WELCOME

‘Schools and Families working together through the SEND Reforms’

ELIZABETH STANLEY
Legislation - key highlights

Involvement of children, young people and parents at the heart of legislation, including assessments and local offers

New requirement for local authorities, health and care services to commission services jointly, to ensure that the needs of disabled children and young people and those with SEN are met.

LAs to publish a clear, transparent ‘local offer’ of services, so parents and young people can understand what is available; developed with parents and young people

More streamlined assessment process, which integrates education, health and care services, and involves children and young people and their families.

New 0-25 Education, Health and Care Plan, replacing the current system of Statements and Learning Difficulty Assessments, which reflects the child or young person’s aspirations for the future, as well as their current needs.

Option of a personal budget for families and young people with a Plan, extending choice and control over their support.

New statutory protections for young people aged 16-25 in FE and a stronger focus on preparing for adulthood.

Academies, Free Schools, Further Education and Sixth Form colleges to have the same SEN duties as maintained schools.
<table>
<thead>
<tr>
<th>Legislative</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar</td>
<td>Apr</td>
<td>May</td>
<td>Jun</td>
</tr>
<tr>
<td>Children &amp; Families Act: Royal Assent</td>
<td>Apr-Jun</td>
<td>Jul-Sep</td>
<td>Sep-Dec</td>
<td>Jan-Mar</td>
</tr>
<tr>
<td>Parliamentary process</td>
<td>Commencement order and regulations laid</td>
<td>Parliamentary approval for Code of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAs involve partners and parents in planning to deliver the reformed system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local offers published following consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint commissioning duty</td>
<td>New duties for young offenders with SEN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal budgets offered in EHCPs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mediation arrangements in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EHC assessment and planning for new entrants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAs publish plans for EHC plan transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people with LDAs transfer to the new system</td>
<td>No LDAs left</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and young people with statements transferred to the new system</td>
<td>No statements left</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 SEND Reform Grant for local authorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support available from pathfinder champions and specialist delivery partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coproduction is about working together to find new ways of working. It is about hearts and minds and embedding the process in design, development and delivery” …

“It is important to take a step back and understand what it actually means to co-produce and how you know when you have successfully done so. It is not about having lots of meetings with lots of different people, it is about the outcome of those meetings and the benefits it brings to ensuring parents carers, children/young people are at the heart of what you do.

Sherann Hillman  : Co-Chair NNPCF
WHAT!
• School Information Report (pg106 Code, by Spring)
• SEN Support
• Policies
• Practices
• Training

HOW!
• Parent groups
• Survey Monkey
• One session/event

START WITH A BLANK SHEET OF PAPER.
SECTION 19 PRINCIPLES

LA must have regard to:

a) The views, wishes and feelings of the child and his or her parent, or the young person:

b) The importance of the child and his or her parent, or the young person participating as fully as possible in decisions....

c) The importance of the child and his or her parent, or the young person being provided with the information and support necessary to enable participation in those decisions...

d) The need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.
The Transition/Transfer process

- It's an EHC needs assessment
- The LA is responsible
- Schools play a key role
- ISs can help families and YP
- Young person can ask for an assessment
- For statements, max 14 weeks
- For LDAs, max 20 weeks
- Where agreed, can use existing advice
- No child to lose out
- Statements by April 18, LDAs by Sept 16

Department for Education
NEW ASSESSMENT TIMELINE

Whole process to be completed in 20 weeks

1. **Deciding whether to Assess**
   - Child's parents or young person must be consulted

2. **Assessment & Evidence Gathering**
   - Latest that local authority can inform parent or young person of decision

3. **Latest local authority can issue a draft plan**

4. **Latest that local authority can inform parent or young person if they do not intend to issue plan**

5. **Plan must be finalised and sent**

6. **Right to appeal**

7. **Right to appeal**

8. **Right to appeal**

**#1: Parent or young person:**
- Can comment
- Can request a particular school or college to be named in plan

**#2: Consultation with school or college about being named in the plan**
Transfer review to be completed in **14 weeks**
Transfer review to be completed within **12 months** of issue of statement or of previous annual review

**Notice of Review**
- 2
- 1

Local authority notifies parent or young person of transfer review

**Any new assessment of evidence to be gathered #1**
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Local authority starts transfer review

Latest local authority can issue a draft plan

15 calendar days #2
- 11
- 12

Latest that local authority can inform parent or young person if they do not intend to issue plan

15 calendar days #3
- 13
- 14

Plan must be finalised and sent

**# No new advice if existing assessment information:**
- Is sufficient for EHC needs assessment
- Remains accurate

**#2: Parent or young person:**
- Can comment
- Can request a particular school or college to be named in plan

**#3: Consultation with school or college about being named in the plan**

Right to appeal

Right to appeal
A: Aspirations

B: Special educational need

C: Health care needs

D: Social care needs

E: Outcomes

F: Special educational need

G: Health care provision

H1: Social care provision (CSDPA 1970)

H2: Social care provision (any other)

End of phase or stage 2 or 3 years

Steps towards the outcomes

Steps towards outcomes

Longer into the future

Targets #

Note: EHC plan should specify the arrangements for setting shorter term targets at school, service or institutional level.

Note: For young people over 17, the education and training outcomes need to be separately identified.
What is Included in EHC Plans?

**Section A:**
- The views, interests and aspirations of the child and his or her parents or the young person. (Aspirations/Goals, Play, Health, Schooling, Independence, Friendships, Future Plans)

**Section B:**
- The child or young person’s special educational needs (ALL of the SEN MUST be included)

**Section C:**
- The child or young person’s health needs which are related to their SEN.
Section D:
The child or young person’s social care needs which are related to their SEN or to a disability.

Section E:
The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

Section F:
The special educational provision required by the child or the young person.

Section G:
Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
Section H1:
Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2:
Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person’s eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I:
The name and type of the school, maintained nursery school, post 16 institution or other institution to be attended by the child or young person and the type of that institution.
Section J:
Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

Section K:
The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.
What do Independent Supporters actually do?

- Provide support for parents and young people with SEND through the EHC process. Those who are either a) new to EHC assessments, or, b) those who are transferring from a statement or LDA.

- Offer time-limited support to parents and young people, including information on The Local Offer and Personal Budgets.

- Liaise across different agencies, but be totally independent.

- Can act on behalf of the parent and young person, as long as it is agreed by them.

- Is the named contact person for the parent and young person throughout the EHC assessment and planning process.

- Know their limitations.
KEY MESSAGES

CO-PRODUCTION

PARENTS AS EXPERTS

ASPIRATIONS ➔ OUTCOMES ➔ PROVISION
THANK YOU