SEND Update
Advisory Group Meeting

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Current Statistics

- 2.8% of pupils across all schools have a statement
  - 53% Mainstream
  - 39.6% Maintained Special School
  - 4.9% Independent School
  - 1.8% Non – Maintained Special School
  - 0.7% Pupil Referral Units

- 16.0% of pupils identified as having SEN (School Action and School Action Plus) with no statement

DfE First Release – National Statistics January 2013
Where are we now?

- February 2013 – Children and Families Bill introduced in House of Commons
- October 2013 – Committee stage in House of Lords
- October 2013 Draft Code of Practice and Regulations
- Spring 2014 – Royal Assent
- September 2014 – Implementation of Act
- September 2014 – Transition planning based on Pathfinder work
Pathfinders Update

- SEND Pathfinder Programme Report – March 2013
- 9 Pathfinder champions to support non-pathfinder areas
- Principles of emerging practice – ways of working to implement reforms
- Concern is the small number of families involved to date
- SEND Pathfinder Information packs
- Impact report expected in October
Draft Code of Practice

- The most significant change in the new Code is that it will be a new single piece of statutory guidance on SEN that reflects the new 0–25 SEN system, bringing together what are currently two different systems (the pre-16 SEN system and post-16 system) into one consistent system.
- The new Code will be significantly shorter, clearer and more concise.
- It will include information on the provisions set out in the Children and Families Bill such as the Local Offer, Personal Budgets, Joint Commissioning, Assessments and Education Health and Care Plans.
- For the first time the FE sector will be included in the list of organisations that must have regard to the Code when carrying out their duties in relation to young people with special educational needs.
- Additional SEN Support (also known as the ‘Single Category’) will replace School Action and School Action Plus as the new school and early years based category for additional support for children with special educational needs.
Key message....

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working
Code of Practice – Consultation

- October – December 2013
- Nasen Learning Events
- Important to respond
- Implementation from September 2014
- Regulations sit alongside Code of Practice
Inspectors are required to report on the quality of education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.

Inspectors must take account of:

- the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able.
- pupils’ progress in the last three years, including that for looked after children, disabled pupils, those who have special educational needs and the most able.
- pupils’ attainment in relation to national standards (where available) and compared with all schools, based on data over the last three years, noting any evidence of performance significantly above or below national averages; trends of improvement or decline; and inspection evidence of current pupils’ attainment across year groups using a range of indicators.
- Difference in achievement between those for whom the pupil premium provides support and other pupils in the school.

Schools can only be outstanding if quality of teaching is outstanding. Very focused on pupil progress based on age and stage as a starting point.

The new National Curriculum will be taught in all schools from September 2014. It will cover Key Stage 1, 2 and 3.

The programmes of study for English, mathematics and science are set out in yearly, or two yearly (for Key Stage 2 English) blocks. Key Stage 2 is divided into Lower (Years 3 and 4) and Upper (Years 5 and 6) in these subjects.

ICT will be replaced with computing, which will put more emphasis on practical programming skills.

Foreign language will be compulsory at Key Stage 2.

The new National Curriculum is more content based than the previous programmes of study and will have:
- Less skill-based detail in the curriculum
- No guidance for teachers on how to structure and plan the curriculum
- No levels to describe attainment targets

In the 2014 – 2015 academic year, pupils in years 2 and 6 should be taught the current programmes of study in English, Maths and science. These pupils will sit the current key stage 1 and 2 tests respectively. New tests will be available from 2016.

These changes obviously have implications for all children and young people especially those currently working below National Curriculum Levels. The Department for Education are still advocating the use of P Level attainment targets for these pupils.
Examination Reform

- GCSE – Retake English and mathematics
  - Or equivalent qualification

- New GCSE – test at end of two years

- Raising the Participation Age – all young people in Education, employment and training up to 18
Pupil Premium

- £488 per pupil in 2011 – 2012 (FSM)
- £600 per pupil in 2012 – 2013 (£623)
- £900 per pupil 2013– 2014
- Expected to rise to £1,300 – 2014–2015
- £100m spent on Summer Schools 2012 & 2013
- Children in Care
- Children of Parents in Armed forces – £250 per pupil – £300 in 2013
- Yr7 Literacy and Numeracy Catch–up premium – £500 per pupil
In April 2013 the government made changes to the way that funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs (SEN).

Element 1: an amount of money for each pupil in the school
- Funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. The amount varies from one authority to another. In 2013, all secondary schools, including academies, are getting at least £3,000 for each pupil and all primary schools are getting at least £2,000 for each pupil.
- This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN.

Element 2: the school’s notional SEN budget
- Every school receives an additional amount of money to help make special educational provision to meet children’s SEN. This is called the ‘notional SEN budget’
- Based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more children on free school meals and more children who are not doing as well as others in English and Maths. This provides a good guide to how many children with SEN a school is likely to have.
- The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child’s SEN.

Element 3: top–up funding
- If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top–up funding to meet the cost of that provision.
Consultation – Primary assessment and accountability under the new national curriculum

The DfE are seeking views on how attainment in national curriculum tests should be measured and reported, where we should take a baseline to measure pupils’ progress, and proposals for how schools should be held to account, including through floor standards

Phonics Resources

Match funding extended until October 2013 and KS2 eligible to apply

NASENCO Award Update

SEN National Scholarships
Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working
In February 2011 the Department for Education announced the VCS organisations successful in their bid for funding as part of a £60 million grant for two years.

High quality information, resources and training all in one place

- Reach out to new audiences supporting SEN
- Provide ease of access to largely free but valuable information and resources, for all staff, not just the SEN professional
- Encourage all school staff to be proactive
- Raise the profile of SEN and increase the awareness of support available
Benefits of the one-stop-shop approach to school staff

- Increased engagement with VCS organisations already publishing resources for schools
- Bring together existing materials and resources to make them accessible from one central platform
- Sign-post all teachers to practical and effective resources
- Encourage engagement with Teaching Schools
- Bring together national training materials
- Develop on-line forum facilities, and
- Develop on-line training facilities
The No. 1 shopping centre for SEN

- Opening up the world of SEN
- Identifying appropriate information, resources or support within 3 clicks of a mouse button
- An inviting and natural choice for teaching professionals to browse the SEN market
- Introducing new ‘brands’ and ideas
Promoting excellence

- The SEN Gateway will showcase the very best of what VCS have to offer
- The quality of the SEN Gateway depends on the responsiveness and support provided by the VCS
- We will prepare the shop window. Providing the goods is down to partners.
Currently reviewing our core membership offer
Review of *Special*
Consideration of a corporate membership offer
Member benefits
Non-member access to support, resources
Teaching Schools are seen to be the providers of services and support now and in future. Who is supporting them? Developing key links with Teaching Schools. Extending and developing support and training.
Education Services & Resources

- 9 Mini-guides
- Review and refresh of Whole School Approach SENCO training materials
- SENCO guide in preparing for school inspection, training programme written, to be trialled
- Top 10 – 50 + tools for SENCOs!
- Independent Schools Training Toolkit
- Bespoke services
8 Free key events for dissemination/consultation on the draft SEN Code of Practice

DfE sponsored, facilitated by nasen

DfE update

Local Pathfinder Champion focus

Opportunity for all to consider implications

Throughout November, 1200 places

London and Birmingham FULL!

www.nasen.org.uk registration information