

# Implementing the SEND Reforms

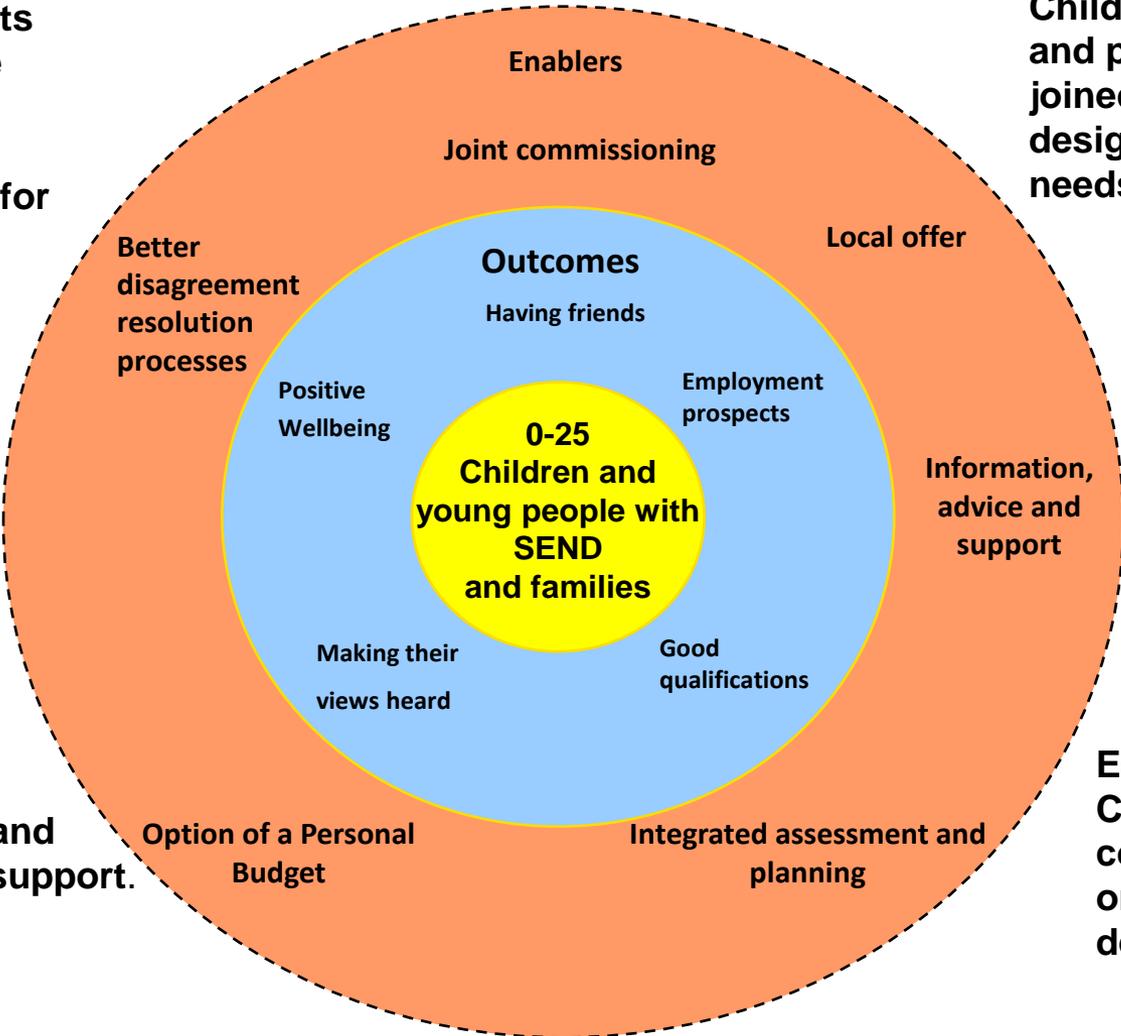
**Assistive Technology Event  
AELP  
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*Helen Brooks  
Team Leader, FE implementation, 0-25  
special educational needs and disability unit  
Helen.Brooks@education.gsi.gov.uk*



Where disagreements happen, they can be resolved early and amicably, with the option of a Tribunal for those that need it

Children, young people and parents understand a joined up system, designed around their needs



Extending choice and control over their support.

Education Health and Care Plan is holistic, co-produced, focused on outcomes, and is delivered

# What does success look like?

## Positive outcomes for young people and their families

- Improved attainment and progression of students with SEND.
- Increase in the percentage of young people going to, or remaining in, Education, Employment and Training (destination measures)
- Young people and their families know what support there is and how to access it.

## Positive experience of the system for young people and their families

- Planned and well managed transition at key points – particularly from school to college and from college into adulthood.
- Parents and young people get the right support at the right time and feel that they are listened to and in control of their choices, decisions and opportunities.

## Effective preparation for adulthood

- Conversations about future aspirations start early – at least by Year 9 Review (with colleges being involved)
- Increase in opportunities for young people to participate in programmes to help employability – e.g. apprenticeships, traineeships and supported internships.
- More young people able to live independently post-college and participate fully in the community.

# Progress

**Enthusiasm** – lots of good will over the changes. Local authorities are overwhelmingly positive about their engagement with the post-16 sector and the willingness of the post-16 sector to be involved.

**Study programmes** – large numbers of providers offering tailored study programmes to young people with SEND.

**Engaging young people** – examples of really good engagement (e.g. one local authority has “young inspectors”; another has a “Voice and Influence team” and V and I champions in each provider).

**Local offer** - majority of colleges involved with their main local authority.



# Challenges

**Staff training** - have providers planned enough about the training their staff need?

**Placements and funding** – post-16 providers are supportive of the SEND reforms, but are finding obstacles in implementing them, particularly difficult relationships with LAs on placements and funding.



**Local offer** – most local authorities say there is still work to do on local offers in terms of what they say on post-16. Work-based learning must be included.

**Study programmes** - how are providers using the funding flexibility to help young people with SEND get a job?

**EHC assessment and planning** – concerns about providers' capacity to effectively support EHC assessment and planning, particularly in terms of staff time needed to plan for and attend annual reviews.



# Discussion...

How are you getting on implementing the SEND changes?

- What's going well?
- What's a challenge?

