

**Support and aspiration: A new approach to special
educational needs and disability**

Consultation response form

Easy read version

Please send us your answers before 30 June 2011

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Before you fill in this form

What is this form?

This form is for people who have read the booklet about our plans to help:

- children with special educational needs or a disability
- their families
- the people who work with them.

This form has questions about the plans in the booklet.

About the questions

The questions are in 5 sections. The 5 sections are in the same order as the plans in the booklet.

- **Section 1** has questions about our plans to get help for children as early as possible.
- **Section 2** has questions about our plans to give parents more say in the help their families get.
- **Section 3** has questions about our plans for getting better help in schools.
- **Section 4** has questions about our plans for helping young people when they become adults.
- **Section 5** has questions about our plans to make services better.

You do not have to answer all the questions.

Please send your answers to us before 30 June 2011.

How to fill in this form

You can type your answers into the boxes after each question in this form.

Or you can print the form and write your answers in the boxes.

Explaining difficult words

Sometimes in this form we explain what difficult words mean. If a word is purple, we explain what it means in the **Difficult words** section on page 40.

Who can read your answers?

Anybody can ask to see your answers to the questions in this form. There are 2 laws to help us decide whether to give them the information they ask for:

- **The Freedom of Information Act 2000.** This law gives people the right to ask to see any information that public organisations have
- **The Data Protection Act 1998.** This law tells organisations what they can and what they cannot do with information they have about people. For example, peoples name, address and birth date.

If you want all or any of your answers to be private, please tell us why. If somebody asks to see your answers, we will bear this in mind. But sometimes the law says we have to give people the information they ask for.

The Data Protection Act 1998 protects personal information like your name, address and other information that can help someone identify you. So we usually have to keep this information private.

If you work for an organisation, your organisation's confidentiality disclaimer is not enough protect your details and answers you give. A confidentiality disclaimer is the words your organisation uses to tell people that the information they are reading is private.

Please tick this box if you want us to keep your answers private.

Please tell us why you want us to keep your answers private.

Your name Karen Vanner
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We can provide other versions of this form

For example, people who are blind or deaf might need a version that makes it easier for them to tell us what they think.

For more information about other versions, please email send.greenpaper@education.gsi.gov.uk

About you

Please tick the box that best describes you.

- You are a parent or carer of a child with **special educational needs** or a **disability**.
- You are a teacher or headteacher at a school.
- You work for the **local authority**.
- You work for an organisation that helps children.
- You work for a Parent Partnership Service – an organisation that helps parents and carers of children with **special educational needs**.
- You are a child or young person.
- You are a **Special Educational Needs Coordinator** in a school.
- You work for a national charity.
- You represent a Trade Union (an organisation that supports workers). Or you represent a Professional Association (an organisation that represents a specific trade or industry).
- You are a consultant or a person working with people who have **special educational needs** or a **disability**.

You work at a school or college.

You are a **Governor**

You work at a local charity.

You are an **educational psychologist**.

You are an academic (somebody at a university who has expert knowledge of **special educational needs** or **disability**).

Other.

If you ticked 'Other', please tell us why you are filling in this form.

The Learn Together Partnership is a collaborative of nine LAs working together since 2004. In its start-up phase, Learn Together was supported by the then DfES Innovation Unit. The Directors of Children's Services of the original partners agreed to continue to work together in this rebranded venture. The partnership is mature and whilst a collective view of this consultation is presented here, the individual response from partner LAs is not precluded. I manage the LTP and therefore submit this on behalf of the group, who are SEN leads across the partnership.

Section 1

Plans to get help as early as possible

The questions in this section are about our plans to get help as early as possible for children with special educational needs or a disability.

1. How can we improve how we check whether a child has special educational needs or a disability? How can we improve support for children who have them?

Your answer:

- Early integrated assessment and intervention at the point of identified need, regardless of the age of the individual. Health Visitors and Early Years practitioners should be employed by the same body as the NHS has a very different agenda from the LA.
- Early support must be based on the needs of the whole family, not just the child.
- Clear pathways for integrated services required.
- Descriptors of need and actions to be carried out by schools and other services which impact on children's learning – national standardisation from Early Years to clarify expectations and actions.
- Maximise use of Children's Centres, health visitor information, Child Development Centres.
- Improve training and support to EY providers.
- Current system places the legal duty on LAs, not schools, to provide for a child's SEND which can lead to confusion as to what element of the support schools can reasonably be expected to provide from their delegated funding and what the LA should provide

2. Do you think it is a good idea to have a single assessment process and an Education, Health and Care Plan?

Yes

No

Not Sure

Do you have any other comments?

- In order for this to work effectively, it would need the joining up of national agendas from the centre between DfE and DoH.
- It is potentially less confusing for parents but the detail will need to be resolved, i.e. who adopts the 'lead professional' role and who co-ordinates and reviews the process? The system needs to recognise that some children may have only educational needs; hence the criteria for combining all three plans will need to be transparent. The system of co-ordinating, collating and updating the information could prove to be even more bureaucratic than the current system.
- Which of the agencies involved in the EHC Plan would have the legal accountability for implementing the Plan, i.e. in case of legal challenge and appeals? The SEND Tribunal would have to be able to make orders across all 3 areas of provision – education, health and social care
- There needs to be clarity as to what qualifies a child or young person for an EHC Plan. Will CYP have to meet criteria in all three areas to access a plan?
- Need to develop mechanisms for pooling budget resources.
- Parent Partnership services currently support parents through the statutory assessment process up to and including the issuing of a statement of SEN. They do not generally have any expertise in the areas of health and social care. How would they be in a position to support parents through the processes involved with the drawing up of the new EHC Plan?
- The Plan could be used by and transferred between all providers

We have removed questions 3 and 4. They were not relevant to this form.

5a. Do you think the [single assessment process](#) and [Education, Health and Care Plan](#) should cover more areas than education, health, social care and employment and if so, please tell us what else should be included?

Your answer:

- The current statutory assessment process requires LAs to request advice from five sources, i.e. parents, school, medical, social services and educational psychologist. These are not necessarily the most appropriate people to provide the information required to identify a child's total needs
- Any services that enable the CYP to fulfil the objectives set out in the Plan and to achieve as much independence as possible, e.g. housing, leisure, family planning support, financial support etc.
- The Plan should set out the aspirations for the CYP and how services work together to meet those aspirations.
- How would the new Plans dovetail with the CAF?
- With the removal of IEPs from the system, more reliance will be placed on the Plan to include the detail, not just an overview of the arrangements for that young person.

