

# Special Educational Needs and Disabilities (SEND) Reforms Programme



## WELCOME TO OUR BRIEFING

# Vision



Department  
for Education



Department  
of Health

**Our vision for children and young people with special needs is the same as for all children and young people – that they achieve well in their early years, at school and in college; lead happy and fulfilled lives; and have choice and control.**

The special needs reforms will implement a new approach which seeks to join up help across education, health and care, from birth to 25. Help will be offered at the earliest possible point, with children and young people with special needs and their parents or carers fully involved in decisions about their support and what they want to achieve. This will help lead to better outcomes and more efficient ways of working.

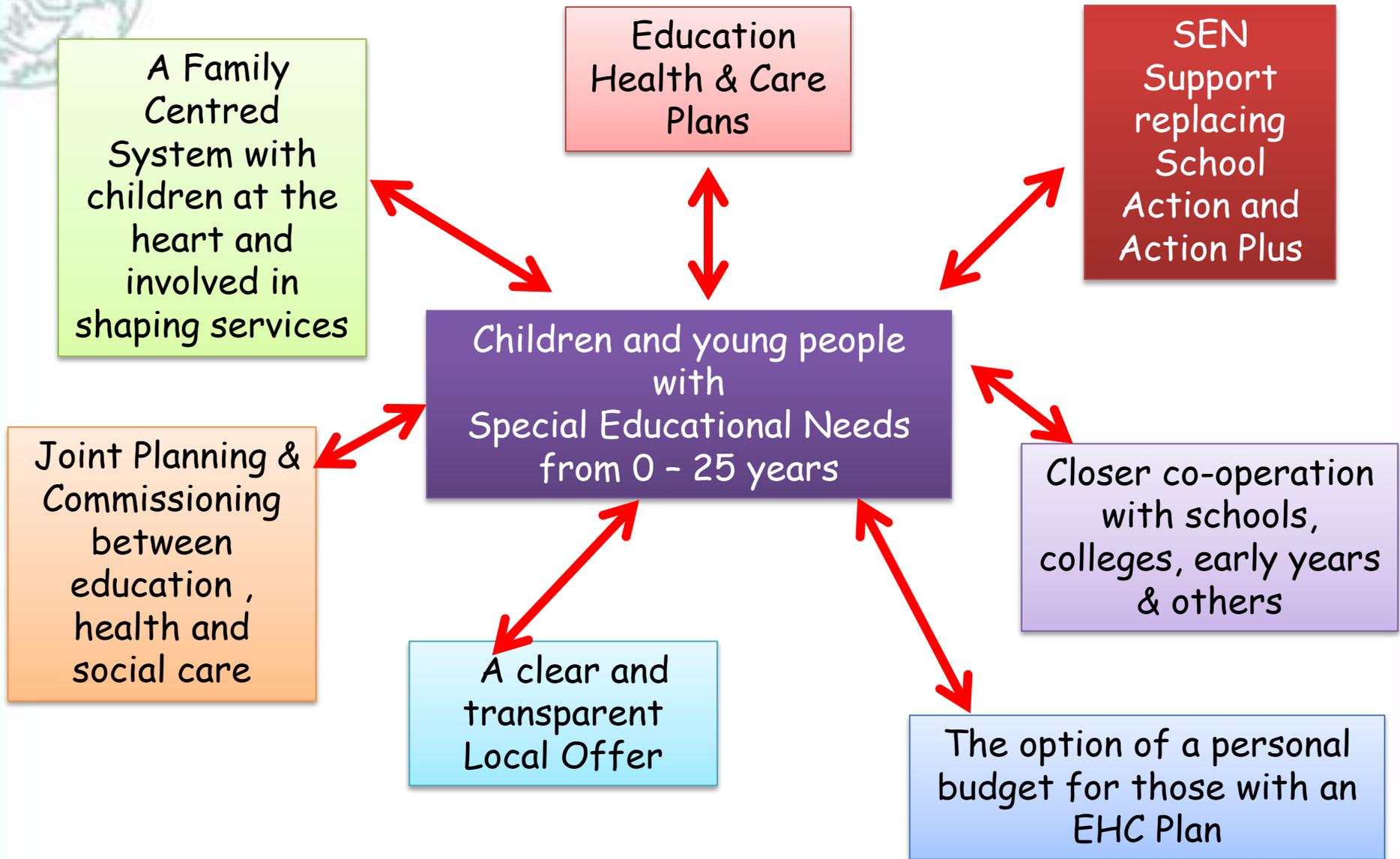




# Case for change

- Pupils with SEN are more likely to have higher levels of absence from school.
- Pupils with SEN are more likely to be excluded from school.
- Young people with SEN are more than twice as likely not to be in education, employment or training (NEET).

