

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Tuesday, 21st June, 2011 at 10.00 am in Cabinet Room 'C' - County Hall, Preston

Present:

County Councillor Clive Grunshaw (Chair)

County Councillors

K Bailey	A Kay
Mrs R Blow	A Knox
S Chapman	P Malpas
C Coates	Y Motala
C Evans	C Wells
P Evans	T Winder
A Jones	M Younis

Co-opted members

T Charnock	Representing RC Schools
Mrs J Hamid	Representing Parent Governors (Secondary)
K Wales	Representing Free Church Schools
J Withington	Representing Parent Governors (Primary)

County Councillor P Malpas replaced County Councillor K Brown
County Councillor T Winder replaced County Councillor S Derwent
County Councillor S Chapman replaced County Councillor S Fishwick
County Councillor C Coates replaced County Councillor S Riches

Apologies for absence were received from County Councillor Mrs Case and Mr F Kershaw (Coopted Member representing CE schools)

1. Appointment of Chair

Resolved: That the appointment by full County Council on the 26th May 2011 of County Councillor C Grunshaw as Chair of the Committee be noted.

2. Appointment of Deputy Chair

Resolved: That the appointment by the full County Council on the 26th May 2011 of County Councillor Mrs Case as Deputy Chair of the Committee be noted.

3. Membership, Terms of Reference and Programme of Meetings.

The Committee received a report regarding the above and was informed that in May the full County Council had agreed the constitution of the Committee on the basis of 16 County Councillors plus 5 voting Coopted members and the following County Councillors/Coopted members had been nominated to serve on the Committee:

K Bailey	C Grunshaw
RN Blow	A Jones
K Brown	AD Kay
P Case	A Knox
S Derwent	Y Motala
C Evans	S Riches
P Evans	C Wells
S Fishwick	M Younis

Mr T Charnock – Representing RC Schools

Mr F Kershaw - Representing CE Schools

Mr K Wales - Representing Free Church Schools

Mrs J Hamid - Representing Parent Governors (Secondary)

Mr J Withington - Representing Parent Governors (Primary)

Resolved:

1. That the current membership of the Committee as set out above be noted.
2. That the Terms of Reference of the Committee as set out below be noted.
 1. To review decisions made, or other action taken, in connection with the discharge of any relevant functions undertaken by the Cabinet collectively, or the relevant Cabinet Members or Cabinet Committee.
 2. To make reports or recommendations to the Full Council, the Cabinet or the relevant Cabinet Members or Cabinet Committee with respect to the discharge of any functions undertaken by the Cabinet collectively or the relevant Cabinet Members or Cabinet Committee.
 3. In reviewing decisions (other than decisions designated as urgent under Standing Order 34(3)) made in connection with the discharge of any relevant functions undertaken by the Cabinet collectively or the relevant Cabinet Members or Cabinet Committee, but which have not been implemented, the Committee may recommend that the decision be reconsidered by the person who made it or to refer the decision to the Full Council for it to decide whether it wishes it to be reconsidered by the decision taker.

4. To consider at its discretion as appropriate Forward Plans prepared by the Leader with a view to determining which, if any, of the proposed decisions it wishes to scrutinise.
5. To hold general policy reviews and to assist in the development of future policies and strategies (whether requested by the Full Council, the Cabinet, the relevant Cabinet Members, Cabinet Committee or decided by the Committee itself) and, after consulting with any appropriate interested parties, to make recommendations to either the Cabinet, the relevant Cabinet Members, Cabinet Committee or to the Full Council as appropriate.
6. To fulfil all the statutory functions of an Overview and Scrutiny Committee as they relate to education functions of a Children's Services Authority
7. To undertake reviews (whether requested by the Full Council, the Cabinet, the relevant Cabinet Members, Cabinet Committee or decided by the Committee itself) and make recommendations to the Full Council, the Cabinet, Cabinet committee or the relevant Cabinet Members, as appropriate, on relevant services or activities carried out by external organisations which affect Lancashire or its inhabitants.
8. To consider any relevant matter referred to the Committee by the Scrutiny Committee following a request by a County Councillor or a Co-optee of the Committee who wishes the issue to be considered.
9. To request that the Scrutiny Committee establish sub-committees, task groups and other working groups and panels as necessary.
10. To invite to any meeting of the Committee and permit to participate in discussion and debate, but not to vote, any person not a County Councillor whom the Committee considers would assist it in carrying out its functions.
11. To require any Councillor who is a member of the Cabinet, the appropriate Executive Director or a senior officer nominated by him/her, or the Director of the Lancashire County Commercial Group to attend any meeting of the Committee to answer questions and discuss issues.
12. To review and scrutinise relevant aspects of the Local Area Agreement in accordance with the provisions of the Local Government and Public Involvement in Health Act 2007
13. To recommend the Full Council to co-opt on to the Committee persons with appropriate expertise in the relevant education matters, without voting rights

