

The SEND Reforms: Progress and Challenges

National and Regional Update



Family Voice Conference - June 2018



Department
for Education

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Implementing the SEND Reforms – Moving on post-April 2018

- The 1st April 2018 represents the next phase in the implementation of the Children and Families Act 2014.
- This presentation will reflect on the:
 - progress and challenges since 2014
 - highlight national SEND issues
 - point the direction for future priorities



What does successful implementation of the SEND reforms look like?

1. Co-production
with children, young
people and parents



Co-production with children, young people and parents

Progress

- “In just under 2/3 of local areas inspected, leaders across education, health and care were involving children and YP or their parents sufficiently in planning and reviewing their provision”.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Challenges

- Ensuring this is happening across all local areas and with all providers, e.g. schools
- Ensuring that children and young people are present at every annual review, including in every special school



What does successful implementation of the SEND reforms look like?

1. **Co-production**
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2. All parties meet their
statutory duties



All parties meet their statutory duties

Progress

- The statutory assessment process was working well in around one third of local areas inspected.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

Challenges

- Common weaknesses in securing the statutory contributions from health and care professionals to assessments.
- Producing good EHC plans – and having a quality annual review process
- Schools updating their SEN Information Report at least annually



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3. Increased satisfaction
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Increased satisfaction with access to local services

Progress

- Parents of children whose needs were identified early were positive about the support they received
- Children's need were identified well in the early years. Parents generally felt supported and involved in the process. The co-location of education, health and care services ensured that many local areas were able to implement the full healthy child programme effectively
- Children and young people who have SEND and their families typically had good access to high-quality short breaks. Inspectors found only one local area where access to short breaks was weak.



Increased satisfaction with access to local services

- *Access to therapy services was a weakness in half of the local areas inspected.*
- *Access to child and adolescent mental health services (CAMHS) was poor in over a third of local areas.*
- *There had not been enough progress in implementing a coordinated 0–25 service for children and young people who have SEND*
- *Local offers were not effective in helping parents to access information and services in over half of the local areas inspected*

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017



Increased satisfaction with access to local services

Challenges for all

- Improvements to local autism assessment pathways and services
- Green Paper – Transforming Children and Young People’s Mental Health Provision
- Increasing the availability of local specialist provision for children and young people - implementation of the recommendations of the Lenehan Review



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Accurate and timely identification of SEN and disability

Progress

- Ofsted and CQC, Oct 2017: “Most local areas completed new EHC plans in 20 weeks”.
- 56% completed within 20 weeks in 2016. 61% in 2017.
- Ofsted and CQC, Oct 2017: Identified good practice in the EY
- 98.4% of statements transferred to EHCP by 31st March 2018

BUT



Accurate and timely identification of SEN and disability

Challenges for all

- “The quality of EHC plans varied widely....The outcomes themselves were often too general” (Ofsted and CQC)
- Improving quality of EHC plans – using annual reviews well
- Outcomes – Professional advice about person-centred outcomes relevant for the child or YP’s age and phase of education, and strategies for their achievement.



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5. **Improved attainment**
for CYP with SEND



Improved attainment for CYP with SEND 2017

Progress

- In 2016, Y11 pupils with SEN support achieved an Attainment 8 score of 36.2, a 2.1 point increase on last year

Challenges for all

- Pupils with SEND are disproportionately found at the lower end of the attainment distribution.
- Progress 8 : A measure of the progress pupils are making in secondary school
- % Not in Education, Employment or Training (NEETS)



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5. **Improved attainment
and narrowing of gap**
for CYP with SEND

6. Strong focus on
those at **SEN Support**



Teacher Voice Omnibus Survey - Research report - March 2018 - 1,962 teachers in 1,619 schools

	Agree/ Strongly Agree
I am confident that when support is put in place for SEN support pupils, it is based on evidence of what will work best to meet their needs.	74%
I feel able to meet the needs of pupils on SEN support	69%
I know when to engage the SENCO or access other forms of support in relation to SEN support pupils	92%
There is appropriate training in place for all teachers in supporting SEN support pupils	55%
I feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability	88%
Behaviour in my school is good or very good	73%



Strong focus on those at SEN Support

Progress

In some of the more successful local areas, effective strategies had led to improved outcomes for those identified as needing SEND support but who did not have an EHC plan.

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017

BUT



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SEN Support

- *“Children and young people identified as needing SEND support had not benefited from the implementation of the CoP well enough.*
- *They had a much poorer experience of education than their peers.*
- *Too often, local area leaders were not clear how their actions were improving outcomes for those needing SEND support”.*

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017



Strong focus on those at SEN Support

Challenges for all

- The mainstreaming agenda – school and parental confidence
- Increased demand from schools for EHC needs assessments
- Exclusion – legal and illegal. “Children with SEN are not a problem to be pushed out of sight and out of mind. Off-rolling is an example of where schools have lost sight of the purpose of education, prioritising accountability and gaming over giving children the support that they deserve (Amanda Spielman, Ofsted, 2017).”
- Effectiveness of education, health and social care support services



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7. More YP go on to
**post-16 education,
training & employment**

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More YP go on to post-16 education, training & employment

Progress

- *“In 12 of the 30 local areas inspected, inspectors identified a strength in how leaders had secured appropriate education, employment and training post-16”*
- More supported internships

Ofsted and CQC, Local area SEND inspections: one year on, Oct 2017



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More YP go on to post-16 education, training & employment

Challenges for all

- Focus on securing education, employment or training for all
- Improved links between special schools and colleges – developing shared provision and packages of support
- Packages of provision for children and young people with EHC plans across five days a week



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8. Improved **parental
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Priorities moving forward

- Ensuring that SEND covers the '14.4%', not just the '2.8%' – Focus on SEN Support
- Mainstreaming SEND
- Funding and value for money
- Working with partners:
 - health and social care partners
 - parents and young people
- Improving quality of, and outcomes from, providers
- Celebrating success, and learning from good practice



Thank you



Questions, Comments?



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