

"A FRAMEWORK FOR
GOOD PRACTICE ON
DYSLEXIA AND SPLD-
WHAT WILL THE GREEN
PAPER WILL MEAN FOR
US?"

Brian Lamb

SEN the Background

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- Warnock recants!
- Select Committee two reports
- Government responds
- Bercow on Speech and Language
- Steer on Behaviour
- Rose on Dyslexia
- Lamb Parental Involvement
- Salt SLD and PMLD training
- OFSTED
- Green Paper

The Key Questions

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- Role of Statements-Separate Assessment from Provision
- Role of Parent Partnerships
- Team around the Child
- School Action and School Action Plus-what happens?
- Reducing conflict
- Numbers of children with SEN
- Interface with other services

Solutions

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- School Leadership
- Greater focus on Outcomes
- Parental Engagement
- Support Early Intervention
- Better Assessment
- Develop Skills and Expertise
- Support individual rights
- Inspection on SEN
- Tackle bullying and exclusions

Key Outcomes

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- Legislation on OFSTED and Inspections
- Legislation on extending Equality Legislation to Education provision- Auxiliary Aids
- Legislation on new rights to appeal on non review of a statement
- £31m to pilot “Achievement for All” project to improve outcomes
- Funding for additional specialist training in key SEN areas
- Legal Training for Parent Partnerships
- Training for LA officers on statement writing
- Leadership on SEN part of National College training
- Shift in profile of SEN and culture at LA and school level?
- Greater focus on parental involvement?
- Set terms for the next stage of debate?

Known unknowns!

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- Information helpline-awaiting a decision
- Child's right to appeal in its own right-awaiting decision
- Core Offer-will it still be implemented in another form?
- Future Guidance on Exclusions
- Training for Exclusion panels on SEN

What's not happening!

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- Extension of Legal Aid to Tribunal Cases-see MOJ.
- Tell Us survey including questions on SEN-survey abolished.
- LGO's being used instead of appeals to Sec of State?
- Sec of State to use intervention powers more?

New Legislation-Impact on SEN

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- ❑ Academies Act-SEN on face of the Act
- ❑ Local Authorities retain responsibility for low incidence needs
- ❑ Free Schools-more divergence in the system?
- ❑ Greater delegation of budgets
- ❑ Changes to the curriculum-more flexibility
- ❑ Pupil Premium-impact on SEN funding?
- ❑ Less central control?
- ❑ End of a national framework?

Salt Review

- Teaching SLD/PMLD is considered an area of specialist expertise, with higher status and value, attracting some of the best applicants;
- With a quarter of learners with SLD/PMLD taught in mainstream settings, opportunities for teachers to gain the necessary skills for teaching these learners need to be embedded across the system
- ITT providers and Overseas Trained Teachers (OTTs) know that working in a special school/setting can count towards gaining Qualified Teacher Status
- Increased placements across ITT within SLD/PMLD settings and increased take-up – with evidence that some of those who have this experience will enter and stay in the profession;

Salt Review

- SLD/PMLD teachers are drawn from the best teachers, who have first secured a mainstream teaching qualification, with their specialist skills built on top of this. The talent pool we draw from should include the highest quality teachers in mainstream who now wish to convert, as well as NQTs;
- Once in teaching, consistently high quality CPD, judged by the impact on outcomes, will enable teachers to keep pace of changes to demand and refresh the skills they need to excel;
- An increased supply of teachers provides high quality school leaders, providers, academics
- Ofsted inspectors of the future, ensuring sustainability in the system
- Achieving QTS is more accessible for the very best non-QTS staff.

White Paper – implications for SEN?

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- ❑ Behaviour partnerships to go-no new guidance on exclusions?
- ❑ Heads to be able to refuse re-instatement of excluded pupils.
- ❑ Schools to retain responsibly for placing children and pupils results will continue to count as part of the schools until they move
- ❑ Disability cases to be heard at Tribunal?
- ❑ Heads have more freedom on curriculum and admissions?

White Paper-implications for SEN

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- Ofsted new inspection framework
- Government have promised in the Teaching White Paper that the new inspection framework; “will help to make sure that there is a better focus on the needs of all pupils, including the needs of pupils with Special Educational Needs and/or disabilities”
- LGO powers not going to apply to Education-removal of SEN requirements to be part of this as Government seeks more local solution?

Green Paper

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The Times Educational Supplement
Friday June 25, 2010
www.tes.co.uk

10 News

SEN review set to be most significant 'since Warnock'

Sir Bob Balchin, who led last Tory overhaul of sector, says Teather investigation will have 'serious consequences'

By Kerra Maddern

A REVIEW of special educational needs provision in England will result in the most radical changes to the system for 30 years, the educationalist who led the last Conservative overhaul has said.

The review, which was announced last week, will look at why one in five pupils is now officially labelled as having special needs, and how to pay for the costly extra support they need.

Education Secretary Michael Gove wants to shake up the way children are assessed. The review, led by one of his ministers, Liberal Democrat Sarah Teather, is likely to result in major changes to the role of local authorities within the SEN system.

