

## 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.

<b>For more information contact:</b>	Rita Silvester 716840 <a href="mailto:rita.silvester@derby.gov.uk">rita.silvester@derby.gov.uk</a>
<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 Appendix 2 – Progress report 2003 – 4 Appendix 3 – Action Plan for 2004 – 5

<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.