

SPECIAL EDUCATION NEEDS STRATEGY

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1. **INTRODUCTION**

- This document outlines how the LEA will fulfil duties related to the Code of Practice 2001. The Education Act (1996), the Children Act (1989) and the SEN and Disability Act (2001).
- **It summarises how we will implement the Council's strategy and policy** as contained within the following documents. (All available from SEN section of the LEA).

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Strategic Documentation

- Inclusion and SEN in Liverpool Strategy Statement and Strategic Plan 2000 - 2005
- SEN Strategy 2002 : Recommendations for future provision
- SEN Policy revised 2003
- SEN Strategic Plan 2002 - 2007
- Liverpool Accessibility Strategy 2003
- Education Development Plan 2, 2002-2007

Operational documentation

- Criteria for identification and assessment of Special Educational Needs 2002 (see para 3.4)
- High Sights Inclusion Module (see para 2.7)
- We have identified revised **strategic objectives** and activities to replace those in the original Strategic Plan, which have been achieved or require updating.

- The Education Development Plan 2, priority 5, relates to 'Raising achievements for under-performing groups', with a strand focussed on improving educational provision for pupils with SEN (5.1). Outcomes identified in the plan support our strategy for SEN and inclusion:
 - Improved provision for pupils with SEN through more effective inclusion, supported by outreach, without the needs for Statements of SEN.
 - Improved mechanisms by which the progress of pupils can be evaluated and benchmarked.

Activities to achieve these outcomes are identified as:

5.1.1 – improving educational provision for pupils with special educational needs.

5.1.2 – extend the LEA's role in supporting the development of inclusion and the inclusive ethos and practices in mainstream schools.

5.1.3 – develop the role of special schools across the city to support inclusion and develop a more flexible approach to meeting individual needs and raising achievement.

5.1.4 – developing the use of data and management information systems in relation to pupils with SEN.

5.1.5 – developing the knowledge and understanding of staff working with pupils with SEN in the Foundation Stage.

2. **PRINCIPLES**

2.1 Inclusion

Liverpool LEA and City Council are committed to developing inclusive provision and services for all members of the community.

2.2 Inclusion is a process – the process of being included: Our strategy for developing inclusion is detailed in our Accessibility Strategy 2003.

... Our definition of inclusion is that agreed by Chief Education Officers across Greater Merseyside.

... "Inclusion is concerned with the presence, participation and achievement of all children and young people where:

Presence concerns where children are educated, and how reliably and punctually they attend.

Participation related to the quality of their educational experiences and the services received by their parents and carers, and

Achievement concerns the outcomes of learning across the curriculum, both inside and outside the classroom".

... Presence: wherever possible in a mainstream setting. We accept that some children and young people with disabilities will be educated in a special school

... Participation: fully in the curriculum and all other aspects of school life alongside peers

... Achievement: by having access to teaching and curriculum that is appropriate to individual needs, encompasses high expectations and that realises individual potential

... Inclusion will be achieved by all schools, services, agencies, parents / carers by collaborating to support pupils with special educational needs and through support, for each other.

2.3 The culture (attitude and ethos), policy and practice of schools, LEA and all agencies must be committed to meeting the needs of **all** pupils.

Diversity must be valued and equal opportunities ensured.

2.4 In meeting special educational needs we recognise the implications of the **social model of disability** i.e. that barriers related to impairment are a product of society's response. Impairment then becomes a disability. From this premise, our actions will focus on removing barriers to inclusion. It follows that inclusion is not simply about placement and location but the quality and extent of participation and individual achievement.

The environment and provision offered must adapt to the individual – the individual should not be required to "fit in" with the status quo.

2.5 All partners have a responsibility to identify barriers to learning and inclusion. All partners must collaborate to overcome any such barriers.

2.6 The LEA provides training, guidance and support to schools to enable them to understand and meet their responsibility for developing inclusive provision and practice. It does this through:

- SENCO briefings (open to all staff and those in independent schools)
- SEN Handbook
- Support from Inclusion Development Officers
- School self-review with the Schools Assigned Effectiveness Officer.
- High Sights Inclusion Module and SEN Review Document.

The LEA will continue to provide the above and develop this further by working with partners in other agencies to provide training and guidance related to the National Service Framework and emerging strategy and provision. We will introduce Person Centred Planning to place the child and family at the centre of what we do. Provision will become 'needs led' rather than 'service driven'.

2.7 Reference: SEN Strategy 2002: Recommendations for Future Provision

We are committed to developing inclusive provision. Since the SEN Strategy became Council policy in 2000 the LEA has closed or commenced the process of closure of nine special schools -

Wheathill
Grantside
Acorn
Harold Magnay
Alder Hey Hospital School
Margaret Beavan
Watergate
Greenways
White Thorn

School Ofsted inspections acknowledge that expertise and standards of provision in **special schools** is high. The LEA values this and intend to ensure this plays a key role in developing inclusive provision as recommended by the Report of the Special Schools Working Group 2003, we will do this by developing special schools as centres of expertise and transferring provision and resources (including staff) into mainstream schools as special schools close – Phoenix (SLD) and Springwood Heath (PD) Primary Schools are examples of these.

2.8 Early identification, assessment and intervention are a priority in order that we meet individual needs and raise attainment.

The LEA has ensured that SEN is a major feature of the Early Years Strategy. The EYDCP joint funds with North Primary Care Trust, Alder Hey and Social Services, a major initiative to realise this aspect of the strategy: the **Neighbourhood Early Years SEN Service**.

The LEA are refocusing resources into Neighbourhood Early Years SEN Services, support at School Action Plus through Provider Panels and the work of the Inclusion Development Officers. The LEA is also supporting schools' ability to respond to diversity through the Dyslexia Friendly School Scheme.

The LEA is working on further measures:

- The Joint Professional Development Framework for meeting speech and language needs,
- developing accreditation for advanced SENCOs,
- developing an Inclusion Charter Mark and Regional Inclusion Award.

3. IDENTIFICATION AND ASSESSMENT OF SEN

Within the broad description – Special Educational Needs - there is a continuum of need. The LEA employs a range of measures to identify SEN as early as possible in order that appropriate intervention and support are put in place to ensure that every child on the continuum realises their potential.

Our aim:

To improve the attainments, at age appropriate levels, for most pupils and increase the rate of achievement for those with severe and profound difficulties.

Responsibilities:

3.1 The Class Teacher is usually the first to identify SEN (**School Action**) and will be able to meet most pupils' SEN with support from the school's SENCO.

The LEA provides guidance and support to schools. **The SEN Handbook** contains criteria for Identification and Assessment of SEN, details of SENISS SLAs and special schools outreach.

3.2 At **School Action Plus** the SENCO is responsible for referral to the Educational Psychology Service (EPS) for further assessment and advice. For a few pupils, schools and parents, in collaboration with the Educational Psychologist may refer to Provider Panel for support available from special schools outreach services.

The LEA provides guidance and training for SENCOs. We intend to develop this to provide accredited training and qualifications for SENCOs that will enable them to identify and address a greater range of SEN.

