

“Overview of the Special Educational Needs and Disability Reforms: Implications for Schools”

September 2014



EAST RIDING
OF YORKSHIRE COUNCIL

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SEND Reforms

The SEND reforms are contained within the Children and Families Act 2014 (received Royal Assent in March 2014):

- To be implemented from September 2014, though some elements will be gradually introduced



The SEND Reforms: Key Principles

- Promotes participation of parents and young people in decision making
- Focus on outcomes and improving progress
- Requires a joint approach across all agencies
- Education, health and social care co-operate to meet needs



The SEND Reforms: Key Changes

- Extend from birth to 25, where necessary
- Introduces Local Offer
- Introduces Personal budgets
- Education, Health and Care (EHC) plans replace Statements & Learning Difficulties Assessment.
- EHC Co-ordinated assessment
- “Tell us once”
- Disagreement resolution and mediation



Create a Local Offer

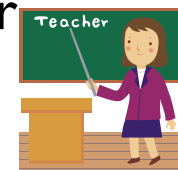
The purpose of the 'Local Offer' is to provide clear, accessible information about the range of services available for parents, children and young people aged 0 – 25 years, including education, health, social care, community and voluntary sector, housing, transport etc

- <http://www.eastridinglocaloffer.org.uk/>
- Leaflets available
- Information on the school website



From School Action and School Action Plus to SEN support

- “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”
- The new code makes it clear that additional intervention and support is the key factor to movement forward.
- High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.
- For pupils that need special educational provision the code sets out the principle of a graduated response.



Graduated approach: Implications for Schools

- Any SEN Support should take the form of a four part assess, plan, do, review cycle.
- Draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles.



Assess



What are the precise gaps in pupil's learning and development and **clarify** what the barriers to learning may be (class teacher together with Inclusion Manager)



Plan - Outcomes



- Any special educational provision required should **start** with the desired outcomes – what do we want the child or young person to be able to do that they cannot do now.
- Support and intervention should be selected to meet outcomes.
- Set date to review progress and evaluate the support (termly).
- Involve parents.
- Pupil views important.



Do

- Class teacher remains responsible.
- Work closely with any TAs or specialist staff involved to plan and assess impact of support and how linked to classroom teaching.
- Role for parents to support at home too.



Review

- Evaluate impact and quality of interventions in line with agreed date
- Views of pupil and parents
- Decide on amendments to outcomes/support plans in consultation with parent and pupil
- The way a child responds to an intervention is often the most reliable method of developing an accurate picture of need



Education, Health and Care (EHC) Plans

EHC plans will replace the 'Statement' – EHC coordinated assessment to identify and meet needs:

- Parents and young people central - in identifying needs, deciding outcomes, planning provision
- EHC Plans 0 - 25, replace LDA assessment
- Preparation for adulthood key focus
- For all, the emphasis will become one of OUTCOMES and looking ahead, rather than assessing and defining needs
- The E, H + C elements will become integrated and should feel coordinated together from the young person/family viewpoint



Personal Budgets

Personal budgets are to be introduced for families that would like them:

- The Local Offer will provide information about what they can be used for
- Every family with a disabled child will have a right to **ask** during the EHC planning process for a personal budget for Education, Health and Social Care
- A Personal budget it is the money a family can get to pay for the specialist **care and support** they need for their disabled child
- This is to give families more **choice** and **control** about how to meet the needs of their child



The East Riding Education, Health and Care Plan



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Converting statements

- All statements will be converted to a EHC Plan by April 2018.
- LA needs to publish a Transition Plan on 1 September 2014.
- Transfer Reviews need to be held at the time of the Annual Review or brought forward to the Autumn term for phase transfers.



Parent Support :

- Classteacher
- INCLUSION MANAGER
Mrs Waters, Class teacher
- Head teacher
Mrs Tomkinson

- KIDS

- LOCAL OFFER -

<http://www.eastridinglocaloffer.org.uk/>



Further reading

- [Everybody Included \(NASEN\)](#)
- [Guidance \(Dyslexia-SpLD Trust\)](#)
- [Code of Practice](#)
- [What works for children and young people with literacy difficulties \(Greg Brooks\)](#)



Where to get further advice

- [NASEN](#)
- [Dyslexia-SpLD Trust](#)
- [The Communication Trust](#)
- [Autism education trust](#)
- [Springboard](#)
- [Dyslexia Action](#)
- [British Dyslexia Association](#)

