

SEND reforms

A briefing facilitated by

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Agenda for this session



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The SEND reforms:

- Why do we need the changes?
- What are the changes?
Key changes, approaches and principles
- Practical implications of the reforms
- What should we be doing? How can we fund out further information?
- Final thoughts / conclusions

Children and Families Act 2014



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SEND reforms



Why the change?



- Because young people in schools do less well than their peers
- Because current statements and assessments:
 - Don't focus enough on life outcomes
 - Don't take a holistic approach
 - Are not sufficiently person-centred
- Because while in most colleges, disabled learners have success rates that match or slightly exceed their peers, there are still significant issues to address



Why the change?



Here are the answers - What are the questions?

1) 76%

2) 46%

3) 15%

4) 7%

Key changes, principles and approaches:



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- Greater control given to the disabled young person - **'authors of their own life stories'** - and greater focus on achieving **improved outcomes**
- Education, Health and Care **(EHC) Plan** replace current statements and assessments
- Provider needs to **dismantle barriers** to learning for **all** disabled learners, for example ensuring that **all** tutors personalise their teaching and learning to meet individual needs
- Ultimately this is about **better preparing** young people for adulthood and the world of work



Key changes, principles and approaches cont:



- Offer of **personal budgets**
- **Person-centred planning, person-centred thinking, person-centred approaches**
- **Collaborating** with partners in education, health and social care to provide support
- Colleges to **admit** a young person, when they are named on a learner's EHC Plan
- Local Authorities with support from education providers to publish comprehensive picture of '**local offer**'





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Two resources to be aware of:



 Department for Education

**Further education:
guide to the 0 to 25
SEND code of
practice**

Advice for further education colleges, sixth form colleges, 16 to 19 academies, and independent specialist colleges approved under section 41 of the Children and Families Act 2014

September 2014

 Department for Education

 Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

July 2014

What learners say - Common barriers:



- Social segregation
- Lack of effective communication
- Insufficient access to technology
- Staff attitudes, negative assumptions
- Lack of tutor understanding or awareness
- Accessibility and the environment (not just physical...)
- Lack of opportunities (eg work experience, work placements, enrichment, trips and visits)
- What would our learners say?



Back to the Code of practice



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Trying our very best

Doing our very best

Providing our best support within our financial constraints

What do you think 'Best endeavours' means in practice?

Trying our best

Doing all that we can be 'reasonably' expected to do

Something else (what)?

Just a few examples of what 'Best endeavours' means:



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- Raising aspirations and ambitions, getting a learner onto the right course, right level, right amount of support, to achieve the very best possible outcomes
- Effectively identifying, communicating, tracking and evaluating support (three way partnership)
- Personalising teaching, learning and assessment
- Integrating within quality improvement such as lesson observations, data analysis, learner voice, development planning, continually improving practice
- Making staff more accountable eg performance management





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8 April 2014

Dear college principal,

IMPLEMENTING NEW ARRANGEMENTS FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We wrote to you recently about forthcoming changes to arrangements for supporting young people with special educational needs and disabilities (SEND). These reforms are designed to enable young people with SEND – with the support of colleges – to realise their full potential and achieve the best possible outcomes in life, including independent living and finding paid employment.

The Children and Families Act received Royal Assent on 13 March and implementation will commence from this September. Further education colleges, sixth form colleges, and special post-16 institutions that seek approval under s.41 of the Act will have some important new responsibilities, including new duties to admit young people when named in their education health and care (EHC) plan, to use best endeavours for all young people with special educational needs, to co-operate with the local authority and to have regard to a new 0-25 SEND Code of Practice.

Local offer

Local authorities must publish details of post-16 education and training provision for young people who are disabled or have SEN in their area as part of a new 'local offer'. We have written to all local authorities, asking them to work with you when developing this. You should be reviewing your provision now and sharing information with them.

Health and Care (EHC) plans

For young people with complex needs, the current system of statements of SEN and Learning Difficulty Assessments (LDA) will be replaced by a 0-25 education, health and care plan. Further education colleges, sixth form colleges and approved special schools will be under a new duty to admit a student if, following consultation, they are named as the education provider in a young person's EHC plan. By August 2016, all existing LDAs will have transferred to the new arrangements. We will publish detailed information on how this transition period will operate before the end of the year.

Implementation

We have produced a short [implementation pack](#), with more detail of how the changes will be implemented – including clarifying the position for 19-25 year olds – and information on the support for FE providers. You might also find [this briefing](#), produced by the Department for Disabled Children in collaboration with AoC, NATSPEC and Preparing for Employment, helpful.