Schools and the LEA will address most SEN at School Action and School Action Plus. Our aim is to make provision and resources available without a Statement of SEN.

3.3 Statutory Assessment and Statements of SEN are for those children and young people who will need lifelong support for disability e.g. when a Statement is necessary to secure provision. Many children benefit from additional support without the need for a Statement of SEN, avoiding unnecessary bureaucracy.

3.4 After appropriate consultation with schools, the LEA has issued revised **criteria for Identification and Assessment of SEN**. This document was circulated to all schools in September 2002.

However, schools and other professionals must have regard to these criteria before schools request a statutory assessment. Requests related to pupils whose needs do not meet the criteria will be refused. If the LEA and school are able to make provision which meets a child's needs they should do so without recourse to a Statement of SEN.

Statements of SEN should only be necessary for placement in a special school or for some placements in specialist resourced provision and the LEA will work towards this aim in partnership with parents schools and other agencies.

3.5 Parents and schools may **request** a statutory assessment of a pupil's SEN. Requests for statutory assessment and any subsequent decision to issue a Statement of SEN are subject to strict timescales (18 weeks to produce a Statement of SEN). The LEA has recently achieved 95.54% compliance with these timescales (BVPI 43a).

As the process involves collecting evidence from a range of sources, anticipating who will be expected to provide evidence is crucial to adhering to timescales.

School and parents will have worked closely with a range of professionals who should be aware of and in agreement with the request. Parents, school and other professionals should present **evidence to inform the LEAs decision whether or not to formally assess the child**.

This evidence when presented in the format of an advice, can be used as part of the statutory assessment and if appropriate, will contribute to the Statement of SEN.

Schools and parents must, as a minimum, **inform the LEA** of all professionals involved with the child to ensure they are requested to submit advice.

Schools and parents should **inform those professionals** that a statutory assessment has been requested so that they may complete and submit assessments and advices in good time.

The Code of Practice gives emphasis to full parental involvement in all aspects of the process of meeting SEN. The **Parent Partnership Service** supports parents throughout this process. Helen Corrin Tel: **233 2848** (see Para.4.30)

Also in response to the Code of Practice, the **Pupil Advocacy Team** within the Parent Partnership Service are devising a pupil advice proforma to enable the child to contribute to their assessment. Christine Kincart Tel: **233 3351** (see para 4.30)

3.6 Identification of SEN in the **Early Years** (foundation stage) may be as previously described in paragraphs 3.1 and 3.2 if a child is in school.

The process must be linked to **Neighbourhood Early Years Services** to ensure patterns of need and provision are monitored. These are multi-agency, zonally based teams. Access to statutory assessment for children under two is through these Neighbourhood Services.

Service requests to Neighbourhood Early Years Services are accepted from any source. Assessment and interventions are then available via direct contact with these teams for most needs. More complex needs may be referred to the Early Years Panel if a child is likely to have a statutory assessment of needs.

Schools will be advised by team members about the appropriateness of referral for statutory assessment.

3.7 Individual Education Plans (IEPs)

Schools are responsible for ensuring that all pupils with SEN have IEPs with a small number of identified targets in key areas. These targets may be addressed in whole class curriculum planning but outcomes should be reviewed regularly with parent and child. Parents and child should be involved in the IEP and should receive a copy.

The LEA monitors the content and use of IEPs in mainstream schools through the School Effectiveness Service (SES). Officers conduct random sampling annually. In supporting the development of whole school systems, Inclusion Development Officers offer advice on IEP format and use.

The LEA offers support for writing IEPs through SES, central support services and special schools outreach.

3.8 Assessment in schools

Schools have a responsibility for assessing the needs, progress and achievement of all pupils. For many pupils with SEN, attainments fall outside the expected range and achievements must be identified in relation to individual progress.

Schools should use P levels to assess and measure progress where appropriate.

The LEA provide training and support in the use of PIVATs (Performance Indicator Value Added Target Setting). The Inclusion Development Officers support schools in establishing assessment systems.

The LEA incorporates P levels into the software for school target setting for mainstream and special schools.

3.9 Review

The Code of Practice **requires schools** to review the progress of all children with SEN on a regular basis. All reviews should involve child, parent and any professional involved. This ensures collaboration, appropriate support and agreed targets for pupil progress and achievements. The LEA provides guidance and training for SENCOs and other staff to ensure schools are equipped to meet this responsibility. Inclusion Development Officers support schools in putting appropriate systems in place. Whilst there is a statutory requirement to hold a multi-agency annual review of a Statement of Special Educational Needs (six monthly for children under five), it is good practice to apply the same process to pupils at School Action Plus.

There is a statutory requirement for schools to hold a **Transition Review in Year 9** for pupils with a Statement of SEN. Connexions are responsible for implementing the subsequent Transition Plan. LEA Officers will attend such reviews when the LEA is advised that changes to provision and the statement are likely.

It is good practice for schools to hold similar transitions reviews at **nursery / reception** transfer and **Year 6 / Year 7** transfer.

4. PROVISION FOR SPECIAL EDUCATIONAL NEEDS

Reference:- SEN Strategy 2002 : Recommendations for Future Provision (see para 2).

4.1 Inclusive Schools

Most SEN will be met within mainstream schools at School Action and School Action Plus.

4.2 Support is available to schools at School Action Plus from the Educational Psychology Service – schools have time allocated for the academic year and decide how this will be used. The EPS offer assessment, advice, interventions and training.

4.3 Further support is available through the **Early Years and Provider Panels** (see para 4.29). Schools are expected to have employed support available to them e.g. EPS and SENISS service level agreement (SLAs) prior to referral to the Provider Panels.

Schools must include evidence of their own assessment and intervention together with outcomes to enable the Panel to identify appropriate support.

4.4 Provider Panels are multi-agency and able to offer schools / families:

- Input from Social Services.
- Referral to Community Paediatricians.
- Referral to therapy services (Occupational Therapy (OT), Physiotherapy (PT) and Speech and Language therapy (SLT)).

- Support from Central Services – SLT, Sensory Impairment Service (SIS), SENISS, (Specialist Pupil Advice), IDOs (advice and support on policy and systems).
- Support from special schools – pupil level, support, advice and training for class teacher or whole school.

4.5 Pupil led funding is delegated to mainstream schools to enable them to meet SEN at School Action and School Action Plus. Figures given are based on 2003/2004 budget information. (£5,774,051)

Schools' Governors are responsible for ensuring that money delegated for SEN is used for this purpose. They should be mindful that they must not depend solely on this element of their budget when considering the needs of pupils.

- Schools receive an element of funding for **additional educational support**.

£2,303, 944 has been delegated to schools

£1,738,421 shared amongst all schools with 18% or more free school meals (FSM)

£565,523 shared amongst all schools with 40% or more FSM.

