

## **Appendix 1**

### **SPECIAL EDUCATIONAL NEEDS**

## **Our Strategy for Wiltshire**

**ACTION PLANS**  
**April 2006 – March 2007**

Report to the Special Educational Needs Monitoring Board

Evaluations September 2006  
(covering activity April – July 2006)

Development action plan – Rationale	Lead person	% Complete	Timescale Board Briefing	On Target Green Amber Red	Comment
<b>Communication</b> (Action Plan p2): Further improvement in communication about SEN practice and developments will support; consistent approaches; clarity and increased trust; and, shared understanding of all stakeholders.	Jan Forsyth	60%	October 06	<b>G</b>	Seven leaflets complete. Website includes information on specialist provision and the SEN Forum. SEN Forum planned and publicised for the autumn. SEN policy draft in progress. Parent Partnership Services contract has been reviewed and re-tendering is planned.
<b>Finance</b> (Action Plan p3): Clear financial planning underpins all other areas of development.	Richard Parker	20%	May 05 October 05 May 06	<b>G</b>	Clear process for linking decisions between Schools Forum and SEN Strategy Board. Models for delegation developed. Evaluation of models against current funding distribution. SEN descriptors development. Position statement on relative responsibilities of schools and LA June 06. Continued headteacher concern. Delay in second stage of consultation.
<b>Training</b> (Action Plan p4): Maintenance of and investment in the skills of all staff working with pupils with special educational needs.	Clive Robson	50%		<b>G</b>	All training planned is being completed on schedule.
<b>Monitoring &amp; Evaluation</b> (Action Plan p5): The LA has a statutory duty to monitor and evaluate the impact of resources both human and financial; to ensure that provision for children and young people with identified SEN leads them to have appropriate attainments and their achievements recognised and to inform future practice and developments.	Mark Brotherton	40%		<b>R</b>	Activity stalled because of capacity issues, primarily due to additional support for secondary schools. Financial delegation will affect M&E required but timescale for delegation delayed. Insufficient use of feedback and data in some areas. Complexity of LA/schools relationship re. self-evaluation.
<b>Central SEN Services</b> (Action Plan p6): To provide an effective and efficient service to all stakeholders.	Kaye Beeson	20%		<b>A</b>	Work is progressing across all actions, some risk of completion associated with capacity due to illness.

<b>Joint Agency Work</b> (Action Plan p7): Ensuring appropriate arrangements to meet the needs of individuals relies upon shared understanding of needs, clear communication and responsibilities being explicit.	Liz Garrett	50%	October 05 (Speech and language)	<b>A</b>	Speech and language therapy contract negotiations continue, physiotherapy and occupational therapy are not yet involved. Work about framework for local, area and county services is developing.
<b>Behavioural, Emotional &amp; Social Difficulties</b> (Action Plan p8): BESD difficulties can have significant impact on the lives of individuals, eg offending, family breakdown. The Behaviour & Attendance Strategy is influential in supporting our approach to pupils with BESD.	Heather Clewett	58%	October 05 May 06 October 06	<b>A</b>	Reduction in permanent exclusions across secondary and primary phases. Working with headteachers on draft BESD secondary strategy. Commissioner/Provider relationship in place between YPSS and Central SEN.
<b>Dyslexia</b> (Action Plan p9): To build the capacity of all schools to support pupils with dyslexia effectively, thereby reducing reliance on out-county Special Schools.	Fiona Boxley-Lang	55%	January 06	<b>A</b>	Position statement for dyslexia has been written but feedback from some stakeholders not positive. Wide range of training continues.
<b>Autistic Spectrum Disorder/Social &amp; Communication Difficulties (ASD/SCD)</b> (Action Plan p10): Growing numbers of children identified with ASD/SCD. Some children are not currently having their needs met within Wiltshire. The cost of independent/other LA provision is a serious pressure on Dedicated Schools Grant.	John Matthews	60%	January 06	<b>A</b>	Arrangements in place for Early Bird and Early Bird plus to be county wide from September. Intensive high level training being provided. Early Year's provision to be covered in early Years consultation in autumn. Review of provision in SLD/PMLD schools not yet started. Discussions about provision in secondary mainstream schools continues. Interim outreach support for secondary schools not yet established.
<b>Physical &amp; Sensory Impairment</b> (Action Plan p11) To clarify the current provision for physical impairment, hearing impairment and visual impairment.	Alison Patrick	30%		<b>G</b>	Pupils in current physical impairment provision have been profiled. Data difficulties remain in relation to health service information. All hearing and vision tasks continue as planned.

<b>Early Years</b> (Action Plan p12): 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	40%	October 05	G	Strategy for devolving funding to local communities in progress. Criteria set for Enhanced Area Settings and District Specialist Centres. Work on-going to link Early Years key-worker into Lead Professional and manage transitions.
<b>Primary Phase</b> (Action Plan p13): 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	45%		G	Review of Specialist Learning Centres (complex needs) underway – report due in October. New primary SENCO network planned in conjunction with schools.
<b>Secondary Phase</b> (Action Plan p14): 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	20%	May 06 October 06	G	School Improvement Partners have been briefed about SEN in Wiltshire. Conference arranged for secondary schools in October. Development of secondary centre model plan underway for presentation to Schools forum and WASSH.
<b>Special Schools</b> (Action Plan p15): Our aim is to meet the needs of children and young people in mainstream setting wherever possible. The role of special schools in providing directly for some individuals and supporting mainstream settings in furthering inclusion is clearly identified. Wiltshire Special Schools will be outward looking centres of excellence.	Kaye Beeson	25%		A	<div>6</div> Current usage of special schools and needs of pupils identified, demands for 07-08 projected. Arrangements for banding moderation in autumn agreed. Building priorities for 06-07 identified. <div>5</div>