# What's Changing?





# The current system

**deficit  
focused**



**Back office  
decisions and  
bureaucratic  
systems**

**Provision led**

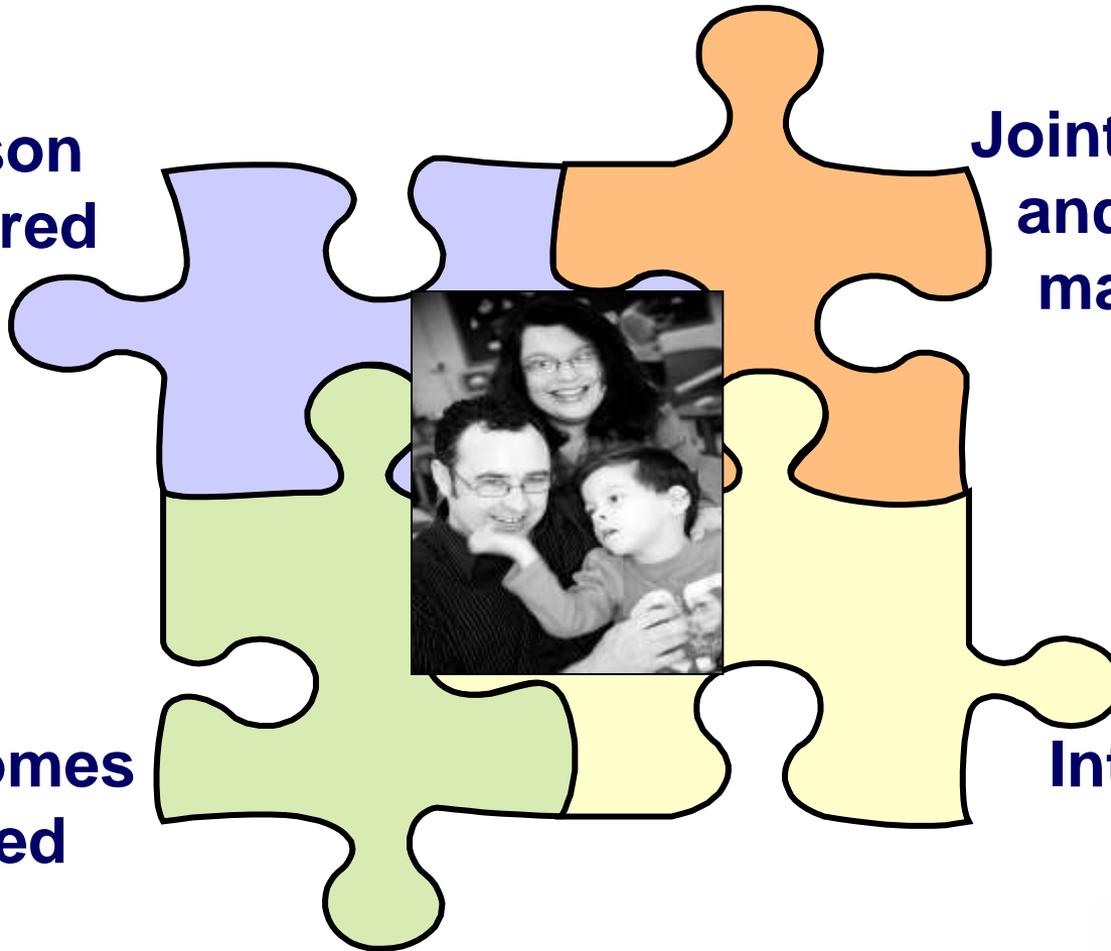
**Disjointed  
support**



# The new vision

**Person  
centred**

**Joint planning  
and decision  
making with  
families**



**Outcomes  
focused**

**Integrated  
support**

		2014-15												2015-16			2016-17			2017-18						
		Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr-Jun	Jul-Sept	Sept--Dec	Jan-Mar	Apr-Jun	Jul-Sept	Sept--Dec	Jan-Mar	Apr-Jun	Jul-Sept	Sept--Dec	Jan-Mar
Legislative*	 Children & Families Act: Royal Assent <div style="border: 1px solid black; padding: 5px; display: inline-block; background-color: #4a7ebb; color: white; margin: 5px;">Parliamentary process</div> Commencement order and regulations laid Parliamentary approval for Code of Practice																									
	<div style="border: 1px solid black; padding: 5px; background-color: #e67e22; color: white; margin-bottom: 10px;">LAs involve partners and parents in planning to deliver the reformed system</div>  Local offers published following consultation  Joint commissioning duty  New duties for young offenders with SEN  Personal budgets offered in EHCPs  Mediation arrangements in place  EHC assessment and planning for new entrants  LAs publish plans for EHC plan transfers <div style="border: 1px solid black; padding: 5px; background-color: #e67e22; color: white; margin: 5px 0 5px 250px;">Young people with LDAs transfer to the new system</div>  No LDAs left <div style="border: 1px solid black; padding: 5px; background-color: #e67e22; color: white; margin: 5px 0 5px 250px;">Children and young people with statements transferred to the new system</div>  No statements left <div style="border: 1px solid black; padding: 5px; background-color: #8bc34a; color: white; margin: 5px 0 5px 40px;">2014-15 SEND Reform Grant for local authorities</div> <div style="border: 1px solid black; padding: 5px; background-color: #8bc34a; color: white; margin: 5px 0 5px 40px;">Support available from pathfinder champions and specialist delivery partners</div>																									

Legislative\*

Local implementation



Children & Families Act: Royal Assent

Parliamentary process

Commencement order and regulations laid  
Parliamentary approval for Code of Practice

LAs involve partners and parents in planning to deliver the reformed system

Local offers published following consultation

Joint commissioning duty

New duties for young offenders with SEN

Personal budgets offered in EHCPs

Mediation arrangements in place

EHC assessment and planning for new entrants

LAs publish plans for EHC plan transfers

Young people with LDAs transfer to the new system

No LDAs left

Children and young people with statements transferred to the new system

No statements left

2014-15 SEND Reform Grant for local authorities

Support available from pathfinder champions and specialist delivery partners



The DfE plans to issue the final Code of Practice this summer. In the meantime the April draft code can be used as a planning tool.



## **Draft special educational needs and disability code of practice: 0 to 25 years**

**Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities**

**April 2014**



# Supporting and involving children and young people

The Children and Families Act (2014) states that we must follow four guiding principle:

- Listen to the views, wishes and feelings of children, young people and parents.
- Ensure children, young people and parents participate in decision-making.
- Provide the necessary information and support to help children, young people and parents participate in decision-making.
- Support children, young people and parents in order that children and young people can achieve the best possible educational and other outcomes.



# SEN Annual Action Plan

- 2013/14 Exemplar
- blank pro forma



Use the blank pro forma during the day to add actions for 2014/15



# Guidance for schools and settings

## Purpose

- Identification, assessment and provision
- Expectations
- Involvement and joint working
- The wider context
- Consistent practice



# Guidance for schools and settings

## Contents

A: Introductions for professionals and parents

B: Funding and expectations

C: Initial actions

D-H: Identifying and supporting needs

I: Appendices



# Guidance for schools and settings

## Timeframes

- Development May – December 2013
- Trial and consultation Jan – Mar 2014
- Document revised for training in May/June
- Adopted from September 2014 and held in draft until April 2015
- Final document September 2015



# Primary SENCO feedback

- It is useful to have an introduction for parents and carers at the front.
- I really like the 'first check' sheet and that has stopped teachers approaching me as they have realised they have not tried all these strategies yet.
- It is really useful to have the 'assessment and planning' section which gives teachers an idea of the people they can go to for support and the things they can do in the classroom.