14. To recommend to the Scrutiny Committee appropriate training for members of the Committee on education related issues.
3. That future meetings of the Committee be held in accordance with the following programme of meetings, with all meetings being held at 10am in Cabinet Room 'C' at County Hall, Preston

1st November 2011

13th March 2012

4. Disclosure of Personal/Prejudicial Interests.

County Councillor Wells declared a personal non-prejudicial interest in relation to item 6 on the agenda as he is an employee within the Special Educational Needs Department of a United Learning Trust School (Accrington Academy).

5. Minutes of the meeting held on the 15th March 2011

Resolved: That the Minutes of the meeting held on the 15th March 2011 be confirmed as an accurate record and signed by the Chair.

6. SEND Green Paper Consultation - Support and aspiration: A new approach to Special Educational Needs and Disability

The Chair welcomed Sally Riley, the Head of Inclusion and Disability Support and Mr Stott, Director for Universal and Prevention Services to the meeting.

Ms Riley gave a detailed presentation on the implications of the SEND Green Paper to the Committee, a copy of which is attached to these Minutes as an Annex and identified the following key points:

- Around two million children and young people are identified as having a special education need or disability (SEND) which is equivalent to 1% of the education population nationally and internationally.
- The life outcomes for those young people (compared to those without SEND) are disproportionately poor with them being seven times more likely to be excluded from school than non disabled young people.
- Post-16, young people with SEND are more than twice as likely not to be in education, employment or training as those without and that situation is worsening
- Young people with SEND can feel frustrated by a lack of the right help at school and from other services. Often the response would be to allocate some form of one to one support and whilst that could be the right approach in some cases in others it may be viewed as being restrictive and isolating for the

young person concerned. Instead support provided across a range of services was considered to be the better option in the majority of cases.

- The need for support is sometimes identified late either due to diagnosis, though this was less likely in Lancashire due to the early intervention strategies which had been introduced.
- Parents often feel that the current system is bureaucratic and adversarial and the Parent Carer Forum had been a useful means of identifying problem areas. It was noted that in some cases the difficulties arose out of the complex nature of the legislation associated with SEND.
- Parents also feel they have limited choices about the best schools and care available and having expressing a preference for a particular school they may not be made to feel welcome.

Ms Riley also outlined the proposals within each of the five chapters in the Green Paper and drew attention to any associated work which was already underway within the County.

1. Early Identification and Assessment.

- Lancashire has a good record of early identification and assessment with 3.1 years being the average age of children identified as having some form of SEN which was well above the national average.
- The proposed reformed assessment process would involve a single multi-agency approach and produce an 'Education, Health and Care Plan' for children/young people aged 0-25, which would focus on positive outcomes and give parents the same statutory protection as the more process driven Statement of SEN which it would replace. However, there was concern about a lack of clarity as to the intended position with regard to funding for young people aged 19-25.
- It was intended to speed up the process in relation to statutory assessments which was currently 26 weeks. Ms Riley informed the Committee that Lancashire had already made improvements in this area with 99.8% of Statements being completed with the 26 week period compared to 85% two years ago.
- The County Council was currently preparing a bid to be one of the local pathfinder authorities that would test the planned reforms to the single assessment process. It was noted that the intention was to produce a less bureaucratic approach than at present where families were often required to undertake similar assessments from the various agencies involved.
- Ms Riley reported that historically Lancashire had been generous in providing funding for SEN compared with other authorities and the banding system used for the assessment of children, whereby the identified need was linked

to an amount of funding, was an example of good practice.