- All schools receive an element of funding for **special educational needs**. By 2005/2006 this will be based 100% on prior attainment (end of key stage results for each school). This year £2,303,944 was delegated by this formula.
- The central budget that funded **individual pupil support** was delegated this year. (Education Support Assistant budget) £1,166,163 was allocated to all schools based on prior attainment.

These three elements should be used flexibly to meet the special educational needs specific to each school as needs for provision and support will change. School budget plans should take account of the whole budget when ensuring special educational needs are catered for.

- All schools receive an allocation from **Standards Fund** line 202 for SEN. The LEA provides guidance to schools on how this funding should be spent based on the Standards Fund circular which identifies the purpose of the grant as follows:
 - To support the delivery of excellent educational opportunities for all children and young people with SEN and disabilities
 - To support school and LEA strategies to remove barriers which prevent children achieving their full potential.

This element of Standards Fund is therefore intended to support the LEA's strategy for SEN (Inclusion and Accessibility). It should fund training and professional development of staff in terms of support for the implementation of SENDA 2001, the LEA's Accessibility Strategy and schools Accessibility Plans, promoting joint working between all agencies and developing the specialist skills of staff in schools.

The amount delegated in 2003/04 is £405,000 and the formula for allocation is determined by the Standards Fund Sub Group.

- All schools and nurseries received £1,250.
- Special schools and provision for excluded pupils received an additional £1,000.
- Primary and secondary schools receive an additional figure related to the percentage of pupils with SEN within school; (PLASC data) £130,750.

With the exception of centrally retained services and some specialist aids **schools are responsible** for putting in place all provision needed, including that specified in Statements of SEN.

The **LEA has responsibility** for monitoring the use of delegated funding. School Assigned School Effectiveness Officers (AESOs) annually review with headteachers provision for SEN including use of delegated funds.

4.6 Resourced Schools

Where pupils require specialist support and provision the LEA has developed resourced provision within mainstream schools: resourced and resourced plus. This resourced provision meets different levels of need and funding reflects this.

4.7 Resourced provision: is identified to meet specific needs that cannot be met within the resources of a mainstream school at this stage of the Inclusion Strategy.

Assessment Provision

Currently available at White Thorn and Greenways Special Schools (25 places each). The LEA intends to close these schools and relocate provision in resourced primary schools – Barlows Lane and Matthew Arnold. Assessment places are also available at Phoenix School. (see para 4.18)

Resourced schools receive £42,809 (per 12 places) as a unit of resource. Provision in the City is as follows:

Spld (Specific Learning Difficulties)	Provision is available at Anfield Community Comprehensive School (20 places) and Alsop High School (20 places).
SEBD (Social, Emotional and Behavioural Difficulties)	Enhanced provision is available at Middlefield Community Primary School (16 places) and Breckfield Community Comprehensive School (20 places).
SLD (Severe Learning Difficulties)	All Saint's RC Primary School (16 places) and St Francis of Assisi RC Primary School have resourced places for pupils with SLD (6 places).

CLD (Complex Learning Difficulties) The Friary School (12 places), Our Lady of Reconciliation Primary School (12 places), Blueberry Park Primary School (12 places), St Francis of Assisi Primary School (6 places) and Parklands High School (30 places) have resourced provision for pupils with CLD.

4.8 The LEA is the 'admitting authority' for this provision and is responsible for placing pupils. Our aim is to return the pupils in these places, to their local mainstream school. The LEA expects to retain provision for severe Spld, SLD and SEBD. Provision for CLD will be phased out over the next five years as all schools develop in their abilities to meet diverse needs and as resources to support them are redirected from the special school sector.

4.9 **Resourced Provision Plus** includes specialist staffing and resources.

VI (Visual Impairment) Gateacre (25 places)

HI (Hearing Impairment) Knotty Ash (25 places) Broadgreen High School (25 places)

PD (Physical Disability) Springwood Heath (48 places)

SLD/PMLD/ASD (Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Autistic Spectrum Disorder) Phoenix (56 places)

S&L (Speech and Language) The ICAN Nursery at Mab Lane Primary School, Hope Valley Primary School, Pleasant Street Primary School and Matthew Arnold Primary School have resourced provision for pupils with speech and language difficulties (20 places each).

The LEA, as the admitting authority, places all pupils. Pupils may remain within this resourced provision throughout their time in the school but our aim is to reintegrate pupils into their local school at the earliest opportunity. The LEA expects to retain this provision in the future

4.10 The LEA is consulting on implementation of the **criteria for the selection of resourced schools** so that decisions are based on consistent agreed judgements and geographical need.

4.11 Resourced schools will be monitored for pupil progress and achievement, and outcomes (pupil mobility). They will be reviewed regularly in relation to changes to place numbers and the need for continuation or removal of resourced provision.

4.12 Special Schools

"The SEN Strategy: Recommendations for Future SEN provision in Liverpool 2002" was approved by Council and sets out the future direction for special school provision. The LEA's Strategy is to close its special schools as both mainstream provision and resourced mainstream provision increases in its capacity to cater for a range of SEN. This is a dual approach whereby the contraction of the special school sector is combined with increasing outreach support from the special schools and challenge and support to the mainstream sector via the School Effectiveness Service. The LEA has closed or commenced the statutory process of closing nine special schools. A Project Manager has been seconded to the LEA from SENISS to implement the school closures. These closures have widespread support in the transition towards increasing inclusion.

4.13 Provision for children with medical / health needs has transferred to Sandfield Park School since the closure of Alder Hey Hospital School. It comprises four elements of provision.

(i) Head Injury (HI) – pupils are referred by the consultant.

(ii) Dewi Jones Unit – teaching will be provided in this regional centre for severe psychiatric needs for any pupils currently admitted.

(iii) Ward teaching – All eligible pupils on every ward receive teaching.

(iv) Home teaching for sick children – children identified by a doctor as unable to attend school temporarily due to ill health receive home teaching. The LEA will collaborate with the service and with health partners to clarify the criteria for referral to this service.

The LEA intends to retain these services.

4.14 Provision for Children with Autistic Spectrum Disorders

The LEA is a partner with Health and Social Services in **Autistic Spectrum Pathway Services** which comprise:

- Assessment Team
- Early Intervention Team
- Training Team

These services currently work with children and their families. They will collaborate with other existing services to ensure services provide a continuum of provision that complement and enhance other provision for autistic spectrum disorders (ASD).

Abbots Lea School (90 places) caters for pupils with ASD who have moderate learning difficulties, average ability and a range of challenging behaviours. The LEA offers a limited number of places for pupils from other LEAs (see para 4.21 out of city provision).

The LEA intends to retain this provision.

Additional resources are made available to fund **outreach** provision to support pupils with ASD in mainstream schools and the staff in those schools.

All schools for pupils with severe learning difficulties (SLD) make provision for pupils with SLD who also have ASD. Two schools Princes (Primary) and Redbridge (Secondary) have discrete unit provision for ASD and all four make provision for ASD throughout the school. There is therefore a range of options within the SLD Sector for placing pupils. The LEA intends to retain provision for ASD within this sector.

