



Self Assessment of our SEND Implementation

Updated May 2017

*A new approach to special educational
needs and disability*



Educational Psychology – update of original storyboard (Sept 14 – May 16)

How has the work progressed since May 16?

Torbay Educational Psychology and Advisory Teaching Service (TEPATS) has continued to support the roll out of the SEND reforms through the visiting of almost all schools within the Local Authority. We have participated in SENCo forums, which have been a termly commitment; we also have participated in wider events with partners from all the stakeholders in the SEND process.

TEPATS have also had a fundamental role in supporting the graduated response to children's special educational needs. The service has done this through evaluating reported interventions, verifying impact and further supporting good interventions to maximise good outcomes. The traded, 'buyback' model does provide opportunity for TEPATS advice and intervention at the earlier stage. The plan-do-review cycle has supported the special needs and disability panel make decisions around the statutory assessment of children following requests from school or parent. The information available to the LA at point of request should now be clear and informed.

There has been a significant increase in the statutory work that that service has carried out.

How has this improved outcomes for children who have SEND? How can this be evidenced?

TEPATS has carried out extensive service evaluation from Service Users, which has been shared with our partners. It indicates Educational Psychologists and the Advisory Teacher deliver a range of services to schools although, there has been an increase in the amount of Individual Assessment work that schools use TEPATS and a decrease in other areas of activity, especially multi-agency work. This may reflect the challenges facing schools around children whose special educational needs are seen as increasingly complex and challenging. Service Users are overwhelmingly positive about the service they receive from TEPATS with all areas of service delivery rated good (90% of all questions) or satisfactory (10%).

In terms of areas of specific areas of work: 95% individual assessment work was rated as good, 85% of consultation work was assessed as good, 90% of written feedback was described as good, 94% of involvement in multiagency meeting were good and 90% of advice and guidance was described as good. This represents similar results to previous years and we are delighted that we continue to deliver a high quality service that is appreciated by our service users. We asked all service users what aspect of the service that they found most helpful, this was a qualitative question. Themes, which emerged from service users' responses, highlighted working with staff (sometimes informally), advice, responsiveness, reliability, and approachability as well as particular strategies to move individual children forward. Service users also saw assessment of individual children and consultation with parents as an important element of the service delivery. Other aspects of service delivery that were positively commented on were:



Self Assessment of our SEND Implementation

Updated May 2017

*A new approach to special educational
needs and disability*



- Good value for money
- Consultation with parents
- Written reporting
- Planning meetings
- Supporting the SENCo in the setting.
- Monitoring Special Needs within the setting.

Updated by Paul Williams

Original Storyboard Sept 14 – May 16

What was the issue?

Part three of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Code of Practice 2015, needed developing and implementing within Torbay.

The Educational Psychology service has a long history of working in the area of special education in Torbay and is the only service that regularly visited schools, so the Educational Psychology Service needed to be in the forefront of rolling out the reforms with our partners in Torbay and working with colleagues to ensure that the reforms were delivered.

Our journey so far....

Although small, the Educational Psychology Service has worked closely with partners, schools and families to ensure that all SEND reform 'work streams' had EPS involvement and that psychologists that we were part of the 'roll out' of the reforms. We assisted schools and early year settings in the implementation of the reforms and have continued to work with partners in all sectors to ensure that the reforms focus on positive outcomes for young people and parents are central to the SEND process.

We continue to be central to the co-production of EHC plans as the only professional group that liaises with all relevant partners when drawing up plans.

What have we done?

Educational Psychology were part of the group of professionals who created Torbay's Education Health and Care Plan and the assessment pathway ensured that there were Educational Psychologists on all the SEND reforms pathways, including the creation of the EHCPs and the pre-plan process. EPs were also involved in drawing up the thresholds and were involved in implementing the Local Offer.



Self Assessment of our SEND Implementation

Updated May 2017

*A new approach to special educational
needs and disability*



Once the reforms were drawn up locally, we helped organise SEND events for professional and took a lead in delivery on the SEND reform training.

We also have continued to support school SENCo through regular planning meetings and raising awareness in schools by giving training / workshops for school staff.

We partnered with NHS GPs and Paediatricians around their role in the SEND reforms and the new role the SENCos, SEND team and the Educational Psychology Service now has.

We have continued liaise with the Parent Participation forum throughout and have recently spoken at their Annual Conference on the way Educational Psychologists can support parents in the new SEN landscape.

We have partnered with SEND colleagues to draw up the post 16 threshold for making a Statutory assessment of need.

We remain part of the 'core' membership of the SEND panel and continue to ensure that the child and parents views are central to the process.

What difference has this made?

As the 'bridge' between the SEND department and schools, the EPS has ensured that the SEND reforms have been clearly understood in school-based settings.

Schools have been able to effectively implement many of the SEND reforms and there has been an understanding of the changes that have been made locally.

We have been at the forefront around the co-production of the plans as the only professional group that works with children, parents, schools, SEND colleagues, and social care colleagues, as well as liaising with a child's medical team when appropriate. This privileged position puts us central to the SEND process and we ensure that there is focus on the outcomes for the child and ensuring that the parents and child's voice is central to the Education Health and Care Plans

Through the Plan, Do and Review cycle we also ensure that children at school support are also discussed by Local Authority Officers.

Areas for further action

- The EPS has identified that there is a need to make Education Health and Care Plans smarter with a greater focus on better outcomes for the young person.
- The EPS has recognised that there is much more demand in the post-16 statutory assessment and are planning to arrange training on post 16 assessment and outcomes.

Immediate next steps



Self Assessment of our SEND Implementation

Updated May 2017

*A new approach to special educational
needs and disability*



- Organise training on post 16 assessment and outcomes
- Organise training on SMART outcomes

Author

Paul Williams, Senior Educational Psychologist