2. Giving Parents Control.

- The proposal to make services more transparent for families through the publication of a 'local offer' was welcomed. Through the Aiming High for Disabled Children Programme a range of services had been developed in Lancashire so that parents had a greater choice and were able in many cases to self book short breaks. It was reported that through the Programme services had been provided to 2,900 children with complex SEN who had not previously been in receipt of services. The Programme had also introduced 100 new providers into the market place and let over 400 contracts.
- The proposal that by 2014 all families with children with a statement of SEN or a new assessment would have the option of having a personal budget was welcomed, though it was noted that in some cases parents may prefer the local service provision in order to meet their children's needs.
- In Lancashire there had already been moves to transfer power to front line professionals and local communities through the District Childrens Trusts and the delegation of funding to schools in order that they can work directly with families. With regard to the assessment of needs by Educational Psychologists it was noted that in Lancashire any assessment would be on the basis of educational need and not what services were available in order to avoid 'fettering discretion'. It was also reported that whilst the government's intention had been for Voluntary and Community Sector organisations to become involved in the assessment process to date there had been little interest.
- In response to the concerns of parents that the system was bureaucratic and confusing it was intended to provide more support for families through the system. It was noted that in Lancashire Parent Partnership Officers, Parent Care Development Workers and Carer Forums all provided support to families, though it was acknowledged that this should be reviewed to avoid the system becoming more complex and the duplication of services.
- With regard to the proposal that parents and local authorities make greater use of mediation before making an appeal to the Tribunal Ms Riley reported that in Lancashire there had been a significant improvement over the last two years resulting in a 60% reduction in the use of Tribunals.

3. Learning and Achieving

- The proposal to address the over-identification of SEN by the introduction of a new single early years- setting and school based SEN category to replace School Action, School Action Plus and a Statement was welcomed.
- In relation to the proposed increased accountability for schools regarding the

progress of the lowest attainers Ms Riley reported that the County Council would continue to focus attention on the lowest 20-25% in terms of attainment, regardless of whether those pupils had SEN or not.

- With regard to behaviour the County Council would continue to work with schools in order to maintain the current good record of addressing bullying early. Ms Riley informed the meeting that the County Council had also been successful in becoming a pathfinder partner in relation to the alternative forms of provision for tackling exclusions.

It was also noted that Lancashire had a good record with regard to reducing the rate of permanent and fixed term exclusions and the County Council would be more active in challenging schools in relation to 'grey' exclusion rates.

4. Preparing for Adulthood

- It was proposed to improve joint working across paediatric and adult health services, with GPs providing annual health checks for young people over 16. However, Ms Riley cautioned the Committee that there could be problems implementing the proposal as many children and young people with SEN and disabilities were not registered with their local GP as they were under the care of a paediatric consultant. It was noted that this situation had implications with regard to future commissioning by GPs.

5. Services working together for families

- With regard to the proposed greater collaboration between local authorities and services in local areas Ms Riley informed the meeting that six services within the County Council had previously been merged to form the Inclusion and Disability and Support Service (IDSS) which would provide a more efficient, coordinated service. It was also noted that the IDSS and local PCTs had made improvements in relation to joint working.
- The proposed reduction of bureaucratic burdens was welcomed. The importance of the work of educational psychologists was also noted and Ms Riley reported that the County Council would continue to ensure the best use of this valuable resource. It was also reported that the previous time allocation model was to be replaced with a more simplified approach based on:
 - a) those services which **must** be delivered in accordance with statutory requirements
 - b) those services which **should** be delivered, for example linked to early support/intervention, and
 - c) those services that **could** be provided by signposting users to traded work.

With regard to the next steps Ms Riley informed the meeting that the County Council was in the process of preparing a response to the consultation. The bid

to the Department for Education regarding the County Council acting as a local pathfinder authority would also be submitted shortly and Ms Riley informed the meeting that messages in support of the bid had been received from the Primary Care Trusts, the Childrens Trust and the Parent Carers Forum.

Following the consultation and outcomes of the pathfinder work the government was expected to produce detailed plans which would form the basis of any necessary changes to legislation from May 2012 at the earliest.

The Chair thanked Ms Riley for her presentation and invited the members of the Committee to comment on the proposals set out in the consultation.

1. There was general agreement amongst the members of the Committee that the government's consultation document was confusing as questions relating to a particular issue were not necessarily grouped together. It was felt that a clearer, more logical approach to how the document was presented would have been easier for respondents to understand and would produce more useful information.

