strongly indicates that the areas of need which we find most difficult to manage within Torbay without the need for a statement of special education need are Behaviour, Social and Emotional Difficulties and Cognition and Learning which includes pupils with moderate learning difficulties and specific learning difficulties (dyslexia). This is reflected in the proposals recommended by stakeholders in Section 5.





Torbay and the National Picture

Data was gathered from the DCSF Statistical First Release (June 08). The national distribution across the areas of need is similar to last year. The most prevalent type of special educational need amongst pupils with statements was Communication and Interaction Difficulties which includes Speech and Language as well as Autistic Spectrum Difficulties in primary schools. The most prevalent in secondary schools was in Cognition and Learning – Moderate Learning Difficulties. This distribution pattern is not reflected across the number of statements in Torbay.

223,600 pupils out of total school population of 8,102,190 - 2.8 % of all pupils in schools had statements of SEN. This figure has decreased by 9.7% since 2004. The number of statements in Torbay has decreased by 11%.

	National	Torbay
% of pupils with statements placed in mainstream schools	56.6	61
% of pupils with statements placed in maintained special schools	36.9	36
% of pupils with statements in independent and non-maintained special schools	3.6	3

These figures allow for approximately 3% of pupils for whom alternative arrangements are made.

New Statements Issued as a percentage of Total Statements Maintained - 2008 (2007 Calendar Year)				
	New Statements %	SW Median %	New Statements	Statements Maintained
England	10.51		23,510	
Devon	12.86	10.32	424	3,298
Gloucs	10.32	10.32	233	2,257
Somerset	7.41	10.32	87	1,174
Cornwall	10.66	10.32	229	2,148
Wiltshire	10.72	10.32	203	1,893
Dorset	8.09	10.32	124	1,533
Bristol	14.81	10.32	264	1,783
South Gloucs	8.45	10.32	92	1,089
Plymouth	10.80	10.32	132	1,222
Swindon	15.05	10.32	135	897
N Somerset	7.44	10.32	43	578
Bath & NES	7.72	10.32	55	712
Bournemouth	11.16	10.32	52	466
Poole	10.07	10.32	45	447
Torbay	10.27	10.32	91	886

Pupils with a Statement of Special Educational Needs - 2008				
	Pupils %	SW Median %	School Population	Statements Maintained
England	2.76		8,102,190	223,610
Devon	3.15	2.64	104,824	3,298
Gloucs	2.44	2.64	92,312	2,257
Somerset	1.51	2.64	77,635	1,174
Cornwall	2.90	2.64	74,096	2,148
Wiltshire	2.64	2.64	71,686	1,893
Dorset	2.54	2.64	60,451	1,533
Bristol	3.22	2.64	55,375	1,783
South Gloucs	2.70	2.64	40,288	1,089
Plymouth	3.14	2.64	38,922	1,222
Swindon	3.09	2.64	29,028	897
N Somerset	1.97	2.64	29,274	578
Bath & NES	2.42	2.64	29,385	712
Bournemouth	2.15	2.64	21,647	466
Poole	2.24	2.64	19,984	447
Torbay	4.54	2.64	19,516	886

Conclusion

Torbay still has a high percentage of pupils with statements compared with national and regional picture. This currently is the highest % in the South West and 1.78% above the National figure.

Pupil Attainment

Attainment of pupils in the South West Region with no identified SEN/with SEN at the end of **Key Stage 2 for 2007:**

	No Identified SEN			SEN			SEN/Non-SEN gap		
	% of pupils achieving Level 4 or above in both English and Maths			% of pupils achieving Level 4 or above in both English and Maths			Percentage difference of those achieving Level 4 or above in both English and Maths		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SOUTH WEST	84	81	82	33	25	30	51	56	52
Bath & N E Somerset	87	85	86	39	24	34	48	61	51
Bournemouth	81	79	80	35	15	28	45	64	52
Bristol, City of	75	74	75	27	26	27	48	48	48
Cornwall	84	80	81	32	25	30	52	54	52
Devon	83	82	82	33	26	31	50	56	51
Dorset	88	85	86	37	33	36	52	51	51
Gloucestershire	88	85	87	36	24	32	52	60	54
Isles of Scilly	100	x	x	0	-	0	100	x	x
North Somerset	86	84	85	37	24	33	49	60	52
Plymouth	83	80	81	34	29	32	49	51	49
Poole	82	x	x	27	22	25	55	x	x
Somerset	81	79	80	29	22	27	51	57	53
South Gloucestershire	86	82	84	30	26	28	56	56	55
Swindon	85	82	83	34	24	31	50	58	52
Torbay	83	80	82	30	25	28	53	55	53
Wiltshire	82	79	80	31	23	28	51	56	52

Attainment of pupils in the South West Region with no identified SEN/with SEN at the end of **Key Stage 4 for 2007:**

Region	No Identified SEN			SEN			SEN/Non-SEN gap
	% achieving			% achieving			Percentage difference of those achieving 5 A* - C including E & M
	5 A*-C	5 A* - C including E & M	Any passes	5 A*-C	5 A* - C including E & M	Any passes	
SOUTH WEST	67.1	54.4	99.2	17.6	9.5	92.4	44.9
Bath & N E Somerset	72.4	56.1	99.4	23.3	14.9	95.3	41.2
Bournemouth	67.8	56.0	98.8	x	x	x	x
Bristol, City of	55.8	38.6	98.2	11.8	4.5	88.8	34.1
Cornwall	65.9	50.8	99.2	16.2	7.5	92.5	43.2
Devon	64.6	53.5	99.1	16.1	8.2	92.3	45.2
Dorset	72.1	57.8	99.6	22.6	12.0	92.4	45.7
Gloucestershire	74.3	63.8	99.5	18.9	11.1	93.0	52.7
Isles of Scilly	100.0	75.0	100.0	x	x	x	x
North Somerset	66.2	54.3	99.2	18.9	10.7	94.6	43.5
Plymouth	68.2	51.6	99.4	19.7	9.0	94.1	42.6
Poole	77.0	65.2	99.1	23.8	13.8	93.0	51.5
Somerset	64.6	52.5	99.4	15.4	7.7	92.4	44.8
South Gloucestershire	63.8	52.5	99.0	17.7	10.1	91.1	42.4
Swindon	61.4	47.7	98.9	13.5	7.3	92.2	40.4
Torbay	70.2	59.9	99.1	16.3	9.2	94.6	50.7
Wiltshire	65.7	55.5	99.1	18.6	11.4	91.3	44.2

x suppressed value due to low number of pupils

This data suggest that the % gap, that is the difference in attainment between pupils with SEN and non-SEN pupils, is greater in Torbay than other South West regions. The Local Authority, schools and partners will need to work in partnership to focus on 'narrowing the gap' in attainment for pupils with SEN.

SECTION 3

What We Spend on Special Educational Needs Provision in Torbay

Description	Total 2006/07 £	Total 2007/08 £	Total 2008/09 £
Special Schools	4,330,267	4,583,357	4,932,733
Enhanced Provision	618,896	667,066	705,620
Independent Special School Fees	966,092	1,189,782	1,181,500

Social Inclusion Funding	2006-07 £	2007-08 £	2008-9 £
Primary	1,096,262	1,624,054	2,151,629
Secondary	903,927	1,507,243	2,067,539
TOTAL	2,000,189	3,131,297	4,219,168

Delegated Statementing Funding	April 2007 £	April 2008 £
Primary	1,048,777	910,544
Secondary	815,701	723,319
TOTAL	1,864,478	1,633,863

This reflects an increase of delegated social inclusion funding to schools of £2,218,979 over the past three years. Although the amount of assigned funds has decreased, the increase of non-assigned funds should allow schools to plan more effectively in the long term for pupils with special educational needs than relying on funding assigned to individual pupils.

SECTION 4

What We Do Well in Torbay and Gaps in Provision

This was initially considered at the Kick Start meeting on February 15th 2008. Four groups of multi-agency stakeholders were invited to identify areas of provision where they considered Torbay provided good provision for pupils with SEN. The groups were then asked to consider where they felt there were gaps in provision and possible actions to improve these areas. (*Appendix F - Outcomes of Kick Start Groups from February 2008 meeting*) These actions were then grouped into three categories:

1. **Musts** - Actions which should take priority
2. **Coulds** - Actions which could be carried out if time and budgets allow
3. **Shoulds** - Actions which may be carried out in the future when the above two sets of actions are complete

a) Behaviour, Emotional and Social Difficulties - Led by Jane Inett , Head of Learning Access

Musts:

- i. One common INSET in the Bay. Shared training
 - ii. Streamline CAF. Have actions from CAF process. Accountability of process – who?
 - iii. Rapid Response Team. Bring back Behaviour Support Team
- also
- Audit of services and expertise
 - Sharing good practice (visits, etc.)
 - Concerns about lacunae (gap) in CAMHS and how the reorganisation will affect us
 - Emotional literacy/SEAL must go into secondary
 - Recruit to cover vacancies immediately e.g. EWO/school nurse/CAMHS
 - Exploring attitudes and values
 - Change operational ethos of other agencies (methods of working, current practices). Understanding of each other's roles (get rid of prejudices)
 - Support for curricular changes
 - Must stop removing support agencies
 - Information flow between agencies and schools (both examine changes)
 - Common target – why three plans?
 - Clear leadership
 - Knowledge of actions
 - Regain the EWO and School Nurse Service
 - Every member of staff trained in emotional development and literacy

Shoulds:

- Change operational process of agencies to support delivery (develop agencies' focus to support school)
- Make schools the centre of service delivery
- Improve information flow to schools from agencies
- Consider amount of support to schools (EWO/police/school nurse)
- Change terms and conditions of support staff – replacement without gapping impossible (notice period)
- Improve the operation of Clusters – join up working, family centred support, liaising with schools, developing and delivery of services, reshaping conditions of service, improve response times and level of service
- Redesign the commissioning model to support schools to the delivery agencies. Engage and fund schools to support families
- Understand students' needs in a modern school. Recognising the needs of all students and the impact of the few on the many
- Continue to support curricular change and practice
- Support the changed working practice that schools have adopted to improve service delivery to students and families
- 'Commonise' targets for all agencies that are joined up and support the service delivery on the ground to students and families
- Move on from writing the reports and plans - do the delivery.
- Listen to schools if they raise their concerns and highlight issues. They should not then be labelled or criticised, rather supported to deliver.

b) Cognition and Learning Difficulties – Led by Suzie Franklin, Primary Link Adviser**Musts:**

- i. LA message (Learning and Standards) re. importance of pupils with SEN
 - ii. Educational Community (i.e. school commitment to resources)
Joined up overview based on core principles we all work towards
 - iii. SEN Adviser with responsibility for heading SEN
- also
- Effective Cluster teams that must work (CAF)
 - Directory of Services, contacts, referral routes
 - Cultural understanding about the science of the brain and its impact of Cognition & Learning and BESD

Shoulds

- SENCo support
- Transition provision arrangements
- Develop accountability on schools receiving support
- Collection of data and use of this to identify successful practice in schools

Coulds

- Improved access to interim assessment and immediate support and provision as required

c) Communication and Interaction Difficulties – Led by Derek Smith, Principal Educational Psychologist

Musts:

ASD

- More ASD training (school staff) delivered by specialist teacher (and parents) and Speech & Language Therapist (and parents)
- More experienced ASD Outreach Workers – separate from behaviour support
- Multi-agency involvement/training

Generic

- Put into post appropriate education-based personnel with management expertise
 - Re-evaluation/thinking on CAF process
 - Spread knowledge about provision (website)
- also
- Work with experiences from another authority regarding what works
 - Emphasise and learn from evidence-based practice
 - Improve monitoring/analysis of problems/practice to reflect different aspects of diagnosis (ASD/ADHD, etc.)
 - Maintain current provision

- KS2/3 - ASD } Training
- Speech & Language } Provision

d) Physical Sensory and Medical Difficulties – Led by Elizabeth Payne

Musts:

