

Understanding Special Educational Needs (SEND) for education, health and care professionals

Altogether better



Presenters

- SEND & Inclusion Manager (schools and workforce development)

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- Service Manager SENDIASS

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Objectives

To have an understanding of:

- ❖ How the Local Offer can be used to support parents, carers, young people and professionals
- ❖ The graduated approach to SEND
- ❖ SEND funding in schools
- ❖ The patterns and trends of SEND in County Durham
- ❖ Appropriate information and misinformation around SEND

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Underpinning Principles of the SEND Reforms

- **Participation** of children, parents and young people in decision making supported by quality information and guidance
- **Early identification** of children and young people's needs and early intervention to support themand improve outcomes
- **Greater choice and control** for young people and parents over support (including personal budgets)
- **Collaboration** between education, health and social care to provide support and interventions to meet needs
- **High quality** SEN provision to meet the needs of children and young people with SEN
- Focus on **inclusive practice** and removing barriers to learning
- **Successful preparation for adulthood**, including independent living and employment
- **High aspirations** for children and young people with SEND

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Designated Clinical Officer (DCO)

Designated Medical Officer (DMO)

- In accordance with (SEND) Code of Practice, DDES and ND CCG have allocated Kim Lawther (DCO) and Chandra Anand (DMO), to support delivery of the local strategy for children and young people (CYP) with SEND 0-25 years 2016-2018.

Key areas of responsibilities:

- To provide oversight and leadership to ensure health providers are compliant with SEND reforms
- Key role in the development, planning and review of multiagency SEND Strategy 0-25 years, 2016-2018
- Oversee the processes for early identification of CYP with SEND
- Support workforce development and awareness of the SEND reforms across primary and secondary care
- Oversight and monitoring of health provision as identified within Education Health and Care (EHC) Plan process

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Key areas of responsibilities continued:

- Contribute toward ensuring effective communication between key stakeholders in sharing information
 - Ensuring all health services are reflected within the Local Offer and that providers are cooperating with local authority in its development/review
 - Ensuring health contribute toward formal joint commissioning arrangements, policies and procedures to improve outcomes
 - Networking with regional colleagues undertaking DCO/DMO role to strive toward continuous improvement in delivery of SEND reforms, working alongside NHSE
- The DCO/DMO roles are still being developed within the CCGs, however if you have any queries or comments, please contact either:
- Kim Lawther, DDES CCG Kim.lawther@nhs.net
 - Chandra Anand, NDCCG chandra.anand@nhs.net

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Definition of SEND

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a **significantly greater difficulty** in learning than the majority of others of the same age, or;
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0-25 page 16

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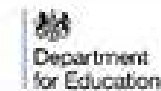
Special Educational Needs and Disability Code of Practice: 0-25 years

Chapter 5: Early Years

Chapter 6: Schools

Chapter 7: Further Education

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

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- Co-produced
- Accessible
- Holistic
- Jargon free
- In one place
- Covers universal, targeted and specialist services

www.countydurhamfamilies.info/localoffer

<http://www.countydurhamfamilies.info/kb5/durham/fsd/site.page?id=H4w6UEGaXf4>

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Mainstream schools, which includes maintained schools, academies, maintained nurseries, 16-19 academies, alternative provision academies and Pupil Referral Units **must**:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN. (CoP p92)

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School SEND Information Report

- All schools, including special schools are required to publish their SEND Information Report. This **must** be published on the school website and **updated annually**; with changes occurring during the year updated as soon as possible.
- Parents/carers/professionals should be able to get a good understanding of the SEND provision from looking at this.