It was hoped that by giving the presentation to various bodies in Lancashire, including Childrens Trusts, PCTs and schools, Officers would be able to identify all the key issues and present the information clearly in any response to the consultation.

2. The proposed introduction of personal budgets was welcomed as it would provide greater flexibility and enable users to tailor the services they receive to their specific needs. It was felt that experience gained from the use of personal budgets in social care would be helpful when developing budgets for SEN. However, some services would still need to be provided by the authority as the act of caring for a child with SEN was enough of a challenge for some families. It was also felt that there was a need for clarity as to what a personal budget could be used to purchase.
3. It was suggested that in a very small number of cases the parents of children with SEN may feel that the education system had failed them and as a result could choose to educate their children at home. Whilst the County Council had the power to make special educational need provision outside of schools in order to assist parents it was acknowledged that in some circumstances home education may not be the best approach as it could limit a child's interaction with others and limit the development of socialisation skills.

Whilst elected home education was considered to be a parental right it was felt that further information was needed in relation to the amount of funding to be made available and how it could be used in order that the County Council would be better able to work with individual families to achieve a mutually satisfactory outcome.

4. Whilst welcoming many of the proposals set out in the consultation document the Committee felt that there was a need for clarity from the Department for Education with regard to the associated levels of funding.
5. In view of the increasing emphasis on performance and targets, particularly in relation to schools, concern was expressed about the potential impact this may have in relation to the inclusion of children with SEND. It was suggested that one of the key roles of the local authority was to ensure fair access and schools should be challenged regarding admissions procedures in order to ensure equality.

Whilst recognising the importance of attainment it was also felt that greater emphasis should be placed on the individual progress made by a child during their education, particularly in relation to those with SEND.

6. Given the current economic climate concern was expressed regarding the ability of the VCS to engage in the proposed changes. It was noted that in Lancashire many VCS organisations had responded to the consultation via the Childrens Trusts and through the Aiming High for Disabled Children Programme it had been possible to bring 100 new providers into the market place from the VCS, many of which would be commissioned in the future.
7. Concern was expressed regarding the capacity of the County Council to deliver on the reforms outlined in the consultation document in view of the economic climate and the absence of any clarity about funding or a commitment from partner organisations regarding resources. In response it was suggested that there were a number of drivers behind the proposals including plurality, parental choice and joined up services. Whilst it was recognised that some efficiencies would result from the changes it was felt that the final outcomes for young people was of more significance.
8. That in order for many of the proposals set out in the consultation document to be achieved it was vital that the County Council, as the champion of families and vulnerable people, be accountable for monitoring the process and given the authority to hold partner organisations to account in the event that commitments are not met.

Resolved.

1. That the views of the Committee as outlined above be incorporated into the County Council's response to the SEND Green Paper consultation 'Support and aspiration: A new approach to Special Educational Needs and Disability'.
2. That a copy of the County Councils response to the consultation be made available to the members of the Committee

7. Urgent Business

There were no items of urgent business presented for consideration at the meeting.

8. Date of the Next Meeting

It was noted that the next scheduled meeting of the Committee would be held at 10.00am on the 1st November 2011 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

SEND Green Paper 2011 - A consultation

SUPPORT AND ASPIRATION: A NEW APPROACH TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Sally J. Riley
Head of Inclusion and Disability Support

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JOINING THE AGENDA FOR CHANGE

- **The White Paper - *The Importance of Teaching* 2010**
 - free teachers from constraint and improve their professional status and authority
 - raise the standards set by our curriculum and qualifications to match the best in the world
 - hold schools effectively to account for the results they achieve
 - ensure that school funding is fair, with more money for the most disadvantaged
 - support teachers to learn from one another and from proven best practice
- **The Education Bill 2011**
 - Role of the Local Authority
 - Academies and Free Schools
- **The Green Paper - *Support and Aspiration: A new Approach to Special Educational Needs and Disability***
 - 5 chapters

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ROLE OF LOCAL AUTHORITY



- Strong strategic role as champions for parents and families, for vulnerable pupils and of educational excellence
- Promote a good supply of strong schools – encouraging the development of Academies and Free Schools
- Ensure fair access to all schools for every child.
- Stand up for the interests of parents and children.
- Support vulnerable pupils – including LAC, those with SEN and those outside mainstream education.
- Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor.
- Develop their own school improvement strategies – market their School Improvement Services to all schools.