- Write a clear definition of enhanced provision and share across LA and schools including what to expect.
A clear single information directory for SEN and Children’s Disability Services which includes clear expectations for local services and provisions (possibly building an Early Support Pack)
- Improve oversight by the LA of management of enhanced provision – HI
- Provide OT within mainstream schools (like EP) – early intervention OT for physical disabilities and DCD

also

- Ensure SEN/schools input support (and parents) to Transitions Co-ordinating Group
- Eliminate delays in assessment and accessing equipment
- Medics need to copy information/letters to school nurses and parents
- Time made available for individual professional development of teachers and TAs in supporting pupils with sensory difficulties. Training to be targeted
- Strategies provided by Advisory Teachers into school must be provided to parents via home/school book and/or reports
- Provide timely information and advice/training for medical conditions to staff (parents)(school nurses)
- Statutory assessment – medical appointments and reports (Form Appendix Cs) must be done in good time (at least within statutory timelines)
- Appropriate use of inclusion budget – improve communication from medics to nurses then from nurses to school staff. Improve training of school staff re. medical issues (how to do without statement)

Shoulds:

- Improve information sharing between medics, school and other people involved, especially 'diagnosis' and strategies
- VI teachers to ensure strategies for children with VI are shared with parents via home/school book and/or report
- Discussions with school nurse about access to nursing staff for individual cases where daily nursing is required in mainstream for pupils' inclusion and access to nursing staff in an emergency
- Provide information to parents about who shares what information to whom
- Sensory and medical professionals invited to Annual Reviews must attend or provide reports
- Development of a sensory and physical disability service with one manager including Enhanced Provision
- Name St Cuthbert Mayne as designate provision for VI
- All needs identified on statement need to be supported equally
- Identification of school age who would benefit from keyworking/multi-agency meetings
- Agreement and training on the consistent use of SA+ where advisory teachers are involved
- Increase physio provision in mainstream schools (link with disability strategy)
- Roll out early support principles to school aged children as a specific targeted approach

Coulds:

- Provide access for ICT assessment and provision for non-statemented children

The 'Must' set of actions were then prioritised by the Focus Groups.

SECTION 5

Priorities and Proposals for Improvement

A. BEHAVIOUR, EMOTIONAL AND SOCIAL DIFFICULTIES

The proposals put forward as priorities by this focus group were:

(Appendix H - Outcomes of Focus Group - 12th March 2008)

Any additional funding necessary to action these proposals would need to be agreed between schools, the Local Authority and other appropriate agencies. Further costings will need to be determined following this consultation.

Proposal 1 - To carry out an audit of current provision made for pupils with Behavioural, Emotional and Social Difficulties across both Primary and Secondary.

The purpose of this would be to obtain clarity about exactly what is offered in our schools to ensure that we address the needs of children and young people in the most effective and consistent way. It is likely that an audit would include issues such as:

- What specific programmes/ approaches used?
- Are there any that have been particularly successful?
- Are there opportunities for pupils to spend time in mainstream classes?
- Are exit criteria in place to allow pupils to return to mainstream education if appropriate?
- Are the needs of pupils reviewed on a regular basis?
- To what extent are other agencies involved in helping to meet the needs of these children and young people?
- Is there clarity about the needs of the pupils to ensure the correct provision is put in place?

This may be carried out internally by the Local Authority and school based staff or by an external agency if necessary.

Proposal 2 - To develop more flexible provision in Torbay to support children and their families which caters for pupils with or without statements of special educational need

This could include:

a) Changes in admissions criteria to the Enhanced Provision for BESD based at Kings Ash Primary School

- Option 1 - The criteria for admission to the Enhanced Provision at Kings Ash is altered to remove the requirement for pupils to have a statement of special educational need.

Option 2 - A proportion of places at the Enhanced Provision at Kings Ash are maintained to allow for pupils without a statement of special educational need.

Option 3 - All children admitted to the provision remain on roll of their primary school whilst receiving appropriate input to meet their needs. This may include part-time placement or full-time attendance for a period of time. This would be reviewed on a regular basis including staff from the mainstream school with a view to reintegration in the majority of cases.

b) A reduction in full-time permanent places at Torbay School to allow for more flexible arrangements for pupils at Key Stage 3 and 4

- This may allow for more pupils to receive support to improve their emotional and behavioural difficulties whilst maintaining a mainstream school placement

Proposal 3 - To develop a multi-agency team who work with both the primary and secondary sector to support pupils with challenging behaviour and families to maintain placements in mainstream schools

The focus group considered that:

- more clarity is needed about the Outreach Service from Torbay School
- there must be more co-ordination and joined up thinking with Cluster teams and Common Assessment Framework
- any such service should be available for pupils with and without statements of special educational need and must be sustainable
- there would need to be a short non bureaucratic referral process
- schools should not be pressurised to 'threaten' exclusion to access services
- there should be effective liaison with Early Years Teams

These proposals were also considered by the Local Inclusion Forum for Torbay (LIFT). (See *Appendix G*)

Their main recommendations were:

- We would need to audit demand
- Identify needs of pupils to clarify make up of team
- This team should work across primary and secondary sector
- This team must be multi agency / professional
- There must be close co-ordination with Cluster Teams and the CAF process

B. COGNITION AND LEARNING DIFFICULTIES

The proposals put forward as priorities by this focus group were:
(Appendix I - Outcomes of Focus Group - 12th March 2008)

Any additional funding necessary to action these proposals would need to be agreed between schools, the Local Authority and other appropriate agencies. Further costings will need to be determined following this consultation

Proposal 1 – To appoint a full time Special Educational Needs Adviser

The main purpose of this post would be to:

- Work in partnership with schools including special schools and other organisations to raise educational standards for pupils with SEN
- To provide advice and consultancy to schools on specialist issues
- To provide SEN leadership / training to teachers and other school staff
- To liaise with the Department of Children, Schools and Families (DSCF)

It was also felt that consideration should be given to how this post would:

- liaise with Cluster teams and CAF
- monitor schools' use of Social Inclusion Budgets
- liaise with School Improvement Partners
- support Governing Bodies in SEN issues
- liaise with Early Years and Post 16 providers to improve transition

These proposals were also considered by LIFT (See Appendix G)

Their main recommendations were:

- Adviser should have been a Special Needs Co-ordinator with proven background in SEN
- There should be different advisers for Early Years, Primary and Secondary Sectors
- Post should be linked to a Steering Group with School, Special School and Educational Psychology representatives
- Post should be located centrally to allow access by all schools
- Post should be part of a multi-agency approach to meeting children's needs

Proposal 2 – To develop outreach services to support SEN pupils with additional learning needs;

Option 1 – To develop a service based at a Torbay Special school

Option 2 – To create a service held centrally by the Local Authority

Option 3 – To commission a service from an external provider

The main function of this service would be to advise staff in mainstream primary and secondary schools on ways of helping pupils with additional learning needs to access the curriculum and achieve the best possible outcomes.

C. COMMUNICATION AND INTERACTION DIFFICULTIES

The proposals put forward as priorities by this focus group were (*Appendix J - Outcomes of Focus Group 12th March*)

Any additional funding necessary to action these proposals would need to be agreed between schools, the Local Authority and other appropriate agencies. Further costings will need to be determined following this consultation.

Proposal 1 – To increase and develop advisory service for pupils on the Autistic Spectrum.

(Current provision – one day a week Advanced Skills teacher based at Combe Pafford School)

The recommendations were:

- Audit schools to ascertain level of need
- To appoint an additional Advisory teacher for Autistic Spectrum Disorders (ASD) (Actual amount to be decided when audit completed)
- To develop a 'virtual' Communication and Interaction Difficulties Service which would include the Enhanced Provisions both for ASD and Speech and Language, advisory staff, Educational Psychology Service, Early Years, Post 16 providers and Voluntary Organisations. This may be headed up by an advisory teacher and/or an Educational Psychologist.
- This team could also co-ordinate training needs for both teaching and non-teaching staff
- It may be useful to appoint a Family Support Worker in this team to support pupils and families across the Enhanced Provisions. This has also been identified as a need in Torbay's Disability Strategy.

These proposals were also considered by LIFT. (*See Appendix G*)

Their main recommendations were:

- That there should be more liaison with post-16 providers to ensure appropriate provision is in place
- The main function of the advisory service should be to provide practical advice to mainstream schools including written reports and expected outcomes

- There should be a named Speech and Language Therapist who could be part of this 'team' on an advisory basis
- Early Years provisions such as Early Bird should be acknowledged as seen to be part of this 'team'

Proposal 2 - To enhance and expand signing training

The recommendations were:

- Funding is needed to co-ordinate signing service. This could be part of the proposed Communication and Interaction Difficulties 'team' as described above
- Training needs to be linked with John Parkes Unit at Torbay Hospital
- A regular parents' group would be helpful

D. PHYSICAL SENSORY AND MEDICAL DIFFICULTIES

The proposals put forward as priorities by this focus group were (*Appendix K - Outcomes of Focus Group 12th March 2008*)

Any additional funding necessary to action these proposals would need to be agreed between schools, the Local Authority and other appropriate agencies. Further costings will need to be determined following this consultation.

Proposal 1 – To develop Occupational Therapy Services into mainstream schools

Purpose – to offer advisory service to schools to support pupils with physical needs and their access to the curriculum.

Areas for development

- Establish a multi-agency directory for all SEN and Disabilities
- Clarify information protocols with regard to the CAF process
- Improve monitoring of SEN funding in schools (Addressed in C & L section)
- SEN and schools to input into Transitions Co-ordinating group
- Establish clear expectations with Enhanced Provisions via a Service Level Agreement
- Consideration of improving cohesion between sensory provisions

Actions plans will be developed to action the above recommendations

SECTION 6

The Consultation Process of This Review

The Local Authority will engage in consultation with key stakeholders on the main proposals in this review. These centre on the identified priorities and proposals made by various stakeholders as part of this review process.

A presentation of the review and the proposals will be held on:

- Tuesday, 20th January 2009, 4.30 – 6.30 p.m. at Brixham College
- Wednesday, 21st January 2009, 4.30 – 6.30 p.m. at Oldway Mansion (Cecil Room)

To participate in the consultation please log on to:

<http://www.torbay.gov.uk/currentconsultation>

An online questionnaire is available from this site.

Please note that the closing date for this consultation is **9th February 2009**

Mrs C Whitehead
Operations Manager Special Needs
SEN Section
Oldway Mansion
Torquay Road
Paignton TQ3 2TE

SEN REVIEW – FEBRUARY 2008

PROJECT REMIT

1.	Project title	Special Educational Needs Review
2.	Priority Rate as either Must, should, could Now, soon, later High, medium or low. Why is this?	Must Soon 3 Years since last review. Schools and LA identifying issues around SEN provision particularly with pupils with BESD
3.	Champion	Keith Thompson Assistant Director Specialist Services
4.	Project Leader	Christine Whitehead Operations Manager Special Needs
5.	What is the management team that set up the project?	Keith Thompson & Christine Whitehead
6.	Where did the project come from?	Statutory requirement to carry out review of special needs provision
7.	Start date	February 2008
8.	Finish date	September 2008
9.	What is the status?	Not started
10.	What project methodology should be followed?	Improvement

11. What is the remit?

(1) THE PROJECT TITLE

Special Educational Needs Review

(2) THE SUBJECT TO BE WORKED ON

For the purposes of this review the target group will be pupils will be pupils at School Action, School Action Plus and pupils with Statements of Special Educational Needs as described in the SEN Code of Practice 2001

	2004	2005	2006
School Action	1840	1974	2094
School Action Plus	876	825	857
Number of Statements	939	894	886

To consider whether the current arrangements outlined below in the four D.C. F.S. main areas of need provide the most appropriate provision and most efficient use of resources for pupils in Torbay with special educational needs.

