



DERBY CITY COUNCIL

## WOMENS ADVISORY COMMITTEE 1 February 2005

Report of the Director of Education

### Review of Special Educational Needs Development Plan 2003 - 2004

#### RECOMMENDATION

- 1.1 To comment on the review of the Special Educational Needs Development Plan 2003 – 2004 and note future planned developments.

#### SUPPORTING INFORMATION

- 2.1 The original Special Educational Needs - SEN - Development Plan was submitted to Cabinet in September 2002. This report is the second review of the progress of this plan.
- 2.2 The plan is based upon our agreed SEN Policy and Inclusion Statement. The plan has been revised and developed to reflect the Government's Strategy for SEN, Removing Barriers to Achievement.

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**List of appendices:**



## **Review of Special Educational Needs Development Plan 2003 - 2004**

### **RECOMMENDATIONS**

- 1.1 To note the progress report of the Special Educational Needs Development Plan.
- 1.2 To refer the report to Education Commission.

### **REASON FOR RECOMMENDATIONS**

2. Council Cabinet agreed an annual review process within the context of a three-year plan on 17 September 2002

### **SUPPORTING INFORMATION**

- 3.1 The Special Educational Needs – SEN – Development Plan identified nine priorities that were informed by:
  - A response to consultation
  - Wider discussions with Headteachers
  - Current needs of pupils with SEN
  - National requirements
  - Education Service requirements.
- 3.2 A range of activities was identified as steps towards the delivery of the key priorities. Appendix 2 lists the nine original priorities and progress over the last 12 months towards achieving them.
- 3.3 Since the submission to Cabinet of the original development plan the DfES has published Removing Barriers to Achievement, the Government's Strategy for SEN.
- 3.4 This Government strategy builds upon earlier commitments by central government, taken forward through the SEN Disability Act 2001 and the Revised SEN Code of Practice 2000.
- 3.5 Removing Barriers to Achievement identified four key areas of development for Local Education Authorities – LEAs – and schools:
  - **Early Intervention**  
To ensure that children who have learning difficulties the help they need as soon as possible and that parents of children with special educational needs and disabilities

have access to suitable childcare. Every Child Matters, the government green paper on the integration of children's services, recognised the lasting benefits of early intervention – providing a sound foundation for future learning and development.

- **Removing Barriers to Learning**

By embedding inclusive practice in every school and early years setting. Inclusion is about much more than the type of school that children attend; it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.

- **Raising Expectations to Achievement**

By developing teachers' skills and strategies for meeting the needs of children with SEN and improving the focus on the progress children make. The provision of personalised learning will build upon individual pupils strengths, enabling them to grow in confidence and be valued for the contribution they make.

- **Developing and Improving Partnerships**

Taking a hands-on approach to improvements so that parents can be confident that their children will get the education they need. The government will expect LEAs to work towards ensuring that there is no confusion about what provision should be made by the school, and what provision should be made by the local authority that in the past may have given rise to disputes, delays and gaps in support.

These themes are also reflected in the wider vision of Every Child Matters.

- 3.6 The previous priorities of the SEN development plan broadly reflect the current government priorities for SEN. However, work now needs to be refocused in the light of changing government policy. It is proposed to develop a new programme of work.
- 3.7 In June 2004 two consultation events were held, entitled Removing Barriers to Achievement. These events gave a range of stakeholders, schools, parents and other agencies an opportunity to share a number of interrelated SEN and inclusion issues.
- 3.8 The feedback from these events, views of a working party, and the Education Service self-evaluation of the effectiveness of their existing SEN strategy, have been used as the basis for the revised plan.
- 3.9 The revised development plan with four key themes reflected in the government SEN strategy, with identified priorities and actions can be found on the Education Service Website <http://www.derby.gov.uk/NR/rdonlyres/96ECBFFB-2DE9-4AB9-A759-4A55A5089374/6890/PROPOSEDSEnDevPlan200405.pdf> The development work required entails a full revision of our previous plan. In future, this development plan will be the focus of the Education Service's work with its partners including schools and families.
- 3.10 Specific measurable targets related to actions within the four themes will be included in individual delivery plans of the priorities. Some targets will already reflect Best Value Performance Indicators – BVPIs – and form part of the regular monitoring process of the Education Service.

