

SEN Priorities, Issues and Challenges

The National Framework and Local Position

A conversation with Head Teachers – December 2013

Today's Focus:

- **High Needs Funding**
- **The Children and Families Bill**
- **Meeting Future Needs**
- **Any other SEN issues**

DSG FUNDING BLOCKS

The DSG is allocated in funding blocks as follows:

Notional Funding Blocks
Schools Block
High Needs Block
Early Years Block
2013-2014 DSG Allocation

FEATURES OF HN FUNDING APPROACH

- Uncomplicated, transparent, and straightforward to administer and apply
- Compatible with the statutory SEN process, funding individuals and schools
- Compatible with Ofsted and other research on effective use of school workforce
- Enables flexibility and continuity at school and setting level
- Avoids resource drift & unfair pulls on budget
- Enables accountability to Elected Members, & the community of schools, settings, colleges

HN Funding within The Local Strategic Context

- Increase the capacity, confidence and competence in mainstream schools
- **Reduce reliance on statements**
- Reduce the number of new statutory assessments
- **Reduce reliance on out of borough independent and non-maintained schools**
- Develop a coherent Local Offer that informs the continuing improvement of educational outcomes for children and young adults with SEN



A more “intelligent” approach to managing the link between funding & the statutory SEN process

- “ordinarily available” provision – fundamental to Local Offer and HN funding scheme
- How decisions not to assess and not to make a statement are issued: approach - more consistent with SEN Code and SEN Toolkit
- “Trading in TA hours” – where this has arisen from / how we incorporate into new funding scheme Bands / provision descriptors at different levels and in statements
- Better and more transparent approach to decision making on the distribution of SEN funding
- Managing the tier of mainstream resource & special school provision so that there is a better match between need and places, & a greater clarity about the provision required and commissioned by the Local Authority

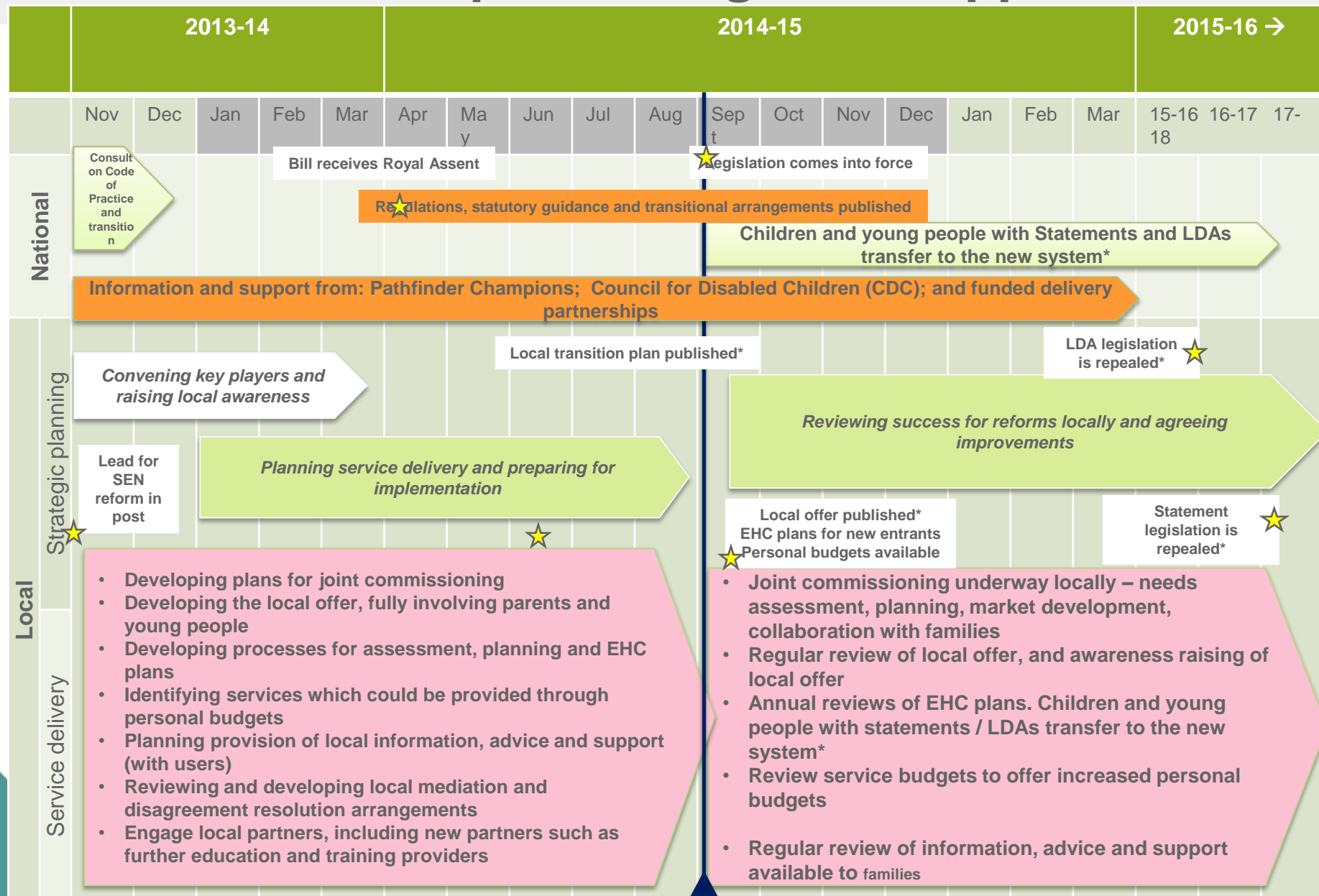
NEXT STEPS

- Secure maximum stability in SEN funding for 2014 / 15
- Continuing dialogue: consultative and briefing, with heads, governors and SENCOs – re provision descriptors
- Ensure compatibility with new SEN legislation, linking with development work to introduce SEN reform agenda
- Technical modelling
- Provide update reports to the Schools Forum