Performance measures will be;

- Pupil progress in terms of academic attainment
- Maintenance of mainstream placement
- Improved social, communication and speech and language skills
- Improved behaviour and social skills
- Opportunities for inclusion into mainstream settings

Cognition and Learning

- **Specific Learning Difficulty**
- **Moderate Learning Difficulty**
- **Severe Learning Difficulty**
- **Profound and Multiple Learning Difficulty**

1. Combe Pafford - September 2008 - 156 places including 18 ASD places in Enhanced Provision
2. Mayfield School – September 2008 - 107 places
3. Outreach from Mayfield for pupils with more complex difficulties
4. Educational Psychology Service
5. ICT Outreach for pupils with statements

Communication and Interaction

- **Speech, Language and Communication Needs**
- **Autistic Spectrum Disorder**

1. Enhanced Provision – KS1 Preston – 8 places
2. Enhanced Provision - KS2 Foxhole – 8 places
3. Sept 09 KS1/ 2 ASD provision based at Preston- 16 places
4. Enhanced Provision - KS3/ 4 Brixham – 16 places
5. Role of AST from Combe Pafford
6. Enhanced Provision S& L – Barton - 10 places
7. Outreach service from Barton
8. Role of Speech and Language Therapy Service
9. Educational Psychology Service

Behaviour , Emotional and Social Needs

1. Torbay School – 55 places
2. Enhanced provision – KS1/2 Foxhole Primary from Sept 08 – 16 places
3. Outreach from Torbay School for pupils with statements
4. Educational Psychology Service
5. Speech and Language Therapy Service

Sensory and/ or Physical Needs

- **Visual Impairment**
- **Hearing Impairment**
- **Multi- Sensory Impairment**
- **Physical Disability**

Enhanced Provision Hearing Impaired:

1. KS1/2 St Margaret's – 10 places
2. KS3/4 – Westlands – 13 places
3. Central Hearing Impaired Service

4. Outreach services VI – West of England for pupils with/ without statements
5. ICT/ PD - Dame Hannah Rogers school – pupils with statements
6. Speech and Language Therapy Service

Other areas which may be considered

1. Monitoring of SEN funding including unassigned funds via the inclusion formula and assigned funds allocated to statemented pupils
2. Transitions – into school, between schools, secondary transfer, into post 16/19 provision
3. How does CAF support Children and families?
4. How does EOTAS support pupils with SEN?

(3) OBJECTIVES

To ensure provisions across all 4 areas of need are:


- flexible and able to meet pupil needs when necessary
- able to provide good quality education and broad/ balanced curriculum
- where pupils make expected or above expected academic progress
- providing good, effective multi - agency working which links with the work of the Locality Teams and other agencies

(4) THE SCOPE, INCLUSIONS AND EXCLUSIONS

- Mainstream primary and secondary schools
- Special schools and enhanced provisions
- Educational Psychology Service & Hearing Impaired
- Outreach Services
- School Standards
- EOTAS
- Therapy Services
- Children's Disability Team
- Early Years
- Early Intervention/ Locality teams
- CAMHS

		<p>(5) TIMESCALES AND INTERDEPENDENCIES</p> <ol style="list-style-type: none"> 1. Pre project meeting – January 3rd 2008 2. Schools Partnership briefing - 30th January 2008 3. Initial team meeting and briefing – February 12th 2008 4. Kick Start Meeting – 15th February 2008 5. Follow up action groups – 12th March 08 6. Completion – July 2008 7. Feedback and report- September 2008
12.	<p>Who else needs to be involved? Say whether as a team member, key player or specialist.</p>	<p>Team members – K Thompson, C Whitehead, Derek Smith, Jane Inett, Suzie Franklin, Viv Hinks, E Payne, M Lewis, Schools reps,</p> <p>Key Players – Rep from Schools/Enhanced provisions including PRU, EPS + HI, EY, EI, Outreach, M Cawse, School Standards. EOTAS, Hilary Price , Parents</p> <p>Specialists – Health – Paediatrics –CAMHS – Therapies</p>
13.	<p>If the project is going to be kick-started or is a complex, team-based project, you may need a Facilitator. Is there someone who can take on this role?</p>	

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KICKSTART MEETING – 15th FEBRUARY 2008

Christine Whitehead
Keith Thompson

Operations Manager Special Needs (Chair)
Executive Head Specialist Services

ACTIVITY GROUPS**Behaviour, Emotional and Social Difficulties (Jane Inett)**

Margaret Hopcroft	SENCO, Ellacombe School
Karen Pollack	SENCO, Shipway School
Jane Grasse	SENCO, White Rock Primary School
Claire Terry	Brixham College
Tish Robinson	SENCO, St Margaret's School
Natalie Pearson	Educational Psychology
Moira Devlin	Torbay PRU
Mike Stewart	Headteacher, Westlands School & Technology College
Wendy Parr	SENCO, Preston Primary
Glenn Wilce	Headteacher, Torbay School
Roger Hughes	Headteacher, Sherwell Valley School
Jeff Hannaford	Brixham C of E Primary School
Mark Binden	Torquay Community College
Kerry Gale	Foxhole Junior School – ASD
Stephen Fawcett	Foxhole Junior School – BESD

Cognition & Learning (Suzie Franklin)

Penny Rickman	Parent
Mick Lock	Headteacher, Combe Pafford
Nicola Slack	SENCO, St Margaret Clitherow Catholic Primary School
Beverley George	ICT/SEN Outreach, Exeter Royal Academy for the Deaf
Paul Bates	SENCO, Watcombe Primary
Hilary Price	Children's Services, Governing Body Support
Melanie Towns	Educational Psychologist
Alison Pillar	SENCO, Curledge Street Primary School
Jo Tucker	Headteacher, Foxhole Junior School
Lynn Mitchell	Headteacher, Foxhole Infants School
Tracey Jones	Foxhole Primary School
June Palmer	Headteacher, Mayfield School
Jo Webb	Head of Learning Support, PC&SC
Sheila Burton	SENCO, Warberry Primary
Bridget Gill	Babbacombe C of E Primary School

Communication & Interaction (Derek Smith)

Sue Radmore	SENCO, St Cuthbert Mayne School
Jonquil Stapleton	Teacher in Charge, Preston ASD Unit
Judy MacKenzie	Headteacher, Curledge Street
Shirley O'Connor	Teacher in Charge, Barton SPLC Unit
Anne Thorne	Combe Pafford School
Rob Breeze	Headteacher, St Margaret's School
Jackie Nickels	NAS
Jane Young	Headteacher, Barton Primary School
Kay Roberts	SENCO, Hayes School
Gill Hague	Primary Consultant for Inclusion
Grace Norman	Mayfield School
Jo Morley	Educational Psychology Service
Marie Howard	Sp & Lang Therapist
Becky Cummins	SENCO, Homelands Primary

Physical, Sensory & Medical (Elizabeth Payne)

Fiona Murray	Physical/SEN Outreach – Dame Hannah Rogers School
Martyn Vosloo	Advisory/Support Service (VI)
Hazel Sutherland	Hearing Support Service
Ian Theaker	Westlands School
Denise Tudor	Hearing Support Service
Carol Howard	Parent
Marianne Lewis	Pupil/Parent Liaison Officer
Paul Williams	Educational Psychology Service
Clive Sainsbury	SDHCFT

SEN REVIEW STEERING GROUP

Keith Thompson	-	Executive Head, Specialist Services
Christine Whitehead	-	Operations Manager, Special Needs
Suzie Franklin	-	Primary Link Adviser
Viv Hinks	-	Service Manager, Early Years Inclusion Service
Derek Smith	-	Principal Educational Psychologist
Jane Inett	-	Head of Learning Access

SEN REVIEW FOCUS GROUPS

12th March 2008 at Oldway Mansion Ballroom

These groups will carry forward the priorities identified at the SEN Review Kickstart Meeting held on 15th February 2007

1. Behaviour, Social & Emotional Difficulties - Cecil Room

Chair – Jane Inett, Head of Learning Access
 Jane Fuller, EOTAS Co-ordinator
 Moira Devlin, Headteacher, Torbay PRU
 Jane Young, Headteacher, Barton Primary
 Tracey Jones, Headteacher, Foxhole Primary (Sept 08)
 Steve Watterson, Foxhole Infants
 Mark Bindon, Torquay Community College
 Glenn Wilce/ Rep Torbay School
 Claire Terry/ Rep Brixham CC
 Sarah McDermott, Parent
 Mike Stewart, Headteacher, Westlands School
 Yvonne Short, Extended Schools Programme Co-ordinator

2. Communication and Interaction - Ballroom

Chair - Derek Smith. Principal Educational Psychologist
 Maria Howarth, Chief Speech & Language Therapist
 Anne Thorne, Combe Pafford (Apol)
 Shirley O'Connor, Barton Primary
 Kerry Gale, Foxhole Junior
 Wendy Parr, SENCo, Preston Primary
 Brixham ASD - representative
 Jackie Nickels, NAS
 Sue Radmore, SENCo, St Cuthbert Mayne
 Rob Breeze, Headteacher, St Margaret's
 Grace Norman, Mayfield School
 Jonquil Stapleton, Preston Primary
 Steve Fawcett, Foxhole Junior

3. Physical, Sensory. Medical – Ballroom

Chair – Elizabeth Payne, Operations Manager, Integrated Disability Services
Dr Sainsbury, South Devon Healthcare Trust
Claire Harding, Children's Disability Service
Martin Vosloo, Advisory/Support Service (VI)
Fiona Murray, Physical/SEN Outreach Service
Denise Tudor, Hearing Support Service
Hazel Sutherland, Hearing Support Service
Tish Robinson, St Margaret's
Marianne Lewis, Pupil/Parent Liaison
Mrs Howard, Parent
Ian Theaker, Westlands School

4. Cognition and Learning – Herbert Room

Chair – Suzie Franklin, Primary Link Adviser
Beverley George, ICT/SEN Exeter Royal Academy for the Deaf
Hilary Price, Governing Body Support
Mike Lock, Headteacher, Combe Pafford
June Palmer, Headteacher, Mayfield
Lynne Mitchell, Headteacher, Foxhole Infants
Jo Webb, Paignton Community & Sports College
Penny Malyon, Parent
Viv Hinks, Early Years Support Service
Gill Hague, Primary Consultant for Inclusion

CURRENT PROVISION IN TORBAY**Cognition and Learning**

- **Specific Learning Difficulty**
- **Moderate Learning Difficulty**
- **Severe Learning Difficulty**
- **Profound and Multiple Learning Difficulty**

- | | | |
|----|---|------------|
| 1. | Mayfield School – September 2008 | 107 places |
| 2. | Combe Pafford – September 2008 | 138 places |
| 3. | Outreach from Mayfield for pupils with more complex difficulties | |
| 4. | Educational Psychology Service | |
| 5. | Early Years Inclusion Service | |
| 6. | ICT Outreach for pupils with statements – Exeter Royal Academy for Deaf Education | |

Communication and Interaction

- **Speech, Language and Communication Needs**
- **Autistic Spectrum Disorder**

- | | | |
|-----|--|-----------|
| 1. | Enhanced Provision – KS1 Preston Primary | 8 places |
| 2. | Enhanced Provision – KS2 Foxhole Junior | 8 places |
| 3. | Sept 2009 KS1 / KS2 ASD provision based at Preston Primary | 16 places |
| 4. | Enhanced Provision – KS3 / KS4 Brixham College | 16 places |
| 5. | Enhanced Provision – Combe Pafford | 18 places |
| 6. | Role of AST from Combe Pafford | |
| 7. | Enhanced Provision – Speech & Language – Barton | 10 places |
| 8. | Outreach Service from Barton Primary | |
| 9. | Role of Speech and Language Therapy Service | |
| 10. | Educational Psychology Service | |
| 11. | Early Years Inclusion Service | |

Behaviour, Emotional and Social Needs

- | | | |
|----|---|-----------|
| 1. | Torbay School | 55 places |
| 2. | Enhanced Provision – KS1 / KS2 Kings Ash Primary
from September 2008 | 16 places |
| 3. | Pupil Referral Units KS3 - Polsham | 12 places |
| | KS4 - Waterside | 16 places |
| 4. | Outreach from Torbay School for pupils with Statements | |
| 5. | Early Years Inclusion Service | |
| 6. | Learning and Standards Team | |
| 7. | Educational Psychology Service | |
| 8. | Speech and Language Therapy Service | |

Sensory and / or Physical Needs

- **Visual Impairment**
- **Hearing Impairment**
- **Multi-Sensory Impairment**
- **Physical Disability**

Enhanced Provision – Hearing Impaired

- | | | |
|----|--|-----------|
| 1. | KS1/KS2 - St Margaret's Primary | 10 places |
| 2. | KS3/KS4 - Westlands | 13 places |
| 3. | Pupil Referral Units KS3 - Winnicott | 6 places |
| | KS4 - Clennon | 8 places |
| 4. | Early Years Inclusion Service | |
| 5. | Central Hearing Impaired Service | |
| 6. | Outreach Services VI – West of England School for pupils with / without statements | |
| 7. | ICT / PD – Dame Hannah Rogers School – pupils with statements | |
| 8. | Speech and Language Therapy Service | |

Torbay's (Revised) SEN and Disabilities Policy goals, derived from the Authority's Strategic Policy for SEN Removing Barriers to Achievement and the Special Educational Needs Code of Practice.