Development

FE providers are developing further their capacity to improve outcomes for students with SEND. We are investing in bursaries for high-calibre graduates to undertake the programme in Teaching Disabled Learners. Further information, including a guide to the programme is available [on this page](#). You can find more resources to support the development of your staff on the [Excellence Gateway](#).

We encourage you to think about these changes now, and if you have not yet started, put plans in place that your institution is prepared for these fundamental changes. We will be looking at everything that you are doing to make these reforms a success.

Matthew Hancock

EDWARD TIMPSON MP
 Parliamentary Under Secretary of State
 for Children & Families

MATTHEW HANCOCK
 Minister for Skills and Enterprise

Government letter to college principals stating that whole organisational plans need to be in place to meet these fundamental changes. So what should you be doing?

What the reforms mean for senior leaders



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- Accept overall responsibility for implementing the SEND reforms, taking a whole-organisational approach
- Strengthen strategic partnerships with local authorities, schools, health and social care
- Explore transition arrangements, for example from school to college and college to adult life
- Review and develop your organisation's contribution to the local offer
- Communicate the practical implications of the reforms to staff, students, parents and governors
- Improve arrangements to ensure that young people have an effective 'voice' (and parents where appropriate); students should be regularly engaged in discussions about progress and feedback used effectively to continually improve provision.

What the reforms mean for senior leaders cont



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- Fundamentally review the quality and consistency of support provided for all disabled learners, including the deployment of learning support staff and their contribution to maximising the progress of students with SEN and disabilities. Compare practice with that of the best outstanding providers, identifying a robust action plan for improvement
- Identify and address short and long-term training needs to develop the skills and knowledge of the work force so that staff can meet the requirements of the reforms, for example to ensure all tutors can adopt inclusive and personalised approaches to teaching, learning and assessment
- Improve tracking and integration of outcomes and progression for learners within quality improvement activities such as data analysis, lesson observation and learner voice

Additional Learning Support (ALS)



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What does 'outstanding' practice look like from an Ofsted perspective?

Four key areas to consider:

- Identifying a learner's support need
- Communicating with relevant staff
- Delivering support, tracking support
- Evaluating impact of support to continually improve practice



What the reforms mean for tutors



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- Have high aspirations and set clear progress targets for every student, so that each student achieves the best possible outcomes
- Ensure you implement tutor responsibilities for the 3-way partnership of support (what tutors need to do, what learning support needs to do, what the student needs to do)
- Adopt person centred planning and person centred thinking, making sure your teaching is personalised to meet individual needs
- Contribute to the review of support and continually review your practice to improve provision. Involve young people (and parents where appropriate) in planning and reviewing progress

What the reforms mean for governors



- What training and support has been given or planned to ensure that all teaching staff personalise their teaching and learning to meet individual needs?
- Has the college conducted a fundamental review of additional learning support? What key actions are in place to ensure provision matches the best in the sector?
- Does the college offer a good range of work experience, work placements, supported internships, apprenticeships, traineeships etc?
- Is the progress and progression of young people robustly tracked and is there data to support this (including benchmarking)?
- How are disability equality gaps, for example success and progression by different impairment types, continually being narrowed?

What the reforms mean for independent providers



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You are not covered by the statutory duties, BUT

- Consider the provision you provide for disabled students –how you identify a support requirement (ALN/ASN), implement the support for the learner in the workplace, build in tracking of support within progress reviews / assessment visits, for example. How can you improve?**
- Understand how you fit into the 'local offer' – how do you make your provision, and the support you provide for disabled students, 'visible' to local authorities?**

Further information and sources of support



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The FE implementation pack:

<https://www.gov.uk/government/publications/implementing-the-0-to-25-special-needs-system-further-education>

Quick Guide to the Code for FE:

<https://www.gov.uk/government/publications/send-guide-for-further-education-providers>

AoC – case studies and materials from events on the reforms: <https://www.aoc.co.uk/teaching-and-learning/sen/projects>

Further information and sources of support cont.



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Other sites to visit

www.nasen.org.uk

www.sendgateway.org.uk

www.SENDpathfinder.co.uk

www.preparingforadulthood.org.uk

And on funding

EFA HNS webpage- <https://www.gov.uk/16-to-19-education-high-needs-funding>

16 – 25 High Needs Funding: Additional Information -

<https://www.gov.uk/government/publications/16-to-25-high-needs-funding-additional-information>

Conclusions



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1. Getting it right for disabled students often means **getting it right for everyone. Quality goes hand in hand with equality.** This isn't just about your journey towards equality...
2. We are not starting from scratch. But moving forward involves **change**
3. There is a **bigger picture** here....





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Thanks for Listening!

