

Information Advice and Support Programme (IASP): Strategic workshops



SEND – National Update from DfE November 2019

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Department
for Education

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The SEN assessment system – more....

- Increase in total number of EHCPs held – Increase of 11% from 2017 to 2018
- 2018 has the highest number of EHC plans held by LAs – 353,955 (3.1% of 5-16 population)
- LAs agreed to 75% EHC needs assessments following requests.
- 16% more new EHC plans issued in 2018 than in 2017
- 94.8% of all EHC needs assessments led to a EHC plan
- Small decline in 20 week timeliness of assessments – from 64% in 2017 to 61% in 2018.
- Increase in numbers of specialist placements



Examples of good practice in implementing key elements of SEND reforms (all from 2019 inspections)

1. **Co-production** with children, young people and parents

2. All parties meet their **statutory duties**

3. Increased satisfaction with access to **local services**

8. Improved **parental confidence**



4. **Accurate and timely identification** of SEN and disability

7. More YP go on to **post-16 education, training & employment**

5. **Improved attainment and narrowing of gap** for CYP with SEND

6. Strong focus on those at **SEN Support**



1. **Co-production** with children, young people and parents—

- **Peterborough** - The co-production of plans and services is well established. Children, young people, parents, carers and professionals work well together to improve the quality and range of services. The ‘Big Youth Shout Out’ programme successfully puts CYP at the heart of developments.
- **Blackburn with Darwen** - Stakeholders from across the local area, including children, young people and parents and carers, are well represented and their voices are listened to

2. All parties meet their **statutory duties** –

- **Thurrock** - The SEND panel operates a robust structure for meetings and decision making. There is a shared understanding of the panel’s work, which is valued by school leaders.



3. Increased satisfaction with access to local services –

- **Peterborough** - SENDIASS team is well respected. Offers appropriate challenge on behalf of parents and carers when needed.... seen as a critical friend and empowers parents to support their children.
- **Harrow** - SENDIASS is highly valued as an independent source of support and advice for parents and young people. Parent users of the service told inspectors how much they appreciate the advice and guidance provided and that they respect its impartiality
- **Dudley** - SENDIASS provide effective impartial, informed and personalised support for parents and young people. It is well led and responds positively to the increasing demand for support. Schools value the informal mediation service that SENDIASS offer.
- **Calderdale** - Arrangements for impartial information and advice to parents are strong. Calderdale SENDIASS, Family Voice Calderdale and Unique Ways work in partnership to ensure that the voices of



CYP are heard.

4. Accurate and timely identification of SEN and disability

- **Calderdale** – Strong and effective co-production with parents and carers is reflected in the development of EHC plans. Many parents whose children previously had a statement of SEN say the EHC plan better reflects their son or daughter's needs.
- **Bath and NE Somerset** - The proportion of EPC plans completed within the 20-week timeframe is high and still improving. EHC plans capture the positive qualities of the young person, as well as describing their needs well. The expected outcomes are clearly recorded so that they can be used by schools to meet pupils' individual needs and by practitioners to inform their work.



5. Improved attainment and narrowing of gap for CYP with SEND

- **Gateshead** - Leaders believe that children and young people's SEND are not a barrier to their achievement. An improving trend in educational outcomes and progress is evident since the SEND reforms were introduced.
- **Ealing** - Pupils by the end of their key stages make progress that compares well to other pupils nationally. For example, at the end of key stage 4, Progress 8 in 2018 for SEN support pupils was in line with that of other pupils nationally.



6. Strong focus on those at **SEN Support - Peterborough** - Recent training for SENCOs, about a graduated approach to meeting the needs of CYP who may require SEN support, is leading to more consistent identification of their SEND needs. Peer reviews across the SENCO networks are successful in helping school staff reflect on how well SEND needs are identified, and if additional training is needed for staff.

7. More YP go on to **post-16 education, training & employment – Merton** - The proportion of young people who are NEET is pleasingly low in Merton. Pupils who may otherwise be vulnerable to missing out on appropriate training placements or courses are well supported to access an appropriate course and sustain their placement.

8. Improved **parental confidence – Warrington** - In the schools visited by inspectors, parents and carers were effusive about the 'brilliant' ways in which a broad variety of current schools and colleges meet their children's needs. The views of CYP parents and carers are captured increasingly well in EHC plans.



What successful implementation of the SEND reforms looks like

1. **Co-production**
with children, young
people and parents

2. All parties meet their
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3. Increased satisfaction
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4. **Accurate and
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Current Challenges

- Increasing requests for EHC plans – **+38%** in 3 years
- More children in special schools – **+20%** in 3 years
- Children with SEN are **5 times** more likely to be permanently excluded
- Off-rolling concerns
- Some schools ‘do not welcome’ children with SEN
- Capacity across the SEN workforce
- Developing effective post-19 provision
- Differences across LAs in delivery

■ Funding issues




NAO – Key findings

- A rise in the number of pupils requiring the greatest support.
- DfE provided £9.4 billion in 2018-19 specifically to support pupils with SEND - DfE does not know the impact of this support
- LAs are increasingly overspending their HNB budgets.
- The main reason why LAs have overspent their high-needs budgets is that more pupils are attending special schools.
- DfE has limited assurance about the quality of support for pupils with SEND in mainstream schools.
- Inspections indicate that many local areas are not supporting CYP with SEND as effectively as they should be.
- Substantial unexplained local variation raises questions about whether pupils receive consistent support across the country.



Key recommendations for DfE

- Make an evidence-based assessment of how much it would cost to provide the system for supporting pupils with SEND.
- Set quantified goals, for 2020-21 onwards, including outcome measures such as metrics relating to preparing for adulthood.
- Review the incentives in funding and accountability system, and make changes to encourage/ support mainstream schools to be more inclusive.
- Identify and share good practice on how mainstream schools can effectively meet the needs of pupils with SEND on SEN Support.
- Set out publicly the circumstances when public money should be used to pay for independent provision for pupils with SEND.
- Work with Ofsted to make inspections of mainstream schools, esp. short inspections, provide more assurance specifically about SEND provision.
-  More robustly investigate the reasons for local variations.

Education Committee

Special educational needs and disabilities

First Report of Session 2019–20



October 2019



Background

- Inquiry launched on 18 April 2018.
- 700+ submissions of written evidence; 12 oral evidence sessions.
- Committee is confident that the 2014 reforms are the right ones.
- Committee believes that if the challenges within the system—including finance—are addressed, LAs will be able to discharge their duties sufficiently.
- Pleased that about the increase in funding of £14 billion for schools, inc. over £700m for children with SEND.
- “Unless there is a systemic cultural shift on the part of all parties involved, additional funding will make little difference to the outcomes and experiences of CYP with SEND”.
- Makes 28 recommendations for Government to consider.



The SEND Review



September 2019



The focus of the SEND Review

- How the SEND system has evolved since 2014;
- How the system can be made to work best for all families and ensure quality of provision is the same across the country;
- The role of health and social care in SEND in collaboration with the Department of Health and Social Care, recognising the importance of joined-up support



The review process

- A DfE-led government review team
- Support from 3 independent advisers: Tony McArdle (Chair SEND System Leadership Board); Kevan Collins (Chair of Education Endowment Foundation); Anne Heavey (Whole School SEND).
- Engagement with external stakeholders

