



Self Assessment of our SEND Implementation

May 2016

*A new approach to special
educational needs and disability*



Supporting Schools to implement the SEND Reforms

What was the issue?

Schools and Colleges needed to be supported to enable them to successfully implement the SEND Reforms. This required fundamental changes to processes, the 0-25 yrs agenda and records.

Our journey so far....

In Torbay the SEND and Inclusion Network was used as the initial facilitator for hosting SENCo training events to inform and then support the SEND Reforms. Matthew Gifford and Gill Hague set up working parties with the SENCos which enabled them to become part of a consultation process for change. The working parties looked at:

- The Local Offer
- Preparing for Adulthood
- Education and Health Care Plan Process.

A further group looked at how the Individual Education Plan could be revised to incorporate provision maps with individual targets for pupils (Parental feedback on the SEND Reforms had requested that individual plans were continued for children with EHCPs).

Throughout the implementation of the SEND Reforms in Torbay we have consulted and worked with young people, parents and professionals on the changes that have been (and continue to be) implemented within Torbay. For full detail on how this has been done, please refer to the Self Assessment Storyboards on “Working with children, young people and their families on the implementation of the SEND Reforms” and “Communicating the SEND Reforms in Torbay”.

What have we done?

- Held regular updates and shared resources from the DfE which impacted directly on the SENCO with guidance on how they could address any changes required.
- New templates prepared for SENCOS to reflect the new SEND Code of Practice e.g. pre-Plan process, Requests for Statutory Assessment and Annual Reviews.
- Assist schools to develop their Local Offers /SEN Information reports
- Specific training for SENCOS on:
 - Core values and expectations of the Equalities and Diversity Act
 - Implications of the Mental Capacity Act
 - Person centred planning
 - Updating SEN Policies, provision maps and individual support plans through the SEND Inclusion Network forums for SENCOS.
 - The identification of children with SEN
 - The annual cycle and review process which included record keeping and involvement of outside agencies
 - Making request for statutory assessment and gathering information to support this.



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Feedback from these events was positive and informed future events.

- SEN Office / SENCO Consultation day – well attended with positive feedback
- SEN /SENCO joint working party set up to develop practises and revise paperwork as required now that the SEND Reforms have been in place for over a year
- Monitoring of Annual Reviews and feedback to schools to encourage effective use of the new paperwork which supports the SEND Reforms
- Support to primary schools through monitoring of new EHCPs to ensure that provision and resources are in place to meet the desired outcomes for those pupils.
- Information and letter sent to all parents of children with Statements to inform them of the SEND Reforms and the process of conversion to EHCPs
- Collaborative working between the SEND Team and the SEN & Inclusion Network to provide training to SENCOs

What difference has this made?

- Increased working between children, young people, schools and parents as facilitated by the EHCP co-ordinators
- Improved quality of information from schools when placing requests for statutory assessments enabling support for children and young people to be provided in a shorter time frame
- Improved quality of information provided by schools following annual reviews
- Identified successes and what is working well with the new SEND Reforms and processes
- Identified action points from SENCOs about what is not working well with the new SEND processes
- Personal Budgets being developed where parents or young people have requested this
- On-going dialogue between SEND team and SENCOs regarding the SEND reforms which informs further actions.
- Schools have been supported and encouraged to implement the following in their schools:
 - Training for Senior Leadership Teams and teaching /support staff on the new Code of Practice
 - Governor training
 - Develop the SEN Information report which is linked to the Torbay Local Offer
 - Revise the SEN policy in line with new legislation
 - Revise their school SEN register to move children to SEN support and to implement the cycle of assess/plan/review /do.

Areas for further action

- Smart outcome focused Education, Health and Care Plans plans
- Increased feedback from parents and young people regarding the EHCP process
- Additional guidance for parents on school support following medical / professional diagnosis prior to requesting a statutory assessment.
- Increased collaborative working between health, social care, schools and families.



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Immediate next steps

- Evaluation of feedback from parents and young people regarding the EHCP process and SEND Reforms
- For schools to be told of the named officers (EHCP Co-ordinators) assigned to cases.
- Develop the SEND team / SENCO working party to address action points following termly meetings between both parties.
- Updating of SEND Reform information so that schools are clear about the Criteria for requesting a statutory assessment.
- Work between the SENCOs and SEND team to identify changes required to annual review paperwork and child friendly profile

Author

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