# Secondary SENCO feedback

- I used to have many individual teachers or Heads of House coming to me to ask for a child to be put on the SEN register without thinking about what should have been done before we explore SEND. Now Heads of House have the KS3 and KS4 initial sheets and will gather information if a teacher / several teachers have concerns about a certain student. Only when they gathered enough evidence do we have a discussion and decide whether the student meets the criteria and if so, which category of needs they will have. Time saving for me and so much clearer for all key staff!
- I really find the last section with the strategies and beyond the classroom useful for all teaching and support staff. It gives us ideas of support and consistency of approach.



# OCC Guidance for SEN Support



- What are the implications for you?
- What are the implications for teachers in your school?
- What are the implications for the SLT and governors?
- What implications will this have for parents?



# Whole systems approach

The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching and a whole school approach to enabling all pupils to be prepared for adult life.

Need to involve more actively:

- Children and young people
- Parents
- SLT
- Class/subject teacher
- Tutor
- Governors
- Additional adult support, eg teaching assistants, learning mentors
- Outside agencies



# Working with pupils and parents

- The new Code stresses the importance of involving parents and young people in the plan/review process.
- Emphasis is on planning longer term outcomes to inform the smaller steps in learning.



# Pupil Profiles

- Profiles can help us to record evidence, think about outcomes and the steps and strategies needed to get there and give vital information to all working with pupils with SEN.
- Reviews 3 times a year ensures information is up to date and strategies to meet outcomes are adjusted.
- Creating profiles with parents and pupils helps to build a trusting relationship and facilitate partnership working.



# Review meetings for pupils with SEN Support

- “This meeting should be led by a teacher with good knowledge and understanding of the child, who is aware of their needs and attainment.”
- “Conducting these meetings effectively involves a considerable amount of skill. As with the other aspects of good teaching for pupils with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.”



# Move from targets to outcomes

- What is the difference between a target and an outcome?
- What implications will this have on the planning for your pupils with SEN?
- How will you get all stakeholders involved in deciding upon effective outcomes?
- Move from hours of support to outcomes.



# Co-production of profiles

One school's journey





# Interventions are not the whole answer ...

- *'Interventions can have a miraculous impact on progress',* however ...
- This progress is not sustained unless the quality first teaching is very inclusive and that teachers plan for the small next steps for all pupils.



# Distributing leadership to enhance skills of all teachers

- How this is working in one school





# New approach

- Enabling and empowering teachers to meet the needs of pupils with SEN.
- Enabling and empowering parents to express their wishes and voice their concerns and developing a solution focused approach to problem solving.
- Enabling and empowering pupils to become fully involved in the planning for their provision



# The Local Offer

One place to go for all information about special educational needs and disabilities





# Extract for the Draft Code of Practice

**The local offer has two key purposes:**

- ‘To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review’.

# Feedback

## In this area

◀ Back to Hertfordshire's Local Offer

- ▶ Changes to Special Educational Needs and Disability Services

## Feedback

How do you rate the information on this web page?



What we do with your feedback

## Tell us what you think – Hertfordshire's Local Offer

Complete the [comment box](#) to tell us what you think of the Hertfordshire's Local Offer web pages.

The feedback we receive from your comments will be published on this page, with information on any changes that were made as a result of this.

### You said , we did

Your comments	Our comments
<p>'I followed links through leisure to activities for children with a disability - which is good, at this point the link on the side is correct and brings you back to the disabilities local offer pages..</p> <p>I then clicked onto the link Sport for people with a disability and the link Back to turns into 'Disabilities'...</p>	<p>'The Hertfordshire Local Offer pages are continuing to be improved, so we understand that it is an issue that the pages can get lost within the wider HertsDirect website. We are currently investigating a bespoke search facility that will only search the Hertfordshire Local offer pages, so you will not get lost out into other parts of the site.'</p>

# What does it feel like when searching for information?



# Vision

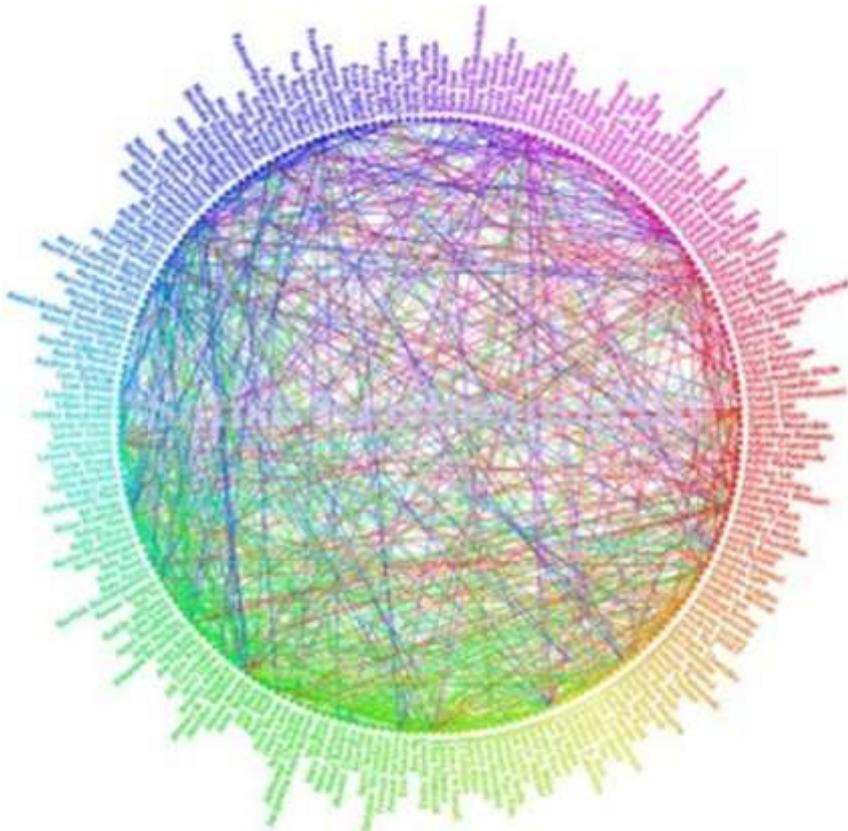




# How should the Local Offer help?

- One place to go for all information needed
- Help users to easily navigate their way through very complex information from a range of sources
- Help users quickly and easily find what they need
  - by linking information
  - by filtering out information that is not relevant
- Signposting to support and services
- Provide clear, relevant, transparent and current information in a way that can be understood, accessed by all and trusted.