5b. What effect would this have?

Your answer:

- Different agencies would need to take the lead for aspects of the plan at different stages of the YP's life [up to 25]. For example, whilst the CYP is at school, education services would be closely involved; when the young person leaves school and enters further education, employment or training, other agencies will need to take the lead on the Plan at that stage (this links back to the earlier point about overall responsibility and accountability for the Plan)

6. How can charities and community organisations help in special educational needs assessments? How could they make parents feel more confident that their child was getting the right help?

Your answer:

- There appear to be both pros and cons to this model: firstly it depends on what is meant by the voluntary and community sector (in the easy read version, it refers to charities and community organisations). Many voluntary organisations are providers of services to LAs and could this lead to a potential conflict of interests? Is it possible to provide both a co-ordinating and advocacy role? A number of independent specialist providers have charitable status.
- Many local community organisations have had their budgets decimated by recent cuts in grants etc. so would they have the capacity to undertake such work?
- It is not the 'who' that is the problem and causes anxiety to parents etc. It is the lack of clarity as to which children should be assessed and the lack of common minimum standards of what parents can expect by way of support for their children. It wouldn't matter who conducted the assessment if this were clear.
- How does the potential new role of the community organisations dovetail with Parent Partnership Services who have a great deal of experience in supporting parents with educational issues?
- PVI settings could contribute to assessments and reports and be involved in formulating the assessment tools and questions

7. How could the **single assessment** process and **Education, Health and Care Plan** lead to more continuous **social care** for disabled children?

Your answer:

- Good relationship between children and adult services is vital. Key worker crucial to support families to navigate through the system.
- Should result in a more holistic, integrated plan but there appears to be a lot of focus on assessment and identification but it is at the provision stage that potential conflicts will occur. Social care assessments have statutory timescales – these need to be shortened to bring them in line.
- At what stage will a child meet the threshold for an EHC Plan? Thresholds are different for health, social care and education. We need joined up provision, not just assessment. There are finite resources in each area of provision.
- There would need to be a much greater engagement of social care colleagues than at present.

8. How could we give parents better advice about assessments?

Your answer:

- Face-to-face dialogue with parents/carers at an early stage at key points throughout the assessment.
- Engage with parent/carer forums.
- Establish focus groups.
- Ensure that schools are equipped with all the relevant information on assessments so that they can advise parents as soon as an issue is identified.

9. How can we make it quicker for children to get an assessment?

Your answer:

- To have all the relevant information to hand before an assessment is initiated, i.e. a sound evidence base for conducting an assessment and good quality information from all the professionals involved.
- Electronic systems used more.
- More joint interface between professionals with an early meeting of all those involved.
- Ensure that information on referral forms is of good quality and relevant to avoid having to ask for further information.
- The best assessments are those conducted by practitioners who are involved with the CYP over a length of time so we must avoid using the assessment process as purely a means to obtaining an EHC Plan.
- There should be a fast-track process for those CYP with life limiting conditions
- If a professional is off sick or unable to complete their part, someone from their service should be obliged to let the lead professional know so that the process can continue

Section 2

Plans to give parents more say

The questions in this section are about our plans to give parents more say in the help they and their family get.

10. If **local authorities** give parents information about help that is available, what should they include?

Your answer:

- The LA's SEND policy
- Information about the provision available including criteria used to determine who can access the provision.
- Parent partnership document : info re schools, who can help, website information, graduated approach, third sector information, support menu and funding, personalisation of budgets, health provision information, sufficiency [open transparency re future planning], what is the continuum of provision, how to communicate their views, Aiming High, published information universal to targeted and specialist to show the complete range, pathway possibilities in the area, currency of information, readable and understandable document, outline of school provision, link to personalised budget, criteria referenced, taking into account local context. Review arrangements. Transparency of funding. Multi-agency focus of the local offer. Website access to information. Methods to access local offer [service pathway].
- This could all be provided by way of a summary document with other documents sitting behind.
- Information about schools opening and closing dates

11. What information about special educational needs should schools give to give to parents?

Your answer:

- Provision map : performance data [FFT, Raiseonline] of SEN pupils in the school
- School statutory responsibilities
- Admission policies
- School's approach to SEN
- Name of SENCo
- Identification, assessment and review procedures
- Consultation process and mechanism
- Provision available for pupils with SEN
- Specialist support available
- Transparency of funding and resources
- Qualifications and training of teachers and LSAs
- Information about support groups and Parent Partnership services
- Complaints policy

12. What kind of help should parents be able to buy with a **personal budget**?

Your answer:

- Short breaks, extra-curricular opportunities, home to school transport, transport linked with out of school activities, equipment, and respite care.
- How does it help parents if the services are not there, understaffed, or overstretched?

13. How will a **personal budget** help parents get help from different services that will meet their child's needs?

Your answer:

- Focuses services on what parents want, greater control and flexibility for parents to respond to individual needs, gives choice to parents relevant to their child, family-based, greater accountability of services, mutual accountability, increase competition between services.

Caveat : LA Statutory Duty, mental capacity of some parents to engage in this process, or who want something different. Key worker champion function?

- Who will monitor the effectiveness and impact of the spending?
- Who has the final say if the support is deemed by some to be in appropriate?
- Need to learn from experience of the Budget Holding Lead Professional pilots
- Must be linked to outcomes and to the objectives of the EHC plan
- Needs a lot more investigation and guidance. Potential perverse incentive to label children as SEN to access personal budget
- Is there evidence from adult services that PBs improve outcomes?

14. In the booklet called *Inclusive Schooling*, the Government gives advice to schools on how to include children with **special educational needs** or a **disability**. If you have seen this booklet, do you think it gives enough information about parents' choice of a **special school** or another school?

Yes

No

Not Sure

Do you have any other comments?