3.11 The four key themes will inform future business planning of the Education Service and activities feature as a part of the Education Development Plan for school improvement and inclusion

3.12 Progress on the plan will be reported to Cabinet towards the end of 2005.

#### **OTHER OPTIONS CONSIDERED**

4. Options for the revision and the development of the plan were considered, but in the light of Government priorities, and consultation, the proposed revisions were assessed as most appropriate.

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| <b>For more information contact:</b> | Rita Silvester 716840 rita.silvester@derby.gov.uk   |
| <b>Background papers:</b>            | Special Educational Needs Development Plan 2002-2003, submitted to Council Cabinet 17 September 2002        |
| <b>List of appendices:</b>           | Appendix 1 – Implications<br>Appendix 2 – Progress report 2003 – 4<br>Appendix 3 – Action Plan for 2004 – 5 |

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| <b>IMPLICATIONS</b> |
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**Financial**

1. The priorities have been taken into account in budget planning and the allocation of Standards Funds.

**Legal**

2. None

**Personnel**

3. None

**Equalities impact**

4. The implementation of the plan will promote opportunities for children and young people with SEN and improve their education and life chances

**Corporate objectives and priorities for change**

- 5.1 The proposals meet the corporate objective of education provision that responds to people's needs.
- 5.2 The revised plan will promote the improvement of service delivery to schools. It will ensure targeted development work to ensure effective allocation of resources and support for pupils with a range of additional needs.

## REVIEW OF SEN DEVELOPMENT PLAN 2003 - 2004

### Priority One

#### Children and young people with emotional and behavioural difficulties

To improve the range of support and provision for children and young people with emotional and behavioural difficulties working with schools and other agencies

- KS1 nurture shared placements for pupils with social and behavioural difficulties moved from Pupil Referral Unit – PRU – provision to Beaufort Primary School September 2004.
- Introduction of Key Stage 2 nurture provision planned at Lakeside Community Primary School from October 2004
- Child and Adolescent Mental Health Service – CAMHS – Primary Mental Health workers established in Beaufort Primary, Bemrose Schools and PRU in April 2004
  - Fair Shares protocol agreed with secondary heads in March 2004 and Admissions Forum in April 2004 for implementation in October 2004, to provide planned managed moves for pupils in danger of permanent exclusion.
  - Exclusion figures for 2003-4 reduced by 11% and reintegration figures increased by 16% respectively on previous year. These are small improvements compared to the size of the problem and our statistical neighbours but demonstrate a trend in the right direction.
  - Management review of Special Educational Needs Support Service – SENSS – to agree separation of functions of PRU from the umbrella of the wider service. Consultation process agreed by Cabinet September 2004
  - Successful capital bid of 2.3 m for new KS3 PRU build, although site still to be identified
  - KS3 Behaviour and Attendance strategy introduced to all secondary schools, led by Educational Psychology Service.
  - Education Service agreed to pilot Primary Behaviour and Attendance strand of Primary National Strategy.
  - 780k of funding agreed for Behaviour Improvement Programme to be managed by Excellence Cluster

### Priority Two

#### Early Years' provision for children with SEN

To improve the co-ordination and joint working between agencies to support young children with SEN and their families

- Member of SEN Team – Inclusion and Assessment Officer – attends Early Years Referral and Assessment Panel to share information about placement and needs of individual children
- Data base for Early Years children established to track needs and identify necessary provision as appropriate
- Common SEN recording systems for Early Years providers being adopted to ensure consistency and clarity of information on transfer of pupils
- Appointed Specialist Senior Educational Psychologist for Early Years from June 2004
- Agreed roles and responsibilities with regard to SEN early intervention team as a part of the Early Years Childcare Partnership

- Widened role of Portage Service to include families with children with challenging behaviour in collaboration with Sure Start local programmes
- Education Service staff gained Portage accredited trainer status enabling training to be delivered locally and regionally with excellent evaluations
- Produced a bid for the Early Support Pilot Programme (DfES, Sure Start, Department of Health), although unsuccessful formed foundation for a local pilot with Health and Social Services
- Team around the Child Multi-agency training day provided a platform for multi-agency agreement for phase on pilot

### **Priority three**

#### **Funding for SEN**

To improve the way in which the LEA and schools allocate and manage SEN funding to make it transparent and simpler to use

- New formula factors being used for the allocation of Additional Education Needs – AEN – funding to ensure early intervention and preventative work takes place in schools and shared with schools.
- Further development of transparency of funding mechanisms across all provisions
- High delegation of AEN funding to schools allowing them to meet the individual pupil's need earlier and without the need for statutory assessment and statementing
- "Top-up" criteria agreed for additional support hours established and circulated to all schools
- Schools provided with information on the expected evidence needed to access additional funding allowing for transparency of process
- Guidance on LEA/school roles and responsibilities regarding SEN provision published January 2003
- Improved representation of school staff on SEN assessment panel to ensure transparency of decision-making processes.