Intervention, Assessment and Review

- Goal 1:** To identify, assess and make provision for children with SEN and Disabilities at the earliest opportunity.
- Goal 2:** To ensure that children with SEN and Disabilities access effective learning strategies and are able to achieve their full potential, however defined.
- Goal 3:** To undertake statutory assessments and make Statements of SEN in an efficient, effective and fair manner.
- Goal 4:** To ensure the wishes of children with SEN and Disabilities, along with those of their parents, are taken into account when assessing need and making special educational provision.
- Goal 5:** To review regularly and evaluate interventions for children with special educational needs and disabilities in an objective and rigorous fashion.
- Goal 6:** To ensure transition arrangements for children with SEN and Disabilities are efficient and effective.

Placements

- Goal 7:** To ensure all children with SEN and Disabilities have access to an appropriate education, including the National Curriculum, wherever appropriate in their local mainstream school.
- Goal 8:** To minimise the overall number of children with SEN and Disabilities placed in special schools.

Resources

- Goal 9:** To maximise the delegation of funds for SEN and Disabilities through the inclusion sub-formula arrangements, thus reducing reliance on individual Statements of SEN.
- Goal 10:** To actively manage all resources so that more children with severe and complex SEN and Disabilities to be educated and supported locally.
- Goal 11:** To pool resources with other agencies wherever it is efficient to do so, to achieve the best outcomes for children with SEN and Disabilities.

Goal 12: To establish across Torbay's mainstream schools and early years settings a range of *enhanced provisions* that enable all children to be educated locally where this is compatible with the education of others.

Goal 13: To introduce activity-led funding models for special provisions and Statements of SEN.

Professional Development

Goal 14: Through training and professional development of staff to seek to remove barriers to children's learning, participation and achievement.

Parents/Carers

Goal 15: to ensure parents/carers throughout Torbay have greater confidence in the ability of maintained schools to provide appropriately for children with SEN and Disabilities, whether or not they have a Statement of SEN.

Early Years Settings, Schools and Specialist Services for Children

Goal 16: To support early years settings and schools to develop an inclusive ethos for children with SEN and Disabilities.

Goal 17: With schools, to examine ways of improving routine practices in meeting pupils' diverse needs in order to maximise outcomes for the most vulnerable.

Goal 18: To enable Torbay's special schools and enhanced provisions to provide a comprehensive range of outreach services for mainstream schools.

Goal 19: to establish multi-agency teams of specialist staff to support children with SEN and Disabilities, their schools and parents.

GROUP ACTIVITY – OUTCOMES from 15th February 2008 Kick Start Meeting**BEHAVIOUR, EMOTIONAL AND SOCIAL DIFFICULTIES – Jane Inett**

Margaret Hopcroft	SENCO, Ellacombe School
Karen Pollack	SENCO, Shiphay School
Jane Grasse	SENCO, White Rock Primary School
Claire Terry	Brixham College
Tish Robinson	SENCO, St Margaret's School
Natalie Pearson	Educational Psychology
Moira Devlin	Torbay PRU
Mike Stewart	Headteacher, Westlands School & Technology College
Wendy Parr	SENCO, Preston Primary
Glenn Wilce	Headteacher, Torbay School
Roger Hughes	Headteacher, Sherwell Valley School
Jeff Hannaford	Brixham C of E Primary School
Mark Binden	Torquay Community College
Kerry Gale	Foxhole Junior School – ASD
Stephen Fawcett	Foxhole Junior School – BESD
Claire Harding	Children's Disability Service
Tracey Jones	Foxhole Primary School
Ms S McDermott	Parent

1. What We Do Well

- Relationships
- Use of in-house training for pupil, peer mediators for playtime support
- Provide a safe environment
- Cater for pupils in our care
- Respond to the needs of the child/school by:
 - removing inter agencies 'rivalry' barriers
 - developing links
 - change terms and conditions and working practices
 - sharing knowledge
 - working smarter
- Communicate with parents and other agencies
- Family support
- School supporting parents – pastoral links
- Home – school link
- Support of the individual
- Inclusion of pupils with SEN
- School internal support to meet young people's needs
- School knowledge of students' needs
- Identification of need/clarification
- Identifying behavioural and emotional concerns early
- Identify children with difficulties at an early stage
- Input and support for SEAL
- Social integration training and support for students and parents
- SEAL

- Varies provision within school
- Out of school life experiences
- Training
- Ellacombe School – takes in excluded pupils from other schools and keeps them on track
- Historically, schools have a bank of PSHE materials. SEAL to support emotional and behavioural needs
- Early intervention for early years pupils through pastoral team
- Access to Behaviour and Inclusion Support meetings (in our own time) provide some support for SENCOs
- Transition support for transient pupils
- Internal exclusion
- Pastoral team in school supports pupils at KS1 and KS2 with BSED
- Variety of programmes for helping pupils
- Pastoral support
- LSAs manage to diffuse problems
- Cope by keeping pupils in school
- For the most disabled children, liaison across school/home boundaries – multi-agency working where additional support required across the boundary
- Individual Education Plans
- Flexible learning
- Educational Psychology – within the team there are people whose ‘specialism’ is BESD – CBT – bigger team
- Inclusion of pupils with BESD
- High expectations
- Attainment
- Reintegration from PRUs, etc.
- New initiatives, e.g. ENABLE
- ENABLE project at St Margaret’s School. (Emotional Needs for Achieving Behaving and Learning Education)

2. Gaps

- Looked after children – stability of care?
- Children in Care – complex issues/needs. Thinking not joined up – Social Care/Education
- Educational Psychologist time – need more advice and statutory work
- Catering for supporting children with identified behaviour problems
- Lack of training for teachers
- Provision for gifted & talented who also have behavioural needs
- Police – D.V. reports not passed on to us. Lucky we get info from school nurse
- All teachers are responsible for all children they teach
- EWO – needed to make visits. On the day!
- EWO / School Nurse
- Continuing family support for parents who have run out of ideas/patience to manage their children – leads to children who have inadequate concepts of behaviour boundaries in school
- More support for children & young people and families who are ‘excluded’ – informally – children/young people placed at risk due to exclusion
- Lack of understanding of schools. Prejudice against education
- Re-integration back to original schools from enhanced provision
- Drug control/teenage pregnancy/youth support and working
- PE space / Outside space
- Police support in schools need supporting – schools. Pay why! Community Support

- Need for somewhere else for students to go if PRU has failed and returns young person to the school
- LA lack of understanding of individual students' impact on school and the majority of students in a schools delivery
- Recognition by LA of the issues and support needs of school young people and families
- Wasted time by meetings. Ducking issues. Not supporting
- Time for development of staff skills and knowledge sets to meet student and parents' modern needs
- Foster placements – Children in care
- Lack of appropriate provision to support parent and student need. Gatekeep functions
- Communication structures – all / who / speed
- Timing of referrals (ADHD)
- No joined up thinking. Too many meetings over one child – called by different agencies
- Multi-agency meetings which include 'Health'
- In primary don't stay on roll – check out admissions policy
- Values not shared by staff
- Different core values and beliefs in different schools (inconsistency)
- Status of emotional literacy
- Too many chiefs
- Not early intervention but instant intervention
- Disparity of SEN funding for schools. 'Leafy glade areas' receive no extra funding yet have pupils with BSED needs
- Space for time out/small group/pastoral support
- Social Care – provision levels/access/support/follow up
- Educational Psychology – provision levels/access/support/follow up
- Lack of clear leadership
- CAF needs a Keyworker not school to lead actions
- Speed up and remove bureaucracy from CAF process
- CAFs returned
- CAF – very unwieldy process. Puts people off making referrals
- Really hard to access CAMHS
- Access to CAMHS or other specialist agencies is difficult – overstretched. Also B & I team too small now
- Welfare Services (CP issues) Levels of provision – access/support/follow up
- Children Looked After – supporting them to achieve at their highest capability
- Early communication, support between the various provisions
- Medical – day school nurse. Provision levels/access/support/follow up
- Multi-agency working – joint working
- CAF & Cluster support. Not efficiently running yet
- CAF not working
- Outside agencies putting gin place the support offered – CAF?
- Specialist provision – advice/access/follow up/quantity
- Lack of mental health support
- Lack of clear lines of communication when additional support for a child is needed – need a list of notable people/agencies we can contact
- Outreach – infancy
- Outreach specialist support
- Cluster team not fully integrated with Education
- Confusion over CAF – who takes change? Time?
- Integration procedure (is it realistic?)
- Girls (disproportional number of boys)

- Lack of communication between agencies. What does the child and family need?
- Communication and follow up
- Skilled workers to support behavioural approaches across the school/home divide – working in both settings. SILOS. Expertise in one place not easily transferred to another
- Lack of specific training courses, etc.
- Provision for the hard to engage
- Lack of communication between education and health regarding pupils with BESD, e.g. referrals for ADHD without our knowledge or input
- Lack of consistency in the paperwork, processes for individual pupils
- Awareness of provision
- Confusion over new processes
- Scrap CAF. Failure in linking services who refuse to engage in delivery
- CAMHS – level of provision/access/support/follow up
- Family workers – provision levels/access/support/follow up

3. Actions to Improve

- Provision of space for “time out” or individual sessions
- With Enable – funding a member of staff “on call”
- Sharing good practice across agencies (others to visit schools)
- Tell health to talk to schools when diagnosing children and before presenting medicals
- Communication
- Commission schools to deliver all service support to students and families
- Shared protocols for multi-agency working
- Development of ENABLE programme across Torbay
- Expansion of ENABLE within the schools who already have it, e.g. outreach from existing providers
- True collaboration needed
- Make the school the pivot for service delivery – holiday and term time
- Families into school. Service school based and working outwards
- Change the culture of Social Care managing education and impacting on it
- Make education the vehicle for change and social support. Deliver services through ‘Education’ and ‘change’
- Improve access to appropriate support between schools
- Proper funding for projects
- Create the flexibility for support in and to school
- Let schools lead!
- Listen to the schools. Act on their advice and guidance
- Investigate good examples nationally
- Improve the CAF. Its working – follow up action and responsibility. Do not use it as an excuse for non delivery
- Increase support services based in schools. Allow them to be involved in supporting the student and families. Base/employ the agencies in the school. Change working practice
- Simple contact list for everybody to ensure we know who to contact for support in Torbay.

