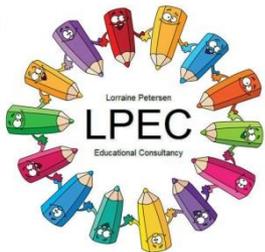


# SEND National Update

Friday 8<sup>th</sup> March 2019  
Forest Way Teaching School Alliance



# SEND Statistics

1.276 million pupils identified with SEND (14.6%)

253,680 pupils with EHCP or statement (2.9%)

Just over 1 million on SEN Support (11.7%)

24% of those on SEN Support – MLD

28.2% of those with EHCP/Statement – ASD

52.6% of EHCP/Statement – Special Schools

14.7% boys – 8.2% girls – SEN Support

4.2% boys – 1.6% girls – EHCP/Statement

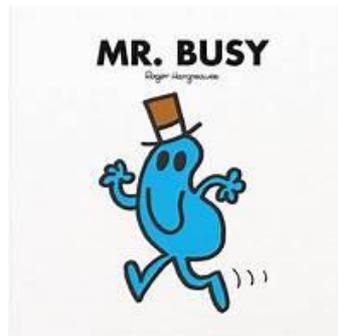
# 21<sup>st</sup> Century Children

- Prematurity
  - \* 1 in 8 babies are born prematurely
  - \* 36 – 28 weeks - 90% survive – 63% disability
  - \* Nearly half of all babies born at 23/24 weeks will survive
  - \* Brains which are wired differently
- Foetal alcohol spectrum disorder
  - \* Largest non-genetic cause of complex learning difficulties
  - \* 1 in 100 babies born with FASD
  - \* Affects area of brain that controls numeracy and mathematical computation
  - \* Can often go undiagnosed - ASD

# 21<sup>st</sup> Century Children

- Drugs and Smoking
  - \* 4 babies per day born addicted to drugs in UK
  - \* Babies born to smokers weighed 200 grams, or just under half a pound, less than babies of non-smoking moms
  - \* children born to smokers have lower achievements in reading and maths, and an increased risk of developing asthma
- Chromosome Disorder
  - \* 1 in 200 babies born with chromosome disorder
  - \* Syndromes without a name
- Mental Health
  - \* 10% of children and young people have a diagnosed mental health need at any one time
  - \* 20% of children and young people will experience a mental health difficulty at some time during educational life
  - \* Children and young people with a learning difficulty six times more likely to have mental health need

# Why?



# Under-identification

- \* 0-5 and 19-25
- \* Complexity of needs
- \* Training of staff
- \* School funding
- \* Academic nature of education system
- \* Increase in exclusions
- \* Reduction in specialist support
- \* Misidentification of SEND
- \* Hard to spot children – who are they?

# Children and Families Act 2014

- \* Children and Young People – 0 - 25
- \* Having a learning difficulty or having a disability
- \* Health Care Provision and Social Care Provision
- \* Greater focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- \* Development of the Local Offer
- \* Education, Health and Care Plans replace statements and LDAs
- \* SEN Support and Graduated Approach replaces school action and school action plus
- \* Social, emotional and mental health needs replaces behaviour, social and emotional difficulties as an area of need
- \* Strong emphasis on high quality, differentiated teaching as the first response to SEND

# Full Implementation

- \* From 1<sup>st</sup> April 2018 the SEND Reforms should have been fully implemented
- \* All statements should have been transferred to EHC Plans
- \* How many are still left?
- \* Growth in number of SEND pupils excluded, off-rolled and not in education

# Where are we now?

- \* A backlog of Annual Reviews, poor quality transfers and unbudgeted commitments
- \* The number of appeals to the First-Tier Tribunal have rocketed
- \* The Local Government Ombudsman has upheld over 80% of complaints over EHCPs.
- \* The failure rate in Local Area SEND Inspections has more than doubled from 30% last year to 60% in 2018
- \* Meanwhile funding for schools and services is still on the way down but the cost of running a fragmented school system, on the way up
- \* A 20<sup>th</sup> century workforce, working in a 20<sup>th</sup> century education system supporting 21<sup>st</sup> century children and young people