# The challenge



- Navigating the systems
- Categorising information to make sense
- Making the links
- Producing new content and updating existing information.
- Not focusing solely on the internet
- Use of social media, face to face contact, publications voluntary organisations, forums etc
- Covering the 0 – 25 age range

# Oxfordshire County Council's public website, work in progress

Home ▶ Children, education, families ▶ Education and learning ▶ Special educational needs

## Special educational needs (SEN)

You may have been told, or have some concerns, that your child has special educational needs (SEN), because they are finding it harder to learn than most children of the same age. The term SEN covers a wide range of difficulties or disabilities such as problems with physical development, sight, hearing, ability to communicate or mix with others, behaviour and learning.

### Introduction

What special educational needs means, how we identify children with SEN and what help is available.



### Supporting children under 5

How we help meet the needs of disabled children and those with special educational needs (SEN).



### Health services

Services to help children, young people and families with general, specialist and therapeutic needs.



### Support services

Services available to help children with their learning.

### Support for parents

Parent Partnership  
Oxfordshire support parents and carers of children with special educational needs



### SEND reforms

Transforming our special educational needs and disability support for children and young people.



### Early Support

Brings together services working with children under 5 who have complex health needs or disabilities

### Moving into adulthood

Life beyond school for young people with special educational needs (SEN) or disabilities.



### Policies and handbooks

Guidance and policies on special educational needs (SEN) for schools and early years settings.



# Example: produced by Parent Partnership

Home › Children, education, families › Education and learning › Special educational needs › Support for parents

## Support for parents of children with special educational needs

Parent Partnership Oxfordshire aims to help parents, carers and educational professionals to work together to provide the best possible support to children with special educational needs, by:

- offering advice and training
- providing Independent Parental Supporters
- giving opportunities to get involved in council decision-making
- linking with other organisations who can offer help and support.



We encourage everyone working with a child or young person to consider the child's own views about their education.

### Advice for parents

Parent guides, drop-in sessions and links for families of children with special educational needs.

### Events

A list of events for parents and carers, and children with special educational needs.

### Websites

Further websites to support parents

### Frequently asked questions

Answers to common questions parents ask about their child with SEN.

### Independent Parental Supporter

Volunteers who support parents when dealing with schools or the local authority.

### Get involved

Involving parents and carers of children with SEN/Disabilities in decision making.

### Confidentiality policy

Everything you tell us either in person or on the phone will be treated in strict confidence.

### Impartiality policy

Impartiality is central to all that we do and we provide an impartial service to all users.

## Health services to support children and young people with SEN

Services to help children, young people and families with general, specialist and therapeutic needs.

Oxfordshire's health services provide a broad range of health services for children and young people. This includes everything from general health and wellbeing to more specialist areas.

### Therapy Services

[Oxford Health Childrens Therapy Services](#) are normally provided in a location or setting that is familiar to the child such as children's centre, school or family home.

The therapy services available include:

- Physiotherapy provides support for a child if they have difficulty moving or doing physically what they want to do.
- Occupational therapy helps to support coordination, posture, dressing, eating and using the bathroom. Occupational Therapy also supports sensory sensitivities and mobility around the school or home.
- Speech and language therapy supports the child with their listening, understanding, talking and other aspects of social communication.

### Community Children's Nursing Service

The nurses are directly involved with the child and family and help parents provide treatments and monitor their child's progress. The [Oxford Health Community Children's Nursing Service](#) includes:

- Community Nurses support families where a child requires nursing advice or support such as with chronic illnesses and complex drug and feeding plans.
- Respite Nursing works alongside the family to give parents and carers time for themselves, safe in the knowledge that their child is being cared for by someone who is familiar their needs.
- Clinical Nurse Specialists provide healthcare and nursing support to children in education or community settings.
- Play Specialists provides play activities focussed on emotional and psychological development for any child with a disability or who is experiencing difficulties as a result of a medical treatments and conditions

#### Special educational needs

[Introduction](#)

[Supporting children under 5](#)

[Health services](#)

[Support services](#)

[Support for parents](#)

[SEND reforms](#)

[Early Support](#)

[Moving into adulthood](#)

[Policies and handbooks](#)

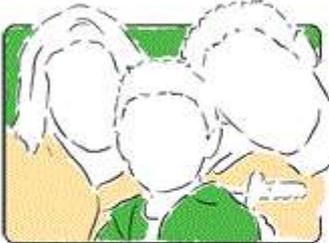
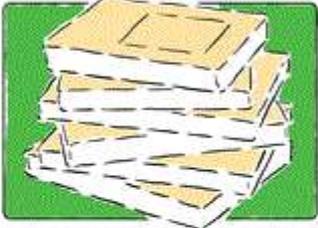
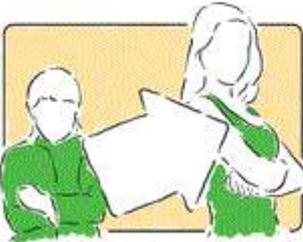
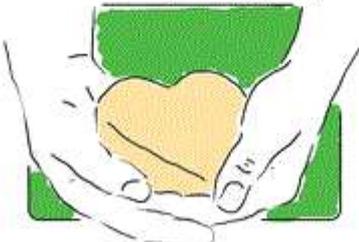
[Contact us](#)



# Family Information Service

## Disability, SEN & additional needs

Search  in

		
Parents/ Carers Support	Activities for disabled children & young people	Education
		
Moving into adulthood	Health & medical matters	Resources



## Support groups for parents of disabled children

Organisations and groups for parents and carers around Oxfordshire.

Search for [organisations and groups](#) to support parents and carers of disabled children and young people and those with SEN and additional needs.

### Find support groups near you

Enter a postcode or the name of the place where you live:

Search

Alternatively, contact the [Family Information Service](#) or complete our [online form](#).