4. Musts

- 1. One common INSET in the Bay. Shared training**
- 2. Sort out CAF. Have actions from CAF process. Accountability of process – who?**
- 3. Rapid Response Team. Bring back Behaviour Support Team.**

- **Audit of services and expertise**
- **Sharing good practice (visits, etc.)**
- **Concerns about lacunae (gap) in CAMHS and how the reorganisation will affect us**
- **Emotional literacy/SEAL must go into secondary**
- **Recruit to cover vacancies immediately e.g. EWO/school nurse/CAMHS**
- **Exploring attitudes and values**
- **Change operational ethos of other agencies (methods of working, current practices) Understanding of each other's roles (get rid of prejudices)**
- **Support for curricular changes**
- **Must stop removing support agencies**
- **Information flow between agencies and schools (both examine changes)**
- **Common target – why three plans?**
- **Clear leadership**
- **Knowledge of actions**
- **Regain the EWO and School Nurse Service**
- **Every member of staff trained in emotional development and literacy**

5. Shoulds

- Change operational process of agencies to support delivery (develop agencies' focus to support school)
- Make schools the centre of service delivery
- Improve information flow to schools from agencies
- Stop removing support from schools (EWO/police/school nurse)
- Change terms and conditions of support staff – replacement without gapping impossible (notice period)
- Improve the operation of Clusters – join up working/family centred support/liasing with schools/developing and delivery of services/reshaping conditions of service/improve response times and level of service
- Redesign the commissioning model to support schools to the delivery agencies. Engage ad fund schools to support families
- Understand students' needs in a modern school. Recognising the needs of all students and the impact of the few on the many
- Continue to support curricular change and practice
- Support the changed working practice that schools have adopted to improve service delivery to students and families
- 'Commonise' targets for all agencies that are joined up and support the service delivery on the ground to students and families
- Stop writing the reports and plans. Do the delivery
- Stop beating up schools if they raise their concerns and highlight issues. They should not then be labelled or criticised. Rather supported to deliver

GROUP ACTIVITY – OUTCOMES

COGNITION & LEARNING (Suzie Franklin)

Penny Rickman	Parent
Mick Lock	Headteacher, Combe Pafford
Nicola Slack	SENCO, St Margaret Clitherow Catholic Primary School
Beverley George	ICT/SEN Outreach, Exeter Royal Academy for the Deaf
Paul Bates	SENCO, Watcombe Primary
Hilary Price	Children's Services, Governing Body Support
Melanie Towns	Educational Psychologist
Alison Pillar	SENCO, Curledge Street Primary School
Jo Tucker	Headteacher, Foxhole Junior School
Lynn Mitchell	Headteacher, Foxhole Infants School
June Palmer	Headteacher, Mayfield School
Jo Webb	Head of Learning Support, PC&SC
Sheila Burton	SENCO, Warberry Primary
Bridget Gill	Babbacombe C of E Primary School

General Issues

- Should the review not develop BESD as a route to cognition and learning?
- Concern about the performance indicator around children accessing mainstream
- Transition for SEN – Links between PCSC and Foxhole Junior
- Nurture class – PCSC

1. What We Do Well

- Outreach from Mayfield beginning to work effectively
- Early Years Inclusion Service
- ICT Support – Statemented pupils
- Nurture class – PCSC
- Identify and place complex needs pupils early – providing differentiated curriculum and ICT support
- Combe Pafford – Business & Enterprise offer to Mayfield students
- Gill Hague x 3 - as a SENCo I value her advice
 - excellent for SENCOs
 - excellent course of knowledge, internal CPD, support & practical advice
- Outreach from specialist schools
- Loan of ICT equipment to individual students
- Specialist services or advice from specialist advisors
- Specialist provision is available
- Visual Impairment Service
- Access to SEN at Oldway
- Support from SEN Office
- SEN dept are always accessible for advice on provision & placement, etc.
- Access to SEN personnel (LA) – easy to talk to and always someone available
- VI Outreach Service for pupils in Mayfield
- Barton S & L Outreach support is good
- Easy to speak to the SEN dept personnel
- Easy to phone Advisors and speak to them

- Enthusiastic Link Advisors
- Outreach - Barton S & L: excellent provision and very useful internal CPD
- S & L support x 3 – excellent service
- Early Years Inclusion Service
- Educational Psychology Service (until recently)
- Combe Pafford links – Business & Enterprise
- ICT Service for statemented students re. software, advice, monitoring and laptops
- Assessment places at Mayfield
- Special Schools – not special
- Access to Educational Psychology Service – Assessment of Need
- Work with EP's that allow real support for individuals
- Educational Psychology Service: vital service involvement, earlier the better!
- Portage x 3

2. Gaps

- Something in between comprehensive & Combe Pafford for all the children who everybody worries from Y5 will not cope
- Link with assessment and implementation of programmes and ICT e.g. dyslexia – specialist assessment; then advice on programme(s) – is not yet 'working together'
- Educational Psychology – speed of process. More assessments less planning/consultations
- Recently more difficult to access EWOs and EPs (due to changing)
- Outreach with Combe Pafford – official as opposed to just organised through informal procedure
- Educational Psychologists
 - takes a long time for assessment to take place
 - cannot always get hold of them
 - earlier 1:1 assessments needed – intervention
- EP reports are good but take too long to arrive. Have to chase them.
- EP service before lengthy discussions i.e. pupil assessments and advice
- Individual assessments of children take too long
- More EP time. Less time spent on individual assessments
- All agreed – Lack of specialist SEN lead advice. Advisors – several
- Increased opportunities to talk to someone about a child with specific learning difficulties e.g. Gill Hague
- Extend further Outreach Services for other areas of need e.g. S & L Unit Barton but for behaviour/learning, etc
- Knowledge and ethos in some places
- CAF doesn't work x 2 – majority view
- Outreach at SA+ not just for statements (exception Mayfield)
- Holistic overview agreed to and supported by all
- More internal school based CPD to change 'culture' within school rather than individuals going on courses
- Transition of SEN children to secondary school (more places)
- Not enough places in special units for children moving to secondary school
- Advisory Service at secondary for cognition & learning
- Sometimes children are included 'physically' in settings but excluded emotionally/cognitively
- LA Adviser for SEN
- Educational Psychology Department - could always do with more time to:
 - work with children
 - support SENCOs
 - training for TAs/HLTAs

- LA could do more to facilitate sharing of expertise that exists in schools
- Improved communication, lack of understanding/knowledge e.g. what is on offer – SIGNPOSTING
- Provision for Outreach at SA+
- Cost implication for Nurture groups in Yr 7 re transition into secondary schools.
- Miss the 1:1 support assessment of children
- 1:1 support for individuals

3. **Actions to Improve**

- Clear procedures about how to access specialist support and what is available
- Directory of routes for provision/outside agencies/specialist personnel
- Speedier referral: Educational Psychology especially – more assessment less consultation
- Improved transition (holistic)
- Ongoing programmes for SLD/continuity of support/regular reviews of progress e.g. Gill Hague to run? Inform? (teachers/TAs/SENCOs)
- Access to Outreach (all SA/SA+)
- Increase accountability and reviewing impact of services received
- Special class groups like Nurture Group at Paignton – in more secondary settings? Continuing after transition to Year 7
- Process rather than outcome
- Improved SENCO support
- Clear Outreach procedures between mainstream and special – both ways
- All agreed we need SEN Advisers – Primary and Secondary
- Liaison between advisors/joint working when arranging support if appropriate
- Schoolwide commitment to resource the actions

4. **Musts**

1. **LA message (Learning and Standards) re. importance of pupils with SEN**

2. **Educational Community (i.e. school commitment to resources)**

Joined up overview based on core principles we all work towards

3. **SEN Adviser with responsibility for heading SEN**

- **Effective Cluster teams that must work (CAF)**
- **Directory of Services, contacts, referral routes**
- **Cultural understanding about the science of the brain and its impact of Cognition & Learning and BESD**

5. **Shoulds**

- SENCO support
- Transition provision arrangements
- Develop accountability on schools receiving support
- Collection of data and use of this to identify successful practice in schools

6. **Coulds**

- Improved access to interim assessment and immediate support and provision as required

GROUP ACTIVITY – OUTCOMES

COMMUNICATION AND INTERACTION – Derek Smith

Sue Radmore	SENCO, St Cuthbert Mayne School
Jonquil Stapleton	Teacher in Charge, Preston ASD Unit
Judy MacKenzie	Headteacher, Curledge Street
Sarah Barreto	Headteacher, Priory RC Primary School
Shirley O'Connor	Teacher in Charge, Barton SPLC Unit
Anne Thorne	Combe Pafford School
Rob Breeze	Headteacher, St Margaret's School
Jackie Nickels	NAS
Jane Young	Headteacher, Barton Primary School
Kay Roberts	SENCO, Hayes School
Gill Hague	Primary Consultant for Inclusion
Grace Norman	Mayfield School
Jo Morley	Educational Psychology Service
Maria Howarth	Sp & Lang Therapist
Becky Cummins	SENCO, Homelands Primary

1. What We Do Well

Person Centred Planning

- Acceptance of each child's individuality is improving which in turn is encouraging some people to look outside the box to find different solutions for different children

Outreach

- Greater intervention/advice from outreach teachers
- Speech & Language provision – twice a week for Preston Enhanced Provision
- Advice from Torbay Speech & Language Outreach
- Speech & Language Outreach Service – advice to schools, training. This gives TAs CTs skills to be more self-sustaining and can be used with a number of children
- Outreach training for speech & language difficulties – 3 levels and free
- Outreach teacher AST from Combe Pafford to support and advise specialist provision and mainstream schools – children on autistic provision

Training

- INSET offered to whole school staff by Speech & Language Outreach
- Early Bird training for TAs and parents
- CLLD (Communication, Language and Literacy Development) pilot
- Training for TAs in school communication groups. Dedicated HLTA for S & C
- Training for Teachers/LSAs working with children with Speech & Language Difficulties

Provision

- Inclusion opportunities at Preston Primary School
- Identify pupils with Speech & Language problems

- School Based. Chatterbox Club for C & I pupils to promote Speech & Language and social interaction
- Getting better at using in-school strategies and training to cope e.g. Learning Mentor
- Early intervention and assessment of pre-school with variety of provision throughout the Bay
- Specific provision at Combe Pafford ASD
- Enhanced provision support units within mainstream schools (ASD)]
- Specific provision for ASD at Brixham
- Communication Group for pre-school children with complex communication difficulties
- Provide intensive support and specialist teaching for 10 children in the Speech & Language Unit
- Ann Wiseman – Early Years and ASD
- Ann Wiseman/Judith Thomas. Work with pre-school settings – supporting parents and settings. Children – pre-school needs
- Enhanced Provision for pupils with communication and interaction difficulties (ASD) at Preston Primary School – KS1
- Dedicated Learning Support Assistant for Speech & Language 2 days a week
- Support from Inclusions Manager to SENCOs and schools. Excellent information and advice.
- Half termly input in school from Speech Therapist and ongoing support for Speech & Language Support Assistant
- Communication groups throughout school
- Good at 'coping' with complex problems at school level

2. Gaps

Outreach

- Outreach teams can only do this 1 day/week therefore not enough time to attend multi-agency meetings. Need full-time outreach workers
- More outreach
- Greater ASD expertise, very little throughout the Bay. Combe Pafford AST – one day a fortnight support for other schools – not enough
- More Outreach for ASD mainstream
- Not enough Outreach support for children on Autistic Spectrum – should not have to wait for statement
- More time from Outreach especially for ASD support for mainstream as well as Enhanced Provision

Training

- Training for schools on Autistic Spectrum
- Adapt Teaching and Learning styles to deal with children's gaps!
Train teachers to differentiate! Deploy!
- Better support outside of classroom to encourage and support social interaction and social skills. Closer communication with family
- Training for teachers to empower them to lead and support in specific areas
- More training/support for ASD for mainstream staff
- More training for ASD – teachers/Heads. NB – consider workload of staff
- Training for teachers and Heads (not just TAs) so that they know how specific advice/support can be implemented with NC
- Quality training for teachers
- Capability for more in-school provision – training for managing autism in school for lead teacher with support team

Access to Services

- Specific difficulties for children with EAL needs
- Access in schools to Speech & Language Therapist every week
- Speech & Language and Communication and Interaction in mainstream secondary schools
- Speech & Language Therapist based at Preston Enhanced provision. Need more than just twice a week
- Other services e.g. Educational Psychologist. School nurse could have a base at Preston Primary Enhanced Provision
- Not enough speech & language therapy provision in mainstream schools
- Admin for referrals Devon & Torbay. Barton used to have joint admissions meeting but they don't now
- Designated/identified provision for those children who don't meet criteria for statementing – especially ASD
- Increase TA support or reduce placements in Enhanced Provision to 6

Communication

- Assessment, monitoring, share ideas
- Ongoing analysis/monitoring of what works as regards interventions in language based problems
- Communication between professionals and parents regarding diagnosis of Autism/Aspergers, etc. > then correct focus for development is identified
- How do we communicate information about all aspects of these various provisions to schools and other agencies?
- More effective multi-agency communication
- Schools local to each other to share resources to provide a speech & language provision/unit – children to have focused, regular sessions – then supported back in own setting
- What is available?