# Ofsted/CQC Local Area Inspections

- \* Inspections commenced in May 2016
- \* 79 completed inspections to December 2018– and reports published
- \* 37 areas with Written Statements of Action due to significant concerns
- \* 46% of inspections led to a WSoA in 2018 – 4 years after implementation began
- \* Now carrying out follow-up visits to those with WSoA

# November 2018 – 4 years on!

- \* The 2014 disability and special educational needs reforms have not been implemented consistently or swiftly enough in .....
- \* Children and young people with SEND and their families have widely different experiences of the local area's arrangements for identifying, assessing and meeting their needs
- \* A graduated response to identifying, assessing and meeting the needs of children and young people with SEND is not embedded in mainstream primary and secondary schools in .....
- \* Weaknesses in multi-agency transition arrangements lead to children and young people not being supported well enough by social care and health and education professionals at these crucially important points in their lives

# To publish SEN Information (Section 69)

- \* Duty on governing body or proprietors to produce a SEN Information Report.
- \* This must be on school website and updated annually and any changes to information occurring during the year up-dated as soon as possible
- \* Parents and pupils should be involved in devising, reviewing and revising the SEN Information Report
- \* The SEN Regulations (Schedule 1 ) sets out all the information required (This can also be found in 6. 79 of SEN Code of Practice 2015)
- \* Compliance document for Ofsted

# SEN Information – DfE October 18

As part of the statutory requirement to have an SEN Information Report, schools are expected to review these at least annually and ensure it is updated.

- \* In undertaking such a review, some of the key questions that need to be explored are:
  - \* Is the SEN Information Report easy to find?
  - \* Does it cover all 14 required areas – see paragraphs 6.79 – 6.83 of the Code of Practice?
  - \* Is it up-to-date?
  - \* Has it been reviewed within the last year?
  - \* Is it easy to understand?
  - \* Does it convey a welcoming message?
  - \* How well presented is it?
  - \* What do parents and children think of it, and how can they be more involved in co-producing the report?
  - \* Does it provide a link to the school's accessibility plan?

# What are we waiting for?

- \* Exclusions Review – Consultation closed May 2018 – led by Edward Timpson
- \* Outcome of the House of Commons Education Committee SEND Inquiry – April 2018
- \* Transforming Children and Young People’s Mental Health Provision – Results from trailblazer areas
- \* Response to the House of Commons Education Committee report Forgotten Children: alternative provision and the scandal of ever increasing exclusions – July 2018
- \* Response from consultation on Home Education – July 2018
- \* Compulsory PSHE & changes to SRE Guidance

# Ofsted Inspection – September 2019

- \* Consultation open – closing date 5<sup>th</sup> April 2019
- \* Focusing on the curriculum
- \* Helping to reduce workload
- \* Ensuring that all learners have access to education – an inclusive education system
- \* Separating judgements about learners' personal development from judgments about learners' behaviour and attitudes
- \* 10 proposals

# National Curriculum – Creativity and flexibility

- \* All pupils will have completed six years of national curriculum
- \* Complete coverage!
- \* Don't have to cover every element of every subject in national curriculum
- \* Use topic based approach
- \* Key elements of each year that **MUST** be taught to all pupils
- \* Everybody's responsibility!
- \* Find out what interests pupils and start from there
- \* Repetition
- \* Pre teaching and re-capping
- \* In depth and mastery

# Everybody's Responsibility

## Implications for Teaching and Learning 2018 – Rising Stars Grammar, Punctuation and Spelling

- \* 30% of the KS2 test assessed KS1 curriculum
- \* Only 10% assessed Year 6 curriculum
- \* 26% of the questions assessed grammatical terms and word classes
- \* Many questions involved pupils ticking, circling, underlining and multiple choice style questions
- \* 70% of questions from year 3 and 4 spelling curriculum

