

The SEND Reforms: Continuing the Journey

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for Education

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Implementing the SEND Reforms – Moving on post-April 2018

- The 1st April 2018 represents the next phase in the implementation of the Children and Families Act 2014.
- This presentation will reflect on the:
 - progress and challenges since 2014 across England, and in Richmond and Kingston
 - point the direction for future priorities



What does successful implementation of the SEND reforms look like?

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



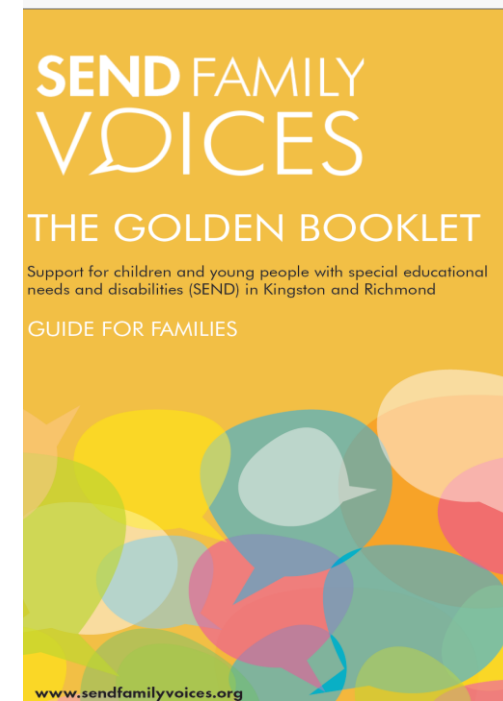
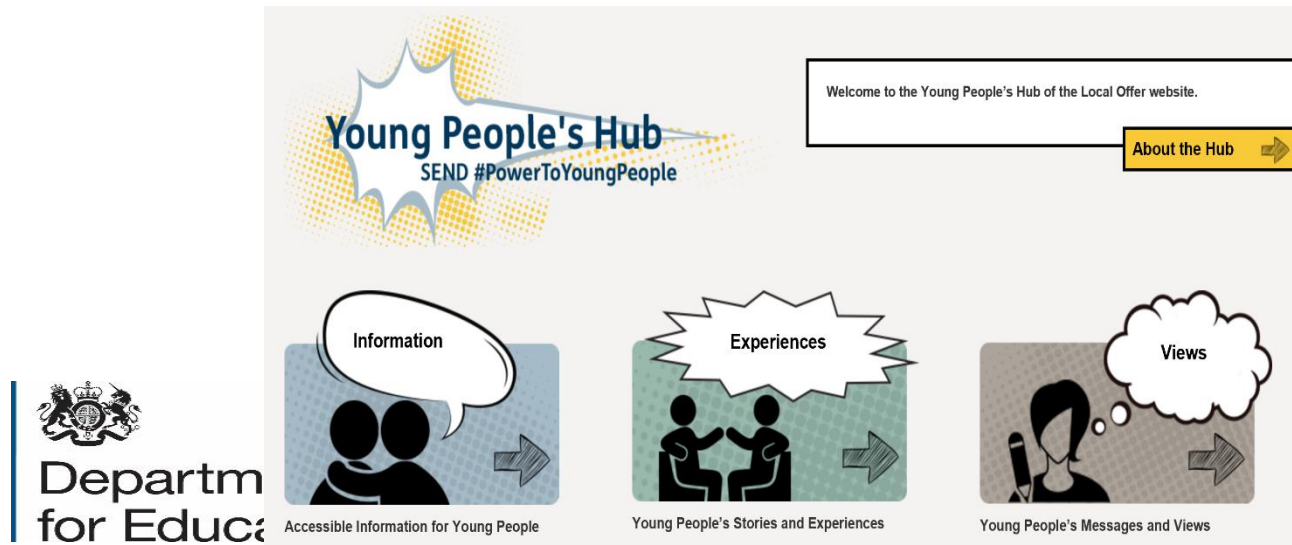
Co-production with children, young people and parents - Progress

England

- “In 2/3 of local areas inspected, leaders across education, health and care were involving children and YP or their parents sufficiently in planning and reviewing their provision”.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Richmond and Kingston



Co-production with children, young people and parents - Challenges

(a) Strategy

- Ensuring this is happening across all local areas and with all providers
- Sustaining co-production once a co-produced strategy is introduced, and in the face of challenging agendas

(b) Individuals

- Ensuring the child/ young person's voice in assessments and reviews



What does successful implementation of the SEND reforms look like?