The review, said Mr Gove, had been inspired by his own "personal experiences" of the SEN system — his

the introduction of high-level professional development and new modules for students on how to identify children with SEN.

The new Government's policy on inclusion has softened since it came to office. Mr Gove had promised to "end the legal bias" towards sending children with SEN to mainstream schools and to end the closure of special schools.

But addressing headteachers at last week's annual conference of the National College for Leadership of Schools and Children's Services, he said he wanted to "make inclusion work better" for parents who want to keep their children in mainstream education. He also wants special and mainstream schools to work more closely together.

"Local authorities are the gatekeepers and the funders in the SEN system; this needs reform, I think it is wrong," he said. "I also want the review to look at why so many children are being identified as having SEN; this is critically important."

The previous administration was also considering reforming the local authority role in the SEN



The Prime Minister has personal experience of special needs provision through his late son, Ivan.

educational needs which will have serious consequences since [Baroness Warnock's] 1978 report), and that was over 30 years ago. Now is the opportunity for us to take stock.

"In my view, reforms are required, but that is a complex process. Decisions should only be made after very

ent Schools and Non-Maintained Special Schools, warned that increased use of private companies for assessment of SEN children could increase red tape.

"At a time when public money is tight, you don't want to create any more bureaucracy," she said. "Local authorities are able to be consistent

settlement based on level of need.

Lorraine Petersen, chief executive of the National Association of Special Educational Needs, said: "This review needs to focus on the changing educational landscape and how the needs of children can be met when they attend an academy or free school — in those institutions

What really happens?

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“Laws, like sausages, cease to inspire respect in proportion as we know how they are made.”

John Godfrey Saxe

OFSTED-Conclusions

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- improving the **quality of assessment**
- **improving teaching** and pastoral support early on so that additional provision is not needed later
- developing **specialist provision** and services strategically so that they are available to maintained and independent schools, academies and colleges
- simplifying legislation so that the system is **clearer for parents**, schools and other education and training providers
- ensuring that schools do not identify pupils as having special educational needs when they simply need **better teaching**
- ensuring accountability for those providing services **focuses on the outcomes** for the children and young people concerned.

Green Paper Consultation

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Principles

- Transparency for parents
- Involvement
- Effective use of resources
- Increased expectations for children
- Local Solutions

Green Paper

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- Better Outcomes
- Early Intervention
- Greater Choice
- Public services centred on Needs
- Streamline Assessment process
- Presumption towards mainstream?

Green Paper Responses

Are the SEN and Disability statutory frameworks – including the SEN statementing process – helping children and young people to get what they need? If not, what changes could help?	Number of responses	
Statutory framework process is too bureaucratic	562	33 %
Statutory framework process is adversarial	387	23 %
Statutory framework process is not working effectively	302	18 %
Greater parental involvement needed	213	13%
There are difficulties in implementing the statutory frameworks	199	12%
More joined-up approach between agencies and professionals	188	11%
Inconsistencies in the statementing process of LAs	184	11%
Inconsistencies in support provided by LAs	183	11%
SEN statements perceived as releasing more resources	151	9%
Focus on outcomes for children required	134	8%

Green Paper Responses

How can we identify children’s special educational needs earlier, and make sure that they get the support they need as quickly as possible?	Number of responses	
Identifying children’s needs as early as possible	624	40%
Improved SEN and disability training for teachers and practitioners	613	39%
Greater involvement of parents	486	31%
More joined-up approach between agencies and professionals	460	29%
Faster intervention in response to children’s identified need	390	25%
Identifying and supporting children’s needs pre-school	219	14%
Using educational psychologists more efficiently	155	10%
More and better SEN and disability trained health visitors	154	10%
Clearer referral routes to access services	154	10%
More regular and earlier child development checks	131	8%
Greater role for support services	107	7%

Interesting Times but not a curse?

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- Is there an emerging consensus around SEN?
 - ▣ Parental Involvement-Core Offer approach?
 - ▣ Focus on Outcomes-needs extension of Achievement for All
 - ▣ Improved assessment-changes to statements?
 - ▣ Better specialist support-but how?
 - ▣ Early Intervention-greater use of existing mechanisms?
 - ▣ Role of personalised budgets-for what services?
 - ▣ But numbers with SEN.....missing half million?
 - ▣ And Removing the presumption towards inclusion?

Principles to Inform change

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- Any changes should enhance entitlements not weaken them;
- Specialist support should be available early in the process of identification and provision;
- The principles behind the SEN Code of Practice should be retained and clarified in any new arrangements - parents and practitioners are still very supportive of them;
- Proposals should not send out signals to the system that undermine the new focus on SEND but should build on these;
- Parental Choice and involvement should be enhanced and embedded in the system, but the quality and effectiveness of provision should not be left to parents to police;
- The views of children and young people should have more weight, and their rights should be enhanced.
- Local agencies must work more collaboratively to deliver better outcomes across the whole range of need, but especially for those with more complex needs.

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