

Brighton and Hove SEN Partnership Strategy

2012- 2017

Our aim for all our young people with
SEN and disabilities:

‘ Better outcomes, better lives’

Introduction

This is the Local Authority strategy for improving outcomes and life chances for children and young people with SEN and disabilities across all schools and educational settings. The LA has the lead for the strategy but recognises that its success will lie in the effectiveness of the partnership between all stakeholders. Hence when the strategy sets out what ‘we’ will achieve, the ‘we’ refers to the partnership between the LA, schools and settings in the maintained and non maintained sectors, parents, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector.

The new Strategy will be steered by the SEN Partnership Board which is chaired by the Lead Commissioner, Learning and Partnership. Membership is listed in Appendix 2.

The strategy will span a time of major legislative change. The SEN and disabilities Green Paper ‘Support and Aspiration’ (March 2011) and ‘Next Steps’ document (May 2012) have been followed by draft proposals published in September 2012. Subject to further consultation, the government intends to include the following proposals within the forthcoming Children and Families Bill:

- New education, health and care plans which will ensure more streamlined and integrated support for children, young people and families than the current statement and learning difficulty assessment.
- A new duty for joint commissioning which will require local authorities and health bodies to take joint responsibility for providing services.
- A requirement on local authorities to publish a local offer of services for disabled children and young people and those with special educational needs.
- New protections for young people aged 16 to 25 in further education and a stronger focus on preparing them for adulthood.
- Parents and young people, for the first time, to be entitled to have a personal budget, extending their choice and control over their support.

- Further education colleges for the first time and all academies, including free schools, to have the same duties as maintained schools to safeguard the education of children and young people with special educational needs (SEN).

Brighton and Hove is amongst the 20 Pathfinder Projects established by the Department for Education after the publication of the SEN Green Paper to test some of the key proposals for reform of the system. Brighton works within the SE7 Pathfinder Project, which is a group of seven local authorities in the south east led by East Sussex.

Links to the Corporate Plan

The vision and aims in the strategy link to the City's Corporate Plan 2011-2015 and the key priority within the Plan to reduce inequality and ensure that children and young people have the best start in life through access to personalised high quality education:

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe.

This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.'

Brighton and Hove Corporate Plan 2011-2015

Vision

Our vision for our children and young people with SEN and disabilities is that they will achieve the very best that they can from their education and lead happy, healthy, independent and fulfilling lives from the early years through to adulthood. In all our mainstream and special schools, in our early years providers, and all LA services and partner agencies there will be a culture of high expectations and a 'can do' attitude alongside a proactive drive to narrow the gaps in outcomes, attainment and progress between children with and without SEN.

Throughout the implementation of this strategy, we will:

- Demonstrate our commitment to equality of opportunity, early intervention, preventative action, educational and social inclusion and high achievement for all learners;
- Enable access for all our pupils to the curriculum and to the wider activities and social life of our schools and early years providers;
- Place the child or young person at the heart of our plans and service delivery;

- Work in partnership with education providers, parents, carers and communities to ensure that children are able to be educated in their local area and continue to live within their family;
- Ensure quality evidence-based provision is in place where children and young people have high aspirations and are empowered to achieve them.

In addition we will work with other LAs, Academies and independent, non-maintained and free schools on a shared understanding and partnership in relation to the vision that drives this strategy forward.

Our vision of inclusion

‘You can build a ramp to get anyone into a building, but it is the attitude that facilitates real inclusion. If the people inside the building don't see the value of the individual and don't want them there, then true inclusion does not happen.’

Our vision of inclusion within the SEN strategy is broad and child-centred, encompassing both educational and social inclusion and recognising that a continuum of provision is required to meet the continuum of children's needs. The strategy continues to support the right of pupils with SEN and disabilities to be educated in a mainstream school with specialist support as required. However it is recognised that some children will not thrive in this environment and following careful holistic assessment, may need access to specialist provision either on a long or short term basis in their school lives.

How are we doing?