Children and Families Bill

Implementation from September 2014

2. Timeline for implementing a new approach



New 0-25 SEN system becomes available

* Subject to (national) consultation

Children and Families Bill – Key Highlights

- Involvement of children, young people and parents
- **More streamlined assessment process**
- New required strategic framework for planning & commissioning
- **Clear and transparent Local Offer**
- 16-25 provision for some young adults
- **Offer of Personal Budgets**
- SEN duties apply to all Free Schools and Academies

Our approach to preparation:

- Using Project Management to co-ordinate planning & implementation
- **3 core work-streams**
 - Local Offer
 - Education, Health and Care Plan and integrated assessment process
 - Personal Budgets
- **Working with parents, schools, settings and across services to develop**

THE LOCAL OFFER

- The purpose - to enable parents and young people to see more clearly what services are available in their area and how to access them.
- It will include provision from birth to 25, across education, health and social care.
- It should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.
- Will inform commissioning priorities

The Local Offer – to include

- The provision schools and colleges will deliver from their delegated funding
- **The provision Local Authorities will make available from centrally retained budgets**
- Social care services including Short Breaks , and leisure activities for young people with LD
- **information for parents of disabled children on childcare that is suitable for them**
- information about parent partnership services and dispute resolution services

Incorporating these services into a local offer starts to provide a substantial core. (CDC 2013)

**SEN Provision
available in all
schools,
colleges
and EY
settings**

**Specialist support:
teaching, advisory,
educational
psychology**

**Pupil Referral
Units
& AP**

**Mainstream
Resource
Provision**

**Maintained
Special
Schools in
Barnet &
other LAs**

**Non-maintained
& Independent
special schools
& colleges**

The Continuum of Provision

Building Blocks

**High Needs
Funding
Scheme
0 – 25 yrs**

**Parents &
support
for parents**

**Health,
social
care
support**

**The current
and new SEN
Statutory
Framework**

**Monitoring
use of and
impact of
funding**

The Local Offer – Schools & Academies

- Schools, Academies and local authorities should agree the ‘additional and different’ arrangements that schools are expected to make for pupils with SEN.
- These could relate to all aspects of school life: in the classroom, during the school day and in activities beyond the school day.
- what parents and carers can expect schools to do.
- What is additional to or different from what you do for all pupils

Example: Essex (Brian Lamb and Jean Gross)

Example 1: Autism

- Alternative ways of communicating
- Social skills training
- Circle of friends and other forms of peer support
- Social stories

Example 2: Social, Emotional or Behavioural needs

- Circle of Friends
- Nurture approaches
- Small group work – managing anger, friendship skills
- Parent Groups
- Mentoring
- School based counselling

Education, Health and Care Plans

Joint Strategic Needs Assessment
(understanding of local needs)

Joint commissioning of provision
(LAs with CCGs and others)

Joint Planning
(Deciding on outcomes and resource priorities)

Joint Delivery
(Delivering Support)

Integrated Assessment and EHC Plans

Education Health and Care Plans

- **Style and structure of the Plan** - agreed locally
- Constructed between professionals & with the child & family
- It will have **key elements**:
 - Views and aspirations of child / YP / Parents
 - **The child's SENs**
 - **Outcomes – short and longer term**
 - **SE provision**
 - **Related Health and social care provision**
 - **Name and type of School**
 - Personal Budget Information, and related outcomes
 - **List of advice and Information gathered in Assessment**

Personal Budgets

2012 - “Parents will have a new right to buy in specialist special educational needs (SEN) and disabled care for children from 2014, the biggest change to SEN for 30 years.” www.gov.uk

Personal Budgets

- **Direct Payments to Parents for Part 3 provision, and/or transport**
- An extension - many LAs provide parents with a personal budget for respite care
- **LA to set out the type of provision that can be purchased**
- The Direct Payment Order is at <http://www.legislation.gov.uk/ukxi/2012/206/contents/made>
- LA retains duty to arrange Part 3 provision, and can claw back payments if mis-spent

Meeting Future Needs

- Demographic pressures
- **Changing profile of needs**
- Changing demands for specialist provision
- **Impact of RPA**
- Impact of providing and securing education for some young adults until they are 25
- **Inter-authority dependencies**
- Independent Specialist sector
- **Local Independent Schools**
- Local Free School developments

Meeting Future Needs

- **Non-maintained and Independent special schools:**
 - £6.5m (12/13)
 - £7.6m (13/14) est
- 11/12 – 16-25 LLDD - £2m
- **OOB - BESD – 11/12 £155k; 13/14 £509k**
- OOB – High Functioning ASD / BESD – 12 /13 £400k, 13/14 est £766k
- **Place Plus / Top Ups – to avoid resource drift**
- Number of specialist places – manage the overall number – potential to erode schools budget
- **Planning places & provision – engaged with capital programmes**

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