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

2. All parties meet their
statutory duties



All parties meet their statutory duties – Progress

England

- The statutory assessment process was working well in around one third of local areas inspected.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Richmond and Kingston

- Schools have published their own SEN Information Report
- Personal budgets policy and strategy in place
- Young people with SEND carried out consultations in schools about the Local Offer website and EHC plans.
- Local offer – You said, we did - May 2018





New Energise Holiday Groups 2018

Families have told us there is a gap in specialist activities for the 5-8 year olds. So Achieving for Children (AfC) is really excited to be running a pilot project starting this summer holiday. You can apply now until the 8th June.

Welcome to the SEND Local Offer for Kingston and Richmond

This section of the website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

[How to use the Local Offer website](#)



Assessment and Education, Health and Care Planning



[More details](#)



Early Years and Childcare



[More details](#)



Education



[More details](#)



Health



[More details](#)



Social Care



Leisure Activities and Short Breaks



Preparing for Adulthood and Employment



Local and National Advice and Support



Mainstream schools in Richmond with specialist SEN provision

The following mainstream schools in Richmond have specialist provision for children with special educational needs. The list also includes separate special school provision/campuses that are co located near or on the site of a mainstream school.

We recommend that you visit the school websites for full information.

You can view maps showing locations of each school and similar schools in Kingston borough on this website.

[View SEND school provision maps](#)

Pre school

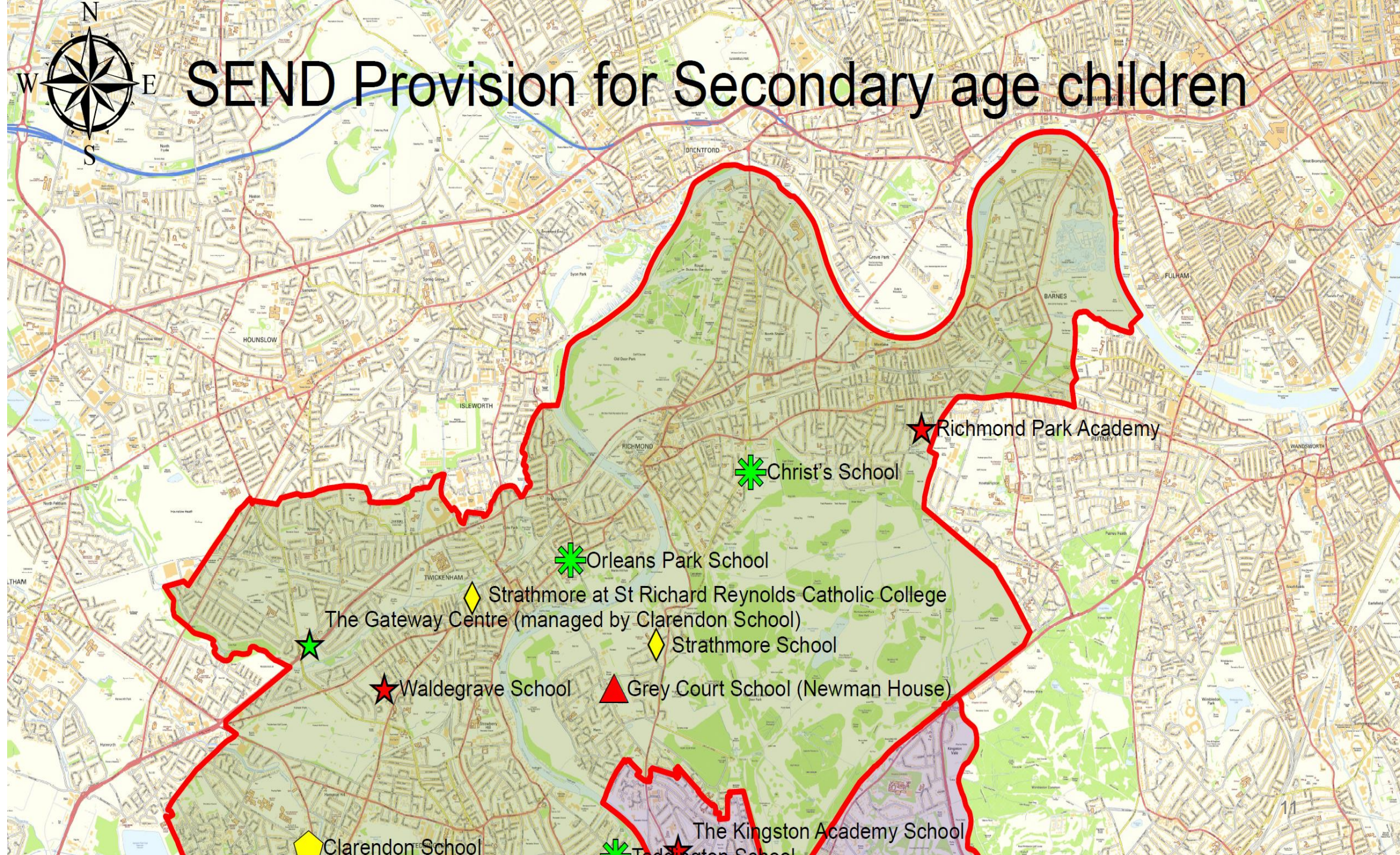
Autistic Spectrum Disorders and Speech Language and Communication Needs ASD/SLCN:

Jigsaw Nursery Provision (Windham Nursery School)

- [Main school website](#)
- [Jigsaw provision](#)
- [Link to school SEN Information Report](#)



SEND Provision for Secondary age children



All parties meet their statutory duties

Challenges

- The challenge of securing the statutory contributions from health and care professionals to all assessments.
- Producing good EHC plans – and having a quality annual review process
- Updating the SEN Information Report at least annually



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3. Increased satisfaction
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Increased satisfaction with access to local services

Richmond and Kingston

- (a) “I have to say that this one of the best Local Offers I've seen. It's so informative and easy to follow” ; (b) “I’m a Mum of child with special needs - very impressed with this website - lots of helpful information” (*You said, We did, May 2018*)
- Children in care who have a disability are able to access a range of support services in line with their assessed needs. They and their families benefit from effective early intervention, including the provision of respite care. This helps to prevent safeguarding issues and concerns from escalating..... The LA is making steady progress in ensuring that every child who needs an EHC plan has one. The transition to adult services is well managed. (Richmond, Ofsted 2017)



Increased satisfaction with access to local services

Challenges

- Achieving value for money in the face of financial pressures on councils
- Green Paper – Transforming Children and Young People’s Mental Health Provision – local implementation
- Improving quality of local school provision for children with SEN and disability.



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4. **Accurate and
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of SEN and disability



Accurate and timely identification of SEN and disability - Progress

England

- 65% completion rate in 2017 across England (38 LAs > 90%)
- Ofsted and CQC, Oct 2017: “Most local areas completed new EHC plans in 20 weeks”

Richmond and Kingston

- Richmond – 92.5% of new assessments completed in 20 weeks
- Kingston – 88.7% of new assessments completed in 20 weeks
- Now to focus on quality of all plans issued
- Embed the Annual Review process

Maintaining an Education, Health and Care Plan - the Annual Review



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Accurate and timely identification of SEN and disability

Challenges

- In England.....“the quality of EHC plans varied widely....The outcomes themselves were often too general” (Ofsted and CQC)
- Improving quality of EHC plans locally – using annual reviews well
- Outcomes – Securing professional advice about person-centred outcomes relevant for the child or YP’s age and phase of education, and strategies for their achievement.



