

Appendix A

Special Educational Needs and Disability leads the Council's responsibility in implementing and meeting the statutory requirements for children and young people with special educational needs and/or disabilities (SEND).

The Service is split into 3 area teams:

- Central (Preston, Chorley, South Ribble and West Lancashire)
- East (Burnley, Pendle, Hyndburn, Rossendale and Ribble Valley)
- North (Lancaster, Fylde and Wyre).

The Senior Managers for each of the areas also have responsibility for overseeing an element of service delivery in addition to their other key functions.

The Service has four key functions that are covered by integrated teams for:

- Integrated Assessment and Monitoring
- Children with Disabilities
- Educational Psychology
- Specialist Inclusion Teachers.

Integrated Assessment and Monitoring:

The Integrated Assessment and Monitoring (I.A.M.) team have the statutory responsibility for the identification, assessment and monitoring of special educational needs and/or disabilities for children and young people aged 0-25.

This involves:

- Carrying out Statutory Integrated Assessment of Education, Health and Care needs and where appropriate co-producing Education, Health and Care Plans (EHC Plans) with parents and other professionals, with outcomes that meet identified needs.
- Determining the type and level of provision required to meet identified need and achieve outcomes.
- The review and monitoring of existing SEND through the annual review process and considers whether the identified needs and provision required to meet these is still appropriate.
- Ensuring effective transitions for all children and young people with SEND.
- Responding to priority correspondence where appropriate.
- Attending mediation to try to resolve issues with parents.
- Continuing work with parents, preparing the Local Authority case and attendance at SENDIST Tribunals, where appropriate, following the lodging of an appeal.
- Providing support and advice to schools, other settings, young people and families around issues relating to SEND.

- Undertaking the role of "critical friend" to schools and other settings around issues relating to SEND.

Children with Disabilities:

The Children with Disabilities (CwD) team carries out the full range of statutory duties in relation to assessment, Child Protection, care proceedings, Children Looked After, Children in Need, Leaving Care and disability legislation for young people and their families who have a severe level of disability.

This involves:

- High quality assessment and planning.
- Ensuring that children, young people and families are involved in decision making.
- Enabling and monitoring effective safeguarding practices.
- The negotiation, co-ordination, provision and commission of services.

Educational Psychology:

The Educational Psychology (E.P.) team carry out a range of functions to support the Local Authority in identifying children and young people with SEND needs.

This involves:

- The provision of advice and information to support early intervention and / or prior to a request for statutory assessment being made.
- Liaison with other professionals.
- The assessment and clear identifications of SEND needs as part of the statutory integrated assessment process.
- The provision of advice and interventions as to how these needs can be met.
- Supporting the Local Authority in decisions regarding the placement of children and young people who may need specialist provision.
- Participating in the annual review process, where appropriate.
- Participation in mediation and Tribunals, where appropriate.
- Critical incident Support Team offering support to schools and settings experiencing traumatic events beyond their usual capacity to cope.

Specialist Inclusion Teachers:

The Specialist Inclusion Teacher Team (S.I.T.) enable the Local Authority to meet its statutory duties in the provision of early identification, advice, support and intervention of SEND.

This involves:

- Specialist support and assessment of children and young people 0-25.

- Early Years specialist teachers and Higher Level Teaching Assistants who provide support, advice and assessment for children attending nurseries and schools.
- Advice to Private, Voluntary and Independent settings through the area SENCo.
- Support for settings where children are in receipt of Additional inclusion Support funding or who have a Statement or EHCP.
- Portage – home visiting, advice and support for families with children of pre-school age with SEND.
- Specialist support and advice for families with pre-school children with hearing impairment, visual impairment or multi-sensory impairment.
- The provision of advice, support and assessment for settings, schools and colleges with children or young people with Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Autistic Spectrum Disorder and Physical Difficulties.

Inspection:

Ofsted and the CQC are proposing to inspect local areas on the implementation of the SEND reforms from May 2016. Although the inspection report will be narrative, it is expected that there will be follow up action to these.

- The Inspections will begin in May 2016.
- Previous Inspection (CSC) outcomes will be taken into consideration when determining the order in which LAs will be inspected.
- The inspections will take place on a 5 year cycle.
- The outcome of the inspection will be a narrative report however, there may be follow up activity.
- The Inspection team will have a core of 1 HMI, 1 CQC Inspector and 1 LA Inspector. However, this may increase to reflect the size and complexity of the LA being inspected.
- The Inspectors will be looking at the implementation of the SEND reforms within the local area since September 2014 and will consider 0-25 and those at SEN Support and with a EHC Plan / SSEN.
- Inspectors will also consider those Electively Home Educated and those placed out of the area.
- Inspectors are likely to visit:
 - 3 Early Years settings
 - 3 primary schools (including some special but not all)
 - 3 secondary schools (including some special but not all)
 - 3 FE Colleges
- They will ask safeguarding questions at the providers.
- There will be individual case tracking across services.
- The inspectors will use the data available locally and nationally to define the inspection.