# West Oxon Primary Child and Adolescent Mental health Service (PCAMHS)

## What's important to us (our values):

PCAMHS works with Children and Young People at the earliest opportunity to help promote emotional and mental well-being. Holding the young person at the centre of the process is integral to our work. We work closely with other agency's to ensure that needs are met in a timely and responsive way.



## What we do:

The Primary Child and Adolescent Mental Health Service (PCAMHS) in Oxfordshire is an early intervention children's mental health service for 0 - 18-year-olds that delivers the following functions:

- Direct work for any child that; has an identified emotional, mental health or behavioural concern when there is evidence that first line early interventions have been put in place.
- Manages a single referral point for all non-urgent children's mental health referrals ensuring that children are directed through the most appropriate service at the right time.
- Supports frontline professionals in dealing with children's emotional mental health and behaviour issues through training, consultation and supervision.

The aim is to see and treat more children at an earlier stage to nip in the bud problems which might, for example, be linked to bullying, low self-esteem, family breakdown and avoiding school.

Specially trained professionals from a range of backgrounds, including occupational therapists, play specialists and mental health workers, work via the PCAMHS service in the community through courses of up to six one-to-one therapy sessions. We also offer Family Support Service (FSS) where a family based approach is indicated.

This is a key stage in the development of Oxfordshire's integrated child and adolescent mental health strategy. It is an early intervention service which should ensure many more children are seen and get the treatment they need quickly before their problems get worse.

Referrals to PCAMHS can be made by any worker from any agency, statutory or voluntary, to a single referral point.

## Who we offer this service to:

All children and young people 0 - 18 inclusive from the Witney area. Our catchment area is set by GP practices.

## How and when we do it:

Our core hours are Monday to Friday 9-5.

We work predominantly on a community appointment basis (homes, school/children's centres /Hubs and GP's). FSS offer clinic based appointments only.

PCAMHS Consultation line for advice and information 08452 191485

- Add to shortlist
- Print Document
- Get details by text
- Send Email to Service
- Visit Website



- [View OX28 4BE on a map](#)
- [Get directions to OX28 4BE](#)



## How to contact us:

Post: West Oxon PCAMHS, Unit 5 Des Roches Square, Witney, Oxon OX28 4BE

Telephone: 01993 202160

Clinical Team lead: [Alison.hearnden@oxfordhealth.nhs.uk](mailto:Alison.hearnden@oxfordhealth.nhs.uk)

## Contact details

Name of venue	West Oxon PCAMHS
Venue address	Unit 5 Des Roches Square, Witney, Oxon Oxfordshire
Postcode	OX28 4BE
Name	Ali Hearndon
Position	Clinical Team Leader
Telephone	01993 202160
Email	<a href="mailto:Alison.hearnden@oxfordhealth.nhs.uk">Alison.hearnden@oxfordhealth.nhs.uk</a>
Website	<a href="http://www.oxfordhealth.nhs.uk/">http://www.oxfordhealth.nhs.uk/</a>

## When is it on?

Date & Time Information	Monday - Friday 9 -5
Time of day	Morning Afternoon

## Other details

Referral required?	Yes
Referral and availability notes	Referrals to PCAMHS can be made by any worker from any agency, statutory or voluntary, to a single referral point.

### ***Urgent and emergency referrals***

Referrers should ensure that urgent referrals are made direct into the Tier 3 team usually by telephone call or fax. Duty arrangements are in place to respond immediately to urgent and emergency requests for assessment and/or treatment.

### ***Standard referrals***

Referrers will need to complete a Comprehensive CAMHS Referral (CCR). The CCR should contain sufficient information to enable the Single Point of Access team (SPA) to screen the referral appropriately. The CCR also asks that the child, young person and family or carers have given their consent to opt into treatment, and to share their personal information.

The Comprehensive CAMHS Referral (CCR) for the local Tier 3 team is accessible on the Oxford health website.



# Your role

- Knowledge of the Local Offer and ability to signpost effectively
- Promote awareness
- Give feedback: what is working well and what information is particularly hard to find.

[SENDReforms@Oxfordshire.gov.uk](mailto:SENDReforms@Oxfordshire.gov.uk)



# SEN (Information) Regulations

*‘Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN’.*

- Discuss the regulations and implications for your school.



- How will this help parents to be better informed?
- How will you involve children and parents?



# Education Health & Care Plans

- A new approach
- Applications for new EHC Plans from September 2014
- Conversions of Statements to EHC Plans
- Annual Reviews
- Personal budgets