- The advice is too 'either or', i.e. it doesn't reflect the continuum of support
- Some schools still don't deliver inclusive services or don't have the staff/resources to do so. Also, some LAs don't fund all children's transport costs to and from school if they are outside the catchment area so choice may be limited.
- The section on reasonable adjustments is too vague
- There does not appear to be any evidence to suggest that there has been a bias toward inclusion in the system as the majority of appeals before the SEND tribunal involving school placement are appeals by parents wanting mainstream education

15. How can we improve the information parents get about choosing a school?

Your answer:

- Meeting with parents at the early stages of statutory assessment, dialogue important to build parental confidence, encourage participation and hold no surprises at the end of the process. Good investment of time.
- In the information about each school, it would be beneficial if existing parents in the school could share their views, experience and information with potential new parents.
- There should be a duty upon LAs to provide clear, easy to understand information to parents about:
 - The different types of schools available (mainstream, special, academy, non-maintained etc.)
 - The schools within the local authority and what their specialisms are
 - Contacts for finding out more about schools in other authorities
 - The process for choosing a school with clear explanations about the difference between choosing and expressing a preference so parents clearly understand their and the LA's role

16. Should parents always try [mediation](#) before they go to a [Tribunal](#)?

Yes

No

Not Sure

Do you have any other comments?

- It should always be offered and encouraged, widely publicised but not as a mandatory step as in some cases, it could lead to further delays in finalising the process where it is clear on both sides that agreement cannot be reached
- Who will oversee the process? Will the outcomes be binding? What will be the benefits to parents?
- The role of independent parental supporters is key to this
- What if parents don't agree to go to mediation? Can this be enforced?
- Implications for timescales – 20 weeks

17a. Is it a good idea to have **mediation** for decisions about schools, health services and **social care** services?



Yes



No



Not Sure

17b. What is the best way for this to work?

Your answer:

- As long as the appropriate accountable body is involved. Depends on who has the legal accountability for the plan?
- Who is in a position to mediate on behalf of all three stakeholders in 'the plan'?
- Will we be able to implement one aspect of the plan if there is disagreement on other parts of it?
- Those attending the mediation meeting would have to be those who can make decisions about funding, provision etc. as it will lead to further delays. How will this work if a parent can choose who is invited to a mediation meeting?
- Whoever was conducting the mediation would have to be knowledgeable about all areas, therefore training would be very important

Section 3

Plans for better help in schools

The questions in this section are about our plans for getting better help in schools for children with **special educational needs** or a **disability**.

18. What is the best way for **special schools** to share their knowledge with other types of schools?

Your answer:

- Outreach work, teacher and support staff exchanges
- Dual registered pupils, for example in Knowsley, some places in special schools are designated for pupils to spend half time in the special school and half time in mainstream at both primary and secondary phases.
- In Liverpool, there is a Primary Consortia Model where a consortium of eight to ten primary schools and special schools across a neighbourhood area meet to commission support to improve outcomes for children with SEND. This process involves analysing school data and listening to the views of Headteachers and SENCOs to determine priorities for support from the special schools.
- In service training
- Information leaflets

19. Private schools and colleges do not get money from the Government. They work differently from schools and colleges that get money from the Government. How can we make sure that they learn from those schools and colleges that are experts in helping children with **special educational needs**?

Your answer:

- There should be a network for different settings
- What is the motive for independent schools and colleges to get involved?
- Perhaps involve them in the commissioning process
- One of the recommendations of the Wolf Report was the movement of teaching staff across sectors.
- Colleges need to be clear about what they are expected to provide
- The recruitment of Specialist Leaders in Education should include a fixed quota of posts that are awarded to staff with specialist skills in SEN and Disability.
- Identify best practice nationally and locally. Support the best SENCOs and support staff to contribute to the training of others. Focus on ensuring a greater consistency of assessment and practice.
- Provide case studies that identify best practice and review and evaluate resources.
- Identify what the best teaching for SEN looks like across each strand of SEN.

20. How can we make sure that all teaching staff at schools become better at recognising and helping children with extra needs?

Your answer:

- SEN training or aspects of it either need to be statutory or examined by OFSTED. Currently and in the past, training, e.g. IDP training has been voluntary and therefore by and large does not happen.
- Training must be whole school and not restricted to SENCOs or small groups of staff
- ITT training must contain a strong element of SEND
- Could a quality mark for Inclusion become a national standard for schools, administered through OFSTED?
- Make 'the quality of SEN provision' a limiting judgement in schools

21. What is the best way to train teachers to help children with **special educational needs** or a **disability**?

Your answer:

- Compulsory SEN placement whilst training to be a teacher
- Compulsory secondments (as part of CPD) between mainstream and special schools
- Each mainstream school being twinned with a special school
- A progression path into teaching for skilled Teaching Assistants with a proven track record of supporting pupils with SEND will ensure that staff with true potential will remain in our schools.

22. What do you think will happen if we have only one level of **special educational needs** in schools?

Your answer:

- Any guidance offered to schools to support identification of need will always be open to interpretation. This is an inherent problem of the current system. For example, what constitutes School Action Plus provision in one school can look vastly different in a neighbouring school. The single category described in the Green Paper is 'for children whose needs exceed what is normally available in schools' which equates to the current School Action Plus. So the issue is not just about identification but about establishing an agreed threshold of need for specific provision.
- To identify that a child has a specific learning difficulty and not a behavioural problem requires a level of expertise that is gained through experience and training, not clear guidance. Identification of need, especially in the early years, can be very difficult and requires teachers to have a skill set that is currently not part of initial teacher training. Accurate identification can often require input from specialist professionals. Over identification of need is indicative of lack of experience and training but changing a category will have little or no impact on current practice.
- There is a risk that a significant number of CYP with low level SEN may not be recognised. It all depends on the criteria which underpin this new category. The criteria should be open and transparent across all schools.

23. How will the changes help teachers become better at recognising and supporting children who need extra help?

Your answer:

- Unless there is a statutory element to this, they won't. Schools have many initiatives thrown at them and therefore need some form of carrot/stick around SEN.
- Changing a category will not automatically embed a different approach.
- Changes to the identification system will not ensure that CYP and families are able to access the specialist support required to make a positive impact on their lives.
- Will the CAF be the assessment tool to ensure that pupils' needs are met?

24. Sometimes we say that a child has 'Behavioural, Emotional and Social Difficulties'. If you know this label, do you think it is helpful in identifying the needs of children who have emotional and social difficulties?