Over the life of the previous SEN strategy:

- ✓ Outcomes for children and young people with SEN have improved
- ✓ Numbers in special schools have fallen
- ✓ Numbers of Statements of SEN maintained by Brighton and Hove have fallen
- ✓ A higher percentage of pupils with Statements are now educated in mainstream schools than in special schools
- ✓ Far fewer pupils are needing to be educated in independent and non- maintained provision and cost savings have been ploughed back into Brighton and Hove schools to support our pupils with SEN
- ✓ The LA continues its excellent 100% track record in completing assessments within the statutory timeframe of 26 weeks

(supporting data in Appendix 1)

However there is much still to do. We are not complacent and wish to promote better outcomes and better lives as a matter of urgency for our children and young people with SEN. We know there is still considerable underachievement and that expectations need to rise further. We are aware of the stress and strain often felt by families of young people with SEN and the need for improved holistic and joined-up assessment and intervention across agencies and services. We are also aware of long term disadvantages faced by young people leading to reduced numbers in employment, education and training (NEETs) at the age of 17.

In the summer of 2012, the LA conducted a wide-ranging consultation on the vision and priority areas for the new strategy. The following five areas were agreed.

Priorities for this new strategy

The strategy sets out objectives, performance indicators and action plans under 5 priority areas:

- 1. We will improve outcomes and disadvantage for children and young people with SEN and disabilities**
- 2. We will improve the assessment and identification of SEN and disabilities**
- 3. We will create and ensure high quality provision for all children and young people with SEN and disabilities**
- 4. We will work proactively and collaboratively with parents, children and families**
- 5. We will improve transition arrangements post 16 and services for young people up to the age of 25**

Themes crossing all priorities

- We will put **families and young people first** and ensure that they are consulted fully on all aspects of assessment, identification, intervention and provision in relation to young people's needs
- We will work **in partnership** under the steerage of the SEN Partnership Board, ensuring that all stakeholders are involved in developing excellence and innovation across all practice in relation to SEN

- We will embrace the **new legislation** planned for the Spring of 2014 and ensure effective, fair and transparent allocation of delegated **funding** under the new High Needs Block formula
- We will focus on **early intervention** and supporting mainstream educational environments to increase their skills and confidence in meeting the needs of young people with SEN
- In the context of improving provision for children and young people across the full spectrum of special educational need and disability, we will have a **focus on key vulnerable groups** where data and outcomes tell us that there are particular difficulties for young people and specifically:
 1. autistic spectrum condition (ASC);
 2. behaviour, emotional and social difficulties (BESD).

Priority 1: We will improve outcomes and combat disadvantage for children and young people with SEN and disabilities

'The SEN department in our large secondary school analysed the outcomes for our pupils and despite the considerable resource and expertise that we were putting into supporting them, the gap in achievement between our young people with and without SEN was widening. We reviewed our practice and read the evidence from the Sutton Trust about the most effective interventions to improve outcomes for pupils. We noted that the highest impact (and often lowest cost) interventions related to really high quality teaching and learning strategies so we focused on refining and improving these, particularly:

- improved feedback to our pupils with SEN that they can understand and use to make better progress;
- helping pupils to understand better for themselves when and how to use particular strategies for learning or for problem solving ('meta-cognition');
- and
- pairing more and less able pupils to support each other in acquiring or consolidating skills (peer tutoring)

The impact in the first year was significant and the gap between attainment of our pupils with SEN and without has reduced and outcomes have improved. Another bonus is that our staff are more confident in their skills with SEN and our young people are more confident in their ability to learn successfully.'

What we will do:

1. Raise achievement further for pupils with SEN year on year and to narrow the gaps in attainment between them and other young people
2. Provide and analyse comparative data on pupils falling below national expectations so that their progress can be tracked and improved
3. Reduce permanent and fixed term exclusions for pupils with SEN
4. Improve attendance rates for pupils with SEN in mainstream and specialist provision
5. Source 'champions' from across the council for our most vulnerable pupils with behaviour, emotional and social difficulties to advocate for them at a strategic level, ensuring no delays or gaps in provision and that assessment, processes, support and resources are streamlined and effective in meeting their needs

What success will look like

1. Year on year, pupil achievement at all stages of the Code of Practice and in all areas of SEN will improve and gaps will narrow
2. Year on year the percentage of pupils with SEN receiving permanent and FT exclusions will reduce and there will be a corresponding reduction in persistent absentees
3. Children and young people with BESD will be making academic progress in line with all children

Priority 2: We will improve the assessment and identification of SEN and disabilities

'I became involved in the Pathfinder because I saw it as an excellent way to influence change for my family and others. I appreciate being listened to and knowing that my view is making a difference, not only for my daughter but also for other families in Brighton and Hove. It will be great if we can streamline how education, social services and health work together so that I don't have to attend loads of meetings and go over the same things. My daughter doesn't divide her life up into different parts like that and she ought to have her needs addressed holistically, especially as she is now nearly 16 and will be moving on.'