# A New Approach

ASSESS      COLLABORATE      INTERVENE      RECORD      REVIEW      COST

ADDITIONAL  
HEALTH  
NEEDS

Health  
Care  
Management  
Plan

Strategies  
Targets  
Reviews

ADDITIONAL  
EDUCATIONAL  
NEEDS

Individual  
Child  
Plan

Strategies  
Targets  
Reviews

ADDITIONAL  
CARE  
NEEDS

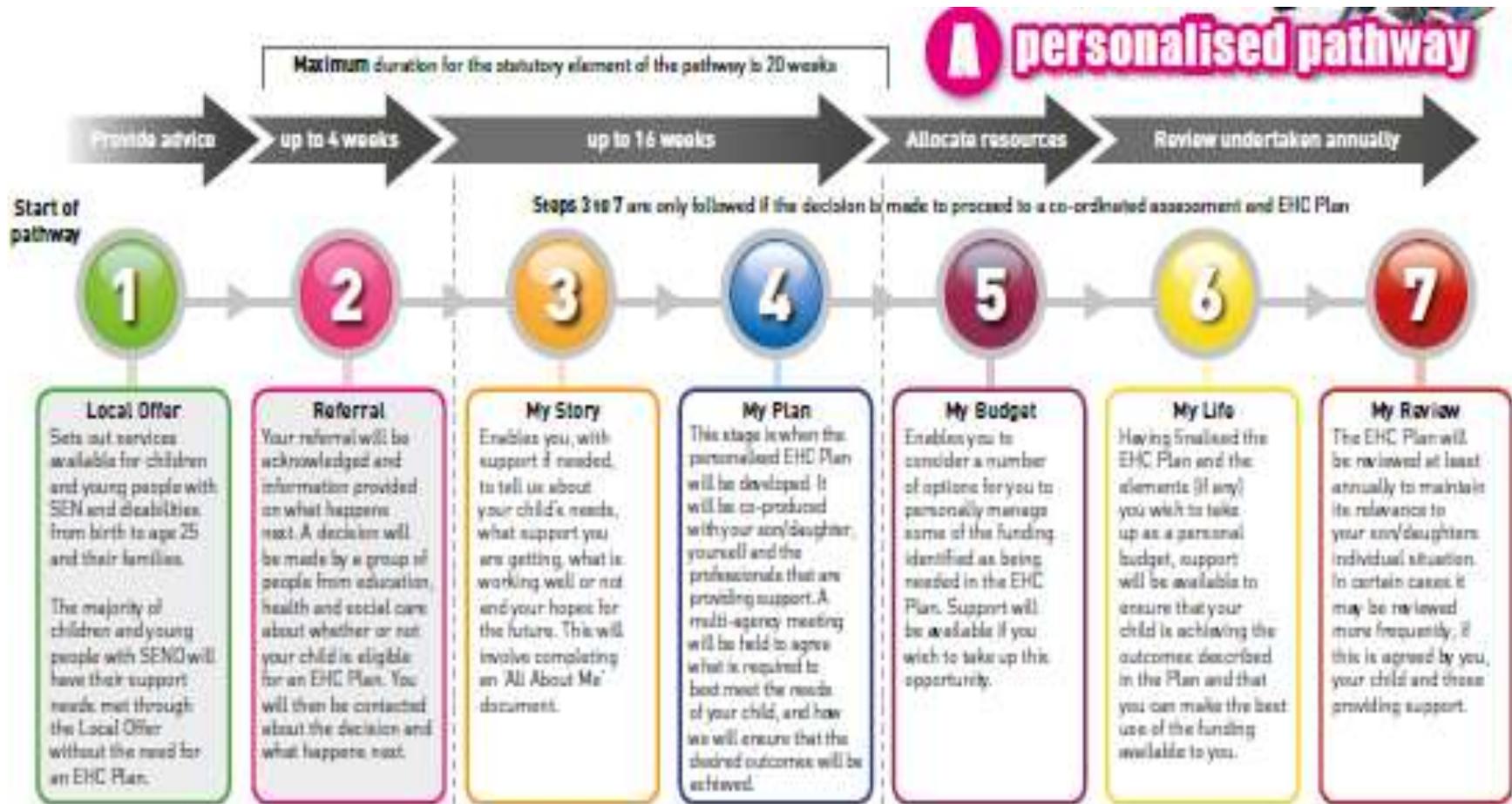
Family  
Support  
Plan

Strategies  
Targets  
Reviews

Education Health and Care Plan

# The personalised pathway

- <https://klikin.eu/page/view/id/47860>





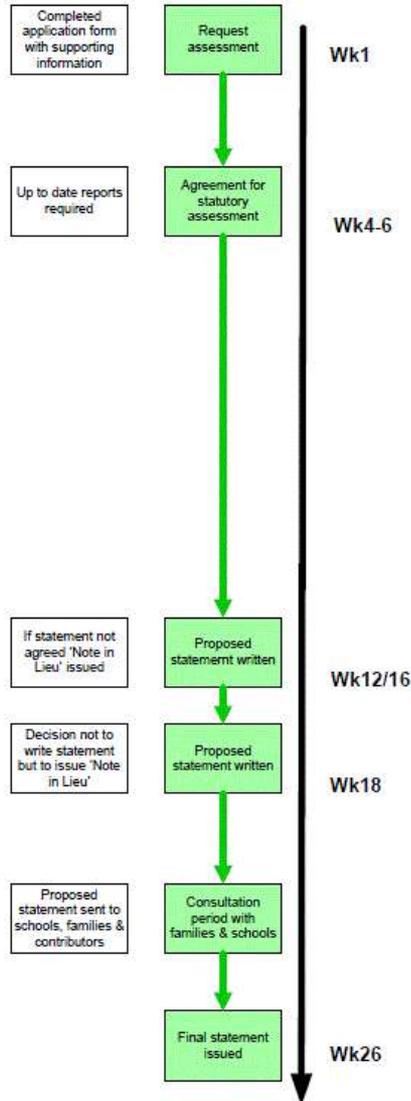
# Criteria

‘...where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions’ (9.3)

## Oxfordshire’s SEN Support Guidance

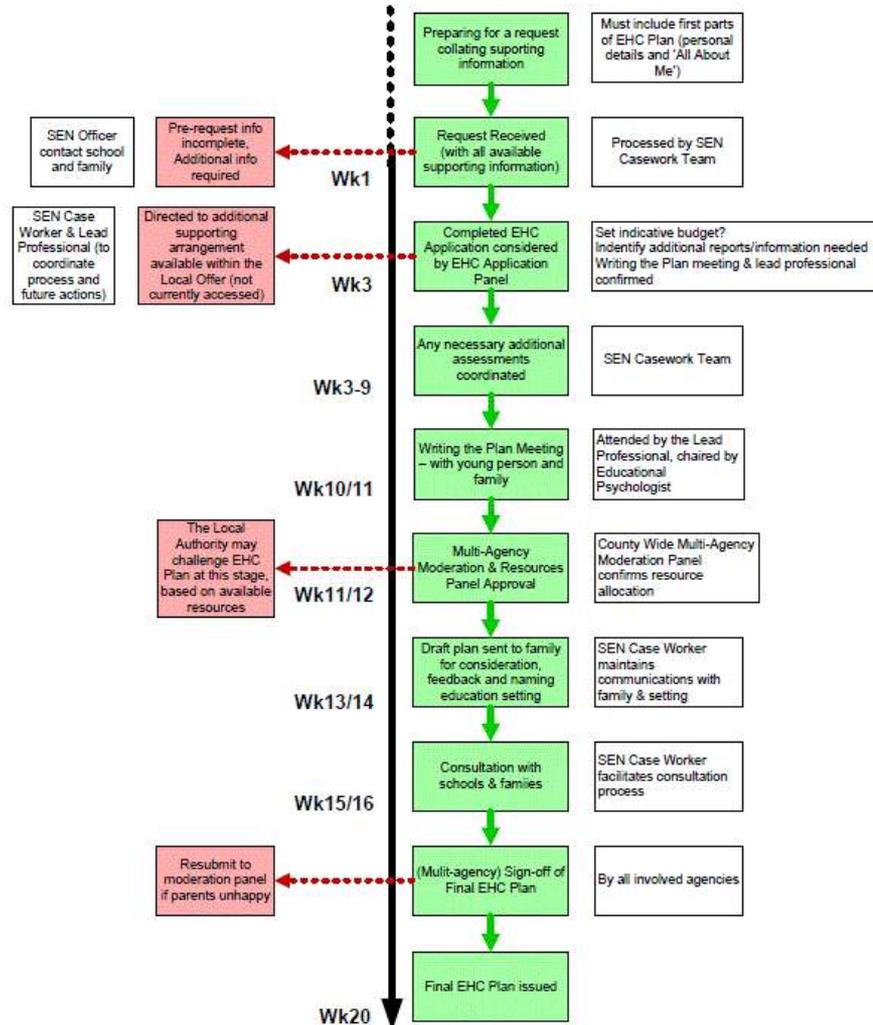
□ **Additional Top-up funding (element 3)** may be applied for, without the need for a statement or EHC Plan, where support can be provided by the school working with specialist educational support services. (This only applies to primary schools. All top-up funding is delegated to secondary schools ).