<input type="checkbox"/> Very helpful	<input type="checkbox"/> Helpful	<input checked="" type="checkbox"/> Not very helpful
<input type="checkbox"/> Not at all helpful	<input type="checkbox"/> Not sure	

Do you have any other comments?

- The category covers a wide range of different needs.
- The category has become broader in recent years to include a range of other needs
- The BESD category does not always address the additional underlying needs of BESD pupils. More and more pupils are being educated within BESD settings who have multiple additional needs whether it be ASD, MLD, Mental Health needs etc. and the definition of BESD can vary considerably.
- Often the label of BESD is given as the category of SEN because this predominates. There needs to be more flexibility in registering a child on PLASC.
- There seem to be very few CYP who are identified as having BESD who do not fall within the 'behaviour' category. Emotional and social difficulties in themselves are not always addressed unless they manifest themselves in the form of behaviour.
- Children with ADHD usually categorised under BESD and underlying needs often not identified

25. Do we use the label 'Behavioural, Emotional and Social Difficulties' too much so that it stops us understanding a child's real needs?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Do you have any other comments?

- Yes, but once assessments of underlying difficulties are carried out, the appropriate curriculum and resources to support children need to be made available.
- Identification of need is crucial to determining the right response. For example, if teachers are unable to identify a learning difficulty and respond appropriately the, in time as needs remain unmet, it becomes more likely that a pupil will be grouped in the BESD category.
- The BESD label has been used as a fast track option to get pupils off a mainstream roll, often with little evidence of strategies employed for intervention
- Diagnosing practitioners may struggle to differentiate between BESD behaviour and those which may be attribute to mental health/medical needs, particularly if the parent/carer is unable to provide detailed medical or family histories

26. How can special schools share their knowledge on helping children with difficult behaviour?

Your answer:

- Outreach support from BESD schools. This can take the form of access to therapies, intervention programmes for individual pupils, staff support and whole school training. When an outreach team is made up of highly skilled multi-disciplinary practitioners, it is valued by schools and parents because it can stop an escalation of poor behaviour and it can change learning outcomes for children.
- However, one of the negative aspects of outreach can be that some schools are reluctant to receive guidance from outreach services and just want problematic pupils to be removed by specialist teachers rather than capacity building and teaching the teachers how to develop their own behaviour management techniques.
- Shadow placements for mainstream teachers to observe the practice of experienced SEN teachers.
- More behaviour management support for student teachers

27. What stops special schools and special Academies being able to offer alternative provision to other schools and colleges?

Your answer:

- In theory, there are no barriers to special schools and academies entering the market for AP although it must be recognised that the needs of CYP who are excluded and in alternative provision are often very different from those attending school and this would have to be addressed.

28. How can special Academies work with other schools and services to improve how they meet the needs of pupils with special educational needs or a disability?

Your answer:

- Although academy status may give current special schools greater freedoms, their role in supporting mainstream schools with an extensive menu of outreach support that impacts on the outcomes for pupils should continue.
- Perhaps special academies have a role in supporting mainstream academies.
- If academies are freed from national curriculum delivery apart from the core subjects, they may find it difficult to support maintained schools

29. How could special Academies become experts that give advice to the local area?

Your answer:

- What would be the funding model for special academies to provide support to other local schools?
- Depending on the reason why schools become academies, it may not be desirable for some academies to share their expertise, especially if they are operating in a competitive market.

30. Is it a good idea to allow children who do not have a **statement of special educational needs** to go to **Free Schools** for children with special educational needs or a disability?

Yes

No

Not Sure

Why?

Your answer:

- This question does not get at the heart of the matter and it would, therefore, be misleading to give a yes or no answer to it.
- Statements of SEN have not necessarily been an indication of level of need but an administrative mechanism for allocating resources. If, therefore, a child was not in receipt of a statement but had a high level of need, it could be appropriate for them to attend a special free school if their parents so wished.
- Many pupils with SEND have been successfully included in mainstream schools, particularly in the areas of SpLD, MLD. Would the admission of such pupils to special free schools marginalise pupils whose needs could be met within their local mainstream school?

31. Is it a good idea to show how well schools are helping children with extra needs in **performance tables**?

Yes

No

Not Sure

Do you have any other comments?

- No, data can be manipulated. Some outstanding schools give pupils with SEND a poor deal. The use of performance tables to provide an accountability trail for parents can hinder the enthusiasm of schools, academies and specialist colleges to work together openly and honestly share good practice. There is a tension in any system that encourages competitiveness between providers.
- There is a disproportionate number of pupils with SEND in some mainstream schools and very few in others. Many parents are still of the view that the inclusion of too many pupils with SEND in a mainstream school will be detrimental to the progress of other pupils and apply for a place at a school with fewer.
- Schools that cater well for the needs of SEND pupils are well known to parents and they can become victims of their own success and struggle to ensure that their school community reflects all abilities.

32. What information would help people understand how well schools help children with **special educational needs** or a **disability**?

Your answer:

- No. of exclusions of pupils with SEND
- Destinations for young people (EET)
- Parental satisfaction
- Children and young people's views
- OFSTED should speak to SEN Governor routinely as part of Section 5 inspection
- Quantitative data for attendance and achievement but qualitative outcomes for pupils also need to be recorded and celebrated
- An evaluation of the effectiveness of the school's SEN policy, Equality Scheme, access arrangements, reasonable adjustments
- SEN training for all OFSTED inspectors
- What the school provides for pupils with SEND but without statements
- What health input is available, e.g. school nurse

Section 4

Plans for help when young people become adults

The questions in this section are about our plans to get better help for young people with **special educational needs** or a **disability** when they become adults.

33. How can schools, colleges and training organisations make it easier for young people with extra needs to learn or train after they are 16?