Early Bird

- Lack of an Assessment Class Enhanced Provision – needs to be re-established in Torbay! These children are no longer having their needs provided for Dedicated LSAs in schools with responsibility for carrying out speech & language therapy programmes. Need to explore possibility of accreditation through provision of Elklan Training
- Recognition of effectiveness of Early Bird plus training for parents and school staff to meet needs of children with ASD

3. Musts

ASD

- 1. More ASD training (school staff) delivered by specialist teacher (and parents) and Speech & Language Therapist (and parents)**
- 2. More experienced ASD Outreach Workers – separate from behaviour support**
- 3. Multi-agency involvement/training**

Generic

4. Put into post appropriate education-based personnel with management expertise
5. Re-evaluation/thinking on CAF process
6. Spread knowledge about provision (website)
 - Work with experiences from another authority regarding what works
 - Emphasise and learn from evidence-based practice
 - Improve monitoring/analysis of problems/practice to reflect different aspects of diagnosis (ASD/ADHD, etc.)
 - Maintain current provision
 - KS2/3 - ASD
Speech & Language } Training
Provision

4. Shoulds -
5. Coulds -

GROUP ACTIVITY – OUTCOMES

PHYSICAL, SENSORY & MEDICAL – Elizabeth Payne

Fiona Murray	Physical/SEN Outreach – Dame Hannah Rogers School
Martyn Vosloo	Advisory/Support Service (VI)
Hazel Sutherland	Hearing Support Service
Ian Theaker	Westlands School
Denise Tudor	Hearing Support Service
Carol Howard	Parent
Marianne Lewis	Pupil/Parent Liaison Officer
Paul Williams	Educational Psychology Service
Clive Sainsbury	SDHCFT

1. What We Do Well

- Support with transition into school for HI pupils
- VI - referrals assessed quickly and action plan for education in place asap. Appropriate support from SEN personnel
- Speedy preparation of statementing
- Communication between office and advisers
- Curriculum support – HI Westlands
- Specialist provision for HI – primary unit, secondary unit, advisory teachers
- Good links with Health and Early years for obvious needs/early diagnosis
- Early support (proper multidisc/agency)
- Quick turn around from referral to action for advisers to get into schools
- Medical/support for nursing (Special) School
- Inclusion into secondary phase
- Appropriate and timely ICT assessments for statemented pupils
- Support deaf children and their families in the pre-school stage – regular home visits
- Ensure that HI children have appropriate equipment and help to maintain that equipment
- VI – Statemented pupils supported well, provision (e.g. access technology) available where required
- Early identification of needs from medical perspective
- 52 week cover for 48 hour response to diagnosis from newborn hearing screening
- Good specialist provision for severe physical disability with learning disability
- Provide relevant targeted inset to schools to meet the needs of HI pupils

2. Gaps

- Access to timely information and advice/training for medical conditions
- Provision of ICT equipment especially non statemented
- Access to ICT assessments for children without statements
- Sensory – more flexibility between enhanced provision and central service to meet varying demands
- Need a clear cohesive management structure – HI. Joined up thinking – VI – Sensory
- Support for medical needs in mainstream schools (no onsite nursing!)
- Primary & community college ‘designated’ for pupils – VI with enhanced units
- Specialist provision for VI

- Limited resources (in terms of teaching support) for statemented pupils who attend mainstream schools – HI
- Communication between Health/Education (Social Care and parents) is sometimes poor e.g. sharing learning strategies
- Difficulties with lack of communication with parents about strategies put into school for pupils with VI
- Delays in accessing equipment/assessing need. School and home
- Transition between 16-18 and children and adult services *(especially CAMHS)
- Medical report for statement (not timely)
- Clear definition of enhanced provision
- Multi-agency working/communication in school age (keyworking role)
- School based support for physical disability and DCD e.g. OT without 'specialist referral' i.e. preventing referral to specialist services including CDC
- Lack of provision for VI for statemented children when there is another 'overriding' need such as LD
- Gap in consistent support for children/schools for physical disability without severe LD (mainstream) environment and curriculum access
- Therapy input especially physiotherapy in mainstream schools
- Medical reports not always copied to school nurses. Poor communication from medical staff to nurses, then to school staff and lack of training.
- VI – CPD covered reasonably well but could be improved (time constraints) particularly at the individual level e.g. training individual TAs.
- What is available, where and to whom! (plus clear definitions and expectations e.g. of an enhanced provision)
- Lack of consistent approach from schools in case of SA+ for pupils with HI

3. Musts

- 1. Write a clear definition of enhanced provision and share across LA and schools including what to expect.**

A clear single information directory for SEN and Children's Disability Services which includes clear expectations for local services and provisions (possibly building an Early Support Pack)

- 2. More oversight by the LA of management of enhanced provision – HI**
- 3. Provide OT within mainstream schools (like EP) – early intervention OT for physical disabilities and DCD**

- Ensure SEN/schools input support (and parents) to Transitions Co-ordinating Group
- Eliminate delays in assessment and accessing equipment
- Medics need to copy information/letters to school nurses and parents
- Time made available for individual professional development of teachers and TAs in supporting pupils with sensory difficulties. Training to be targeted
- Strategies provided by ATs into school must be provided to parents via home/school book and/or reports
- Provide timely info and advice/training for medical conditions to staff (parents)(school nurses)
- Statutory assessment – medical appointments and reports (Appendix C) must be done in good time (at least within statutory timelines)
- Appropriate use of inclusion budget – improve communication from medics to nurses then from nurses to school staff. Improve training of school staff re. medical issues (how to do without statement)

4. Shoulds

- Improve information sharing between medics, school and other people involved, especially 'diagnosis' and strategies
- VI teachers to ensure strategies for children with VI are shared with parents via home/school book and/or report
- Discussions with school nurse about access to nursing staff for individual cases where daily nursing is require in mainstream for pupils' inclusion and access to nursing staff in an emergency
- Provide information to parents about who shares what info to whom
- Sensory and medical professionals invited to Annual Reviews must attend or provide reports
- Development of a sensory and physical disability service with one manager including Enhanced Provision
- Name St Cuthbert Mayne as designate provision for VI
- All needs identified on statement need to be supported equally
- Identification of school age who would benefit from keyworking/multi-agency meetings
- Agreement and training on the consistent use of SA+ where advisory teachers are involved
- Increase physio provision in mainstream schools (link with disability strategy)
- Roll out early support principles to school aged children as a specific targeted approach

5. Coulds

- Provide access for ICT assessment and provision for non-statemented children

Local Inclusion Forum for Torbay – Terms of Reference

Purpose

1.1 This stakeholder forum is constituted:

- to encourage, through effective communication and active participation, a shared vision for children with Special Educational Needs and Disabilities throughout Torbay schools, local children's services, the Council and Health partners;
- to advise on the formation of the Council's and Health partners' strategic objectives and targets for children with special educational needs and disabilities, and the priorities for action;
- to oversee and monitor the implementation and outcomes of the Authority's *Learning Inclusion Strategy for Children with Special Educational Needs and Disabilities*, designed to meet the strategic objectives of the Council;
- to oversee the implementation of the National Service Framework for Children, Young People and Maternity Services, Standard 8, Disabled Children and Young People and those with Complex Health Needs;
- to consider, and comment upon, all major policy or procedural changes proposed by the Council and Health partners for children with special educational needs and disabilities prior to implementation;
- to recommend and commission projects specifically aimed at identifying, establishing or disseminating good inclusive practice in schools and local children's services, including health services;
- to propose improvement actions in response to external reports focussing on the overall performance of the Council, its schools and South Devon Health Services in relation to children with special educational needs and disabilities;
- to act as the specialist lead multi-agency forum for overseeing development, monitoring and the review of services for children with special educational needs and disabilities in Torbay;
- to assess the impact of national regulations and guidance that affects services for children with special needs and disabilities, and to lead the formulation of any necessary recommendations to address these, for consideration by the (emerging) Children's Trust Executive/Board;
- to act as a platform for discussion and strategic information sharing; and
- to provide a steer on improving targeted services for vulnerable children and young people.

1.2 The Forum will consider all the above in the context of the Council's Community Plan, the Children and Young People's Plan and other strategic plans. The Forum will also remain mindful of any service, operational or action plans already implemented by the Council and related planning cycles.

1.3 The Forum may take a general view on the effective use of resources aimed at promoting the inclusion of children with special needs within Torbay Schools. The considerations of the Forum are expected to carry considerable weight but are not intended to fetter management accountability or discretion residing within the Council, schools or partner organisations over the deployment of resources.

LOCAL INCLUSION FORUM FOR TORBAY

EXTRAORDINARY MEETING - 17TH JUNE 2008

SEN REVIEW - OUTCOMES FROM GROUP ACTIVITY

1. COGNITION & LEARNING

Priority - To increase time dedicated to an SEN Adviser

Group 1:

- SEN Adviser to operate at several strategic levels e.g.
 - links with National Initiatives
 - within school 'systems' work (SEN)
- Input from MLD/SLD schools to this SEN Advisor role. Advisor needs to know what works (i.e. evidence based) within a local context, as well as reflecting national initiatives.
- Post should be full-time
- Post-holder will need to link to a Cognition & Learning Steering Group comprising:
 - 1 / 2 Advisors
 - Education Psychology
 - Teacher reps from Combe Pafford/Mayfield
 - 1 / 2 SENCo reps

Group 2:

- The role should cover both primary and secondary (cross phase).
- Should be full-time post
- Should have been a SENCo, practitioner, proven background, strong leader (pushy!), good communication skills – leadership and management experience
- Strategic
- Must have a link to multi-agency working
- Not school based – not attached to one school
- Must work for the benefit of children not the LA or schools.

Group 3:

- Should be separate SEN Advisors for Primary, Secondary & Early years, but should be effective communication to aid transition
- Post should be full-time to cope with workload as both hands-on and strategic role
- Consistent service across all young people, Centre of Excellence for the future
- Additional input/advice around Post-16 opportunities to aid transition
- Should be part of a multi-agency approach
- Post should be central to be available for all schools

Group 4:

- Main functions:
 - Strategic role as 'hands-on' role based in a special school or mainstream?
 - Must be part of a multi-agency approach > links with other professionals working with the child extremely important
 - Should be full-time
 - Should offer training to mainstream school staff
 - Should see individual children for advice with written reports of strategies
 - Needs to be co-ordinated with any outreach services from special schools
 - Needs a clear referral form which specifies the teachers' concerns about a child's learning so that intervention is targeted
 - Should the referral be linked to CAF in some way

2. BEHAVIOUR, EMOTIONAL & SOCIAL DIFFICULTIES

Priority - To create a 'Rapid Response Team' who can work with children at risk of exclusion and their families

Group 1:

- Need to explore the nature of problems that require a 'rapid response' e.g. RR may be damaging/inappropriate/unnecessary, etc.
- RR needs access criteria
- RR may stimulate the need for longer-term interventions. Would these be available?
- Who is it that requires the RR? - child
 - family
 - school
 - other agencies
- RR team could consist of: - behaviour specialist
 - family specialist/therapist
 - psychologist
 - EWO
 - Health specialist (CAMHS)

Group 2:

- All parties required
- Which service should lead Not CAF – but aligned
- Needs absolute clarity about how the RRT works and when you use CAF
- Schools should “buy” into the RRT in order to access. Look at existing expertise and making that quicker and better.
- Need much greater clarity around the exact role of the RRT – rather than trying to use another area model. We should look at a variety of ideas and develop our aim “Torbay” model that reflects our needs and culture.

