

**Strategy for Children and Young People with Special
Educational Needs and Disabilities**
2013-2016



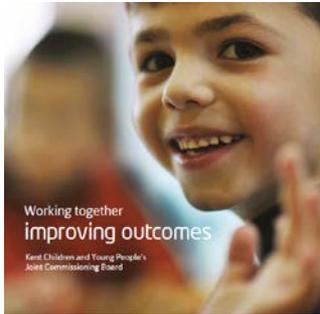
Working together
improving outcomes

Kent Children and Young People's
Joint Commissioning Board



Cabinet Member for Education and Health Reform

Councillor Roger Gough



Kent's SEN & Disability Strategy

Patrick Leeson
Corporate Director,
Education, Learning & Skills



Why do we need this strategy?

- Kent's Bold Steps, ambitious for all children & young people, SEN pupils do not make good enough progress
- Increase in autism, speech & language and behaviour needs
- 6,500 pupils, (2.8%) subject of a Statement
- Kent's Special school provision is at capacity
- Too many children (400) taught outside Kent for autism or behaviour needs
- Need to reduce the cost of transport
- Need to provide better joined up services and improve transition to adults' services to age 25
- Biggest national SEN policy shift for 30 years



Our Vision

- Every child and young person achieving their full potential in life, whatever their background or learning difficulty
- Children and young people who are disabled living as ordinary a life as possible
- Well planned continuum of provision, birth to age 25
- Services available within the local community
- Integration across education, health & social care to age 25
- Parents fully engaged so their experience is positive
- Early intervention and prevention will make a difference
- Every EYs setting, school and college making effective provision, from early education to post 16



Our aims

1. Improve children and young people's educational, health and emotional wellbeing **outcomes**
2. Develop **integrated assessment and joint commissioning** to deliver single education, health and care plans
3. Develop the **range of** social care, health and education **providers** and encourage a mixed economy



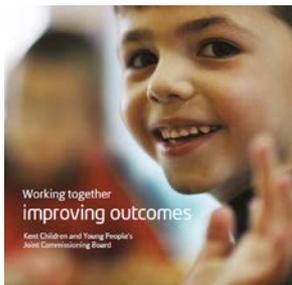
Key Stage 1 Outcomes

- The SEN achievement gap is significant
- Reading gap for School Action or Action Plus pupils is 47% and for statemented pupils 72%
- Writing gap for School Action or Action Plus pupils is 55% and for statemented pupils 71%
- Mathematics gap for School Action or Action Plus pupils is 44% and for statement pupils is 70%
- These gaps in attainment are unacceptably wide

Key Stage 2 Outcomes



- The SEN Gap at KS2 continues to be significant although there was some improvement in 2013
- For pupils with a statement the attainment gap at Level 4 Reading, Writing and Maths combined is now 64% compared to 65.4% in 2012
- For pupils on Action Plus the attainment gap is 35.7% compared to 38.2% in 2012
- For pupils on School Action the gap is now 28.8% compared to 32.2% in 2012



GCSE Outcomes

- SEN pupils achieve less well in Kent compared to the GCSE achievements of other similar pupils nationally
- Although very wide, in 2013, the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%



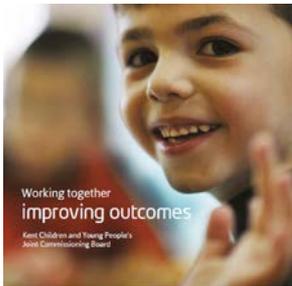
Our strategic priorities for improvement

- Progress and the achievement gaps
- Quality and capacity of schools
- Expanding the range of providers to increase parents choice
- Parental engagement
- Early intervention
- Therapies, CAMHS, specialist nursing
- Effective use of our resources
- Multi-agency planning by autumn 2014
- Personalised budgets where appropriate



Delivering the strategy

- Creating capacity: additional provision and workforce development
- Ensuring good quality teaching and learning, core standards and local decision making
- Effective use of resources



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‘At least 275 additional places for autism, speech & language and behaviour’

- Re-designate Furness School , Expand BESN at Goldwyn
- Establish 36 satellites places for ASD/LD serving Maidstone, Tonbridge and Tunbridge Wells and 15 BESN serving Thanet
- Increase BESN places at Portal House
- Expand PSCN by 12 satellite places from Whitfield Aspen

In mainstream: 18 places for ASD Primary pupils in Dartford, 12 for Swale, 30 for Secondary in Maidstone/Malling, 12 in Thanet.