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ROLE OF LOCAL AUTHORITY



- LA role as convenor of local services also means that they are best placed to act as the champion for vulnerable pupils in their area
- Ensure that children with SEND can access high-quality provision that meets their needs
- Responsible for funding provision for pupils with statements of SEN.
- Free to develop new and innovative approaches to providing services and deploying resources.
- Act as the corporate parent for LAC – with a key role in improving their educational attainment

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ACADEMIES

Academies DO NOT receive a share of local authority funding in the following areas:

- educational psychology services;
- SEN administration, assessment and co-ordination;
- parent partnership services, guidance and information;
- monitoring SEN provision;
- SEN transport;
- support for inclusion between mainstream & special, and
- PRUs, education out of schools and excluded pupils.

Academies DO receive a share of funding which is for:

- centrally provided SEN support services;
- behaviour support services;
- therapies and other health related services; and
- education and welfare services.

Note – LA funding protected re SEN support services in 2011-12

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GREEN PAPER - THE CASE FOR CHANGE

- Around **two million children and young people** identified as having a special educational need or who are disabled;
- Their life outcomes are **disproportionately poor**;
- Post-16, young people with SEN are **more than twice as likely** to be not in education, employment or training (NEET) as those without.
- They can feel frustrated by a **lack of the right help** at school or from other services;
- Children's support needs can be **identified late**;
- Parents say the system is **bureaucratic**, bewildering and adversarial; and
- Parents have **limited choices** about the best schools and care.

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GOVERNMENT'S VISION

A radically different system that:

Supports better life outcomes for your people

Gives parents more confidence By giving them control

Transfers power to front-line professionals and to local communities

The Green Paper proposes:

A new approach to identifying SEN

A single assessment process and 'Education, Health and Care Plan'

A local offer of all services available

Parents to have the option of a personal budget by 2014

Giving parents a real choice of school

Greater independence to the assessment of children's needs

THE GREEN PAPER – FIVE CHAPTERS

Chapter	Title
1	EARLY IDENTIFICATION AND ASSESSMENT
2	GIVING PARENTS CONTROL
3	LEARNING AND ACHIEVING
4	PREPARING FOR ADULTHOOD
5	SERVICES WORKING TOGETHER FOR FAMILIES

1. EARLY IDENTIFICATION AND ASSESSMENT

Children's needs should be identified as early as possible so that the right support is put in place for them and their family. Government proposes to:

- **help professionals identify problems as they emerge**, with a robust system of early checks for children involving education, health and social care
- **put in place a reformed assessment process** for children with complex needs, with a single multi-agency approach and 'Education, Health and Care Plan' for 0-25, focusing on outcomes, giving parents the same statutory protection as the current statement of SEN
- in the meantime, **speed up the process** for families, by reducing the time limit for statutory assessments

1. EARLY IDENTIFICATION AND ASSESSMENT

To work towards this, Government will:

- ✓ test how to reform the statutory SEN assessment and statement system to create an 'Education, Health and Care Plan' through **local pathfinders**
- ✓ explore whether the **voluntary and community sector** could coordinate assessment and bring greater independence to the process

EDUCATION, HEALTH AND CARE PLAN

- By 2014, all children who would currently have a statement of SEN or learning for further education and skills training should have a single statutory assessment process and '**Education, Health and Care Plan**', from birth to 25.
- Makes clear **who is responsible** across education, health and social care for which services and includes a **commitment** from all parties **to provide their services**.
- **Like a statement** sets out needs but also set out **learning and life outcomes**
- Would be **transparent about funding** for support package

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LOCAL PATHFINDERS

Will focus on:

- **Single assessment process**
- **less bureaucratic approach** where agencies work together
- whether the **voluntary and community sector** could coordinate assessment and bring greater independence to the process

Also explore:

- **personal budgets**
- **mediation**
- **transition** between phases and areas

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2. GIVING PARENTS CONTROL

Parents to be at the heart of decisions made about their child and feel confident that support will be put in place.

Government proposes to:

- **make services more transparent for families**, with local services publishing a 'local offer' of what is available
- strengthen the choice and control given to parents, with the option of **personal budgets** by 2014 for all families with children with a statement of SEN or a new single plan
- **support families through the system**, with trained key workers to help parents navigate services
- ensure parents have a **real choice of a range of schools**
- ensure that parents and local authorities **always attempt mediation** before making an appeal to the Tribunal.