Your answer:

- More programmes available to enable shadowing and coaching to increase a learner's confidence, including additional work placement opportunities before leaving school.
- The level of pastoral support enjoyed in school should continue for a defined period in the new setting. The plan would reflect this – needs an undertaking from the receiving setting. Accountability if the commitment is not forthcoming.. Funding should follow the young person to give them real choice.
- Improve transition planning post 16. Continue to focus on NEET cohort.
- Bespoke programmes of learning that suit the individual needs of the learner. These programmes should include mentors and specifically peer mentors when it has been identified that this would benefit the learner.
- To enable learning providers to develop provision designed to encourage and meet the learning needs of young people with SEND, there needs to be a funding system developed to support this. At present post 16 funding for Additional Learning Support is weighted heavily towards further education providers. If funding were equitable across all providers, it would support young people with SEND in whichever post-16 education and training route they choose (foundation learning, apprenticeships, further education and school sixth form) and decisions would not be based on funding but more likely based on the most appropriate provision for the young person. In addition, where bespoke programmes have been designed to encourage participation of young people with SEND, the funding could be fully utilised to support the additional costs of the programme in meeting the learner's needs.
- Inequalities in the funding system allow some providers to better accommodate young people with SEND. This is because large providers have greater infrastructure that can better support learners accessing provision.
- One of the key recommendations of the Wolf Review is 'allowing teachers to move across and within the post-16 sector'. The implementation of this recommendation would lead to more attractive courses and encourage greater participation. The number of learning qualifications/options available would increase and this would have a positive impact on the number of young people with SEND participating. This can only be done by vocational tutors working closely with academic teachers in designing lesson plans with relevant and interesting subject matter and, where appropriate, having vocational tutors delivering specific elements of academic subjects to engage interest.
- There needs to be full acceptance by the Post-16 sector that teaching qualifications, although different within different provision, are of equal standards and that both teachers and tutors have something to offer young people with SEND when designing and delivering education and training sessions to meet their needs. Collaboration between providers across the whole of the post-16 sector will be fundamental in ensuring that young people with SEND are able to access learning opportunities.
- Only certain providers have specialist staff in place to work with young people with SEND and again, this is likely to be the larger institutions. Initial assessment is key to participation and should only be undertaken by qualified specialist staff.
- Greater investment in staff training will be required.

34. What is the best way to plan to help a young person move from school to work? Who is the best person to support them as they make this change?

Your answer:

- The individual will have to know the young person very well. Effective use of Learning for Living and Work framework. Three partners, [Knowsley, St. Helens and Cheshire East] were pilots for this person-centred approach, good transfer of information and clear process for transition.
- Transition Review process should be mandatory on at least an annual basis from year seven onwards. This would ensure that reviews are regularly undertaken and plans amended to take account of new information.
- As the plan is person-centred, often by the time the young person is moving from college or school to an employer, the young person themselves will be able to share their transitional plan with their employer. Where this is not the case, a nominated key worker needs to be identified to ensure the young person is able to access the support they would have previously received whilst at school or college.
- Once in the workplace, the young person should be allocated a named workplace mentor/coach. This mentor/coach would become the young person's 'work buddy' responsible for ensuring that all their support needs are being addressed.
- In some instances it may be identified that the young person is only able to maintain employment if it is supported and in these instances, consideration should be given to investing in supported employment type programmes whereby a care workers will work alongside the young person to support them in the workplace. This model enables the young person to retain their job and feel valued, whilst at the same time it gives the employer the confidence to take on the young person knowing that any perceived concerns/barriers will be addressed through the support worker.

35a Are **supported internships** a good idea for young people who cannot do an apprenticeship?

Yes

No

Not Sure

35b. What would be the best way for them to work?

Your answer:

- Convince local employers, through careful marketing and dialogue, of the value of this
- Ensure that the intern is not just “another pair of hands” especially in these austere times. The majority of small employers who have traditionally shied away from apprenticeships and advanced apprenticeships have done so because investing in training has not been one of their priorities. Without the obligation to train the young person, it could end up as ‘volunteering’ under another guise. We need to question what is meant by ‘meaningful work opportunity’.
- Need to be carefully managed with strict timeframes of the expected length of stay and programme outcomes from the outset. These should be linked to a staged progression upon completion for the intern and if the employer is unable to offer the intern a permanent paid position at the end of their programme, they should be committed to offering the young person a reference.
- Nominated work mentors or coaches would be required to support the placement and the young person would also need an external named mentor link. All internships should include at least half a day per week C.V./job search/job application so that in instances where an employer has a good intern, they are encouraged to employ them as soon as possible or risk losing them to someone else.
- Internships are an excellent way of engaging with small employers not currently able to offer the commitment of longer term training. It is important that these employers too have external support to enable them to offer a valuable work experience to the young person. That support could be offered through the post-16 sector.

36. How can we encourage companies to offer useful **work experience** and job opportunities to young people with **special educational needs** or a **disability**?

Your answer:

- Incentives such as free staff disability awareness training, free staff equality of opportunity training, access to free equipment to support young people, access to capital grants to enable any reasonable adjustments to take place, support from larger organisations with a good track record of recruiting young people with SEND, work place support, free risk assessments, free recruitment support.
- Introduce a national Inclusion kitemark for employers, similar to the one for schools and colleges and/or include this aspect into Investors in People.
- Any Government employer incentive programme (for example apprenticeship business grants etc) should be targeted at the recruitment of disabled young people and young people with SEN and any Government department that has responsibility for or links with employers (for example NAS, DWP) should be targeted to ensure that young people with SEND are being employed by the organisations they liaise with.

37. How could we improve the way children's health services and adult health services work together for young people aged 16 to 25?

Your answer:

- By simplifying systems and ensuring that key professionals work closely together. The professionals should have clear data sharing protocols in place and these must be communicated across their organisations. Often crucial information about a young person's health is withheld to the detriment of the young person because the data is perceived as too sensitive.
- Having a nominated key worker in place, one who is fully informed about the young person and what their needs are, would support effective transition for people aged 16-25.
- The Learning for Living and Work framework goes some way to address this. Its multi-agency approach to the information gathering process enables the accurate transfer of information. But at present it is far too resource intensive and because there are no data sharing protocols linked to the framework, there is no incentive for health professionals to complete fully their section. In addition, the quality of information relies solely on the person completing that section.
- Currently the Department for Health does not have a statutory duty to provide information in order to facilitate educational places for 16-25 year olds. Consideration should be given to placing such a duty or at least developing data sharing protocols and guidance that enables health to support education in the interests of young people aged 16-25 years.

38. What could a family doctor (GP) do to make it easier for young people to move from children's to adult's health services?

Your answer:

- Be more involved earlier in the child's life. A programme of induction to the GP practice should begin as early as possible to ensure the GP works in conjunction with paediatric services and gets to know the needs of the young disabled child. This should be a national requirement, not one that is left to the good practice GP.
- By providing annual health checks for all disabled young people. The information from the annual health check would form an important part of the transitional information available.