Group 3:

- Would there be an opportunity to set up a specialist cluster within the current cluster system. This cluster could offer specialist advice to schools/other professionals or get directly involved with a child or family where appropriate
- Should involve as many agencies as possible – Health, Education, CAMHS, Social Services, Connexions, Family Support, Early Intervention Service, etc.
- Services offered would be needs led
- 'Rapid Response' needs to mean more than school, needs to look at the family – holistic approach is key.

Group 4:

- Good idea in theory
- Statistical approach initially
- Looking at demand to determine capacity required
- Look at needs of excluded children to determine make-up of team members
- Across both primary and secondary
- Work on a 'Team Around the Child' approach
- Must be multi-agency/multi-professional
- Need close co-ordination with Cluster Team
Should Cluster Team members be possible RRT members?
- Remember possible effect of speech/language/communication difficulties on behaviour

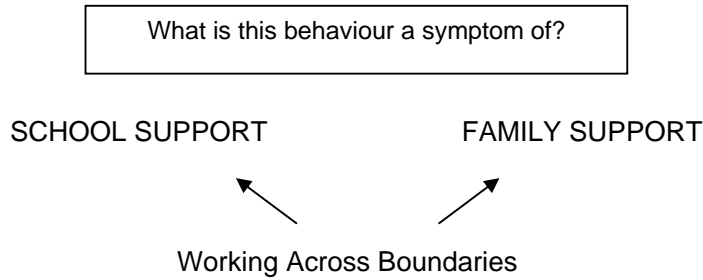
BESD:

Take staff from Clusters to offer whole Torbay system!!

Trigger > At risk of exclusion: from school
other settings

Voluntary care (accommodation?)
i.e. family breakdown?

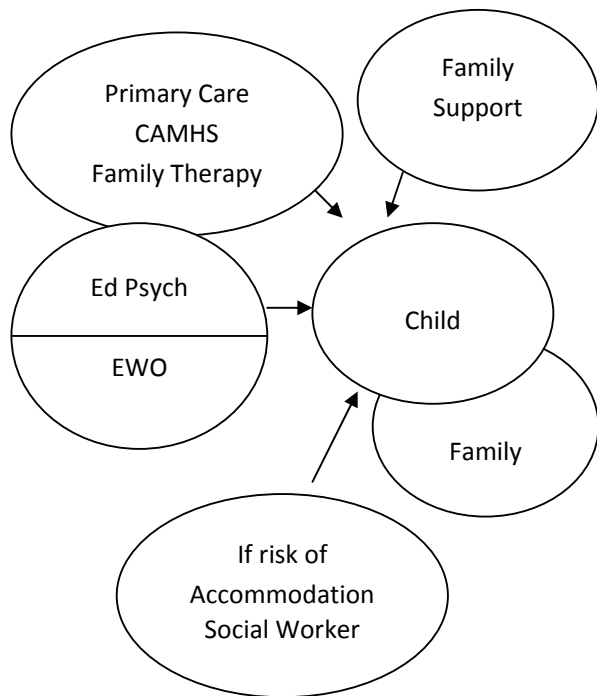
Child focused and centred work → counselling?



PRIORITY

- ANALYSIS - working very closely with young person
- someone who really 'clicks'

What is going on and where?



- e.g. Bullying
 - Difficulties in learning
 - communication
 - Social difficulties – peers?
 - Anger issues?
 - Control?
- } Education
-
- Special Need?
 - Not identified
-
- Family Breakdown
 - Mental Stress
 - Violence
- } Home Social

3. COMMUNICATION AND INTERACTION

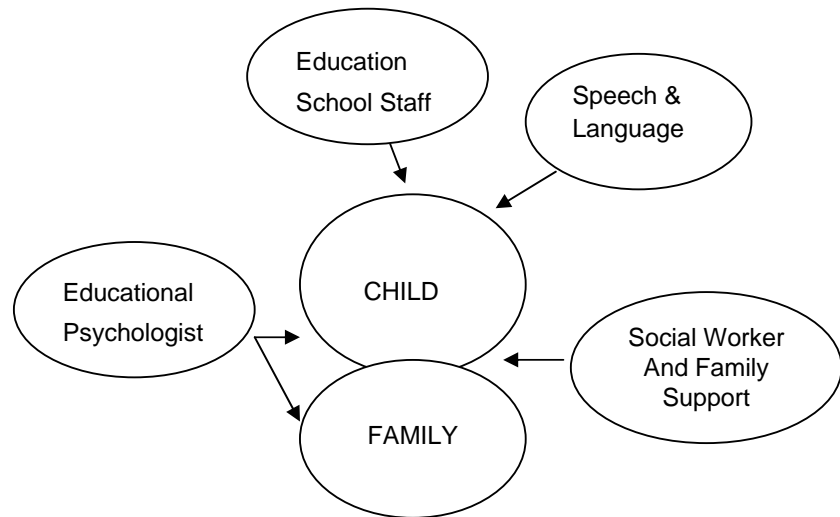
Priority - To develop and increase advisory services to schools to support pupils with difficulties on the Autistic Spectrum

Group 1:

- ASD Multi-Agency Service triggered by a clear diagnosis – child tested appropriately (not just parental report!)

→ Schools

- Advisory Service Family
 Other Settings



Group 2:

- Need to include FE in this
- Do we know how much more is needed?
Links directly to need to know where the children are and that they have a specific diagnosis.
What is the demand that has driven this?
- How can post-16 (college included) fit into the profile.
- Two issues - Schools – what is the need, who has asked for this?
 Post-16 – transition

Group 3:

- Needs to be virtual team looking not just at school (links back in to the Rapid Response/Cluster idea)
- One advisor on their own will not be as effective as they will only be working in one area (school)
- Based within a central point for all schools to access (Cluster?) – not based within a school
- Should be multi-agency rather than headed by one service

Group 4:

- Advisory services for ASD
- Use - Speech & Language Outreach Model as a basis for ASD
 - Named Speech & Language therapist should be a member of “team” or called upon for advice
- Needs to be a link with care pathway groups
- Training should be an element
- Good Practice: Early Bird Plus already well established parent/school staff training – this needs acknowledgement and support from the Authority
- Need to look at numbers: ?2 days/week ?3 days/week
- Main function should be practical advice to mainstream school staff with written reports outlining strategies and expected outcomes
- Cannot comment on ‘Early Intervention Services’ – we don’t know what these are!

SEN REVIEW

BEHAVIOUR, EMOTIONAL AND SOCIAL DIFFICULTIES MEETING

12th MARCH 2008

Chair: Jane Inett, Head of Learning Access
Mark Bindon, Assistant Principal, Torquay Community College
Yvonne Short, Programme Co-ordinator Early Intervention/Extended Schools
Moira Devlin, Torbay PRU
Tracey Jones, Headteacher, Foxhole Primary School
Stephen Watterson, Foxhole Infants School
Claire Harding, Children's Disability Service
Kerstin Sorensen, Torbay School
Alan Tilley, Torbay School
Claire Terry, Brixham College
Marianne Lewis, Pupil/Parent Liaison Officer

ACTIONS

After general discussion around the issues it was decided:

Step1 Audit of Provision

This would look at a co-ordinated approach/sharing of skills/sharing of good practice.

This needs to link with accessibility strategy.

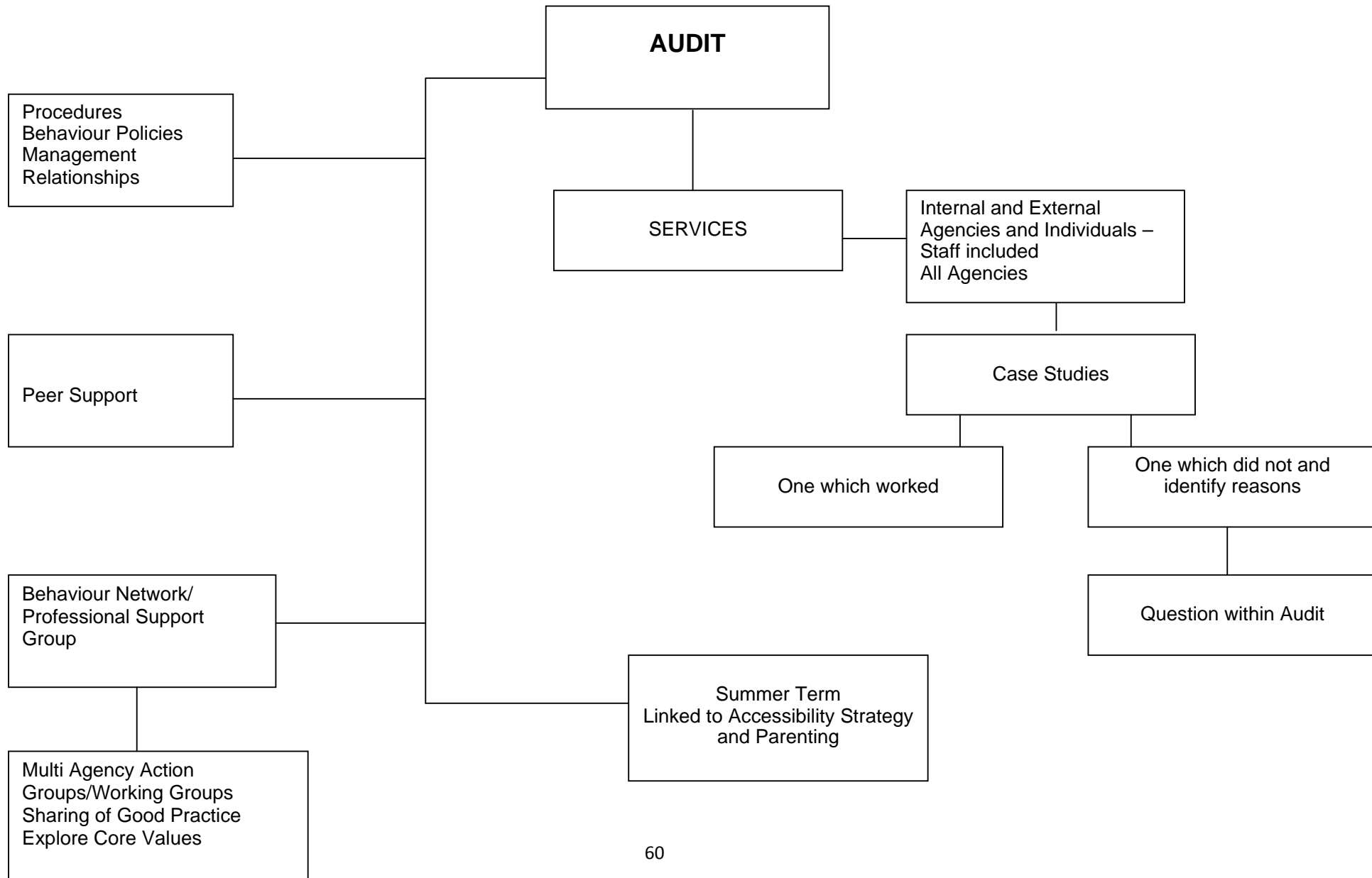
- Important to remember and consult with parent voice
- Also involvement of external groups such as YMCA, Checkpoint

From the audit one outcome must be a provision map – to ensure equitable access.