## Existing SEN Statement Process



## Education, Health and Care Plan Process

DRAFT v1.5





# Submitting an application

## What is needed?

- The application will require detailed supporting information. (see hand out).

## When not to submit an application for an EHC Plan

- When is not possible to demonstrate how the young person has responded to interventions
- When you have not sought advice from other relevant agencies
- When the young person is about to be seen by a professional e.g. Educational Psychologist, Speech and Language Therapist.

Please do not raise parental expectations about the outcome of a referral or what provision might be offered as a result.



# Oxfordshire's Draft EHC Plan

## Sections:-

1. Personal Details
2. Section A : “All About Me”
3. Section B-D : Identified Needs
4. Section E: Plan
5. Section F-H :Detailed Provision
6. Section I : Educational placement
7. Section J: Personal Budget
8. Monitoring and reviewing
9. Legal Information
10. Section K : Appendices



# 'All About Me'

- It is anticipated that Section A: “All About Me” section is completed **prior to application**
- A clear and detailed picture of the young person, the family situation and what is working and not working at present , both at school and at home.
- The professional working most closely with the family will support the young person and family to complete this section
- It is likely to be the SENCo for school aged children or EYSENIT for early years children although the family can request any professional working closely with them to act in this role.



# Outcomes focused planning

- ✓ Is personal, not expressed from a service perspective
- ✓ Is something you have influence/control over
- ✓ Is measurable and specific
- ✓ Write your outcome as though it has already been achieved, it makes it more compelling
- ✓ Can be defined as the benefit or difference made to an individual as a result of an intervention
- ✓ When agreeing outcomes, consider what is important to and for the child/young person



# A Solution .....

- ✓ Is an adaptation or an adjustment
- ✓ Is doing something differently
- ✓ Is the resource you need to achieve your outcome
- ✓ It can be an item or an activity
- ✓ It can have a cost associated with it, or be free



# The Role of the Lead Professional

- Support the family in writing '*All About Me*'
- Prepare the family for the "Writing the Plan" meeting
- Introduce the idea of *Personal Budgets*
- Attend the "Writing the Plan" meeting

It is expected that the **Lead professional** is well known to the family (Some families may not require a **Lead professional**)

- EYSENIT
- Social Worker
- SENCo/Headteacher
- Medical professional such as a Health Visitor
- Any appropriate professional could play this role.

