

**Review of Special Educational Needs (SEN) Provision – Update on Implementation**

**Purpose of Report**

1. To present a further update of progress on the implementation of the proposals relating to the Review of SEN Provision 2009/10.

**Action required of the Committee**

2. To note the report.

**Background**

3. On 28 January 2010, the Children's Services Select Committee considered proposals for SEN service development in relation to mainstream primary schools, Specialist Learning Centres (SLCs), special schools and SEN Support services. A full public consultation on the proposals was undertaken, with opportunities for written responses and attendance at public meetings.
4. On 8 June 2010, the Children's Services Select Committee resolved to undertake a rapid scrutiny exercise looking at the Review of Special Educational Needs (SEN) provision, as follows:
  - a. Rapid scrutiny of the Review of Special Educational Needs (SEN) Provision consultation process
  - b. Rapid scrutiny of the Review of Special Educational Needs (SEN) Provision consultation results
5. The Rapid Scrutiny Exercise was held on 15 July 2010. Its final report was then considered by the Select Committee on 22 July 2010, alongside the report to Cabinet presenting the outcomes of the Review and proposals for service development. The Select Committee endorsed all of the Rapid Scrutiny recommendations without amendment or addition.
6. Outcomes from the consultation were presented to Cabinet on 27 July 2010 and all the recommendations were agreed. This was reported to the Children's

Services Select Committee on 23 September 2010 where it was agreed that the Committee would be updated on progress. The Rapid Scrutiny Group received an update in November 2010 on how the individual transition plans for those young people affected were being progressed.

7. The Rapid Scrutiny Group requested a further update on implementation of the proposals relating to the Review of SEN Provision 2009/10 in June 2011.

### **Progress update on delegation of resources to schools**

8. The delegation process has been completed and fully implemented.

From 1<sup>st</sup> April:-

- all primary schools in Wiltshire are able to meet the needs of pupils up to the equivalent of 10 hours of additional support covering all areas of need;

and

- all secondary schools in Wiltshire are able to meet the needs of pupils up to the equivalent of 15 hours of additional support covering all areas of need.

### **Progress update on the development of the SEN Inclusion Service and Inclusion Network**

9. The corporate review of management resulted in a new management structure. It has been implemented from 1<sup>st</sup> April 2011 and become the basis of the new Inclusion Network for a range of support services with Targeted School and Learner Support.
10. The process of review of individual services is now under way. It is due to clarify and establish
  - the statutory functions
  - activity level which is likely to affect statutory functions
  - activity related to building school's capacity
11. The outcomes of these reviews will require further consultation with schools and relevant committees of the Schools' Forum in the Autumn 2011; this is to establish the financial commitment of schools to continue to provide these services by the Local Authority (the vast majority of the services under review are funded by the Dedicated Schools Grant).
12. This review is linked to a range of national DFE guidance on funding, SEN and Academies.

## **Progress update on the transitional arrangements for Specialist Learning Centres and individual pupils** (all data based on 18/05/2011)

### **Centre Level**

13. Since September 2010, in order to discuss and facilitate the transitional arrangements, each specialist learning centre has arranged on average 4 meetings each; in total schools held 83 planning meetings.
14. This work has been overseen by the Education Officers. In 28 cases, officers attended individual meetings; this represents 34% of all meetings held by schools. This is in addition to other regular communication between schools and the Local Authority.
15. This high level of involvement and monitoring allowed the LA and schools to communicate well. As a result placement or provision planning for all pupils has now been completed.

### **Pupils level**

16. The position, as at 18<sup>th</sup> May 2010, in relation to progress on planning for individual pupils is set out in the table below.

#### **Progress on planning for pupils**

Pupils placement already resolved and Final statement issued naming a new provision	140
Pupils under Statutory Assessment	25
Pupils placement already resolved but they remain at School Action + (plus)	64
Pupils where a way forward has not been confirmed	0
Total number of pupils affected	229
Pupils where a way forward is under an appeal	1

17. Where the placement issues have been resolved and the final statement issued naming a new provision this is because:
  - The pupils already have a statement of SEN and their annual review made relevant recommendation with regard to the future placement;
  - or
  - The pupils were referred for a statutory assessment by the school or their parent and the process has been completed;
  - and
  - LA issued its final decision about the placement and therefore issued a final statement of SEN.

18. Where pupils are under statutory Assessment this is because:

- A school Action plus review meeting has taken place

and

- A request for a statutory assessment has been made by the school or a parent and the process is under way.

19. Where pupils remain at School Action+(plus); this is because:

- A School Action+ (plus) review meeting has taken place

and

- The level of need and provision does not require a referral for a Statutory Assessment

and

- The type and level of provision has been agreed and put in place within the resources available at a school level.

20. Where a way forward has not been confirmed

N/A (all confirmed)

21. Where a way forward is being appealed against; this is because

- The LA issued a final Statement of SEN naming a provision in part 4 of the pupil's statement

and

- Parents are appealing against the decision taken by the LA.

22. The monitoring of progress in individual plans for pupils affected by the changes to Specialist Learning Centres (SLCs) and the processes for ensuring that appropriate arrangements are in place for individual pupils, will continue to be monitored by officers from the Central SEN Team.

### **Risk Assessment**

23 Progress on developing the SEN Inclusion Service and Inclusion Network will be affected by the national developments in the following areas;

- Green Paper on SEN and Disability

- White Paper – Importance of Teaching
- National review of the Educational Psychology Service
- National School funding consultation
- Expansion of the academies (incl special schools)

24 Some placements for pupils cannot be fully resolved until the completion of a Statutory Assessment. It is important to note that all these assessments have now been initiated and decisions about the level of provision and placements will be taken by the end of this academic year.

### **Conclusion**

25. The implementation process for the Review of SEN Provision has been effectively managed to date and a process established to deliver effective transitional arrangements.

### **Action**

26. Members are asked to note the report on the progress made with establishing individual plans for each pupil who is affected by changes to Specialist Learning Centres (SLCs).

**Carolyn Godfrey, Corporate Director of Children's Services**

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Report Author: Karina Kulawik  
Manager for Inclusion – 01225 713655

Background Papers: None.