Phoenix Primary School, as a resourced inclusive mainstream primary school, makes provision for pupils with ASD of all levels of ability. At foundation stage this is an 'autism friendly school' and staff are working to extend this throughout the school. The LEA intends to retain this provision.

All these schools will collaborate with AS Pathway Teams to provide support and training to mainstream schools and to parents.

4.15 Complex Learning Difficulties

Liverpool has decided to redesignate schools for pupils with moderate learning difficulties as schools for pupils with complex learning difficulties. We understand CLD to mean moderate learning difficulties and an additional need such as medical, behavioural.

In this phase of reorganisation the LEA intends to reduce the five schools (650 places) for pupils with moderate learning difficulties to three secondary schools for pupils with complex learning difficulties (CLD) 3 x 100 secondary places) and 100 primary places.

The LEA will place pupils, with complex needs and moderate learning difficulties in these schools where there is a need for specialist support and resources not currently available in mainstream schools. Pupils have a Statement of SEN as required by DfES for placement in special schools. The LEA places all pupils.

CLD schools must aim to return pupils to mainstream schools at the earliest opportunity. Mainstream schools must collaborate in meeting this aim. Meeting the needs of pupils in a mainstream school is a shared responsibility. Statements should be discontinued as **outreach** support is available through Provider Panels.

The LEA intends to cease to maintain CLD schools as mainstream schools develop capacity. We anticipate this sector to go by 2010. The LEA intends to cease admitting any further pupils to CLD schools.

4.16 Physical Disability

The LEA has ceased to maintain **Harold Magnay School** as a primary special school for physical disability and has relocated provision within **Springwood/Heath Primary School** as a specialist resourced primary school with 48 places for pupils with physical disability (6 per year group). Provision continues to be based on the two sites whilst building work is undertaken.

Pupils with physical disability will attend their local primary school where possible and Springwood Primary School when specialist support and facilities are needed. Pupils will have a Statement of SEN and the LEA will place all pupils. Springwood Primary School has a responsibility for reviewing the appropriateness of placement in relation to transferring pupils back to their local mainstream school if progress makes this possible.

The LEA already has a well-established secondary specialist resourced provision for pupils with physical disability at **Broadgreen High School** (18 places).

The LEA will seek to transfer all secondary special school places for pupils with a physical disability (Sandfield Park) into specialist resourced mainstream provision within the next five years and will consult on the site or sites to be selected.

The secondary provision at **Sandfield Park Special School** is of an excellent standard and the LEA will preserve the expertise of staff by transferring the provision to the mainstream sector as with Harold Magnay School.

The LEA will resource provision for pupils with physical disability to provide **outreach** support to mainstream schools for physical disability issues and for dyspraxia.

The LEA is working with physiotherapy and occupational therapy services at Alder Hey to develop a team approach to supporting children with dyspraxia, their parents and staff in schools and other settings. The team will provide pupil level support, advice and training to staff and parents / carers.

4.17 Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

SLD schools were reorganised in 1998 from five all age schools to two primary (100 places) and two secondary schools (156 places) based in the North and South of the City.

The LEA intends to retain schools for pupils with SLD/PMLD. We will seek to rationalise this provision further by combining schools to create one primary and one secondary school within ten years. The number of places available will be kept under review.

The schools are responsible for ensuring pupils work with mainstream peers in mainstream schools, within their own school and in other settings. They should also transfer pupils to mainstream schools wherever possible, as there are significant numbers of pupils with SLD already attending mainstream schools.

Phoenix Primary, as a resourced, inclusive, mainstream primary school, makes provision for pupils with SLD and PMLD.

4.18 Early Years Assessment Schools

Greenways School (25 places) and White Thorn School (25 places) offer assessment and intensive early intervention for children aged 3 – 7 years.

The LEA intends to close both schools within the next two years whilst retaining the expertise of staff by transferring provision to designated mainstream schools:

White Thorn School will move to Barlows Lane Primary School and Greenways School to Matthew Arnold School. The mainstream schools will then offer an assessment role. The LEA has already achieved this model through the closure of Acorn Nursery School and opening of Phoenix Inclusive Primary School. This provision will have close links with Neighbourhood Early Years Services (para 4.27)

All places will be allocated by the LEA (Early Years Panel) and children will be placed in the provision for between two and three terms. The children will not have Statements of SEN and will be expected to transfer to their local mainstream school or resourced provision with their needs clearly identified.

The LEA will review the need for this provision annually, retaining it whilst there is a need. As mainstream schools ability to identify diverse needs improves, demand for assessment places should reduce. The LEA would then cease to provide separate assessment places in these schools.

4.19 Social Emotional and Behavioural Difficulties (SEBD)

In order to rationalise provision to facilitate access to services – responsibility for special schools for Social Emotional and Behavioural Difficulties has been transferred from SEN Section to the Social Inclusion Team. The behaviour and attendance related aspects of Excellence in Liverpool (EIL) are also included in the continuum. Ken Roberts (PEO, Social Inclusion) is responsible for all behaviour related services, attendance, exclusions, education for children out of school and other than at school etc.

For statutory assessment and consequent placement Steve Orrell (EO) and Lynn Fane (Admin) have also transferred to the Social Inclusion Team on **233 5598**.

The continuum of provision is represented diagrammatically in the attached appendix SEBD1.

All **schools are responsible** for ensuring preventative and early intervention measures are in place – managing behaviour policy, whole school strategies, and for working in partnership with parents / carers, child, educational psychologists at an early stage.

Provider Panels are able to offer further support upon evidence that these measures are in place and have been employed. Support available includes **outreach** support from SEBD Schools (see below) and resourced mainstream provision.

Primary and Secondary Learning Support Centres may provide short-term intervention for some pupils. Provider Panels refer pupils where appropriate.

Placement in a special school is intended only for those pupils with long term additional mental health needs.

The LEA reorganised SEBD schools between 2000 and 2002. Four all age schools were re-organised into three schools (KS2 and 3 – boys) serving the North, Centre and South zones of the city: Ernest Cookson (40 places – to increase to 50), Clifford Holroyde (50 places), Hope (25 to increase to 50 places). All are resourced to provide extra outreach support. Multi-agency behaviour support teams (MABS) will be based at each to enable the sector to meet the most complex behavioural needs in the school population and prevent the need to educate children and young people outside the city. The LEA acknowledges there will always be a small number of pupils who need highly specialist provision outside the city.

The LEA also maintains a residential boys SEBD school (KS 3&4) at Lower Lee (45 places).

This sector will be reviewed regularly and provision adjusted to meet needs across the city as part of the overall strategy within the Behaviour Support Plan.

4.20 All special schools have much to offer mainstream partners and vice versa. The LEA strategy is to develop special schools as centres of expertise offering some or all of a range of support to mainstream.

Support includes:

- Outreach teaching support for pupils
- Advice and support for staff in relation to individual pupils or whole school issues
- Training in specific needs and disabilities
- Training in specialist approaches and strategies
- Sharing curriculum approaches and materials
- Access to alternative and vocational curriculum 14+
- Team teaching and other development opportunities such as 'Job Swaps'

The LEA will negotiate with special school and mainstream headteachers in specifying the details of support available, to ensure consistency and equity across the city and ensure provision is matched to demand.