# Assessment

- \* Two Year Development Check
- \* Early Years Foundation Stage Profile
- \* **Baseline Assessment (2020)**
- \* Phonics Check
- \* KS1 SATs (**Maybe**)
- \* **Year 4 Multiplication Test (2020)**
- \* KS2 SATs
- \* GCSE's



Internal  
Summative  
Assessments

# Baseline Assessment

- \* Schools will carry out the assessment within the first 6 weeks of children starting school.
- \* It will be an activity based assessment of pupils' ability in:
  - \* language, communication and literacy
  - \* Mathematics
- \* The assessment will be age appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet
- \* Data will only be used at the end of year 6 to form the school-level progress measure
- \* Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time

# Baseline Assessment

- \* National voluntary pilot in autumn 2019
- \* Schools will be able to sign up to participate between 1 March and 5 April 2019
- \* Video on Standards and Testing Agency website

# Assessment 2018 - 2019

- \* The KS1 English reading, mathematics and science teacher assessment frameworks have been modified
- \* The KS 2 English reading and mathematics teacher assessment frameworks have been removed
- \* The KS2 Science teacher assessment frameworks have been modified
- \* The pre-key stage standards have replaced P levels for pupils engaged in subject-specific learning but working below the standard of the national curriculum assessments
- \* The P levels remain for pupils not engaged in subject-specific learning and working below the standard of the national curriculum assessments.

# Assessment and Reporting Guidance 2019 – KS2

Pupils should not take the tests if any of the following apply:

- \* they have not completed the relevant KS2 programme of study
- \* they are working below the overall standard of the KS2 tests (and are considered to be unable to answer the easiest questions)
- \* they are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements

The pre-key stage 2 standards should be used to provide a statutory assessment outcome for pupils engaged in subject-specific study and who are working below the standard of the KS2 national curriculum assessments. Administering a KS2 test to a pupil who is known to be working below the standard of the test at the time may result in a maladministration investigation.

# Engagement

- \* Based on research from the Complex Learning Difficulties and Disabilities Project (2011)
- \* Early development in cognition and learning centres on a range of skills that enable pupils to engage in learning situations
- \* CLDD Project identified 7 areas of engagement – not viewed in a hierarchical sense – guide for assessing pupil's effective engagement in the learning process
- \* Observational framework to monitoring the varying ways a pupil demonstrates attention, interest and involvement in new learning and provides scaffold for pupil to become autonomous in the acquisition of a new skill or concept
- \* Skills and concepts acquired will give foundations for moving on to later subject-specific learning

# Key Messages

- \* Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as SEN
- \* Where a pupil is identified as having SEN, schools should take action to remove the barriers to learning and put effective educational provision in place”
- \* Every teacher is responsible and accountable for the progress and development of pupils in their class
- \* High quality, differentiated teaching is the first response for pupils with SEN

# SEN Support

- \* Evidence of concerns – what already been tried – outcomes and progress – share with SENCO
- \* Meeting with parents /carers
- \* Plan of action – graduated response – assess, plan, do, review
- \* Regular monitoring – reviewing evidence
- \* What additional/different provision is being given?
- \* Do you need external support?
- \* What next?

# Know the law!

- \* **New Law**

- \* Part 3 of Children and Families Act 2014
- \* The Special Educational Needs and Disability Regulations 2014
- \* The Special Educational Needs (Personal Budgets) Regulations 2014
- \* The SEN and Disability Code of Practice 2015

- \* **Existing Law**

- \* Equality Act 2010
- \* Mental Capacity Act 2005
- \* The Children Act 1989 and Chronically Sick and Disabled Persons Act 1970

- \* **Old Law**

- \* Education Act 1996 and SEN Code of Practice 2001

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