

Wiltshire Council

Schools Forum

June 2017

Secondary - Enhanced Learning Provision Review 2017

Purpose of report

1. To follow up a piece of work requested by Schools Forum SEN Sub-Group, and subsequently agreed at School's Forum in October 2016, to formally review the guidance and scope of Enhanced Learning Provision. This request was drawn out of work led by the Implementation Group of the SEN Strategy Supporting Schools 2015 -18 whose membership is drawn from SENCOs, Head teachers and LA professionals.

Background

2. Enhanced Learning Provision is an option for young people in secondary schools with a significant SEN who need additional support to access the curriculum and make good progress. In 2011 guidance was created with the help of secondary schools to identify the scope of the provision.

Since then there have been a number of changes:

The Children and Families Act 2014

3. The Act alongside the code of practice issued in 2015 set out a new way of working with children and young people with SEND. In relation to ELP there were five key changes:
 - There is now a significantly higher expectation that families will be informed, involved and prioritised within a transparent process.
 - Unlike Statements, EHCPs and their counterpart My Support Plans, are expected to be living documents developing and responding to the young person's changing needs
 - Schools are expected to describe and present their SEN provision on their website
 - The assessment, planning, support and review that children/young people are offered is based on "team around a child" approach giving more opportunity to enable a child/young person's whole life development. The voice of the young person is of greater importance.
 - There is a specific commitment to begin preparation for adulthood in year 9 for all pupils with SEND
 - SEND Provision and strategy is expected to be integrated and based on shared responsibilities and monitoring between schools, the Local Authority, Health and community organisations.

The Local Area Inspection

4. The new SEND Local Area inspection was introduced in April 2016¹ to monitor, support and challenge practice in relation to the Children and Families Act 2014 and the Guidance Ofsted issues around SEND in schools.

¹ <https://www.gov.uk/government/publications/local-area-send-inspection-framework>

5. There are two key areas that impact on the delivery of ELP:
 - Schools and Local Authorities, alongside Health and parent carer organisations, are expected to work together to show how they:
 - Strategically develop and improve practice
 - Deliver positive outcomes; specifically, progress, attainment and wellbeing
 - Challenge poor practice and low expectation and support and develop good practice.
 - Clarity that the responsibility and accountability for SEND (alongside admissions and safeguarding) will continue to be an area that the Local Authority and Schools will need to work on together.

The Rising number of EHCPs in Wiltshire

6. Since 2014, with the introduction of the Children and Families Act, we have had a rising number of EHCPs in Wiltshire. This is a positive indication of early identification and early help. As of November 2016, an additional 687 children were registered with an EHCP in mainstream setting compared to November 2014. A significant number of these children are in primary settings. This has put significant pressure on budgets.

The Low levels of progress and attainment amongst children and Young people with SEND

7. Progress towards improving academic outcomes for children and young people with SEND continues, on the whole, to be making steady improvement, but the gap between SEND and non-SEND learners progress is still of significant concern.

Approach to Review

8. As a result of these issues the review of ELP was requested by Schools Forum. A three stage review process has been put into place.
9. **Stage One** Helen Lawrence, (SENCO at Abbeyfield School) sent a questionnaire to all SENCOs in secondary settings looking at the day to day running of ELP. The summary was inconclusive as there are a lot of differences between schools and the way ELP is implemented and a lack of clarity about:
 - Expected outcomes
 - The main pupil group
 - The key elements of provision
 - The funding that should be available.

There was also significant variation in the way schools saw the way ahead, the perceived role of support services and the capacity and role of specials schools. There was substantial support for a review of practice and establishing of new guidance possibly through a Service Level Agreement.

10. **Stage Two** A consultation group was set up with Secondary SENCOs in the north of the County, along with their link Education Officer, to shape and tackle some of the issues and create the new guidance. The group met over four months, addressing a series of topics which are now included in the draft guidance. This was a very valuable piece of work from this committed group of SENCOs.
11. **Stage Three** Wider consultation – will take place shortly.

Draft Guidance

12. Attached is a revised version of the ELP. There are a number of **key recommendations** and changes which have been incorporated in the draft guidance:

- i. That the guidance should cover all provision in Secondary Schools for SEND, not just ELP. This new guidance seeks to cover the scope and relationship between Alternative Provision and other forms of support for young people with SEND.
- ii. That ELP should be more like Resource Base provision in primary schools, in that it offers a significantly more bespoke and differentiated curriculum to that offered through NPA, and should be for those young people whose vulnerability and higher level of need requires substantially more sustained support.
- iii. That the guidance should offer more context and information on the scope of provision (this has been built in by the SENCO group). Thus, sections have been added on preparing for adulthood, transition, communication and funding.
- iv. That there should be a core offer available through ELP which justifies the place funding over and above NPA.
- v. That there should be a better transfer of information between the LA and secondary schools about practice and help available. The guidance is identifying these processes as beginning with the SEN SEF, now in its second year of use.
- vi. That the introduction of the changes recommended are taken forward in a phased approach and are introduced for 2018/9 beginning with the year 7 intake. This will give all schools at least a year to develop and respond to the scope of the guidance.
- vii. That a further review is carried out in 3 years time to understand how the changes are being outworked and the overall impact on pupils progress, wellbeing and attainment.

13. Key recommendations

1. For Schools Forum to note the contents of the **draft guidance**
2. For Schools forum to support a **wider consultation** with:
 - Secondary Schools
 - Parent/Carers
 - Young people
3. For the Finance teams to **model the financial scope (3 - 5yr)**
4. For changes to be made as appropriate from consultation and to agree the process for adoption
5. To adopt the **new guidance from September 2017/8 to be implemented in 2018/9**
6. To support implementation with **networked training**.

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