Making provision for children and young people with SEND a longer term agenda: challenges and opportunities
Outcomes and partnerships

What outcomes are we seeking?

What challenges and opportunities do these pose?

How might partnerships help?
Children and Families Act 2014 s19
Principle:

Support to ‘achieve the best possible educational and other outcomes’
As a whole pupils currently identified as having SEN are disproportionately from disadvantaged backgrounds, are much more likely to be absent or excluded from school, and achieve less well than their peers, both in terms of their attainment at any given age and in terms of their progress over time. Over the last five years, these outcomes have changed very little. Past the age of 16, young people with learning difficulties or disabilities comprise one of the groups most likely not to be in education, employment or training.

Ofsted 2010, The SEN and Disability review: A statement is not enough
Have we improved?

Pupils with identified special educational needs (SEN) accounted for just over half of all permanent exclusions and fixed period exclusions.

Pupils with SEN support had the highest permanent exclusion rate and were over 7 times more likely to receive a permanent exclusion than pupils with no SEN.

Pupils with an Education, Health and Care (EHC) plan or with a statement of SEN had the highest fixed period exclusion rate and were almost 7 times more likely to receive a fixed period exclusion than pupils with no SEN.

This is set against a background of a rising trend in exclusions following a falling trend in previous years.

...over the four quarters to Q2 2016:

- The proportion of 16-24 year olds who are NEET was higher for those with disabilities (30%) than those without (9%).

- A higher proportion of 16-24 year olds without any qualifications are NEET (25%) than the proportion of those qualified to GCSE level and above (10%).

NEET: Young People Not in Education, Employment or Training
House of Commons Library BRIEFING PAPER Number SN 06705 30 November 2016

18% of young people in custody in 2013 had a statement of SEN compared to less than 3% in the general population

Transforming Youth Custody – Government response to the consultation (Ministry of Justice, January 2014)
Best possible educational and other outcomes?

'those [outcomes] needed to make successful transitions between phases of education and to prepare for adult life.' (SENDCOP 6.42)
Principles:

1. The views, wishes and feelings of the child and their parents, or the young person

2. The importance of children, parents and young people participating ‘as fully as possible’ in decision-making

3. The information and support necessary to enable participation
The opportunities and challenges

Opportunities:
Learning about and respect the aspirations and experiences of all our young people
Enabling the active participation of all learners in shaping our schools/settings.
Seeing diversity as an asset that helps us to refine our practice

Challenges:
Changing professional cultures regarding working with and listening to children, young people and their parents/carers
Operationalising the provision and practice needed to achieve the 'agreed outcomes' at a local level
Identifying and evidencing the barriers to 'agreed outcomes' arising from national policy
Creating effective partnerships


clarity about what partnership is and the processes for achieving it

consensus about the purpose of the partnership and the roles of the partners within it

mechanisms to monitor responsibilities within the partnership and review its strategy for action
The wider policy context: partnership with government

- Education policy
- Mental health policy
- Social care policy
- Employment policy
Education policy - curriculum and assessment

What are the issues arising from the current design of curriculum and assessment:

Foundation and Primary - end of year/KS expectations

Secondary - EBAC and Progress 8
Education policy - the partnership

What is it that we want to ask of government?
What evidence do we have that this is necessary?
How/when do we communicate this in a way that will be heard?
Partnership in Local Areas

Strategic partners
• Shared responsibility
• Common agendas
• Culture and values
• Enabling communication

Delivery partners
• Scope and targeting of provision
• Indicators of impact
• Value for money / cost benefit
Indicators of impact

There is a clear conceptualisation of outcomes at area-wide, delivery partner and individual child/young person levels.

Impact measures are effectively communicated in order to enable development at all levels of the partnership.

Parents, children and young people are enabled to share their experiences through person centred approaches, setting based and wider forums.

Quantitative indicators that reveal barriers and progress across the partnership are identified and ownership of and shared responsibility for these established.
Partnership in Schools and Education Settings

**Purposes and goals**
What do the different parties want to achieve?

**Information sharing**
What sorts of information are shared and by whom?

**Participation**
What helps/hinders information sharing between different parties?

**Dynamics**
What sorts of decisions are made in the partnership and how are these arrived at?

**Future Actions and communication**
Are the roles and responsibilities regarding these decisions clear to everyone?
Partnership in Schools and Education Settings: changing the culture

• **Purposes and goals**
  What do different partners want to achieve?

• **Information sharing and participation**
  What sorts of information are shared and by whom?
  What helps/hinders participation from different partners?

• **Decision making and communication**
  What sorts of decisions are made and how are these arrived at?
  Are roles and responsibilities regarding these decisions clear to everyone?

• **Outcomes and interests**
  Is this partnership worthwhile for all participants
  Whose interests are best served?
DFE Special Educational Needs in England 2016

Figure A: Time series showing the percentage of pupils with special educational needs:
England 2007-2016

Source: school census 2007-2016 (as at January each year)
Children and Families Act 10 years on

Schools and educational settings make provision for the diversity of children and young people in their locality through person centred and participative practices.

Local education, health and social care services and providers work effectively in partnership drawing on the knowledge and experiences of children, young people and their parents and carers.

National curriculum and assessment policies are designed to address the wide diversity of children and young people's characteristics and needs.

That the term 'special educational need' ceases to be necessary?