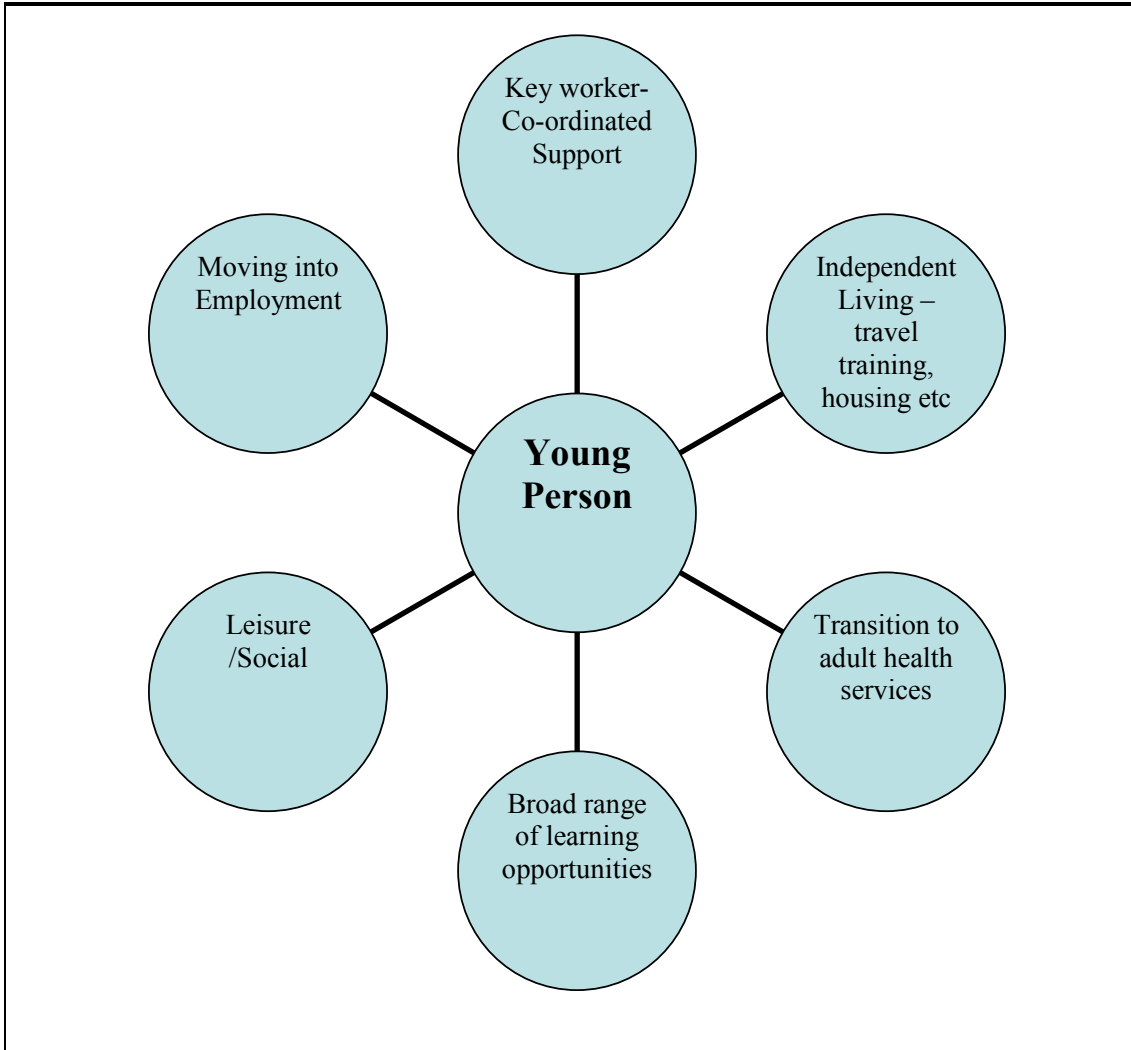
39a. Do you agree that these are the most important things for young people with special educational needs or a disability? (Tick as many boxes as you like.)

<input checked="" type="checkbox"/> providing a wide range of learning opportunities	<input checked="" type="checkbox"/> finding work	<input checked="" type="checkbox"/> independent living
<input checked="" type="checkbox"/> moving to adult health services	<input type="checkbox"/> none	<input type="checkbox"/> not sure

39b. What else is important?

Your answer:

- Regardless of where the young person is transferring to, he or she needs to be at the centre of any transition process and the four areas listed above would be the main focus in preparing them for adulthood.
- In doing so, organisations cannot work in isolation; a multi-agency approach must be in place. This would include the development of an overall co-ordinated support package.
- It should be made clear from the outset which organisation is responsible for funding each part of the support needs identified in the plan. There should not be any funding ambiguities that delay the decision making process. (see chart below)



Section 5

Plans to make services better

The questions in this section are about our plans to make better services for children with **special educational needs** or a **disability** and their families.

40a. Which do you think are the main roles of local authorities?

<input checked="" type="checkbox"/> Planning services	<input checked="" type="checkbox"/> Giving parents more say in services	<input type="checkbox"/> Not Sure
<input checked="" type="checkbox"/> Making sure we have quality services	<input type="checkbox"/> None	

Do you have any other comments?

40b. Can you think of any other important roles for local authorities?



Yes



No



Not Sure

If yes, please tell us what they are.

Your answer:

- Making efficient provision following full identification of needs, which allows parental choices to be made
- Championing role for young people and families
- Monitoring the effectiveness of services
- LA's role should include the need to develop disability awareness

41. How can the Government help local authorities to carry out their role effectively?

Your answer:

- By having a joint policy agreement (if joint legislation is not possible) between DfE and DoH re SEND
- By having a national offer
- By building sustainability in the system and allowing initiatives to embed
- By monitoring LAs on whether they are meeting their statutory obligations with regard to SEND

42. What would be the best way to give advice to doctors to help them buy services for children and young people with **special educational needs** or a **disability**?

Your answer:

- Doctors do not have the necessary knowledge to commission services unilaterally. All services are not acute e.g. SALT
- GP consortia could be supported with a specialist 0-25 SEND commissioning board which could manage the budget and report back to GP consortia. Specialist commissioning requires specialist knowledge which GPs do not have.
- Merge existing specialist disabilities expertise and child health services into GP consortia

43. We want to measure how well health services are helping children and young people with **special educational needs** or a **disability**. What are the most important things to measure?