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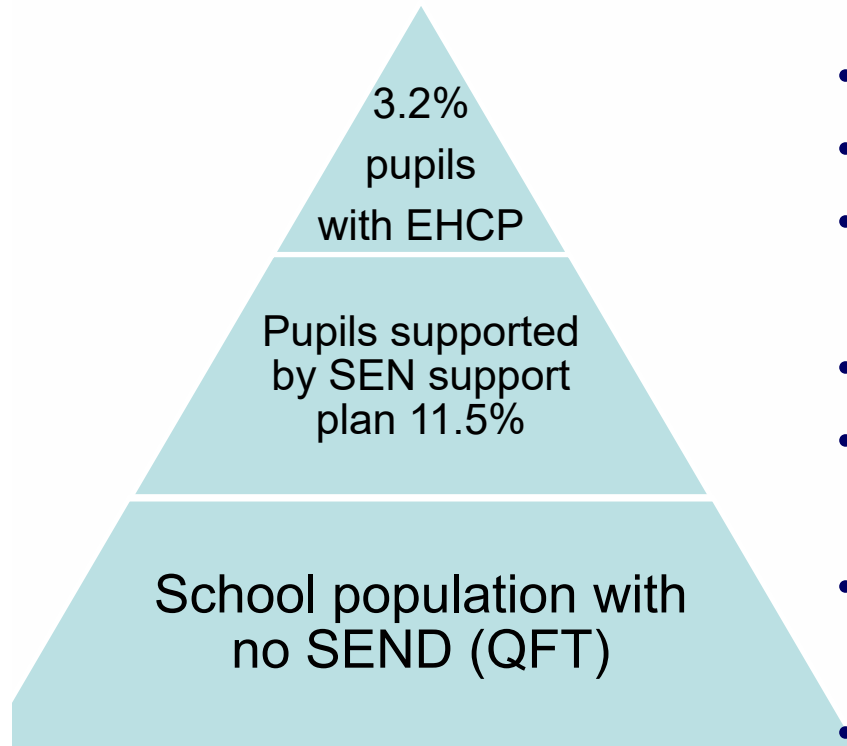


4 broad areas of special educational need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
(NB no longer behaviour)
- Sensory and /or Physical Needs
- **Group Activity- 10 mins**

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2017 SEND Patterns and trends in Durham



- 74,758 Durham pupils 4-19 (plus nurseries)
- Overall SEND Durham 14.5%/National 14.4%
- 14.4 % Primary School SEND (Nat 13.5%)
- 10.4% Secondary School SEND (Nat 12.4%)
- 2.8% national average EHCP/statement
- 5th highest in NE Region
- SEN Support - similar to national 11.6%
- Early Years surge in social communication difficulties