Require flexible provision

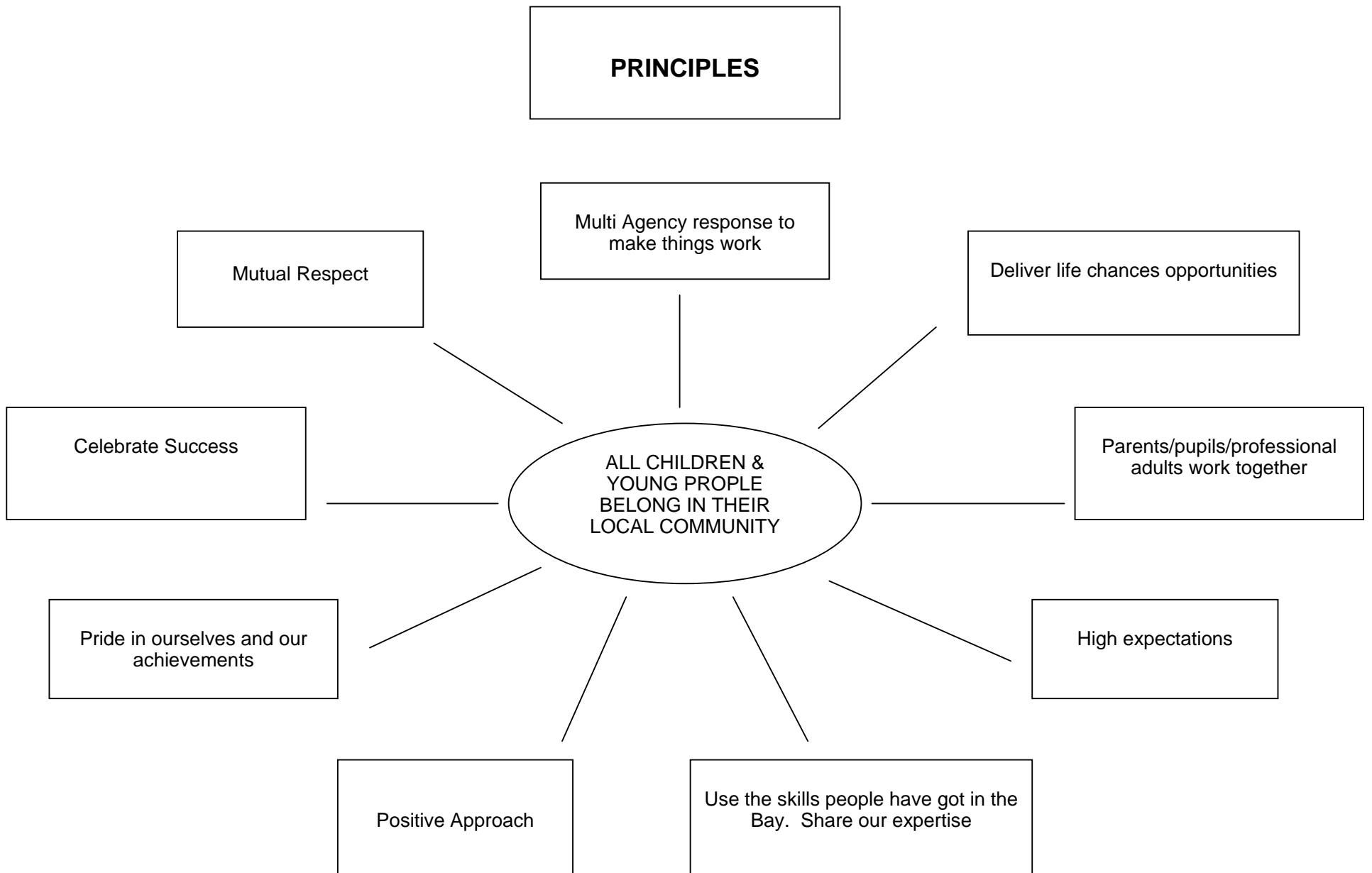
Continuum of support

“Ownership of all children and young people in the Bay”



Step 2 Conference – Autumn Term

- Use expertise from within the Bay
- Target Headteachers/Principals
- Needs to be for all Agencies
- Sharing of knowledge/visits to see good practice
- TISP – transition information groups (Ali Mathews contact)



Step 3 Rapid Response Team - Primary

Schools need access to 'inclusion consultants'. It is not thought to be a good idea for secondary schools.

Cluster teams – do they have breadth of staff with knowledge/interventions?

Outreach – more clarity of what is available

What about non-statemented young people?

Step 4 Common INSET

Sharing of good practice across agencies

Step 5 Post 2009 Foxhole should have space for behavioural work with non-statemented children and young people or for families in crisis.

Enable Centre (Centre of Excellence in Emotional Health and Well Being

SEN REVIEW

COGNITION AND LEARNING GROUP MEETING

12th MARCH 2008

Chair: Suzie Franklin, Primary Link Advisor
 Mike Lock, Headteacher, Combe Pafford School
 Nikki Watson
 Penny Malyon, Parent, Combe Pafford
 Jo Tucker, Headteacher, Foxhole Junior School
 Hilary Price, Governing Body Support - LA
 Gill Hague, Primary Consultant for Inclusion – LA
 June Palmer, Headteacher, Mayfield School
 Viv Hinks, Early Years Support Service
 Jo Webb, Head of Learning Support, PCSC

ACTIONS**MUST:**

- (a) Directory of Services
- Managed by the CAF mentors for both CAF and non CAF services (e.g. Mayfield Outreach/Learning Inclusion consultants, ASTs)
 - Initially drawn up with members of the Cognition and Learning Group.
- (b) Local Authority to actively recognise the importance of SEN. **Appoint a full-time SEN Adviser.**
- Local Authority hold schools to account for the SEN pupils:
 - i. Following Outreach
 - ii. Statements – both existing and new
 - iii. Action SA+
 - iv. Inclusion funding accountability
 - v. SIP agenda including SEN
 - vi. Governance – guidance/Code of Practice for them
 - Promote/clarify the role of the Learning Inclusion consultants.

(c) Educational Community

- Recruitment – must be included within the process for Headteachers (and including professional SLTs)
- Training – understanding the relationship between the science of the brain/conditions for learning /cognition & learning
- Whole school/whole Local Authority training days
- Outreach Service extended supported by the Local Authority (accountability)

SHOULD:

(a) SENCo support:

- Value the role/time/on SLT?
How do we encourage schools to address this?
- Training for SENCos
- Dedicates support for SENCos

(b) Transition

- Agreed benchmark for transition arrangements e.g. a minimum entitlement at each entry point
- Principles which are locally agreed
- Sustainable arrangements
- Flexible arrangements that reflect needs

SEN REVIEW

COMMUNICATION AND INTERACTION

12th MARCH 2008

Chair: Derek Smith, Principal Educational Psychologist
 Jackie Nickels, NAS Branch Officer
 Kerry Gale, Foxhole Junior School
 Maria Howarth, Speech & Language Therapy
 Rob Breeze, Headteacher, St Margaret's School
 Jonquil Stapleton, Preston Primary Enhanced Provision
 Ann Wiseman, Early Years Inclusion Service
 Mary Bruton, Brixham College
 Sue Radmore, St Cuthbert Mayne School

ACTIONS**MUST:****A. Outreach**

Different types of service (time demands)

- ASD - longer term
- Speech & Language - possibly shorter term

- Need to disseminate effective practice across the Bay schools
- Advanced skills teachers
- List of staff working with ASD pupils

↓

Move towards a virtual cluster/college of ASD expertise

↓

Set up an ASD cluster group (ASD Cluster Manager a real priority) which will:

Give advice to schools (Outreach from S< and Shirley O'Connor)

Give advice to parents

Evidence base from schools

Input from parents

Research Base – NAS

There is an issue regarding support for parents when a child moves from pre-school to school and the transition issues.

There is a problem with schools actually using the Outreach Adviser.

B. Training (ASD)

Practical strategies required – specific balanced with some theoretical

LSAs/TAs to spend time in ASD provisions

Language Unit: LSAs/TAs visit on a Friday (informal)

Can this be formalised? What are the costs implications? Courses could be run spread over 5/6 weeks. (Catherine Dursley teaches an ASD module at Brixham for Plymouth University Foundation Degree)

MTAs?

Some ASD pupils are currently being provided for in EBD provision and the reverse.

Disabled Living Allowance training for parents?

Is there is a need for an ASD base in each cluster group?

Rotating between **Children's Centres:**

- Literature
- HLTA attendance
- Other professional drop ins
- Telephone advice – line/enquiry

C. Speech & Language

- (i) Enhance/expand signing training (not as far as BSL)
Judith Thomas pre-school end of foundation stage – 2 per term (6.30 – 8.00 p.m.)
A specific course in Early Years Training directory.
Informal
Parents/pre-school staff
No cost involved

- (ii) St Margaret's: BSL - L1 – L2 (Tues 5.00 – 7.00 – series of sessions). This is publicised by the Deaf Community.

Ideally need regular parents' meeting group

Signing needs/provision - needs links with John Parkes Unit

Funding needed to co-ordinate signing provision

There is a need for signing support – could family support workers be trained in this approach?

How are Sure Start involved? Is there any early years strategy that involves signing/communication?

Speech & Language – Early Years Team will fund one f/t Speech & Language Therapist (3 years fixed term) - could co-ordinate with signing - to focus on:

- parent/child interaction
- training in early years settings
- no case load
- will help schools meet S & L targets

Need to look at primary school exclusions, relative to EBD problems.

Torbay School – employ a Speech & Language Therapist for one session a week to look at levels of comprehension and inform management strategies.

All enhanced provisions need access to a Speech & Language Therapist.

Assessment is in short supply

Speech & Language Therapist could train up specialist TAs (language related to behaviour) to support schools

Education needs to fund Speech & Language Therapist with a behaviour focus – could reduce exclusions possibly

Speech & Language Unit

Maintain current provision

No assessment class now. Some pupils miss the boat for both Barton Language Unit and Preston. These children are not coping in mainstream. We need evidence about these children to decide whether we need additional provision.

SEN REVIEW

PHYSICAL, SENSORY AND MEDICAL GROUP MEETING

12th MARCH 2008

Chair: Elizabeth Payne, Operations Manager, Integrated Disability Services
Hazel Sutherland, Hearing Support Service
Denise Tudor, Hearing Support Service
Ian Theaker, Westlands School & Technology College
Carol Howard, Parent
Fiona Murray, ICT/Physio Advisor
Tish Robinson, St Margaret's School, Teacher of the Deaf
Martin Vosloo, Advisory/Support Service VI
Clive Sainsbury, South Devon Healthcare Trust

ACTIONS

MUSTS:

- (a) Communication and Information Sharing
- Medics to ensure letters and information are copied/shared to school nurses/parents/schools with parental permission.
 - Professionals providing advice and strategies to schools need to be sharing them with parents.
 - Advise Lucy Beckwith that there are issues about medical reports that may not be being completed within statutory timescales
 - identify numbers
 - work with Lucy to take action
 - With CAF process to ensure parents have information about who shares what with whom.
 - Establish clear multi-agency information directory for all SEN and Children's Disabilities including expectations.
- (b) SEN and schools to input into Transition Co-ordinating Group to improve transitions processes.
- (c) Provide Occupational Therapy into mainstream schools to support inclusion of children with physical disabilities and co-ordination problems.

- (d) Write a clear definition of what an “enhanced provision” is and what should be expected from that.

Agree with Local Authority and schools to ensure equity.

- (e) Local Authority to rigorously question (and ask for information about how money is spent) governing bodies about their consistent, equitable use of statement money and inclusion budget.
- (f) Local Authority to consider split ownership issues of sensory impairment services with a view to bringing it all “under one roof” – possibly under Local Authority management/leadership. Must have VI/HI expertise.

SHOULD:

- (a) CAF to address the following issues:
- School age children with SEN to access co-ordinated services, lead professionals and family support meetings.
- (b) Discuss with Sue Watkins how well school nursing supports pupils in mainstream where daily nursing is required.
- (c) Increase physiotherapy provision into mainstream schools (link with disability strategy).
- (d) Highlight at SENCo Forums that a child who has advisory teacher (or other professional) must be on school action plus (HI team).
- (e) Recommend good practice that all invited professionals should either attend or provide report into annual reviews.
- (f) VI team to audit cases to see if strategies put into schools are consistently shared with parents and implement results (Martin Vosloo to action).
- (g) Address lack of equity between sensory disabilities in that children with HI can choose either mainstream or enhanced provision, but children with VI can only choose mainstream (links with action c)