12 Primary for SLCN in Dover

8 Primary places for BESD in Dover, 8 for Swale

In new schools: (Sept 2015 onwards): 12 Primary places for ASD in Folkestone and Kings Hill, 28 Primary places for BESD in Sheppey (14 places), Leybourne (7), Holboro (7 places)

Resourcing additional provision

	2014-15		2015-16		2016-17		2017-18	
	Places	£'000	Places	£'000	Places	£'000	Places	£'000
<u>PRESSURES</u>								
Special Schools	Change in need types	345	87	1,826	122	2,443	FYE of 122	1,040
Resource Provision	12	210	38	512	80	973	FYE of 80	510
<u>SAVINGS</u>								
Independent Non Maintained	-12	-270	-65	-1,660	-123	-3,820	FYE of -123	-1,980



Creating capacity: Developing the wider workforce

1. A framework for CPD to influence at a strategic level the culture and practice: 10 pilot study groups, testing the process using accredited pathways
2. Outreach to support pupils in mainstream: LIFTS, District based support, networks by dimension e.g ASD, BESN and Sensory
3. Locally based training offer e.g ASD, BESN
4. Person centred approach: Achievement for all



Resourcing: High Needs – Place Plus

- New national funding system introduced in April 2013 for all High Needs pupils
- Based on an individual cost per pupil
- Consists of three separate elements:
- Element 1 = basic entitlement
 - Element 2 = £6,000
 - Element 3 = top up i.e. Total individual cost per pupil less elements 1 and 2

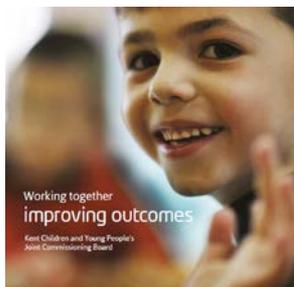


High Needs – Place Plus

Pre 16 pupils: have to meet the first £6,000 from notional SEN budget.

Notional SEN budget consists of

- Deprivation funding (IDACI)
- Prior Attainment
- LAC and EAL funding
- 5% of the lump sum



Success Indicators in 2016

Better outcomes: all Key Stages pupil outcomes and gaps better than the national average

90% of provision good or better in OFSTED

Improved local offer and provision, increased capacity in schools to address ASD, S&L, BESN

More effective early intervention: access to universal services, fewer assessments, statements and out county placements

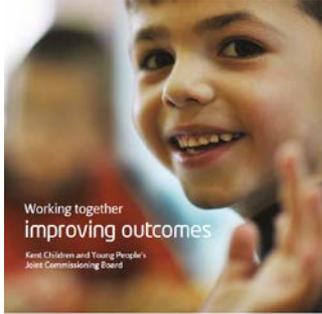


Success Indicators in 2016

Post 16: good transition to adults and more LDA learners in education, training and employment

Joint assessment and planning, with well integrated education, health and social care elements.

Choice and confidence: Co-produced plans, fewer appeals, more children in mainstream.



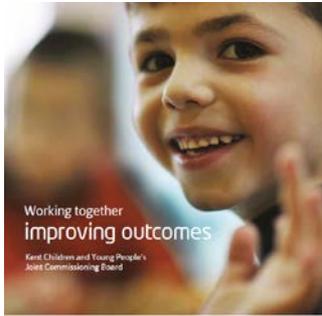
Parents' perspective & Co-production

Sarah Selby-Bird
Kent Parent Carer Forum



Developing the workforce

Bob Law Headteacher Goldwyn School
(or Neil Birch Foxwood/Highview
Trevor Phipps Bower Grove)
Kent Association of Special Schools



Developing the wider workforce

CPD framework to influence the culture and practice

Anne Hayward, SEN Consultant



Implementing the Children & Families Bill

Julie Ely
KCC Head of SEN



A reminder: the case for change

The Lamb Report

- ✘ Too many families say the current system is not working for their children
- ✘ Difficulty find out what is available from education, health and social care services
- ✘ Assessments take too long
- ✘ Telling their story too many times
- ✘ Different rights and protections in the schools SEN system to those in Further Education

The Government's vision: the same as for all children and young people

- Achieve well in their early years, at school and in College
- Happy and fulfilled lives;
- Choice and control.

The reforms will implement a new approach which seeks to join up help across education, health and care, from birth to 25, with parents or carers fully involved in decisions about their support, better outcomes and more efficient ways of working.



What's in the Bill?



New duty to **commission services jointly**

Publish a clear, transparent '**local offer**' of **services**, what's available; developed with parents and young people.

Streamlined assessment process, co-ordinated and involving children and their families

Replacing Statements with a **0-25 Education, Health and Care Plan**, which reflects aspirations for the future, as well as their current needs.

What's in the Bill?



A new **duty on health commissioners** to deliver health in EHC plans.

Personal budgets extending choice and control over their support.

New **statutory protections for 16-25**; appeal to the First-tier Tribunal.