'My Tom is in year 4 at the local junior school. He is happy when in class but struggles in the playground and doesn't seem to have many friends outside school. Tom has Downs Syndrome, and it makes me sad that he never gets an invite to attend birthday parties or sleepovers like other kids of his age. I would like him to be more socially included. I would like to raise more awareness of Tom's difficulties amongst other children and their parents. Luckily the SENCo, as part of the SEND Pathfinder project, is taking a wider view of my son's needs and now she knows how important this is to me, she is including in his single plan strategies to help him make friends. This is what is going to make the biggest difference to him, as if he is happy, I'll be happy.'

What we will do:

- 1 Build on existing effective Early Years practice to ensure early assessment, intervention and preventative approaches benefit children with SEN before they reach school and over the transition into Reception
- 2 Introduce the new streamlined single plan (Education, Health and Care Plan) arrangements with improved multi-agency assessment and input and active engagement with families to provide a holistic view of a child's needs
- 3 Ensure there are clear links between single plans and Children's Assessment Frameworks (CAFs)
- 4 Revise and publish a scheme for fair and equitable allocation of SEN resources, both in terms of delegated funding to schools and additional funding from LA
- 5 Publish new guidance on statutory assessment processes in line with new legislation and the revised Code of Practice and ensure a smooth transition to the new system

- 6 Further develop the new SEN Panel system to ensure representation from parents, health and social care
- 7 Provide improved advice and support to parents undergoing statutory assessment in a user friendly way
- 8 Pilot in selected schools ways to reduce the need for statutory assessments where targeted preventative identification and resourcing can help children catch up and thrive

What success will look like

1. The numbers of early years pupils with SEN successfully transferring into mainstream Key Stage 1 provision will have increased
2. Single Plans (also known as Education, Health and Care Plans) will be effectively embedded and links to the CAF system are clearly defined
3. New guidance setting our fair, equitable and transparent policies and guidance in relation to statutory processes, decision making and funding arrangements, is published in plain accessible English (with translations available where necessary)
4. Person-centred planning and pupil participation is standard practice for all
5. Parents report increased confidence with statutory arrangements within the new framework

Priority 3: We will create and ensure high quality provision for all children and young people with SEN and disabilities

'Katie was diagnosed with ASC at the age of 3 years. She is a lovely girl but as a family, we have struggled to help her deal with the world and reduce her anxiety. She is very quick and we felt educationally she would be best in a mainstream school but could she cope with all the demands there?

On her first day at school, Katie hid under the climbing-frame in the playground and refused to come out for half the morning. She's fearful of any kind of change. But she had a brilliant teaching assistant (TA), an enthusiastic class teacher and a supportive head, and with each passing day, she settled further into the life of the school. Staff were sent off on extra training days and, as parents, we were allowed to participate in her planning meetings. Within a year, she was being hailed by all as the very model of successful inclusion.

But it has not been all sunshine; this September, Katie has a new class teacher who is at square one in terms of understanding her needs. As a result, Katie's TA bears a heavy weight of responsibility – we really wish training was an expectation for all staff and that everyone could feel as confident and skilled in meeting the needs of children with ASC as Katie's teacher last year.'