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5. **Improved attainment**
for CYP with SEND

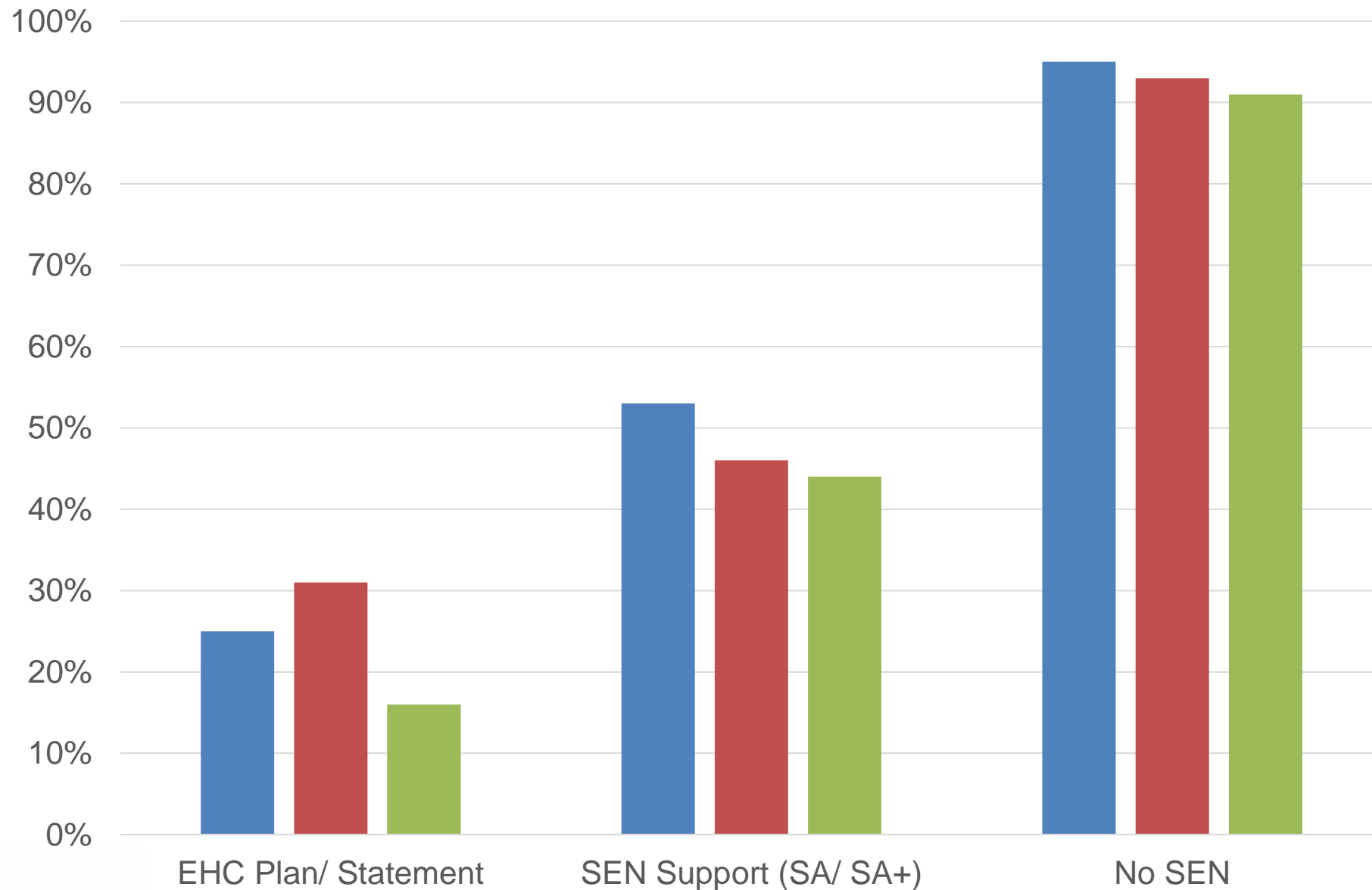


Improved attainment for CYP with SEND 2017 – Progress in Richmond and Kingston

- **Lovelace Primary School, Ofsted, 2015:** “Disabled pupils and those who have SEN do very well at the school.....Their needs are quickly identified. They receive effective support individually or in small groups”.
- **Orleans Park School, Ofsted 2017:** “Leaders provide teachers with a wealth of information about pupils’ needs and starting points. This enables teachers to be precise in their lesson planning, which meets the needs of all pupils, including.....those who have SEND”