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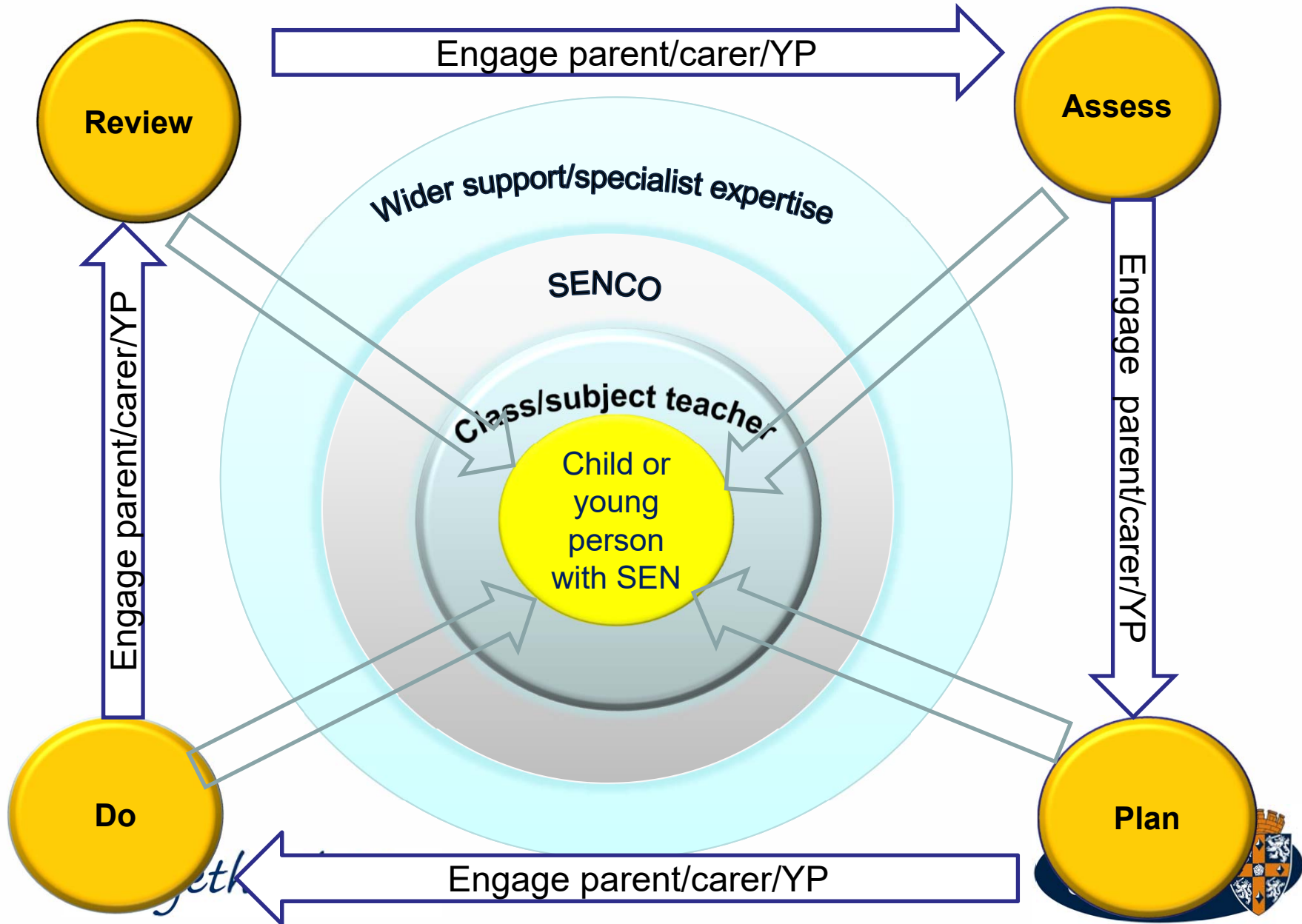
'Primary' need- 2017 census

Primary school 2017	Secondary school 2017
1. Speech, language & communication (SLCN) 29.0% (+ 5% national)	1. Moderate learning difficulties 29.3% (+ 5% national)
2. Moderate learning difficulties 28.5% (in- line)	2. Social, emotional, mental health 22.2% (+3.8 national)
3. Social, emotional, mental health 15.2% (in-line)	3. Specific learning difficulties 18.5% (-2.6 national)
4. Specific learning difficulties 8.4% (in-line)	4. SLCN and ASD both 8.1% (both slightly below national)

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A whole school approach and accountability



The graduated approach to meeting SEND



Quality First Teaching

Differentiation

Early identification of needs

Short note

SEN Support

Support Plan across EHC

Top Up Requests

Education, Health & Care Plan (exceptional)

SEN Register...
Assess, Plan,
Do Review
cycles take place

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SEN Planning Tools and Parents Leaflets

- ❖ Early Years;
- ❖ Autism Spectrum Condition;
- ❖ Hearing impairment;
- ❖ Learning Difficulties;
- ❖ Physical Difficulties;
- ❖ Social, Emotional and Mental Health;
- ❖ Speech, Language and Communication;
- ❖ Visual Impairment;
- ❖ Post 16 Versions.

<http://www.countydurhamfamilies.info/kb5/durham/fsd/service.page?id=3jkaMTMTbWM&>

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Funding for Maintained Mainstream Schools

Mainstream settings	
School Block Element 1 Core Education Funding	Mainstream per- pupil funding
Element 2 Additional Support Funding	Contribution of £6,000 to additional support required by a pupil with SEN
Element 3 Top up funding from the High Needs Block	'Top-up' funding from LA to meet the needs of each pupil or student placed in the institution

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Element 2: (Notional SEN Budget)

- Every mainstream school has a notional SEN budget which is allocated using these formula factors:
 - Levels of deprivation;
 - Levels of free school meals;
 - Levels of attainment.
- For 2017/18 this will range between £416 to £482,000
- Schools are expected to contribute up to £6000 to support the additional needs of a child or young person with SEND from the school notional SEN budget;

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Element 3: Funding from the High Needs Block

- This is retained by the LA and is used to help fund additional support for children and young people with high needs...
 1. Planned funding linked to EHCP outcomes
 2. Linked to robust SEN Support Plan outcomes (Top Up requests)*
 3. COL (Communities of Learning) Funding

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Group Activity (10 mins)

- Write down on the flipchart paper what SEND support you think is available for children and young people in school?

