

Proposed Special Educational Needs – SEN – Development Plan 2004 - 2005

THEME: EARLY INTERVENTION

| Priorities / Actions | Timescale |
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| <p>Improve support for children with Special Needs from birth</p> <ul style="list-style-type: none"> Disseminate Early Support Programme Materials and incorporate them into local practice <p>Improve advice and support to Early Years settings</p> <ul style="list-style-type: none"> Deliver training to improve the quality of teaching and learning in maintained and non-maintained settings in the Foundation Stage Advice , training and support for transition to statutory education <p>Raise the skills and awareness of staff in Early Years settings</p> <ul style="list-style-type: none"> Review current practice by schools and nurseries and other early years providers against current policies and procedures in order to identify problems, promote solutions and identify good practice. Publication, dissemination and training on Early Years Criteria for the identification of pupils at Early Years Action, Action Plus and Early Years statement needs <p>Funding to support Early intervention and Inclusive practice</p> <ul style="list-style-type: none"> Review of the Special Educational Needs Support Service – SENSS – proposal for core funded team to support pupils at Foundation stage and bring parity of provision and support across maintained and non maintained settings Develop services for children with SEN and disabilities in Children Centres consistent with Inclusion Policies | <p>During academic year 2004 -5</p> |
| <p>Expected outcomes</p> <ul style="list-style-type: none"> Children's Centres provide a range of services for children with additional needs through the development of multi agency teams Schools welcome and include children with SEN and disabilities in line with their statutory obligations resulting in fewer complaints from parents about admission difficulties/refusals. Improved understanding for schools of children's needs through use of Early Years SEN Criteria | <p>Resources</p> <ul style="list-style-type: none"> New core funded posts from review of SENSS service |
| | <p>Monitoring officer</p> <p>Mick Pitchford</p> |

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THEME: REMOVING BARRIERS TO LEARNING

| Priorities/Actions | Timescale |
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| <p>Develop inclusive practice to improve the quality of education for children with SEN</p> <ul style="list-style-type: none"> • Development of e learning strategy to enhance learning of vulnerable groups • Agree strategy in response to exclusions with roles and responsibilities clearly identified. • Dissemination of new guidance document to schools on exclusions • Monitoring and evaluation of Managed Moves process • Development of “Hard to Place Panel” in collaboration with secondary head teachers and admissions forum • Development of guidance on use of parenting contracts and orders in relation to behaviour and exclusions • Developing additional provision within the authority for Key stage 2 pupils with Autistic Spectrum Disorder – ASD – at area special school and enhanced resource junior school • Developing additional provision for Key Stage 2 pupils with emotional and behaviour difficulties <p>To reduce reliance on statements and high cost placements in residential special schools</p> <ul style="list-style-type: none"> • Continuing the understanding of the mechanism for agreeing “top-up” hours by further including school representation on the SEN panel to moderate decisions. • Continued year on year reduction in the number of statements of SEN being produced so that schools meet the needs of individual pupils within delegated funding. <p>Clarify the role of special schools</p> <ul style="list-style-type: none"> • Ensure on going dialogue with special schools and Enhanced Resource Schools – ERSs – through LEA Officers/School Improvement Officers – SIO/governors to refocus role in out reach and in reach activities with mainstream schools | <p>Developing over academic year 2004 – 2005</p> |

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| Expected outcomes <ul style="list-style-type: none"> • Reduction in permanent and fixed term exclusions in line with Education Service Strategic Plan – ESSP – targets • Hard to place panel established • Parents confidence in the use of flexible local provision for all pupils and reduce reliance on out of authority placements • Range of flexible provision available to meet the needs of individual pupils with Emotional and Behavioural Difficulties and Autistic spectrum Disorder • Year on year reduction in statements • 90% of all statements written within 18 week guidelines • Special Schools show clear development plans through Service Improvement Plan | Resources Existing LEA officer time Standards Funds |
| | Monitoring officer Liz Beswick |

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THEME: RAISING EXPECTATIONS AND ACHIEVEMENT

| Priorities / Actions | Timescale |
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| <p>Develop personalised learning to meet needs of individual pupils</p> <ul style="list-style-type: none"> • Implementation of the review of SENSS, remodeling the support for primary and secondary schools • Refocus Educational Psychology Service capacity to engage in self evaluation activity and monitor pupil outcomes at School Action Plus • Publish tools for involving young people with SEN in decisions about their learning <p>Promote and extend use of P Scales to measure progress with collection, analysis and reporting of data</p> <ul style="list-style-type: none"> • Embed widespread use of P Scales and Pupil Achievement Tracker • Refocus work of Inclusion and Assessment Officers to in depth monitoring of Annual reviews to ensure pupil progress is linked to resource allocation <p>Develop the strategic role of SENCO within the Primary Strategy</p> <ul style="list-style-type: none"> • Establish process for monitoring and evaluation of SEN • Publication of SEN and School Improvement book • Develop strategic use of provision mapping to inform allocation of school resources linked to school based Additional Educational Needs – AEN – review meetings based on the use of self evaluation tool for SENCOs <p>Monitoring of presence, participation and progress of pupils placed out of authority</p> <ul style="list-style-type: none"> • Identify Educational Psychology service time to ensure attendance at reviews for pupils placed out of the authority to monitor provision and progress • Process established through East Midlands SEN Partnership – EMSEN – of Lead Authorities visiting the most used independent schools to monitor provision | <p>Developing over academic year 2004 – 2005</p> |

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| Expected outcomes <ul style="list-style-type: none"> • Improved challenge and understanding of the provision available for pupils with a high level of need • Improved monitoring of the provision available to pupils placed out of the authority • Re-organisation of SENSS completed by September 2005 • All pupils contribute to statutory review and Individual Education Plan – IEP – reviews • Education Service has quality data on outcomes of all pupils performing below age related expectations | Resources <ul style="list-style-type: none"> • Existing LEA Officer time • Standards Fund |
| | Monitoring officer Angela Cole |

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THEME: DELIVERING IMPROVEMENTS IN PARTNERSHIP

| Priorities / Actions | Timescale |
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| <p>Strengthen links between Health, Education & Social Services</p> <ul style="list-style-type: none"> • Development of “Continuing Care” document linking the work of Education, Social Services and Health • Continuing development of procedures within the Complex cases agenda for shared budgets for the placement of pupils with significant and complex needs • Further involvement by the Education service with Social Services and the Health Authority in the development of Integrated Disabled Children’s Service <p>Build on the proposals for integrating children’s services in <i>Every Child Matters</i></p> <ul style="list-style-type: none"> • Development of Family Support Plans for all preschool pupils • Establish Education Service data base database of all preschool children receiving support from Early Years intervention team to ensure appropriate intervention from Inclusion and Assessment officers • Pilot project to develop <i>Team Around the Child</i> • Develop guidance materials to support improvements in pupil and parent participation in the assessment of SEN needs <p>Develop shared minimum standards for transition of pupils with SEN between key stages and post 16</p> <ul style="list-style-type: none"> • Publication, dissemination, training and advice on transition arrangements for pupils with SEN | <p>During academic year 2004-5</p> |
| <p>Expected outcomes</p> <ul style="list-style-type: none"> • Consistency of approach for parents/carers of children with complex needs • Better understanding by all agencies of procedures | <p>Resources</p> <ul style="list-style-type: none"> • LEA Officer time • Standards Fund |

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| <ul style="list-style-type: none"> • More consistent approach to youngsters with complex needs, better monitoring of provision | Monitoring officer Liz Beswick |
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