A stronger focus on **preparing for adulthood and** transition

Academies and Free Schools to have the same SEN duties

New SEN Code of Practice & Regulations

- Same definitions



Implementing the changes

- Regional pathfinder feeding into regulations and the new Code
- Parents actively involved **to achieve better information**
- Scaling up

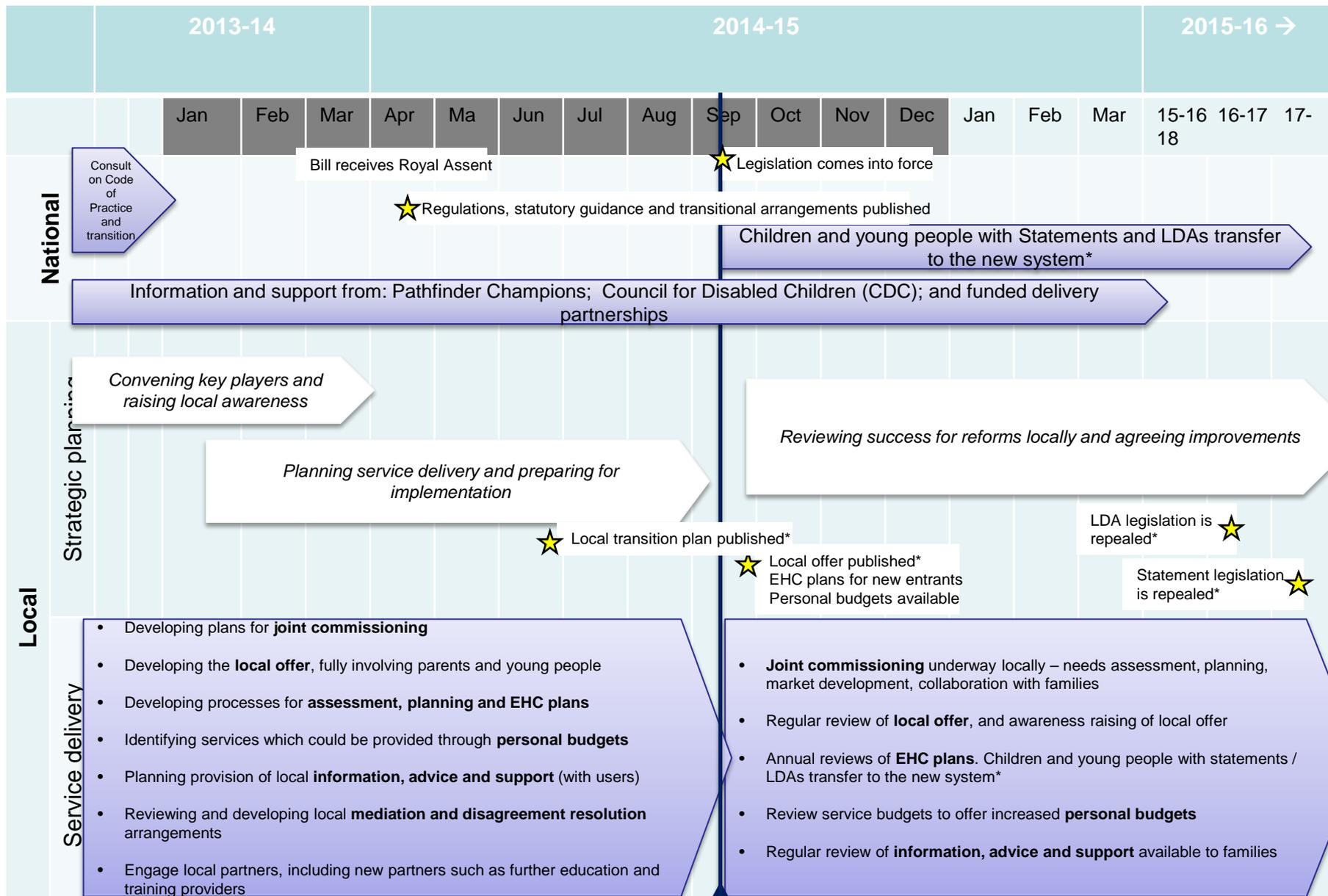


Implementing the changes

For September 2014 implementation:

- Local Offer: co-produced, 'live' on kent.gov by February 2014
- "Tell us once" approach to sharing information;
- Joint working; closer working, common language, ICT
- EHC Plan: person centred Kent plan, focussed on outcomes, readable and accessible, specific about provision
- Co-ordinated assessment; shorter timescales; working group engaged and committed to single assessment and planning
- Joint commissioning duty; strategic needs, joint frameworks
- Personal Budgets – transport

Timeline for implementing a new approach



New 0-25 SEN system becomes available

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Before September 2014

'Change champions' feedback
SEN Code of Practice
AEN updates, e-bulletins
KELSI

Success is reliant on
integrated working and shared responsibility
for the lives of children and young people in Kent