Special school staff new to the outreach role need **training**. The LEA commissioned Liverpool University to provide accredited training from 2001.

Support from such a range of possible providers must be co-ordinated. **SENISS** are designated to lead on the development of those services and to **co-ordinate referrals**.

All pupil support from special schools is commissioned through **Provider Panels**.

4.21 Independent Provision

The LEA expects that our provision will meet the needs of most children within the city. Placement in the independent sector is therefore a last resort when needs are so complex and individual that a unique package of provision and support is required. This strategy is based upon the increasing capacity of the special school sector to cater for complex needs. For instance, the development of MABS (Multi-Agency Behaviour Service) will enhance provision within the SEBD Sector. The tier 3 and 4 mental health support this provides at each of the SEBD special schools will allow a number of pupils who might formerly have been placed in the independent sector to be maintained in Liverpool schools. This is combined with the increasing capacity of social services to accommodate such pupils within the city and forms part of a **'harmonised' child's service strategy**.

£249,530 has been delegated to **special schools** to finance extra support staff for particularly challenging children. As needs within the sector vary from year to year, a panel of head teachers and officers manage the annual allocation of this budget.

The LEA continues to place a number of pupils with SEN in independent provision. This may be within the city boundary or, more usually, outside the city. In collaboration with Health and Social Services it is intended that the number of such placements will reduce year on year for the foreseeable future. Placements and packages will be established within the city. Exceptions to this will be rare.

Placement is determined by a multi-agency panel – the Complex Support Packages Panel with members from health, education and social services.

Education referrals to this panel are from the SEN Central Administration Team or Social Inclusion Team only.

This panel will have a pooled budget (health, social services and education) during this financial year.

The panel is responsible for constructing packages of placement and support, which meet individual needs: establishing initial pupil targets with providers and expected outcomes of the placement; monitoring and review of pupil progress and appropriateness of placement.

The panel is to develop Person Centred Planning as central to the multi-agency process for meeting these responsibilities.

The panel will seek to return pupils to Liverpool provision and their community at the earliest opportunity.

4.22 Central Services

The LEA has a range of central services, which fulfil the LEAs statutory duties related to SEN and support for schools and pupils. All teams produce a service specification and where appropriate SLAs with schools.

The **central SEN administration team** manage the statutory assessment process, monitor annual reviews and amend or withdraw statements as necessary.

This team is staffed to respond to the current number of requests for formal assessment. Staffing levels will be reviewed in the light of reductions in requests.

The LEA is addressing the need to moderate decisions relating to statutory assessment and Statements of SEN. The Principal Educational Psychologist is leading on this.

SEO : Karen Gleave on **233 2699**

- **SEN Transport Team**

This team is responsible for arranging transport to and from school for pupils with SEN who are eligible for this service. Pupils under 8 years of age and living more than two miles from school are eligible for a bus pass. For pupils over 8 years the distance requirement is three miles. For some pupils with a disability, transport by taxi or minibus is provided. The transport policy was revised in July 2003 and is available from this department. Tel: **233 2870**.

- **Recoupment**

There are Liverpool pupils attending schools in neighbouring authorities and pupils resident outside Liverpool who attend Liverpool schools. All LEAs pay for places in relation to pupils whose needs cannot be met by 'home' authority provision. Examples of the latter include places at Abbots Lea School (ASD) and in sensory resource bases e.g. Knotty Ash is the only school offering a total communication environment (including signing) in the region.

The LEA operates a recoupment budget in which funding recouped for non Liverpool pupils is 'recycled' to fund Liverpool pupils in schools within other local authority provision. This budget is managed and monitored separately to funding for out of city 'independent' provision.

In July 2003 the Greater Merseyside LEAs, facilitated by the SEN Regional Partnership, agreed to cease recoupment for pupils with Spld and MLD as the cost of administration and final effect on budgets negated any benefits of undertaking the process.

Schools should notify the LEA when pupils move into or out of the city. Recoupment Officer: Louise Owen on **233 2858**.

4.23 The Educational Psychology Service is staffed to the level recommended per head of pupil population (19 educational psychologists). Schools are allocated time from a designated Educational Psychologist on an annual basis and they are responsible for identifying how they wish this time to be utilised from a range of options. The service allocates time for statutory assessment, beyond schools' time allocation and for pupils in the independent sector..

The service also allocates time from designated psychologists to early years maintained and non-maintained settings and children in Public Care (the Virtual School). The service is 'purchased' by Sure Start and BEST.

- The Principal Educational Psychologist (PEP) leads on Provider Panels (monitoring and evaluation of pupil outcomes, reviewing impact on the implementation of the strategic plan.
- The PEP leads on moderation of the statutory assessment process and decisions made to ensure consistency of decisions and outcomes across the city.
- The PEP will represent the LEA with the Senior Education Officer(SEO) for SEN on the Complex Support Packages Panel, the multi-agency team that places pupils with the most complex needs in independent provision (individualised packages). Arrangements will be made for regular monitoring and review of progress and achievement together with review of the appropriateness of the placement.
PEP: Judy Poole on **709 6664**.

4.24 The Special Educational Needs Integrated Support Service (SENISS)

SENISS supports pupils with a range of special educational needs across all mainstream schools as specified in individual **Statements of SEN**. The population of pupils supported includes pupils with SLD, MLD, ASD and Spld. The LEA centrally funds 21 teachers, the service also offers schools **Service Level Agreements** for a range of support (see service specification and SLA in SEN Handbook). Schools take up of the SLA arrangements funds an additional five teachers to the service. (It is self-financing).

The Co-ordinator of SENISS (Chris Gaffney) also has responsibility for co-ordinating the **outreach services from special schools** to ensure that support to schools from all providers is consistent in content and duplication or overlap avoided. Process and protocols should be consistent so that receiving schools feel they are dealing with one system rather than several.

The LEA is responsible for monitoring the outreach service from special schools and the **Provision Steering Group** will monitor and review demand and outcomes. This group comprises LEA officers and Head Teacher representatives.

It is the LEA's desire to **delegate** this service. However, the proposal has been deferred for a year at schools' request as they value and depend on the support offered.

As capacity in mainstream schools increases and the role of Special Schools develops, the LEA will review SENISS with a view to delegating the resources / provision to mainstream schools. Review and consultation will commence in the Spring 2004.

Schools may access SLA support from SENISS by contacting the service.

SENISS Co-ordinator : Chris Gaffney on **233 1619**

4.25 Sensory Impairment Service (SIS)

This service is an amalgamation of the visual impairment service and the hearing impairment service. These services were formed when the LEA closed the first two special schools. The service was delegated in 2002 and is subject to a service level agreement with specialist resourced mainstream schools. A small central team is retained.

