

SEND Green Paper 2011 - A consultation

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

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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.

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

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

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.

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

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

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.

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.**

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**

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.

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.

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.

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.

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.