KS2 - % with Level 4 or above inc. English & Maths 2015-16



Improved attainment for CYP with SEND 2017

Adults with Learning Difficulties in paid employment (2016-17)	England	Richmond	Kingston
	5.6%	11.3%	10.8%

Challenges for all

- Pupils with SEND are disproportionately found at the lower end of the attainment distribution.
- Progress 8
- NEETS



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6. Strong focus on
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Strong focus on those at SEN Support - Progress

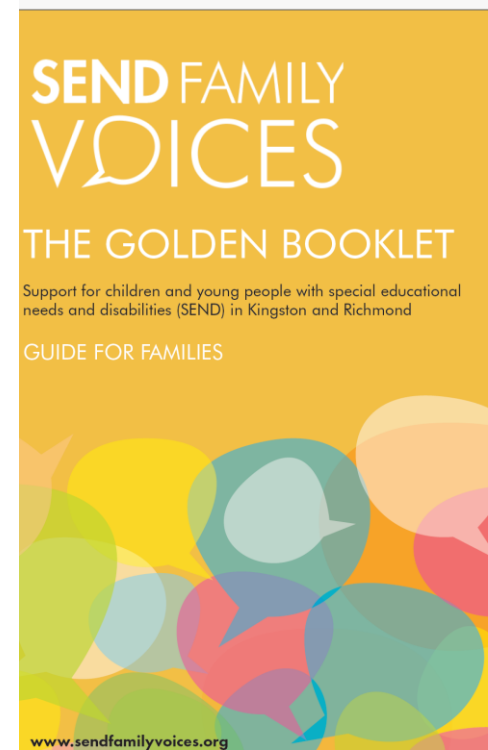
England

- In some of the more successful local areas, effective strategies had led to improved outcomes for those identified as needing SEND support but who did not have an EHC plan.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Richmond and Kingston

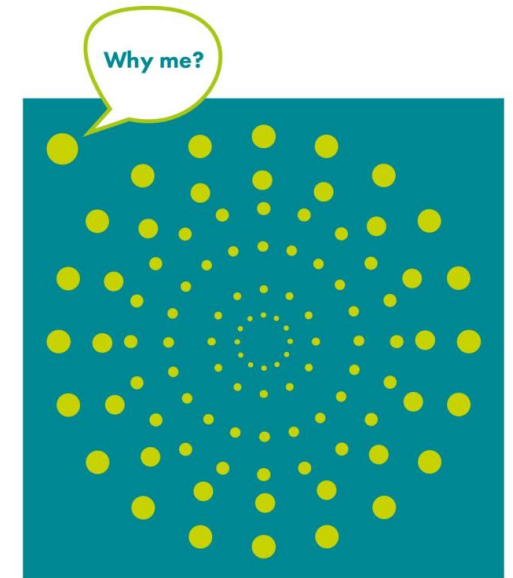
- Co-produced guidance on SEN Support – The Golden Booklet
- SENCo Network, includes termly meetings to provide ongoing support and training for SENCOs in nurseries and pre-schools.
- SENCO conference training and development programme



Strong focus on those at SEN Support

Challenges

- The mainstreaming agenda – securing school and parental confidence
- Increased demand from schools for EHC needs assessments
- Exclusion – legal and illegal. “Children with SEN are not a problem to be pushed out of sight and out of mind. Off-rolling is an example of where schools have lost sight of the purpose of education, prioritising accountability and gaming over giving children the support that they deserve (Amanda Spielman, Ofsted, 2017).”