Your answer:

- Children's access to services, not waiting lists
- Children's progress after input/support
- Quality of life
- Outcome measures
- Reaching potential
- Integration into the community

44. How can we stop unhelpful rules and processes getting in the way of services that help children and young people with **special educational needs** or a **disability**?

Your answer:

- Having one form of assessment from birth that is regularly reviewed and used to access all targeted services with no separate referral forms
- Having children's services that encompass all aspects of support for SEN under the one umbrella
- Provide more national exemplar templates and resources so that schools and LAs are not reinventing the wheel
- Ask families what they actually want

45. What other things can we do to encourage services to work together to give better help to children?

Your answer:

- Place professionals in teams that are based together in one place
- Provide more children's community matrons to take a lead role with young disabled people with complex health care needs. This would help young disabled people move from children's acute hospitals to adult acute services.
- Transition planning

46. How can we make it easier for **local services** to work together to improve the support for children, young people and families?

Your answer:

- One employer, one management structure, one budget
- Communication
- Compatible IT systems
- Best practice case studies across LAs

47. How do you think we should give money to services so that schools are able to get advice on teaching children **with special educational needs** or a **disability** where they need it?

Your answer:

- Through a traded services model
- Funding needs to be integrated so that all aspects of SEN funding support are pooled

48. How can we let people who are in charge of services make them better for helping children and young people?

Your answer:

- Removal of bureaucracy
- Investment in staffing
- Ability to enable staff to work across NHS and LA

49. Educational psychologists help identify children with extra needs. What else can they do locally to help children with special educational needs or a disability and their families?

Your answer:

- Not just assess pupils but help schools to support and carry out appropriate interventions for the pupils with SEN
- Sharing models of best practice across networks of schools
- Delivering training to school based staff

Examples below refer to work carried out by Child and Educational Psychologists (CEP) in Cheshire West and Chester.

Innovative ways of Increasing Parental Access

Working to increase parental access to Psychology advice and support, the CEPs are providing consultation directly to parents of children who are out of school, in early years settings or home educated. Children Centres have hosted and advertised this service. Recent feedback indicates that parents who have used the service value it and would recommend the service to other parents. This pilot is being evaluated.

Innovative ways of Supporting Children and Young People

In order to offer more therapeutic support and intervention for children, young people and their families, Psychologists have delivered intervention and training around therapeutic approaches such as; Family, Narrative and Cognitive Behavioural Therapies. Two Psychologists are running a 12 week course around Family Therapy and two other Psychologists are running a Cognitive Behavioural Therapy (CBT) course for two clusters of schools. Together with a Pastoral Manager, one Psychologist has planned and delivered a CBT based group intervention at a high school; evaluation of this intervention demonstrated positive impact on pupils' attitudes towards school. This demonstrates an innovative application of CBT, which is normally an individual based intervention commonly implemented in clinical settings. This piece of work is being submitted by the Psychologist for publication.

The Nurturing Programme is a ten week group based parenting programme aimed at parents of children aged between 2-11 years. The programme is founded on a broad range of psychological approaches and is an evidence based group intervention which has reported positive outcomes in developing attitudinal change in parents. In a pilot, Child and Educational Psychologists will be assessing the impact of the programme on local parents using qualitative and quantitative data. It is hoped this will demonstrate that the Nurturing Programme has a positive impact on parental well being and achieves measurable positive change in children's key behaviours.

Innovative use of Research Skills

Psychologists are trained in research and scientific method. As such, several pieces of research have been completed by Psychologists on behalf of the authority. One Psychologist is currently evaluating the effects of preparing Year 6 children for transition to high school; this is a longitudinal study using both

qualitative and quantitative data to measure impact.

Innovative ways of Working Preventatively

Working with early year's settings and within a multi-agency model, Psychologists have been active in improving early identification of children's SEN and in ensuring that intervention is put in place both appropriately and timely. This has involved setting up a process whereby Early Years Consultants have access to regular consultation with a link CEP. These consultations are attended by Pediatricians, pre-school staff and parents where appropriate in order to ensure a joined up approach to supporting the child.

Innovative Projects

Three Psychologists played a key role in the local Targeted Mental Health in School's project (TAMHS); this involved working closely with CAMHS to devise innovative ways of supporting schools around children and young people's mental health. 16 schools received 3 levels of training co-run by the CEP Service and CAMHS, and each school received joint consultation on a regular basis. The Psychologists also played a key role in a number of sub-projects, including rolling out and evaluating the impact of, the Group SEAL (Social and Emotional Aspects of Learning) intervention. The service was involved at a strategic level of the project, through input at the TAMHS Board and Operational groups. Following very positive evaluations, this project has fed into the local authority's ongoing emotional health and wellbeing strategy.

CEPs have led on promoting Primary SEAL which is an innovative whole school curriculum aimed at promoting emotional literacy skills across whole school communities. In particular, Child and Educational Psychologists took on the 'Lead Professional for Primary SEAL' role in the authority. This involved setting up and supporting 7 networks of schools to implement and deliver joint work around SEAL, offering regular capacity building days around using SEAL and overseeing projects run by schools. The service has been in close liaison with the Regional National Strategies Advisor to ensure that local and national information has fed into the promotion of SEAL.

As part of the Local Authority steering group, one CEP is facilitating the Young Anti-Bullying Alliance (YABA) group. Termly meetings take place where representatives from CWaC secondary schools share their views around bullying and share good practice. Each meeting is attended by two student representatives and a member of school staff. Through regular YABA meetings, schools have identified their short and long term development needs. The Psychologist is supporting the Safeguarding Children in Education team, through working with schools 'causing concern' to evaluate their current anti-bullying practice and to help formulate a development plan.

Innovative ways of Facilitating Organisational Change

Three psychologists worked with two secondary schools that were merging following the closure of one school. The work carried out in the receiving school

was around training and capacity building in the special needs department and transition work with Year 6 pupils in the feeder primary schools. The psychologist working in the closing school was involved in a programme supporting the emotional wellbeing of staff and pupils. Feedback indicates that pupils settled into the new school generally well. This piece of work has been submitted for publication by the psychologist.