2. GIVING PARENTS CONTROL

To work towards this, Government will:

- ✓ local authorities and health services will explore how to extend the scope of **personal budgets**
- ✓ we will give parents of children with statements of SEN the right to express a preference for **any state-funded mainstream or special school**, including Academies and Free Schools.

3. LEARNING AND ACHIEVING

All children must receive a high quality education whether in mainstream or special schools.

Government proposes to:

- **address over-identification** of SEN with a **new single** early years- setting and school-based **SEN category** to replace School Action and School Action Plus
- **sharpen accountability** on progress for the lowest attainers, introducing a new measure into school performance tables
- better equip teachers and support staff to address SEN and poor behaviour through **training and CPD**
- **give schools more autonomy** to innovate and transform SEN provision, and allow special schools to become Academies.

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3. LEARNING AND ACHIEVING

To work towards this, Government will:

- ✓ produce **clearer guidance** on SEN identification
- ✓ support the best schools to **share** their practices
- ✓ continue funding **SENCO training** in 2011-12
- ✓ introduce an indicator in **performance tables** that gives parents clear information on the progress of the lowest attaining pupils
- ✓ ensure that all maintained special schools will in due course have the **opportunity to become Academies**
- ✓ enable parents and members of local communities to establish **new special Free Schools.**

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3. LEARNING AND ACHIEVING

For behaviour, Government will:

- ✓ Work with **Anti Bullying Alliance** to share best practice
- ✓ Evaluate the trial of the **delegated funding to schools for alternative provision** on pupils with SEN
- ✓ **Exclusion guidance** will suggest schools trigger multi-agency assessment for pupils not responding to normally effective behaviour management techniques
- ✓ Support to build the capacity of **voluntary sector** to contribute to **TaMHS**

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4. PREPARING FOR ADULTHOOD

All young people should make a successful transition to adulthood and enjoy making a full contribution to society.

Government proposes to:

- increase the range and quality of **learning opportunities**;
- provide effective help for young people to move into **employment**;
- **improve joint working** across paediatric and adult health services, with GPs providing annual health checks for disabled young people over 16; and
- help young people to **live independently** by working across government to build on the Independent Living Strategy.

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4. PREPARING FOR ADULTHOOD

Government will take forward a programme of action so that by 2015 disabled young people and young people with SEN will have:

- ✓ **early and well-integrated support** for, and advice on, their future as part of the proposed 'Education, Health and Care Plan
- ✓ access to **better quality** vocational and work-related learning options so that they can progress in their learning post-16
- ✓ **good opportunities and support** to get and keep a job
- ✓ a **well-coordinated transition** from children's to adult health services.

Government will set out more detail on these plans by the end of the year.

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5. SERVICES WORKING TOGETHER FOR FAMILIES

The Green Paper vision requires a strong role for local government alongside schools, health agencies and social care.

Government proposes to:

- set out a strong role for **local authorities as champions** of families and vulnerable children;
- encourage **greater collaboration** between local authorities and between services in local areas; and
- explore a national framework for funding specialist provision for children with SEN that **improves consistency** across areas and allows continued local flexibility.

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5. SERVICES WORKING TOGETHER FOR FAMILIES

To work towards this Government will:

- ✓ explore with **GP consortia pathfinders** how best to commission healthcare services for disabled children and those with SEN
- ✓ **reduce bureaucratic burdens** by simplifying and improving the statutory guidance
- ✓ work with the educational psychology profession and local commissioners to review future training arrangements for **educational psychologists**
- ✓ provide targeted funding to **voluntary and community sector** organisations
- ✓ explore how the different **funding arrangements for special provision** pre-16 and post-16 might be better aligned.

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NEXT STEPS

Four-month period of consultation to 30 June and a period of testing proposals in local areas from September 2011.

By June Government will invite expressions of interest from groups of local authorities to:

- Start piloting a new approach involving a single assessment process and plan, including testing how the voluntary and community sector can support this process
- Join the existing Individual Budget Pilots and how the scope of personal budgets could be increased

Government will set out detailed plans by the end of the year. This will form the basis of any necessary legislative changes to be taken forward from May 2012.

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