

Stockport S.E.N.D. Update- 6

Welcome to the sixth newsletter providing early years providers, schools and colleges with updates on what has been happening within to deliver the requirements of the SEND Code of Practice for 0 to 25 years. It is intended to provide support for early years providers, schools and colleges in the implementation of Special Educational Needs and Disability Code of Practice.

Cathy Lyall- Seconded Head teacher

1. SEND Forms and Guidance on Learning Leads- A section on Learning Leads will go live on 13th February called SEND Forms and Guidance. This contains the required forms and associated guidance that early years providers and schools need to complete following annual review and to apply for a needs (statutory) assessment for a pupil requiring an Education, Health and Care Plan. In addition there are other useful documents, such as support plan exemplars, training materials and newsletters, etc. A forum has been included so schools can post specific questions. Over time this area will develop to include good examples of completed documentation to support school applications further. This area can be accessed by Head teachers, Deputy Head teachers and SENCOs through their networks or through the Inclusion section. If the email details of the Head teacher, Deputy Head teacher or the SENCO have changed then please let Julie Ryan know to ensure that you can access this information.

2. Accessibility Plans- I have described in previous newsletters the requirements placed on all schools to complete and publish on their websites an Accessibility Plan, which describes the actions that will be completed to make your school more accessible to pupils with SEND in the areas of the environment, curriculum and access to information. I have placed in the Learning Leads area in Forms and Guidance, and attached to this newsletter, a number of supporting documents for schools, provided by the leads from Stockport Disability Services. These should help schools in the content of Accessibility Plans and improve school readiness to receive pupils with a range of Special Educational Needs and Disabilities. Each school website will be visited over the next couple of months with a view to sending out letters to all schools by Easter to illustrate compliance with this requirement or to offer support.

3. Needs Assessment paperwork around finance- Schools have been asking a range of questions around calculating the cost of support they provide. To request a needs assessment for an EHC plan schools need to show that they have spent, and will need to continue to spend, £10K annually and that additional funds (element 3 funding) will be required to meet that child's needs. Panel will want to see a detailed breakdown of the £6K additionally provided by the school as the other £4K is the general costs for all children- general teacher, energy, premises, resources etc. Martin Wakeling has completed a 'ready reckoner' to illustrate indicative costs for teaching assistants and teachers. The indicative document allows schools to roughly calculate costs for TAs in a 1:1, 1:2, 1:3 etc. ratios. Schools need to include the costings of additional teachers who support children, such as ECAR, LSS and BSS teachers, through the teacher's hourly rate calculation. This has been placed in the SEND Forms and Guidance section on Learning Leads under the needs assessment section.

4. Education Psychology Service- Martin Powell has recently been appointed as Head of the Psychology Service, replacing Mark Hancock. A number of head teachers, who represent a wide range of different schools, will now be asked to be part of a working group. The aim of the group is to work with Martin to consider how the school's Educational Psychology Service can further develop in the future to meet the

needs of schools, particularly once the demands placed on the service around the transferring of statements to EHC plans reduce over time.

5. Reviews- Termly reviews are now required for all pupils on SEN Support or with a statement/ EHC plan. The Local Authority still requires the completion of specific documentation once a year for those pupils with a statement or an EHC plan. The other reviews will be 'light touch' and the outcomes can be recorded on the school's own documentation. The new annual review documentation has been sent to schools already by the AROs but is now also housed in SEND Forms and Guidance on Learning Leads. It is titled EHC documentation but whilst statements are transferring over to EHC plans then this should now be completed for Statemented pupils as well. This requires schools to begin to produce information, including financial, in the format that will support the development of EHC plans and aid Assessment and Reviewing Officers in the completion of transition documentation. The documentation includes required appendices relating to the views of parents/carers and of the child/ young person themselves.

6. BSS Developments- As we move into the second term of the new SEN code of practice I would like to inform colleagues about the way BSS procedures and practices are now being aligned alongside new developments. As you will be aware, 'behaviour' has been taken out of the new code. We are in full agreement over this. Behaviour – prejudicial to learning – is an outward presentation of needs not being met. If the learning environment is good and best practice teaching is taking place then poor behaviour results from unmet needs in one or more of the four areas specified in the new code. BSS will now work with schools to identify strategies to tackle daily behaviours and interventions that will tackle unmet need that will change behaviour over the longer term. The totality of support towards these unmet needs should be captured on an Individual Behaviour Plan and for the most challenging children there may be a crisis intervention plan (a My Plan) and/or a traffic light plan ensuring a consistent adult response across the school. We will have only two stages in our process to allow for flexibility – monitoring and active. At active a child will be on our database and have the above measurable paperwork in place. At monitoring schools may decide to have behaviour targets on their own new SEND forms. All three of the forms we are using, together with exemplar copies will be available under the SEN Forms and Guidance section of Learning Leads. Should colleagues wish for whole staff training on behaviour and how it links to the new code of practice please do not hesitate to contact me. Janette Braithwaite- Headteacher BSS

7. CAF update-The Stockport Council Common Assessment Framework Performance Report for Qtr. 3 2014/15 shows 437 new CAFs completed, almost half by schools. In November the first forum to discuss CAF and safeguarding was held and from these discussions it was agreed that it would be useful to have school representation on the CAF TAC steering Group. This is currently moving forward. Susan Claydon reports a good take-up of training from all sectors both through E-Learning and face-to-face training. The current E-Learning format is under review. Susan will be getting in touch with schools directly, in the near future, to provide an update about the eCAF.

8. D.F.E.- The D.F.E. have produced an update for schools that I'm including with this newsletter.

Stockport Local Offer- www.stockportinfo.co.uk

The lead on the Local Offer is Shane O'Neill so please forward any information, advice or feedback to him via the link on the Local Offer.

Until Easter I will continue to be seconded to the 0-25 Transformation Project on Mondays and Wednesdays.

You are able to contact me at on 428 5445 or at cathy.lyall@ladybridge.stockport.sch.uk.

I hope you have found these newsletters useful and please continue to contact me if you require any further information or support.

Regards Cathy