Staff hold the required specialist qualification to teach and support hearing impaired and visually impaired pupils in schools and children with identified impairment from birth. Support is often in place before children start school. For children identified at a later stage referral to the Visual Assessment Team (multi-agency) or Audiology Clinic is made through a health professional. Pupils are referred to the SIS following diagnosis.

The service provides ongoing specialist advice, monitoring and support for pupils and staff at pupil and school level.

All specialised aids and equipment are provided by the service.

The service covers pupils attending their local mainstream school or school of choice and pupils in specialist resourced bases (see Page 6 for list).

Schools should have no need to refer to the service as pupils with sensory impairment have clearly identified needs and the service will contact schools.

The LEA intend to retain this service, reviewing structure and outcomes regularly.

Team Manager : Judith Wilson on **233 1838**.

4.26 Speech and Language Therapy Services (SLT)

The LEA provides **three primary units** for pupils with speech and language disorders (para 5.4) within three mainstream primary schools and I CAN nursery provision at Mab Lane.

The units offer full and part-time places. Staff also provide an **outreach** service to pupils awaiting places and to support those who have returned to their local mainstream schools following intensive intervention.

The service works with speech therapy colleagues from health to address communication needs at different levels:

- The units offer short to medium term intervention for those pupils with the most complex needs. These pupils will return to mainstream following intensive intervention.
- Outreach support enables pupils to transfer successfully to mainstream and helps staff in the receiving schools address any remaining needs.
- Outreach support and advice to staff and pupils is appropriate for other children who have lesser need.

Referral to this service is through Provider Panel.

The manager of the service, Chris Taylor, assesses need and allocates all places.

The LEA also maintains speech and language units in the **CLD Sector** at primary level. Access to this provision is via a Statement of SEN when advised by Speech and Language Therapy Services.

The LEA is to review SLT provision within the review of all resource base provision in Autumn 2003. Consideration will be given to pupil needs, outcomes, relation to overall provision and increasing capacity to meet diverse needs within all schools. The LEA will seek to ensure provision is in line with the SEN Strategy.

From September 2003 the service will develop a **programme of speech and language training** to support the development of skills of all staff in schools and services. The Service Manager is developing the Joint Professional Development Framework (JPDF) across Merseyside on behalf of the Greater Merseyside SEN Regional Partnership. The following principles underpin this programme:

- All adults have a responsibility to meet the communication needs of children and young people (parents and staff).
- The National Curriculum lacks an emphasis on developing oracy skills fundamental to progress and achievement in all areas of the curriculum.
- Multi-agency training will be developed to address the development of language and communication of all pupils and the knowledge and skills of all adults to facilitate this development.

Support and advice for adults will be necessary in relation to some pupils and this will be provided by Speech and Language Therapy Services (Health). Direct pupil support will be provided for those pupils who require it. This is **determined and defined by Speech and Language Therapy Services**. Other professionals may refer a pupil to Speech and Language Therapy Services for assessment – no one must state that a child needs speech therapy unless they are a Speech and Language Therapist and therefore qualified to identify the nature of need and appropriate service response.

A pilot project is planned at secondary level to evaluate the effectiveness of targeting oracy skills. Named '**Talking Shop**', the project will work with a secondary school and two of the feeder primaries to target pupils from Y6, Y7 and Y8 for the trialling of an intervention package.

Speech and Language Manager : Chris Taylor on **233 1847**.

4.27 Neighbourhood Early Years SEN Services (NEYS)

This **multi-agency service** is newly emerging as a result of the SEN Strategy: Recommendations for Future Provision 2002 and the local drive to harmonise childrens' services.

Existing services within Health, Social Services and Education are coming together to work as multi-agency teams for all children with SEN and / or disabilities from birth to five years (end of Foundation Stage Year R). The teams will be community based with open access to parents / carers who wish to make a 'service request'.

The main aim of the service is early identification and intervention. In this way, many special educational needs will be addressed or lessened by the time a child starts school. Schools will have a firm foundation to build on when they start to meet the special educational needs of these pupils.

There is open access to the service – any parent / carer may place a 'service request'. Schools and early years settings should refer children at Early Years Action Plus.

The LEA is responsible for contributing to the service through staffing, management and resources. The project manager is a senior educational psychologist. Team members from education are currently:

- 1.2 FTE Early Years SEN Advisory Teachers
- 4 FTE Portage Workers
- 3 FTE Behaviour Support Workers
- 3 FTE Educational Psychologists

In establishing this service, seconded part-time posts involving health and social services staff have also been identified. The LEA intends to develop the service as it addresses a key priority of our SEN Strategy, early identification and assessment. Because of the multi-agency nature of the service, the Service Integration Manager, Disabled Children: Val Shanks-Pepper (Inter-agency post) is closely involved in the strategic development.

Project manager: Lynne Godfrey on **709 6664**

4.28 School Effectiveness Service

The School Effectiveness Service works very closely with Education Support to ensure a collaborative response to the EDP2 and the SEN Strategy.

Their primary role is to support and challenge at school level.

Support is provided by all Assigned School Effectiveness Officers (ASEOs), 5 FTE Inclusion Development Officers (seconded posts), Effectiveness Officer (SEN & Inclusion) - Sue Williams, a designated Senior Effectiveness Officer, SEN – Kaye Gee and a Principal Effectiveness Officer – Maggie Hannon.

Support includes:

- A programme of **termly briefings** for SENCOs, Head Teacher and other staff. (Open to colleagues in the Independent Sector). These briefings cover legislation; local policy, strategy and provision; curriculum related developments and the use of PIVATs to ensure assessment covers all levels of ability and provides comparable data at LEA level for benchmarking.
- Support at **school level** (policy strategy and planning) is provided by the Inclusion Development Officers and all School Effectiveness Officers. Support may be requested by the school and / or Governors at any time. Support will be offered to all schools following on OFSTED Inspection of the school, based upon analysis of the judgements relating to SEN and Inclusion.

Support and accountability is addressed by:

- **High Sights Inclusion Module**

Schools and governors may use this as the basis of regular self-review of all aspects of schools' responsibilities for meeting SEN and developing inclusion for all vulnerable groups. Support for this exercise or support following review is available from Inclusion Development Officers upon request and / or the School Assigned Effectiveness Officer.

IDO requests via Sue Williams on **233 8157**

- **SEN Review**

This is a review document that considers the management of schools' specific responsibilities in relation to SEN. The Assigned Effectiveness Officer for every school will work through this document with the headteacher (and Chair of Governors if requested) on an annual basis. The exercise meets the LEA duty to monitor provision for SEN (including use of delegated budgets).

- **Progress and Achievement**

Ability to monitor the progress of pupils with SEN across the LEA is improving as data systems are developing that will provide pupil level assessment and attainment data outside national curriculum levels.

The LEA is including P levels in data systems to ensure that all levels of ability are monitored. The LEA will use this data to evaluate the effectiveness of provision and support and to target future support and resources.