What we will do:

1. Further improve our commissioning of the highest quality provision for all pupils with SEN
2. Improve our matrix of provision for children and young people with ASC and ensure there is a tiered training offer for all staff working with them
3. Develop our newly configured BESD provision such that it provides excellence across all settings
4. Implement effective joint commissioning arrangements between education, social care and health services in line with new legislation
5. Commission targeted school to school support in the pursuit of excellence across mainstream and specialist settings
6. Ensure quality in commissioned provision and services by means of rigorous service level agreements which are subject to regular review and evaluation
7. Provide a programme of information, training and support to SENCOs with key modules open also to attendance from parents so parents and professionals can learn and work together – we will also investigate local accreditation of this training

8. Support schools to use interventions judiciously by disseminating information and research findings relating to quality first teaching, excellence in provision and most effective additional and specialist interventions
9. Enhance access for all pupils with SEN and disabilities to music and the creative arts within and beyond schools via the work of the Brighton and Hove Music and Arts Service and its dedicated Special Education Needs/Disability Hub Working Group.

What success will look like

1. There will be reduced demand for independent and non- maintained schools
2. Inspection outcomes for all special provision will be at least good and most will be outstanding
3. Inspection outcomes for all other special provision will be outstanding
4. Surveys of staff and parents will report increased confidence in provision and skills to meet the needs of a wide range of pupils with SEN
5. There will be wide take-up of commissioned training and accreditation for SENCOs, teachers and TAs
6. There will be extensive participation from children with SEN and disabilities in a wide range of music and creative arts events

Priority 4: We will work proactively and in partnership with parents, children and families

'Our primary school has introduced discussions with pupils aimed at helping them drive their own learning forward and to maximise progress. An example of the feedback from pupils comes from Shane in Year 5:

'I can read but I hate the Oxford Tree reading scheme. I am fed up with Biff and Kip and I am not interested in their stories. When I find books about bugs and dinosaurs I find I can read better. Can we have different books to choose from for our reading practice please?'

This has led to a review of books on offer to older pupils with literacy difficulties and a much refreshed offer tailored to the age and interests of the young people. We have evidence that small changes in practice like this are starting to make a big difference. '

What we will do

- 1** Increase the opportunity for parents to participate in decision making and the review of policy and service planning and delivery
- 2** Improve the engagement of young people in their education, so that their voice is clearly heard
- 3** Publish a local offer that provides high quality information about settings, services and provision for SEN in the LA with a route map indicating how to access appropriate support
- 4** Implement new legislation regarding the introduction of personal budgets and direct payments

What success will look like

- 1.** Parents will be represented on all relevant city-wide planning, decision making or review groups
- 2.** The views of all children and young people will be included in all statutory assessments and reviews of their provision with appropriate differentiation to enable all to contribute
- 3.** The Local Offer will be available by 2013 and positively evaluated by parents
- 4.** Personal budgets will be available to enable parents to exercise more choice and control, with support as necessary

Priority 5: We will improve transition arrangements with a focus on transition post 16 and services up to 25

'Rob came to us in Year 10 with a background of literacy difficulties and a diagnosis of ADHD which had led to disruptive behaviour. His self-esteem was low and he spoke of his future as 'the scrap-heap of course'.

With individual support and a personalised curriculum, he has grown as a young man over the past 18 months. He has been attending more regularly; he has opened up channels of communication with staff, and has become very proud of his achievements. He has been successful with his City College construction course, and with attending his construction work experience. He has accepted the need to improve his literacy and numeracy in connection with his vocational courses and his motivation has led to real measurable improvement.

For next year, Rob has been offered a place at City College to study construction and he is excited and enthusiastic about this. He has also accessed a new initiative where young adults learn to develop their entrepreneurial skills within the business industry. He has engaged well and is talking of having his own building business one day. His vision of his future is completely transformed.

Our challenge is to ensure his confidence and sense of purpose carry over into his programme of study next year via careful liaison and support over the transition to his FE programme.'

What we will do

1. Streamline and coordinate assessment and identification of need up to the age of 25 by joining together statutory assessments and section 139a assessments post 16 into the single plan
2. Publish a local offer post 16 which includes education, health and social care options for young people becoming young adults – this local offer to include services and support that can be purchased via direct payments by young people and families
3. Improve the confidence of parents and young people in transition arrangements and long term prospects for young people in relation to education, leisure and social life, independent living and future employment
4. Ensure all reviews of young people with SEN consider approaches to supporting the development of increased independence, in order to promote greater employability and personal fulfilment
5. Improve the percentage of young people with SEN able to travel independently to and from school or college

