

Hackney Governors' Conference 2015

Excellent Outcomes for All –

How using the new SEND Reforms for pupils with Additional Needs benefits your whole school

Helen McNulty

Equality and Access

- Equality Act 2010
 - Schools must make Reasonable adjustments – duty is anticipatory
 - Duty not to discriminate – what you offer to all children, you must also offer to children with SEND

Reformed Funding System

- Funding in schools for SEN
- Element 2 – up to £6,000 per pupil with SEN is held in the school

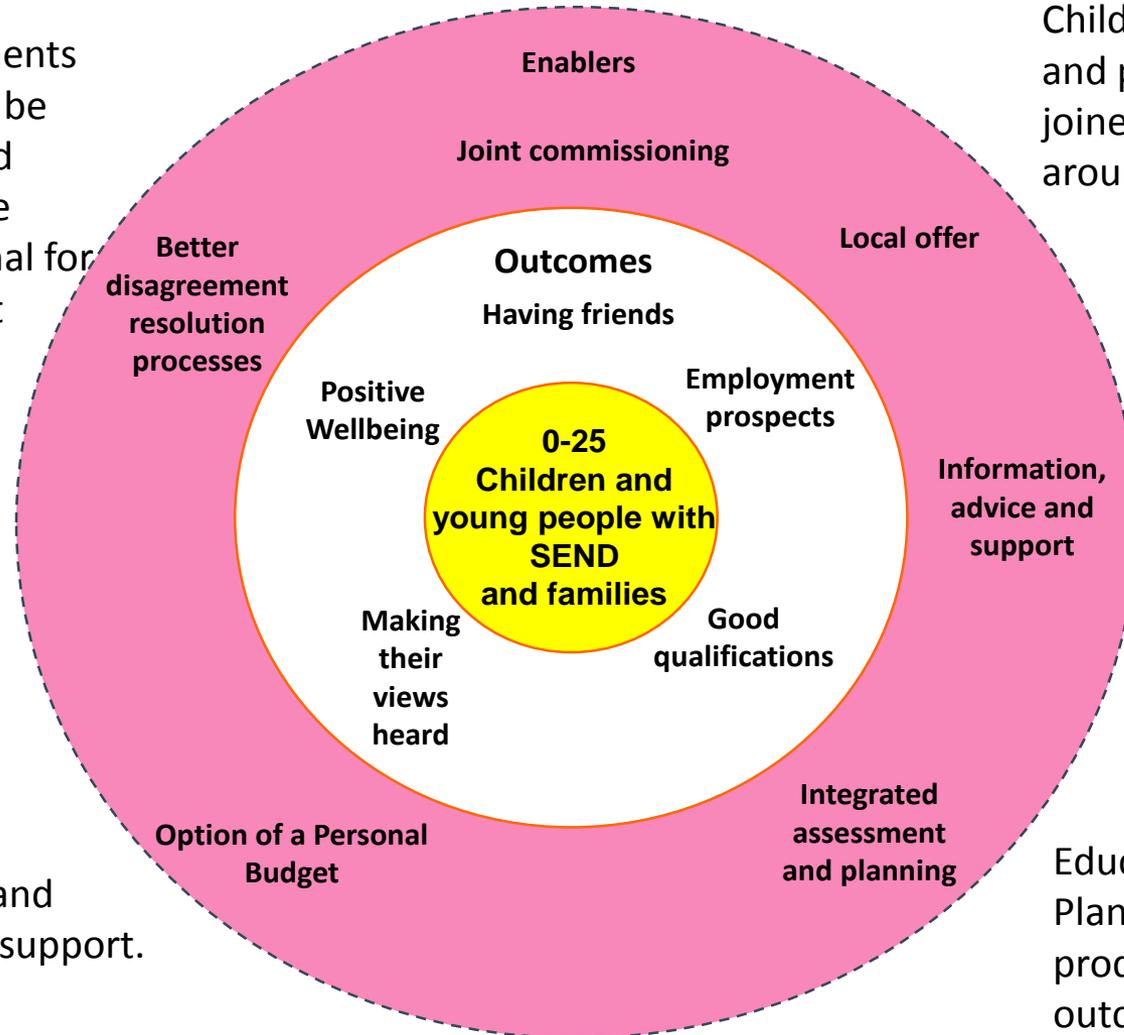
Curriculum and Differentiation

- Role of class and subject teacher in relation to planning and monitoring for children with SEN is enhanced in the new guidance
- They are responsible for differentiating work so that it is appropriate for each child's needs and support's progress
- They should take the lead in meeting with families and the young person to discuss progress and outcomes

Putting Children & Young People at the Centre

Where disagreements happen, they can be resolved early and amicably, with the option of a Tribunal for those that need it

Children, young people and parents understand a joined up system, designed around their needs



Extending choice and control over their support.

Education Health and Care Plan is holistic, co-produced, focused on outcomes, and is delivered

Children and Families Act Overview

- New requirement for LAs, health and care services to commission services jointly for SEN and disability;
- LAs to publish a clear, transparent '*local offer*' of services;
- More streamlined assessment process, co-ordinated across education, health and care;
- New 0-25 Education, Health and Care Plans for those with more complex needs;
- New statutory protections for young people aged 16-25 in FE
- A new duty on health commissioners to deliver the agreed health elements of EHC plans;
- The option of a personal budget for families and young people with an EHC plan.

A final thought...

From a parent from East Sussex

“We have a brilliant keyworker. She has been of **great emotional support** to me and has made sure that all agencies working with us have met together regularly. When we wrote the "single EHC plan" **everyone contributed to it** - the school, (current and previous teacher), SALT, O.T., social care and us. **We have now been living that plan for several months and the results have been incredible.**

In the previous system his statement had not changed since it was issued at the age of 4 and it consequently looked as if little progress had been made. With his current plan, we have already achieved several short term goals and are working on longer term goals now. **We all meet to review and update progress and people are working in partnership and really valuing our opinions and needs as a family.**

It has been an emotional, but really positive experience and it has been great for us and professionals alike to **celebrate his progress and achievements.** To me it makes total sense to use this more holistic and personalised approach if we are to **empower families and ensure that our children reach their potential** and have the very best future that they deserve.”

Activity

What should a EHC Planning Meeting look like?

Who should be there?

How do we manage expectations?

How do we monitor progress to outcomes?

What happens when it goes wrong?

What happens when it goes right?

Use the case study on your table to outline good practice for your planning meetings

Any questions?

- What support do you think governors need in the future?

thank you!