- **Recognition of Good Practice**

The LEA is working with headteacher colleagues to develop an Inclusion Charter Mark linked to a regional Inclusion Award. This will be presented as a draft for consultation during the first half of the Autumn Term 2003 with the first cohort of schools applying during the second half of the Autumn Term.

4.29 Early Years Panel and Provider Panels

Provider Panels were established in February 2002 as part of the LEA Strategy to support pupils and schools at School Action Plus and develop the capacity of schools to meet diverse needs linked to the development of the role of special schools as Church of England offering outreach services.

There are four Panels : Early Years, Primary (KS1 and KS2), KS3 and KS4.

Early Years Panel

The Early Years Panel is a multi-agency group that meets monthly to consider the needs of children 0-5 who have been referred by any involved professional for consideration of their SEN. These needs will be complex and the panel will decide either to initiate the statutory assessment process, allocate an assessment placement for the child or if not previously involved, refer the child to Neighbourhood Early Years SEN Services (NEYS)

All assessment places will be allocated by the Panel.

The Panel will make decisions about statutory assessment thus ensuring they are moderated (consistent response to needs).

As Neighbourhood Early Years Services develop and early identification and intervention becomes more wide spread, referrals to the Early Years Panels will diminish.

The Panel will monitor referrals and outcomes to evaluate the impact of the range of support for SEN in the Early Years, specifically:

- Neighbourhood Early Years Services
- Training and guidance for Early Years settings throughout the EYDCP (maintained, non maintained, voluntary and childminders) including "Putting the Code into Practice a Handbook on SEN for Private, Voluntary and Independent Providers of Early Years Education."
- Area SENCOs

Referrals to Early Years Panel: Christopher Lee on **233 2527**

Provider Panels

The Panels are multi-agency.

When schools find strategies at School Action and School Action Plus have been exhausted, they may refer pupils to the appropriate Panel. Full and clear supporting evidence of measures previously employed enables the Panel to identify support most appropriate to the context. This may come from any of the services with representatives on the Panel, special school outreach or the Inclusion Development Officers. In the coming year we will also engage other mainstream schools in providing support through the sharing of strategies and expertise that they have developed.

In addition to pupils with SEN, the Panels consider those pupils at risk of exclusion or who have been excluded from school. For some of these pupils alternative educational provision is considered the most appropriate means of provision.

A key requirement of referral to Provider Panel is that parents and pupils are involved in the referral and their views represented.

Referrals to: Social Inclusion Administration Team on **233 8270 / 2532**.

4.30 Parent Partnership Service (PPS)

The LEA is required to provide a Parent Partnership Service, which works to support parents independently of the LEA. Liverpool PPS is well established and offers a range of services to support families.

- **Direct support** to parents / carers where children have identified SEN or they believe their child has SEN. The service provides advice about the assessment process, the Code of Practice on the identification and assessment of SEN and the SENDA'01.
- A **Drop-in Service** and **telephone helpdesk** for parents with queries and issues.
- A team of trained **Independent Parental Supporters** (volunteers).
- **Parent groups** in schools to advise on the assessment process and support the development of parents as partners.
- PPS **information noticeboard** in a growing number of schools.
- A range of information and guidance **booklets and leaflets**.
- Access to the service for the Chinese Community through the Pagoda Community Centre.
- The service is developing 'signpost' material in a range of minority languages so that all potential clients know of their existence and how to contact them.
- Access to the service is open to all parents / carers and will be accepted from a third party on the parents / carers behalf.

PPS Co-ordinator: Helen Corrin on **233 2848**.

Referrals and help desk: **233 2848**

- Linked to the PPS and managed by the Co-ordinator is the **Pupil Advocacy Team**. The team is funded for one year initially by the Children's Fund to develop advocacy for children and young people with a disability.

- There are three team members working on a number of projects open to all schools – they are working with a cohort of 45 schools at any time on a block of work to **train pupils in peer advocacy** and adults to be pupil advocates. A key aim is that pupils can advocate for themselves and have the opportunity to do so.
- The team is working with a range of professionals and services to introduce or review systems to facilitate full and meaningful pupil involvement in meeting their SEN. For example, the teams are working on a proforma for pupil contribution to the **annual review** in consultation with pupils.
- The team are a key means of raising the awareness of everyone in education that children and young people should **fully participate in planning and review** and that all adults have a responsibility for ensuring this happens. We should not need this team indefinitely but will seek further funding beyond this year.

Headteachers and colleagues from other agencies will be involved in evaluating the progress of pupil advocacy in Liverpool Schools and the impact the work of the team has on this.

Team Co-ordinator : Christine Kincart on **233 3351**.

- The Parent Partnership Service established the **SEN Forum** in 1995 so that groups across the Voluntary Sector in the city were given the opportunity to participate in the development of SEN Services and provide an external perspective on the impact of SEN Strategy and services. The Forum provides an effective means of engaging the Voluntary Sector formally on a regular basis in policy and service planning and review.

Chair : Karen Penlington on **287 7977** (Merseyside Partners in Policymaking)

4.31 Partnerships

The LEA is fully committed to partnership with Health and Social Services in implementing the National Service Framework (Department of Health (DOH) 2002).

Commitment is demonstrated at senior level – the Chief Executive has given AEDs responsibility for progressing the **harmonisation of children's services**. The key strategic group, which facilitates this collaborative lead is the Children and Families Board comprising AED Level Officers from Education (Stuart Smith), Social Services (Peter Duxbury) and Health (Joanne Forrest and Cathy Orr).

Services currently developing as multi-agency teams or provision are:

- 4.32** Identification, Referral and Tracking (**IRT**) this is linked to two further areas of work.

4.33 Integrated Children's Services

One telephone number (**233 3029**) connects or signposts callers to all available services for children across all agencies and gives direct access to disabled children's services within Social Services. This has been active since 14 July 2003.

4.34 Collaborative Data Group

Work to develop **shared data on children with SEN** will ensure that a child is known to all agencies, all agencies know how others are involved and parents will not have to answer the same questions for every professional they meet – the information will be available to them already. An important element of this and all aspects of harmonisation is the aim of a **single assessment for a child** – more a notion of single multi-agency process than a single document. Strong consideration is being given to **Person Centred Planning** (PCP) as the vehicle for this with the emphasis on child needs led planning rather than service led planning. A rolling programme of training for parents and staff of all agencies in PCP is planned for 2004.

4.35 A project group is to conduct a feasibility study during the Autumn 2003 related to establishing a multi-agency **Transition Service for 14-25 year olds** with SEN and disability. The service will encompass Education, Social Services, Health, Housing, Employment and Connexions.

4.36 A multi-agency group is reviewing provision for '**short-term breaks**' for **disabled children** with the aim of extending the range of options open to parents. By expanding the system of direct payments to families, the emphasis of provision will change from what providers make available to what purchasers choose for their individual needs and circumstances. It also allows greater levels of support within the home / family unit and prevents the need for external measures and respite away from home.

4.37 The **Autistic Spectrum Pathway** (see Para 4.14) has multi-agency teams established and developing. A pooled budget has not yet been established.

