The Changing Pattern of SEND Provision: Issues Arising

André Imich, SEN and Disability Professional Adviser, DfE
Issues covered

- Progress with the new SEN system
- The changing placement profile for children with SEN
- Implications and issues
SEND policy and priorities

- **Important challenges still remain, as highlighted by several reports**
  - Ofsted / CQC’s report after Year One of inspections; the Lenehan report into residential special schools; the APPG on autism; the Bercow review 10 years on report

- **Common themes include:**
  - significant variability in delivery between areas;
  - importance of high quality strategic leadership, especially for effective assessment processes and joint working between education, health and care services;
  - concerns over the way in which mainstream schools support pupils with SEN;
  - Increasing pressure on resource, including for schools, high needs budgets, and health / social care;
What successful implementation of the SEND reforms looks like

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

2. All parties meet their statutory duties

3. Increased satisfaction with access to local services

4. Accurate and timely identification of SEN and disability

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

6. Strong focus on those at SEN Support

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

8. Improved parental confidence
1. Co-production with children, young people and parents

- **Wiltshire (2018)** - Staff involve parents and CYP fully in the co-production of these plans to improve their effectiveness and quality.

- **Wigan** - CYP and their families are at the heart of the local area SEND strategy.

2. All parties meet their statutory duties

- **St Helens** - Leaders and managers ensure that the statutory duties.....are at the heart of the work of services working with CYP who have SEND.

- **West Berkshire** - EHC plans are of good quality and completed on time.
3. Increased satisfaction with access to local services

- **Southend** - Young people with SEND are now able to access emotional well-being and mental health service (EWMHS) specialist support.

- **Sheffield** – Consistently strong early identification and support for CYP who are deaf

4. Accurate and timely identification of SEND

- **N Somerset** - Early years leaders provide training in autism and downs syndrome to support the work of staff on the ground.

- **Stockport** - New EHCPs are completed in a timely manner.
5. Improved attainment for CYP with SEND

- **Rochdale** - Clear improvements in SEN support pupils’ outcomes in the early years, KS1 and KS2.

- **Kingston** - Learners who have LDD at ages 16 to 18 and 19+ achieve well in relation to their peers overall.

6. Strong focus on those at SEN Support

- **Swindon** - Parents have confidence in the work of the school SENCOs who provide strong support to their children.

- **Northumberland** - SENCOs are a trusted point of contact for parents and carers of CYP with SEND.
7. More YP go on to post-16 education, training & employment

- **Southwark** - Effective case studies of appropriate preparation for adulthood, e.g. supported internships, and help to gain entry into employment and/or to take part in work experience.

- **Staffordshire** - More young people with SEND are accessing education, employment and training.

8. Improved parental confidence

- **Milton Keynes** - Many parents are highly appreciative of the support their children receive across education, health and social care.

- **Lincolnshire** - Parents appreciate the speedy response of social care services to concerns that are raised about CYP.
What successful implementation of the SEND reforms looks like

1. Co-production with children, young people and parents
2. All parties meet their statutory duties
3. Increased satisfaction with access to local services
4. Accurate and timely identification of SEN and disability
5. Improved attainment and narrowing of gap for CYP with SEND
6. Strong focus on those at SEN Support
7. More YP go on to post-16 education, training & employment
8. Improved parental confidence
SEN Data
2018
The SEN assessment system – More…..

- Change in total number of EHCPs held – Increase of 11.3% from 2016 to 2017
- LAs agreed to more EHC needs assessments following requests (78% agreed).
- 16.8% more new EHC plans issued in 2017 than in 2016
- 93.3% of all EHC needs assessments led to a EHC plan
- 2017 has the highest number of EHC plans held by LAs – 319,819 (2.9% of 5-16 population)
- Improvement in 20 week timeliness of assessments – from 59% in 2016 to 65% in 2017.
Placements for those with EHC plans

- Increase in special school placements
- Increase in independent and non-maintained special school placements
- Reduction in placements in mainstream units and resourced provisions
- One consequence of these increases is the current pressure on the high needs budget.
Percentage of pupils with a statement or EHC plan by provision type (mainstream or special), 2006-2018 (as at January each year)

Source: SEN2 collection from local authorities
The Secretary of State has made a clear statement about the importance of SEND in the mainstream

**ADCS conference speech – 5 July 2018:**

“SEND pupils are not someone else’s problem. Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils.

And all schools and colleges – alongside central and local government – have a level of responsibility here, it cannot just be left to a few.

Children, young people and parents should – and do – have a strong say in all of this, and I am clear that specialist provision can be the right choice for those with more complex needs.

But mainstream schools and colleges – with the right support and training – should also be able to offer strong support for many more children and young people with EHC plans, as well as high quality SEN Support for those without plans.”

And we want to focus on improving quality and outcomes…

*Department for Education*
A challenging context for delivery of reforms (I)

- **LA capacity:**
  - Staff turnover and training needs
  - Challenge of delivering the culture of the 2014 reforms

- **School practice**
  - Increasing demand for special school places
  - Accountability system does not reward mainstream schools for inclusion
  - Application of SEN Support
  - Challenge of managing a complex and autonomous range of providers

- **Financial pressures:**
  - Increasing spend on high needs provision
  - Growing pressure for provision for young people aged 16-25
  - Pressure on wider LA budgets (e.g. social care, transport)
A challenging context for delivery of reforms (II)

- **Strategic planning and commissioning**
  - Join up with health and social care, esp. for complex needs
  - Building local services: role of local offer
  - Post-19 provision and focus on supporting YP into employment

- **Relationships with parents**
  - Developing/ maintaining co-production

- **Relationships with schools**
  - SEN support
  - Support from wider services

- **Wider context**
  - Exclusions (Timpson Review) and alternative provision
  - Children & young people’s mental health
Scanning the horizon

- The SEND Leadership Board
- NHS Long Term Plan, inc: Key worker role, expanded mental health services and support, and information and training on LD and autism
- Exclusions – Timpson Inquiry
- National Audit Office – SEN Study
- Education Committee – SEND Inquiry
- SEN2 Data 2019 – expected late May
SEN delivery priorities moving forward

- Ensuring that SEND covers the ‘14.4%’, not just the ‘2.8%’ – Focus on SEN Support
- Strengthening mainstream school practice/ Mainstreaming SEND – supported by specialist expertise
- Funding and value for money – high needs funding challenges
- Working with partners:
  - health and social care partners
  - parents and YP – strengthening co-production
  - Regional collaboration – strategy, capital, peer reviews
- Improving quality of EHC plans, and annual reviews
- Improving quality of, and outcomes from, providers
- Celebrating success, and learning from good practice