

Governors Update SEND Reforms May 2015

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Overview of Hertfordshire

0-25
Integration
Project

SOL (Strategic
Operational
Leadership)

T&F groups

Where there is a potential need for structural, policy or commissioning input this is escalated to the 0-25 project

Operational level implementation of the SEND Reforms is managed through SOL

There are a variety of groups to drive forward specific areas of change; such as the Local Offer stakeholder group

Building on the requirements of the SEND reforms to ensure:

Easy access to consistent information

Everyone works together to
achieve outcomes

The right services are
available at the right time

Overview of Hertfordshire

0-25 Integration Project

Want to become involved?

Where there is a potential need for structural, policy or commissioning input this is escalated to the 0-25 project

Email:
engage@hertfordshire.gov.uk

SEND Reforms

Getting to Good - Quality Assurance

Independent Review of Process Summer Term 2015

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- Graduated Response
- Summer Stock Take Events
- Aspirations - The voice of the child and the young person
- SEND IASS and Independent Support email:
sendiass@hertfordshire.gov.uk or
independentsupport@hertfordshire.gov.uk

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- Local Offer
- Schools SEN Information Report – to be published on schools websites & Local Offer, to be updated annually
- Email:- localoffer@hertfordshire.gov.uk

The Local Offer

- The Local Offer is published at www.hertsdirect.org/localoffer
- Stakeholder Group has been established and includes parents and young person representation
- Development of the Local Offer is being monitored against an action plan by the Stakeholder group
- Coverage includes in county and out of county
- Feedback is invited on individual services and on the Local Offer as a whole
- Arrangements to support access the Local Offer for those without internet

Section 19

- In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular: the views, wishes and feelings of the child and his or her parent, or the young person;
- the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned; , and being provided with the information and support necessary to enable participation in those decisions

Section 19

- the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes

What parents/carers had to say about their experience of an EHC assessment...

“I had informed choices and good accessible information regarding the assessment”

“The meeting went well”

“Both the school and the SEN Officer helped considerably throughout this process”

“I like that the focus is on the welfare of the child”

“This process is, for any parent, emotional and daunting. I can only speak for the experience I have had and will say that the school have been a most wonderful help and support to our family...our SEN Officer provided a clear picture of the process that would lie ahead. Her friendly approach made it easy for me to speak openly to her about my son. I would like to thank everyone for their help and support”

“Our SEN Officer kept us fully informed throughout the process”

0-25 Integration Programme part of Children's Services wider Shaping the Future Programme with a focus on:

- 0-25 Customer Journey
- 0-25 Integrated Commissioning

0-25 Integrated Commissioning Strategy 2015-2018

- In response to statutory duties in the SEND Code of Practice;
 - ❖ Plan, Do and Review and
 - ❖ integrated commissioning for outcomes and through co-working
- Co-designed with key partners such as health/CCGs, public health, schools/colleges and families
- Clear Vision, Outcomes and Success Measures developed
- Strategic priorities agreed

- Integrated 'process' in place to enable compliance and potential joined up EHC budget.
- Social Care have greater preparedness and a culture of personalisation already.
- Only social care offer Direct Payments at moment.
- RAS Tools are complicated to implement.
- Challenges created by lack of market readiness

Support for all of those with SEN SEND | Special Educational Needs & Disability

Preparing for Adulthood

Post 16 School settings and FE College Curriculum Group developments

- West Herts College 3+2 provision with LD Schools
- North Hertfordshire College PMLD developments
- Hertford Regional College 5-day offer and exploring housing
- Oaklands College – 5-day offer with HI and SEBD school
- NAS accreditation West Herts College and Oaklands College

Support for all of those with SEN SEND | Special Educational Needs & Disability

Preparing for Adulthood

Annual PfA Information Event

- for parents and young people co-produced with HPCI, Colleges and LA.
Headed up by Chair of HPCI and College Principal

Post 16 Local Offer

- PfA Vision and Local offer co-developed with families and YP
- All four college Local offer on Herts Direct website
- Supported Internship offer

Supporting pupils at school with SEND | Special Educational Needs & Disability medical conditions:

New DfE statutory guidance for:

- governing bodies of maintained schools (excluding maintained nursery schools)
- management committees of PRUs
- proprietors of academies, including alternative provision academies (not including 16-19 academies)

Supporting pupils at school with SEND | Special Educational Needs & Disability medical conditions:

Key points

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies **must** ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported

- Regional Partners Survey delivered Spring 2015
- Training completed and Redesign of Wiki
- Links with SEND Transition ADASS network group
- Regional Parent Carers Forum
- In-Control

Key priorities identified:

- Involvement of Health professionals – strategically and on an individual case basis
- Co-production with families
- Making the DMO role and responsibilities work across 0-25
- Social Care Involvement
- Personal Budgets
- Developing partners knowledge and understanding (Health, VCSO, LA Leadership and district councils)
- Being Prepared – looking to the future Ofsted remit