Referral is through the Co-ordinator: John Kenworthy on **709 6664**

4.38 **Out of City / Complex Cases** have been the focus of a multi-agency commissioning group for several years. As part of the harmonisation agenda, a pooled budget will be established this year. The group has reviewed its remit and membership. It will be renamed **Complex Support Packages Panel** with a brief to develop individual placement packages within the city rather than Out of City. Membership of the Panel is expanding to include practitioners (see para 4.21).

4.39 **Neighbourhood Early Years SEN Services** (see para 4.27) are the most recent multi-agency service to be established. Most members will have worked with the population of children previously but not as a unified team. Staff will retain professional accountability to their agency of origin for the present. Provision of services will become a single team from the perspective of parent / carer and child. The service will formally begin to operate from September 2003 but already has links and projects underway:

Sure Start has already collaborated to pilot a feasibility study for engagement with the **Parent Partnership Service** (January to March 2003). Four Sure Starts are currently negotiating to fund and share one Parent Liaison Officer post. A project to support the **transition** of children with SEN from nursery to reception commenced in the Summer Term 2003 and resumes September 2003.

4.40 An area still to be developed is the link between the **NHS LIFT** initiative and related education and Local Authority initiatives such as Children's Centres, Extended Schools and Schools for the Future. The capital funds associated with NHS LIFT present opportunities for exploring links with SEN services and schools as locations for a range of a multi-agency services.

The Families and Children's Board and the Service Integration Manager are leading strategic consideration of all potential links.

5. **Monitoring and Review**

The LEA has responsibility for monitoring and review of SEN Strategy, Provision and Services described in this document.

We have identified performance indicators and milestones as follows:

- A reduction in the number of statutory assessments initiated
- A reduction in the number of statements of SEN issued
- An increase in the number of statements withdrawn
- A reduction in the number of pupils placed in independent provision
- A reduction in the number of referrals to provider panel over five years
- An increase in the number of statements of SEN completed within the statutory timescales
- Increase in the percentage of pupils with statements educated wholly within mainstream schools
- Reduction in the percentage of pupils with statements in special schools
- Reduction in number of full time special school placements
- Reduction in the number of special schools
- Increase in outreach support to mainstream schools by specialist staff
- Increase in intervention and assessment for pupils in the Early Years
- Support refocused to pupils at school-based stages of the Code of Practice
- All pupils at school-based stages of the Code of Practice or with a statement of special educational needs will have an individual Education Plan (IEP)
- Increase in pupils' attainments at NC levels or appropriate alternative curriculum levels.

Monitoring and review takes place at different levels:

- Strategic Level - Policy into practice: the impact and need for further development – through:.
- *the Corporate Performance Assessment (CPA),*
 - *Best Value Performance Indicators (BVPI) – performance indicators are scrutinised and accounted for regularly*

- *The Strategic Monitoring Group (SMG) monitor all aspects of the SEN Strategy, service development and review. Members represent groups who influence the content and direction of the strategy (councillors, headteachers and officers)*
 - *The Education SELECT Committee – considers policy and changes in provision in line with policy*
- Pupil Level
- Progress and achievement –
 - *SATS/P-Level data*
 - *Annual Review (AR) – monitored by Central SEN, Educational Psychology & SENISS*
 - *IEPs monitored by School Effectiveness Service (SES)*
 - *Provider Panel individual pupil review*
- School Level
- Teaching and learning – School Ofsted Inspection Reports maintained by School Effectiveness Service (SES)
 - Development of inclusive policy and provision –
 - *School PANDAs*
 - *High Sights*
 - *SEN Review monitored by Assigned School Effectiveness Officers (ASEOs) and Inclusion Development Officers (IDOs)*
- Service Level
- Cost / benefit analysis of service provision (value for money) including:
 - Impact of services on pupil attainment and school development
 - Impact of services on the development of inclusive provision
 - The development of multi-agency services
 - *Service Specifications*
 - *Performance Indicators*
 - *Headteacher Survey – the annual Headteacher Survey monitors satisfaction with strategy implementation and service delivery*
 - *The Education Select Committee – provides a strategic lead and scrutiny of progress*

- *The Strategic Monitoring Group – ensures rigorous monitoring of progress towards targets*
- *The Needs Led Funding Group and Standards Fund Sub Group scrutinise and are consulted on all resources related to service and provision development or change*
- *The SEN Members Consultation Group (councillors and voluntary agencies) and the SEN Forum (voluntary agencies) monitor and review strategy and the work of SEN Services and evaluate outcomes with an external perspective.*
- *The Performance Management Framework ensures that all service plans are monitored and reviewed in terms of outcomes and impact.*

A fundamental aim of all measures to monitor, review and evaluate strategy and outcomes is that the whole process be open and transparent to all stakeholders.

Equally important, systems ensure all partners collaborate fully in the process.

Draft 3. July 2003

Appendix SEBD 1 – SEBD continuum

<p>NEGOTIATED TRANSFER A Chance for a fresh start in a new school.</p> <p>SECURED PLACES Places secured in advance within schools.</p> <p>CONNEXIONS PA Provision of advice / support to engage young people in learning and to achieve their full potential.</p> <p>EARLY YEARS BEHAVIOUR TEAM Support for children and families from pre-school to age 5.</p> <p>LEARNING MENTOR Additional support to the learning processes.</p> <p>REINTEGRATION SUPPORT OFFICERS Dedicated staff within some schools to support reintegration.</p> <p>STUDENT SUPPORT CENTRES Establish to intervene with children at risk of disengagement.</p> <p>KEY STAGE 3 BEHAVIOUR AND SUPPORT CONSULTANTS Dedicated staff within some schools to support reintegration.</p>	<p>PUPIL ATTENDANCE AND EDUCATION WELFARE SERVICE Advice on school attendance and pupil welfare issues.</p> <p>OUTREACH SUPPORT Support for behaviour and learning accessed through Age Phased Provider Panels.</p> <p>BEHAVIOUR AND EDUCATION SUPPORT TEAMS (BEST) Multi-Agency support for pupils at risk.</p> <p>AGE PHASED PROVIDER PANEL2 Request for additional support.</p> <p>QUIET PLACES Therapeutic service for children and families under stress.</p> <p>VIRTUAL SCHOOL FOR CHILDREN IN PUBLIC CARE Raising the attainment and life chances of Looked After Children.</p> <p>EDUCATIONAL PSYCHOLOGY SERVICE Educational Psychological advice and assessment.</p>	<p>SOCIAL EMOTIONAL BEHAVIOURAL DIFFICULTIES SCHOOLS (SEBD) Special school provision.</p> <p>ALTERNATIVE EDUCATION PROVISION Alternatives to school provision.</p> <p>PROVISION AND REINTEGRATION SERVICE (PARS) Provision, Observation / Assessment and Reintegration Service for permanently excluded pupils.</p>	<p>OUT OF CITY Special provision in the Independent Sector including Residential Provision.</p> <p>SECURE PROVISION Accessed through Courts / Judicial System.</p>
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