6. Reduce further the number of young people with SEN who are not in employment, education or training (NEET) at the age of 17
7. Help overcome inequality of employment opportunity for disabled pupils by offering within the City Council a 'supported internship' to each young person with disabilities in Key Stage 4 or 5

What success will look like

1. A single plan covers all assessment and resourcing of need up to 25 years
2. The post 16 local offer is complete and positively evaluated by parents
3. A survey of parents and young people indicates improved confidence in transition arrangements
4. More young people with SEN and disabilities are able to travel independently
5. A programme of supported internship has wide take-up and is positively evaluated by young people
6. An increased percentage of young people with SEN and disabilities are in employment, education or training at age 17

Appendix 1

Data relating to progress over the previous strategy from the initial data in 2007 to the most recent data in 2012:

1. Outcomes for pupils (to be inserted when 2012 national validated data for pupils with SEN is available)

2. Maintained special school provision

	2007	2012
Cedar Centre	137	78
Downs Park	108	76
Patcham House	56	46
Hillside	61	60
Downs View	124	109
ACE	58	47
total	544	416

3.Placement of pupils with statements of SEN (SEN2 January Census)

(Based on statements maintained by B&H)

School Type	2007	2012
Mainstream	471	507
Maintained Special	508	398
Out of City Placements	125 (£4085000)*	70 (£2423000)*
Alternative Arrangements	14	2
Total	1118	977

* = Final year end out-turn on Agency budget (40% reduction)

4. Percentage of Pupils with Statements of SEN placed in Special Schools as Opposed to Mainstream Schools

	2007	2012
Percentage of Statemented pupils placed in special schools	57%	48%

5. Pupils With Statements Of Special Educational Needs (SEN), Based On Where The Pupil Attends School

	2007			2012		
	Total pupils	Pupils with statements	%	Total pupils	Pupils with statements	%
ENGLAND (4)	8,149,180	229,110	2.8	8,178,200	226,125	2.8
Sheffield	77,438	2,088	2.7	77,209	1,983	2.6
York	26,156	453	1.7	26,049	485	1.9
Brighton and Hove	34,910	1,169	3.3	35,736	1,179	3.3
Portsmouth	27,379	788	2.9	26,891	822	3.1
Reading	19,581	495	2.5	21,668	575	2.7
Southampton	29,386	573	1.9	29,287	670	2.3
Bath and NE Somerset	29,111	797	2.7	29,204	709	2.4
Bournemouth	21,765	445	2.0	22,158	564	2.5
Bristol, City of	55,333	1,644	3.0	58,810	1,759	3.0
Plymouth	39,307	1,263	3.2	38,756	1,351	3.5

NB Brighton and Hove is a net 'importer' of pupils with Statements of SEN with 17% of pupils with Statements living outside the City but attending Brighton and Hove special and mainstream schools. Brighton and Hove maintained statement numbers have reduced significantly and currently run at 2.7% of population.

Appendix 2

SEN Partnership Board Members List:

Dr Jo Lyons	Chair and Lead Commissioner, Learning and Partnership
Maggie Baker	Attendance Strategy Manager
Kim Bolton	Head of CDP Federation
Jenny Brickell	Service Manager, Integrated Child Development & Disability Service
Cathy Browning	SENCo, Peter Gladwin Primary
Dr Jennifer Chapman	Designated Medical Officer
Jacqueline Coe	SEND Pathfinder Lead
Debbie Collins	Parent Participation Worker
Regan Delf	Head of SEN
Janet Felkin	Headteacher, Blatchington Mill School
Rebecca Fielden	SENCo, Patcham High School
Nicola Gibson	Parent representative (PaCC)
Ann Gilham	School Governor
Richard Hakin	Service Manager (Children in Need)
David Higgins	Young Carers Manager, The Carers Centre
Ellen Jones	Head of Service – Schools & Communities
Martin Jones	Parent representative
Wendy King	Headteacher, Bevendean Primary School
Lorraine Myles	Virtual School Headteacher
Alison Nuttall	Strategic Commissioner, Children, Youth and Families
Rachel Travers	Chief Executive, Amaze
Bob Wall	Headteacher, Hillside School
Hass Yilmaz	Principal Educational Psychologist

