



HASG Spring Forum 2013

Keeping up to date with
SEN and disability

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1. Introduction



1978 Warnock Report introduced the term ***special educational needs (SEN)***

1981 Education Act

Brought in the ***statementing procedures***

SEN and SEND



SEN & disability

The SEN & Disability Act (2001)

Disabled

Having a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

SEN

Having a learning difficulty which calls for special educational provision to be made for them.

SEN / SEND



Some medical conditions, such as: asthma, eczema, other allergies, diabetes, childhood cancer

Global learning difficulties (MLD, SLD, PMLD)
BESD, including ADHD
Tourette's Syndrome
Autism
Speech and language impairments
Specific learning difficulties
HI, VI, MSI, PD/PNI

Mild learning difficulties

Mild hearing, visual or physical impairment

A Flexible continuum of provision



In-class support

mainstream bases

Special schools

Special school bases

department for
children, schools and families

Planning and Developing Special Educational Provision

A Guide for Local Authorities and
Other Proposers

For further information:

SEN and Disability Division
Department for Children, Schools and Families
Caxton House
6 - 12 Tothill Street
London
SW1H 9NA

Tel: 0207 273 4914

Website: www.dcsf.gov.uk/schoolorg

2. Changes to the SEN Framework



The 'Call for Views' (Autumn 2010)

The Green Paper itself (March 2011)

Children & Families Bill (announced May 2012)

Progress and next steps (May 2012)

Draft clauses for the Bill (Sept 2012)

Select Ctee's Report on the
draft clauses (Dec 2012)

Green Paper's main chapters



Chapter 1 Early identification and assessment

Chapter 2 Giving parents control

Chapter 3 Learning and achieving

Chapter 4 Preparing for adulthood

Chapter 5 Services working together for families

Support and aspiration:
A new approach
to special
educational needs
and disability

A consultation

Department for
Education

The Pathfinders



September 2011, 20 pathfinders established, one of which is Hertfordshire. They are looking at how to make some of the main changes work in practice , including:

- ❖ A new assessment process from 0-25
- ❖ Replacing statements with education, health and care plans (EHC Plans)
- ❖ Making more use of the voluntary and community sector
- ❖ The full engagement of children, young people and their families
- ❖ The use of personal budgets
- ❖ A Local Offer of services

Their work has been extended until September 2014.

“Progress and next steps”



- Summarises the Green Paper
- Outlines progress made since
- Describes the next steps the government plans to take

Support and
aspiration:
A new approach
to special
educational needs
and disability

Progress and next
steps

Children and Families Bill – content



In terms of SEND, the Draft Provisions cover:

- A single assessment process
- Education, Health & Care Plans from 0-25 to replace statements
- A requirement for LAs to produce a Local Offer
- Education, Health & Social Care to work together for joint planning and commissioning
- Parents to be offered personal budgets
- Mediation to take place before going to tribunal

Children & Families Bill - timetable



- Announced in the Queen's Speech in May
- Draft clauses published September 2012
- Education Select Committee asked to provide pre-legislation scrutiny
- Bill introduced in Parliament early 2013
- Likely to spend the year going through all the stages
- Implementation likely to be from September 2014

Bill picks up legislative elements of the SEND Green Paper
In addition, Regulations and a Code of Practice are scheduled during 2013.

SEN Code of Practice



- ✓ The new SEN Code of Practice will be slimmed down and will replace, the current *Code*, the *Learning Difficulties Assessment* guidance and the *Inclusive schooling* guidance in order to cover 0-19
- ✓ It will give guidance on a single school based category and give a new definition of BESD
- ✓ It will give information on: the Local Offer, Personal Budgets, Joint Commissioning, Assessments and EHC Plans

There will be a consultation on the revised Code this year, before it is published in Spring 2014.

The outcome of these changes



- Children have less stability and parents less support, putting the mental health of both at risk
- The environment may be less conducive to the healthy development of the growing child
- More preterm babies are surviving, but with lifelong conditions
- There is an increase in children being diagnosed with complex conditions

Newer terms



- FASD (including FAS)

Foetal alcohol spectrum disorder is caused by maternal drinking and results in a 'spiky profile'

- PDA (syndrome)

Pathological demand avoidance has similarities to autism, with the child feeling they must control what happens to them. They gravitate to adults and are subject to self-harming and panic attacks

- CLDD

Complex learning difficulties and disabilities is being used for children who have co-existing conditions. They cover the full ability range.

The Lamb Materials



Arising from the ***Lamb Inquiry*** (Dec 2009), online training materials were created for:

- Autism
- MLD
- BESD
- Dyslexia / SpLD
- SLCN

www.education.gov.uk/lamb

The complex needs materials



Arising from the ***Salt Review*** (2010), and the CLDD Research Project (2009-11), the materials encompass:

- SLD
- PMLD
- CLDD (complex learning difficulties and disabilities)

www.education.gov.uk/complexneeds

3. Other online opportunities



The 3 Trusts:

Autism Education Trust (AET)

www.autismeducationtrust.org.uk

The Communication Trust

www.thecommunicationtrust.org.uk

The Dyslexia-SpLD Trust

www.thedyslexia-spldtrust.org.uk

4. Closing comments



So this year:

- The Children & Families Bill will be wending its way through Parliament, to be implemented from September 2014
- Further details will come in Regulations
- A new SEN Code of Practice will appear for consultation

And in 2014:

- The Bill will become an Act and there will be a new Code of Practice
- EHC Plans will replace statements and one school stage will replace School Action and School Action Plus.

It is likely that....



- More children will be recognised as having co-existing conditions and more pupils who were born early will populate our classrooms.
- There will be a growing range of provision for SEND pupils, including special free schools.
- The DfE and Ofsted will continue a focus on the lowest performing 20% and seek better ways of measuring their progress.
- Staff at all levels will be encouraged to increase their knowledge and skills.
- Governors will have a vital role to play in helping schools through the changes.

My hopes for the future.....



- That there are more, rather than fewer, places in all types of specialised provision, and that the value of part-time, short-term and dual roll placements is recognised
- That we do not wait for children to 'fail' before giving them the support they need and that parents feel it is less of a fight to get the provision they want for their child
- That we work together – across schools, across services, across roles – to meet the needs of those who learn with difficulty or differently.

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If you would like more information on these books, please help yourself to a flyer.

