

SPECIAL EDUCATIONAL NEEDS

Our Strategy for Wiltshire

ACTION PLANS
April 2005 – March 2006

Report to the Special Educational Needs Monitoring Board

Evaluations January 2006
(covering activity August – December 2005)

Development action plan – Rationale	Lead person	% Complete	Timescale Board Briefing	On Target Green Amber Red	Comment
Communication (Action Plan p2): Improved communication about SEN practice and developments will support; consistent approaches; clarity and increased trust; and, developments being fully informed by views of stakeholders.	Julie le Masurier	80%		G	All areas on target. First two SEN Communication leaflets published and distributed in partnership with SENSS. Successful conference promoting the voice of children and young people took place in September.
Finance (Action Plan p4): Clear financial planning underpins all other areas of development.	Richard Parker	50%	May 05 October 05	G	Seminars undertaken with schools. Reference Group with schools subsequently established and meeting regularly. First stage of consultation completed with a range of stakeholders. Process for revising financial arrangements for SEN between schools and LA has been agreed by schools, LA and DfES. Second stage of consultation to take place in Spring 2006.
Training (Action Plan p5): Maintenance of and investment in the skills of all staff working with pupils with special educational needs.	Clive Robson	50%		G	Audit of training and skill needs completed in Secondary schools and centres. Intensive training courses ongoing in Specialist Learning Centres. Wave 3 Literacy and Numeracy materials have been introduced to all Primary schools.
Monitoring & Evaluation (Action Plan p6): There is a statutory requirement to monitor and evaluate provision for pupils with SEN. Measurement of effectiveness also informs future practice and developments.	Mark Brotherton	85%		G	Current M & E evaluation has been analysed. Draft model of new M & E system circulated and discussed with branch leadership teams. Model adapted to meet with OfSTED requirements.
Central SEN Services (Action Plan p7 – 8): There is a need to revise the structure, processes and capacity in relation to Central SEN to improve efficiency and the quality of service to families and schools.	John Matthews	85%		G	All areas are making progress. The restructure plans have now been implemented. There has been a marked improvement in performance indicators relating to Statutory Assessment.

Joint Agency Work (Action Plan p9 – 10): Ensuring appropriate arrangements to meet the needs of individuals relies upon shared understanding of needs, clear communication and responsibilities being explicit.	Liz Garrett	70%	October 05 (Speech and language)	G	All areas progressing well. Multi agency group established to agree responsibilities and levels of Speech and Language and Occupational Therapy needed in Wiltshire. Draft specification planned for Spring 2006. Integrated services pilot continues in Wootton Bassett to be evaluated in Spring 2006.
Behavioural, Emotional and Social Development Difficulties (Action Plan p11 – 12): Schools identify behaviour as an increasing problem; the number of fixed and permanent exclusions is rising. Behavioural, emotional and social development difficulties can have significant impact on the lives of individuals e.g. offending, family breakdown.	Heather Clewett	40%	October 05	A	Behaviour and Attendance Sub Groups carrying out tasks set by behaviour and Attendance Strategy Group. YPSS development plan and post inspection action plan now complete. Trowbridge SPEL Centre now open. Advisory Group for Calne and Trowbridge has now been established. This area is 'Amber' due to the difficulties encountered. Activities are progressing and it is anticipated that it will be 'Green' by May.
Specific learning difficulties (Action Plan p13): To build the capacity of all schools to support pupils with dyslexia effectively.	Fiona Boxley-Lang	85%	January 06	G	All areas progressing well. 150 schools have now undertaken WESFORD training. Evaluation of training being used to inform amendments/developments for training/screening materials. Dyslexia working group produced a Draft Dyslexia Policy that is to be evaluated across the department in Spring 2006.
Autistic Spectrum Disorder (ASD) (Action Plan p14 – 15): ASD identified as area of development in previous SEN Review. Growing numbers of children and young people identified with ASD. Some pupils with ASD are not currently having their needs met within Wiltshire.	Fiona Boxley-Lang	60%	January 06	A	100% Outreach service across the county for SCD/ASD at primary level now available. Other areas progressing but more slowly than planned.

Early Years (Action Plan p16 – 17): To develop a consistent service across the county providing equality of opportunity. To put into practice the principles of “Together from the start” to identify children with special needs at an early stage by providing early intervention and support for children and families. To ensure that all Early Years Providers are enabled to offer provision in which parents of children with SEN have confidence and trust.	Sue Nield	70%	October 05	G	Good progress across all areas. Development of Children's Centres will enable EY to have good links with integrated services.
Primary Phase (Action Plan p18): To ensure primary phase professionals are fully aware of local/national good practice, support strategies and resources available to ensure optimum SEN provision is made. To ensure equitable provision across the county.	Lindsay Palmer	60%		G	Exhibition for Primary Phase had to be cancelled. Costs made it prohibitive. IEP guidance has been drafted for both primary and secondary schools. It will be evaluated across the department and then distributed to schools in Spring 2006.
Secondary Phase (Action Plan p19): We need to increase opportunities and achievements for secondary age pupils and work with mainstream schools to increase their capacity to achieve this.	Julie le Masurier	35%		A	Continues to be a complex area of development. Actions 4, 5 and 6 have shown limited progress. There has been some engagement with groups of colleagues, e.g. secondary SENCOS, and as a result actions have been revised and refocused to achieve agreement to change by end of March.
Special Schools (Action Plan p20 -21): Our aim is to meet the needs of children and young people in mainstream setting wherever possible. We need to be clear about the role of special schools in providing directly for some individuals and supporting mainstream settings in furthering inclusion.	Kaye Beeson	45%		A	Banding moderation conducted in all schools. Results show high proportion of pupils with complex needs in BESD schools that have needs on a support level that is comparable with SLD special schools. Residential criteria still to be completed.