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



More YP go on to post-16 education, training & employment - Progress

England

- “In 12 of the 30 local areas inspected, inspectors identified a strength in how leaders had secured appropriate education, employment and training post-16” (Ofsted and CQC, Oct 2017).
- More supported internships

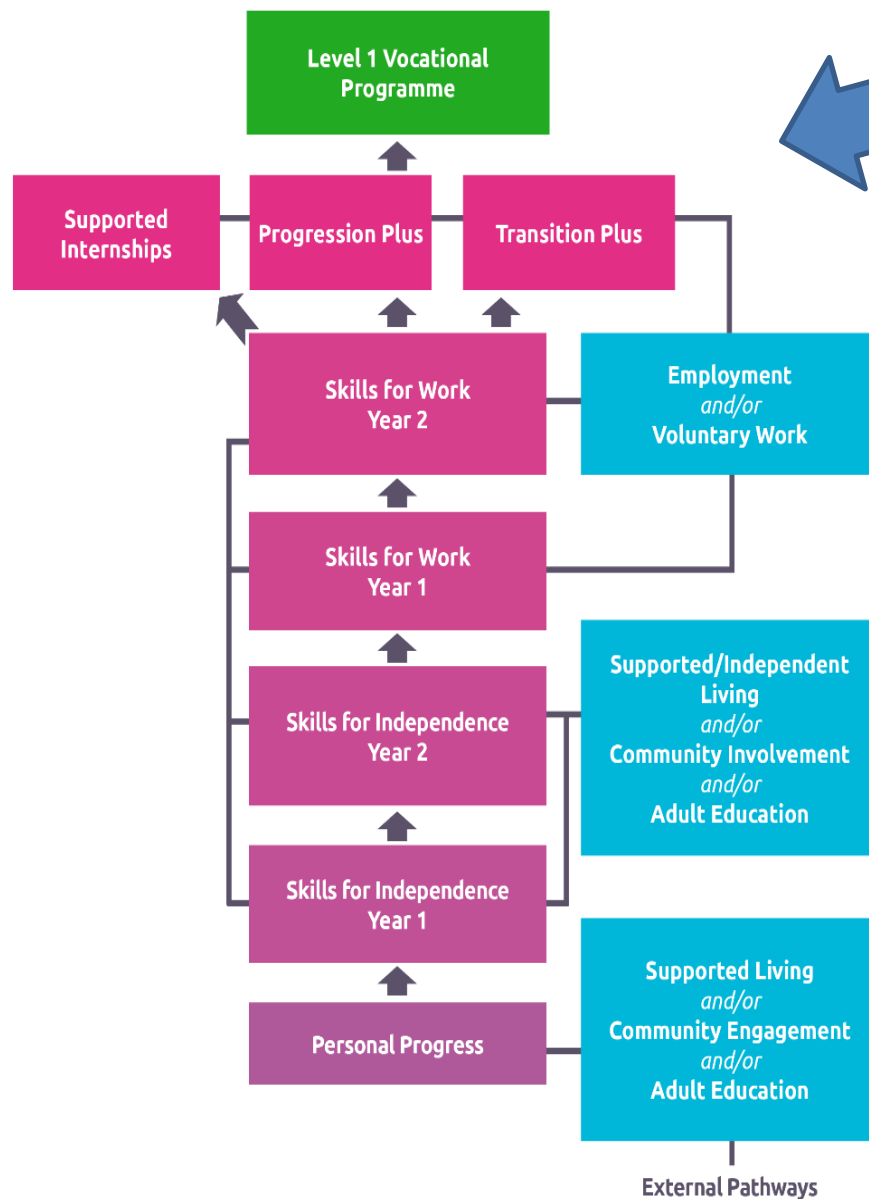
Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Richmond and Kingston

- Strong Supported Learning (SL) offers in both Kingston and Richmond Colleges
- Richmond College SL Dept was shortlisted for Association of Colleges (AoC) Beacon Award in 2017.



Supported Learning Preparing for Adulthood Progression Ladder 2018–2019



Supported Learning Offers:

1) Kingston College

2) Richmond College

Prepare to Progress

Supported Learning courses

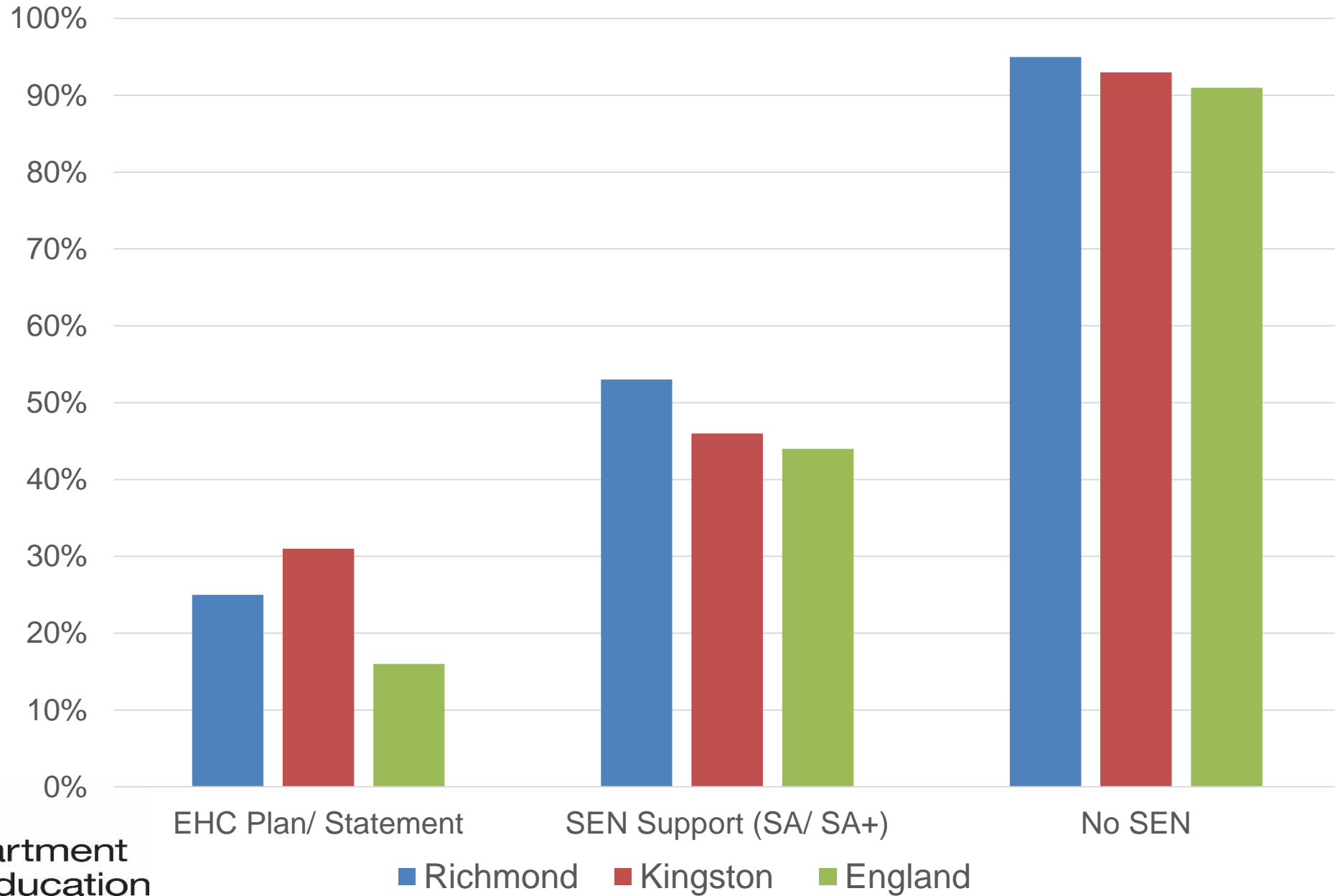
Richmond upon Thames College
Building Futures ♦ Achieving Ambitions

Provision for learners with high needs

GOOD

Ofsted
Good Provider

% of 19 year olds qualified to Level 2 inc English and Maths 2016-17



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

Challenges for all

- Focus on securing education, employment or training for **all**
- Improved links between special schools and colleges – developing shared provision and packages of support
- Packages of provision for children and young people with EHC plans across five days a week – ‘buy-in’ from all local agencies.



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8. Improved **parental
confidence**

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4. **Accurate and
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Priorities moving forward

- Ensuring that SEND covers the '14.4%', not just the '2.8%' – Focus on SEN Support
- Mainstreaming SEND
- Funding and value for money
- Working with partners:
 - health and social care partners
 - parents and young people
- Improving quality of, and outcomes from, providers
- Celebrating success, and learning from good practice