### **Priority four**

#### **Development of systems and provision**

To carry out an audit of the educational needs of children and young people with SEN and assess which current provision requires development

- New profiling mechanism established, linking to funding, going through Local Management of Schools consultation in November for final ratification by all head teachers
- Expansion of provision at Brackensdale Juniors for pupils on the autistic spectrum disorder has been agreed
- Change of Enhanced Resource provision at Arboretum Primary School to meet the needs of a wider range of pupils.
- Establishing a working group to look at a new working for Enhanced Resource School – ERS – manager at Markeaton School to offer Outreach support across city schools alongside current centrally held services
- Further building of two new classrooms agreed at St Giles to cater for pupils with more severe difficulties

## **Priority five**

### **Working with other agencies**

To improve multi-agency work at all levels, integrate planning and provide better information to all partners

- Established a working group to consider working practice between the Therapy Services and Education Service in providing information for the statutory process for the assessment of pupils with significant and complex needs.
- Development of joint strategy for pupils with emotional, behavioural and mental health difficulties in partnership with Health and Social Services.
- Complex cases panel continues to work on shared placements and funding mechanisms for pupils with the most complex needs.
- Children's Fund support for a range of out of school projects and activities for children with disabilities

## **Priority six**

### **Training and continued professional development**

To provide a range of training and development opportunities for schools, early years providers, Governors, parents/carers and central staff

- Continuing professional development training planned and delivered to a wide audience, supported by consultancy, using three tier model of intervention
- Development day for all Special Educational Needs Co-ordinator – SENCOs – to consider the effectiveness of SEN Provision within their school linked to pupil outcomes
- Leading SENCO network established to support new-in-post colleagues
- Exemplar Inclusion policy template distributed to all schools April 2004.
- Training and guidance to schools on Disability Discrimination Act and advice on development of Access Plans February 2004. On going monitoring of Access Plans.
- Self evaluation toolkit for SEN linked to Knowing our Schools piloted May 2004 with widespread distribution October 2004

## **Priority seven**

### **Working with parents and children**

To encourage and support parents and their children to take part in decision making about meeting individual special educational needs

- Review of Parent Partnership Service – PPS - in March 2003
- Cabinet agreement July 2003 that service should be managed by Derbyshire Parent Partnership Service to bring benefits of being part of a larger group.
- April 2004 joint Derby City/Derbyshire Service Level Agreement – SLA – to establish new Parent Partnership Service.
- Established Parent Partnership representation on SEN Assessment Panel
- PPS continues to provide training and information to parents of pupils with SEN and disabilities
- Information for parents on new funding mechanism provided through PPS and Umbrella



## **Priority eight**

### **Monitoring and evaluation**

To ensure that schools and the LEA can show that SEN resources have a positive impact on the educational outcomes of children

- Appointment of an Inclusion Adviser October 2003 and Inclusion Consultant April 2004
- Monitoring quality of all SEN policies April 2004 – October 2004 with feedback and consultancy support
- Development of self evaluation tool for SENCOs linked to *Knowing Our Schools*
- Provision mapping training for SENCOs to ensure support targeted to most needy pupils
- SEN and School Improvement book to be distributed to all schools, containing framework for focused discussion on SEN provision
- Data collection of the outcomes of School Action Plus pupils to begin Autumn 2004

## **Priority nine**

### **Planning for transition**

To improve the effectiveness of transition from one educational setting to another for pupils with SEN

- Audit of current transition arrangements for pupils with SEN completed
- Minimum transition standards prepared, for consultation with SENCOs Autumn 2004
- Good practice guidance on transition and involvement of pupil and parent views to be developed during autumn 2004
- Five LEA trainers established in peer mentoring and training offered to all secondary schools to provide peer mentors for vulnerable groups at transition from KS2 to KS3