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SEND Support within settings

- Educational Psychology advice
- Specialist Teacher advice and support (across all 4 broad areas of need)
- Speech & Language advice/therapy
- Occupational therapy programmes
- SEN Learning Support Assistants
- School nurses
- Lego therapy
- Relaxed Kids
- Social Stories (Autism)
- Therapeutic Story Writing
- Counselling
- Social Skills
- Emotional well being programmes
- Literacy & numeracy programmes
- Fine and gross motor skills programmes

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SEND Support within settings

Individualised support and specialist equipment, for example:

- small group or 1-1 work
- ear defenders
- wobble boards
- i pads / laptops / computer readers or pens
- fidget toys
- individual work stations
- visual cues
- memory games
- writing aids
- exam concessions (extra time, readers, scribes)
- Picture Exchange Communication Systems (PECS)

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Enhanced Mainstream Provision (EMP)

Speech, Language, Communication

North Durham Academy (Secondary)
(15)

Whitworth Park (Secondary) (10)

Timothy Hackworth (Primary) (20)

Belmont Cheveley Park Primary (20)

Wheatley Hill Primary (10)

Social Emotional Mental Health

Seascape Primary (8)

Autistic Spectrum

Wellfield School (Secondary) (9)

Bishop Barrington School (Secondary)
(9)

Easington Colliery Primary (6)

Physical Difficulties

*Howletch Lane Primary (8)

Sensory Bases

Durham Gilesgate Primary (Hearing Impairment)

Belmont Primary (Visual Impairment)

Belmont Secondary (HI & VI)

Education, Health and Care requests (Statutory Assessments)

- The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the LA to decide whether it is necessary for it to make provision in accordance with an EHC plan (*CoP p142*)
- Must be a special **educational** need and needs cannot be met at SEN Support (even with 'Top Up' funding)

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Who can apply?

- Person acting on behalf on a school or Post 16 institution (with the knowledge and agreement of parent/young person)
- Child's parent
- Young person over age of 16 but under 25
- Anyone else can bring a child/young person who has (or may have) SEN to the attention of the local authority - for example foster carers, health and social care professionals, early years practitioners, youth offending teams, probation services, a neighbour or family friend **but** good practice is to speak to the school first and find out what is already in place.

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Considering an EHC needs assessment

- The LA should consider whether there is evidence that **despite the educational provider having taken relevant and purposeful action** to identify, assess and meet the SEN of a child/young person, they have not made the expected progress.
- Evidence of:
 - ✓ Attainment and progress (across all areas of need)
 - ✓ Nature, extent and context of child/YP
 - ✓ Action already being taken
- Timescales (20 weeks)
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Summary- how other professionals can help educational providers

- Tailor programmes for educational providers to deliver (for eg: SaLT, OT, SEMH programmes)
- Give specific written advice on health or care difficulties
- Write SMART outcomes for SEN Support plans and EHC plans
- Contact educational settings to share information and discuss options in order to avoid conflict (see case studies – white sheet)

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Preparing For Adulthood

- See handout

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Misinforming Parents and Young People

- SENDIASS and what we do
- Trends in calls to service: half the calls are new and approx one third of new calls involve misinformation (see case studies – green or purple sheet)
- Parents and children; heightened anxiety and lack of resilience
- It is important to note children's different responses to different settings e.g. how they act at home versus school
- If in doubt, **always** refer parents on to SENDIASS

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Final reminders.....

- Evaluation sheets
- Question/comment cards
- Frequently asked questions will be posted onto the LOCAL OFFER in the 'Understanding SEND' page of the 'For Providers' section.

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