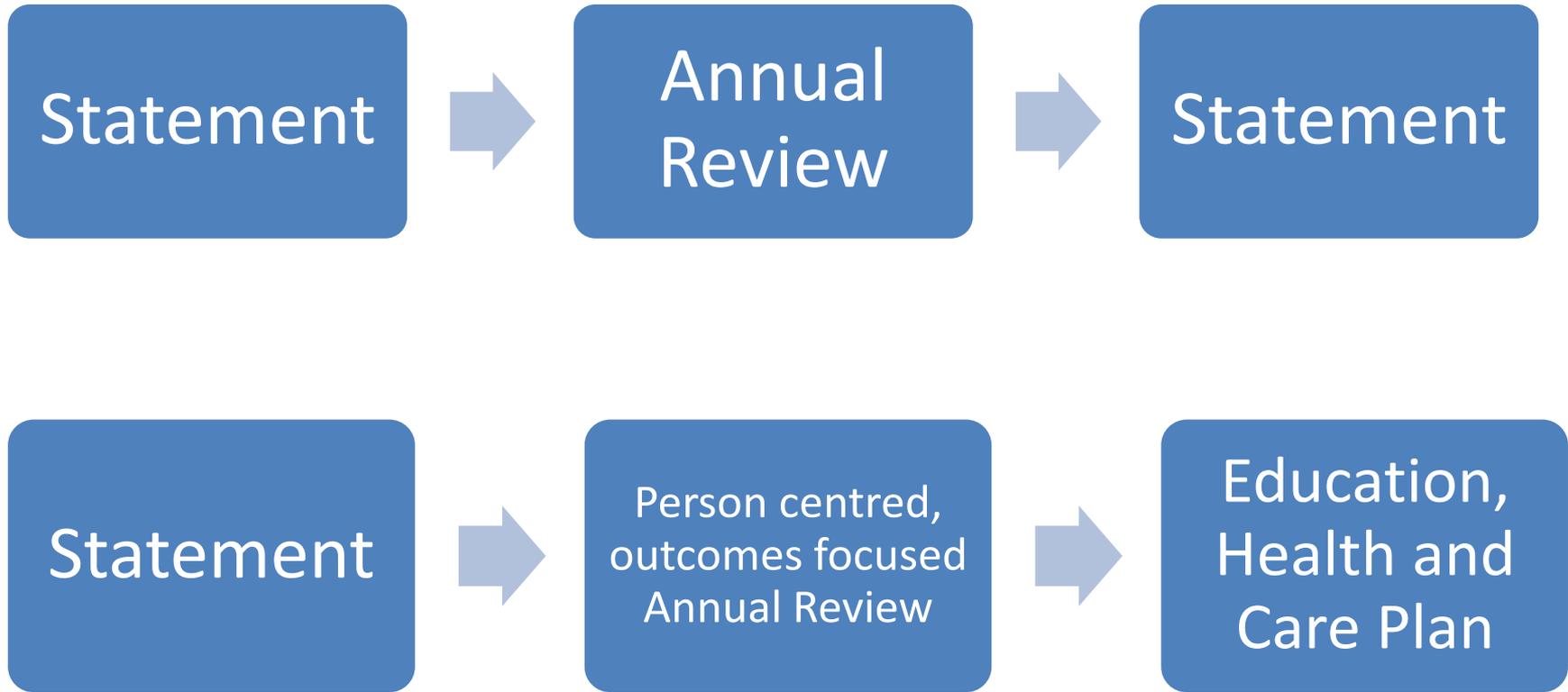


# The Role of the SENCo

- Co-ordinating information that may support a request for an EHC Plan
- Possibly the Lead professional and supporting the family to write the '*All about Me*' .
- A key role in the "Writing the Plan " meeting
- Providing an Educational Report
- Knowledge of provision available (educational setting and the Local Offer).
- Identifying resources to meet the agreed outcomes in the EHC Plan.
- Monitoring progress towards achieving the outcomes as identified in the EHC Plan, liaising with professionals and families.

# Draft timeframe for conversion to EHC Plans

Sept-Dec 2014	Jan-March 2015	April-July 2015	Sept-Dec 2015	Jan-March 2016	April-July 2016	Sept-Dec 2016	Jan-March 2017	April-July 2017	Sept-Dec 2017	Jan-March 2018
Transfer all YP with existing LDAS over the EHCPs - 213						NO LDAs remaining				
	All existing Year 2 statements transferred to EHC Plans by April 2015 - 103				All existing Year 2 statements transferred to EHC Plans by April 2016-88			All existing Year 2 statements transferred to EHC Plans by April 2017-50		
All existing Year 6 statements transferred to EHC Plans by Feb 2015 - 189			All existing Year 6 statements transferred to EHC Plans by Feb 2016 - 167			All existing Year 6 statements transferred to EHC Plans by Feb 2017-150			All existing Year 6 statements transferred to EHC Plans by Feb 2018-153	
Year 11 /12/13/14 Leavers-review – some requiring conversion of statement to EHC Plan - 535	Year 9 transition reviews- conversion to EHC Plans -175		Year 11 /12/13/14 Leavers-review – some requiring conversion of statement to EHC Plan	Year 9 transition reviews- conversion to EHC Plans-177		Year 11 /12/13/14 Leavers-review – some requiring conversion of statement to EHC Plan	Year 9 transition reviews- conversion to EHC Plans- 190		Year 11 /12/13/14 Leavers-review – some requiring conversion of statement to EHC Plan	
All Out of County Placements – transitioning to EHC plans on transition schedules , or at appropriate annual reviews										
All elective home education / Secure Units - transitioning to EHC plans on transition schedules , or at appropriate annual reviews										





# Annual Reviews

- EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They **must** be reviewed every 12 months. Reviews **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan.
- The review **must** also consider whether these outcomes and supporting targets remain appropriate. Reviews **must** be undertaken in partnership with the child and their parent or the young person, and **must** take account of their views, wishes and feelings, including their right to request a Personal Budget.



# Reviews should also:

- gather and assess information to support the child's progress and their access to teaching and learning
- review the special educational provision to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider whether changes are required including any changes to outcomes, enhanced provision or change of educational establishment .



# What can schools do now?

- Identify current statemented pupils who will be in Year 11, Year 6 and Year 2 in September 2014
- Send a letter to relevant parents and families in June/July explaining the new process. ( OCC will provide a template)
- To anticipate the change, consider writing the “All About Me” section of the EHC Plan before September 2014.

*Continued .....*



# What can schools do now?

- Request any updated professionals reports as soon as possible , **if necessary**, to enable you to update the statement /EHC Plan at the Annual Review
- Co-ordinate annual review dates for these transition cohorts in September/ October to ensure professional attendance including your SEN officer. (Give as much notice as possible)
- Manage parental expectation over the conversion schedule once this is confirmed.



# On-going support for schools

- If you have any queries please contact your SEN Officer who will be able to talk you through the process and support you with new applications and conversions to EHC Plans.
- Training shall continue to be offered to key professionals over the next 12 months whilst the new process is being embedded.



# Personal Budgets, progress in Oxfordshire

## So far....

- Building upon expertise and experience in Children's social care and adult services
- Personal Health budgets, for those meeting Continuing Health Care eligibility, to be available from April
- FAQs on Personal Budgets produced to support EHC Plan pilot
- Personal transport budgets investigated and work underway to offer personal transport budgets and independent travel training by September.

## Next steps

- Myth busting to be covered in training sessions throughout the summer term
- Case studies of good practice
- Detailed planning for the implementation of personal transport budgets and independent travel training



# Next Steps

## Summer

- Key staff and governors become familiar with the Draft SEN Code of Practice (April 2014)
- Training for staff on key changes: SEN support , person centred outcomes planning, increased participation of parents and children and young people with SEN, increased awareness of most effective interventions
- Preparatory work for new information requirements

## Autumn

- Implement SEN Code of Practice: review provision for pupils on school action/school action plus, put in place SEN support for them and for pupils with newly identified SEN
- Implement SEN information requirements
- Develop partnerships to support transition planning
- January 2015 school census: record all pupils receiving SEN support



# Further information and contact details

**Oxfordshire County Council's public website** continues to improve and it will contain further information about the SEND Reforms as the programme progresses.

[Special educational needs \(SEN\) Oxfordshire County Council](#)

Contact details [SENDReforms@Oxfordshire.gov.uk](mailto:SENDReforms@Oxfordshire.gov.uk)

Governor training (for mainstream school governors )

23 <sup>rd</sup> June	19:00 to 21:00	Steventon Village Hall
24 <sup>th</sup> June	19:00 to 21:00	North Kidlington Primary School