CEPs have supported high schools to find innovative ways of supporting young people with additional needs through the planning and setting up of 'Inclusion Resource Provisions'. For example, one CEP facilitated a team of teachers to develop a shared vision and action plan around setting up their provision.

Non-Statutory Work

In addition to work around Statutory Assessment, CEPs: contribute to the 'Common Assessment Framework' and 'Child Protection' process through case work involvement, support Adoption Panels, have a role in the 'Critical Incident Team' and deliver training to settings, parents and practitioners around a wide area of SEN and interventions. Training delivered has been around topics such as: Attachment, Autism, 'ADHD', Dyslexia, Dyspraxia, Precision Teaching, Behaviour, Mental Health, Emotional Literacy, mentor skills and therapeutic techniques.

50. How will the way educational psychologists work change to meet local need?

Your answer:

- Supporting schools in the identification of SEND at an early stage and contributing to the intervention response in a Team Around the School model
- Working more with parents/carers in advising on appropriate strategies, e.g. with CYP with BESD
- Training for schools
- Joint assessments with other professionals

- Local needs should be clearly identified (e.g. through audit) and CEPs skills should be clearly identified. There is a need to establish what interventions require the specific expertise of a psychologist and how that role relates to other practitioners to inform the design of provision locally. CEPs can then be assigned to meet local needs that their skills can be applied to. Decisions around this need to be made between CEPs, LAs and commissioners.

- There needs to be a shift in emphasis of CEP work towards intervention approaches with children and families and a move away from the demand of one-off assessment or requests for reports to simply secure additional funding for schools. The role of the EP as a 'gatekeeper to resources' continues to operate and is unhelpful.

- Parents should have more direct access to CEPs and not only via other stakeholders i.e. schools. Their role should be developed to work more closely with families; currently there is too much focus on working with educational settings on statutory processes. The parent needs to be seen as a 'client' as much as the school.
- The role should be developed so that there is increased emphasis/ access to more evidence based programmes of intervention for parents and pupils as well as therapeutic approaches carried out or supervised by CEPs.
- CEPs should have a key role to play in devising, monitoring and reviewing 'Education, Health and Care Plans' (EHCPs); they have the skills to assess and identify the main areas of need and areas of strength for a child and family, to identify appropriate intervention to address this, support settings and families to implement these interventions and then review the effectiveness of these interventions. CEPs have the skills to do this across a wide area of SEN and disability across ages. EPs should have a key role in planning a successful transition from childhood to adulthood and in facilitating stakeholder contributions, including the child's, in order to devise a coherent and coordinated plan.
- CEPs have the specialist skills to support children with the most complex needs and this needs be reflected in service planning and delivery. For example, CEPs should have a key focus on supporting children and families with SEN and disability, and those who are at more risk e.g. those from economically deprived areas and children who are 'Looked After' by the authority. A focus of their work should also be around supporting schools and families to prevent school exclusions.
- The Green Paper suggests approaching behaviour difficulties by identifying its underlying causes – this is an area of specialism for psychologists.
- CEPs should be involved in delivering targeted support in a way that promotes sustainability. For example, CEPs should be involved in co-planning and delivering interventions for targeted groups with other practitioners, with the implication that over time Schools and EY staff will be able to manage these interventions themselves. CEPs should play a key role in providing ongoing supervision to other practitioners implementing such interventions.
- CEPs research skills should be utilised to inform decision making around what is needed and what works locally, and ensure that programmes used are most up date and evidence based.

51. How will we need to change training for educational psychologists to help them take on their new role?

Your answer:

There is a need to develop sustainable arrangements for the initial training of Child and Educational Psychologists (CEPS). The design of future training will need to be shaped to match the development of a wider role for CEPs. Universities need to ensure that training for CEPS prepare and equip CEPs for their evolving role. We welcome the DfE review on future training arrangements.

Points for consideration:

Training arrangements

- The current doctorate training arrangements need to be more sustainable, both in terms of secure placements within Local Authority Psychology services for years 2 and 3, tuition fees, and salary arrangements. The current instability creates additional stress and pressures for trainee psychologists and therefore it would be helpful to have confirmation that Year 2 and 3 placements are either arranged or can be guaranteed prior to commencing the first year of doctoral training.
- There is ongoing uncertainty around the funding arrangements and whether some University courses will be able to continue offering their courses on a yearly basis. It is worth questioning whether we can learn anything from the clinical doctorate and the NHS. Secondly, there are also concerns around matching the yearly intake with the demand for qualified CEPs within local authorities.
- Given the proposed bursary system in operation in years 2 and 3, consideration should be given to ensuring conditions and continuity of service and the impact this may have, i.e., on annual leave arrangements, pension rights etc.
- It is also acknowledged that given the transition from a Masters to a Doctorate level course, some professionals are reluctant to pursue training in Educational Psychology due to the uncertainty and how this impacts upon financial and family arrangements. In order to capitalise on the broad range of skills and expertise it is important that the course is appealing to those professionals interested in training as a CEP.
- As the CEP role is recognised as needing to be much wider than their engagement with statutory assessments in order to deliver effective local services, this reinforces the argument that employers should assume greater responsibility for the funding of training. (Currently LAs can opt out of contributing and still recruit trainees without any penalty). The government, LAs and CEP services need to work together to secure funding for long term training of CEPs. It does not follow that this contribution must always come from LAs. Other models of organizing services such as social enterprise models are emerging and need to be explored.

Preparedness for the changing role of the CEP

- It would be highly desirable to have increased opportunities within the 3 year course to obtain recognised qualifications in a broader range of assessments and interventions, for example, parenting courses, therapeutic interventions

(i.e. CBT, therapeutic play), restorative justice training, etc.

- The work of clinical psychologists and child and educational psychologists overlaps considerably and there is need to revisit the option of having a common training route which allow psychologist to work across Health and Education settings. Our own work in the Targeted Mental health in Schools (TaMHS) project has highlighted the effectiveness of working in collaboration with Health professionals to help children and young people deal with psychological wellbeing and mental health concerns.
- It is also important to recognise that many trainee and newly qualified educational psychologists have expressed interests to work in a more therapeutic capacity with children and young people. It would be valuable to consider this within the changing role of the CEP and how this can be utilised, especially if the profession moves towards a greater community based role.
- It would be beneficial for trainee's to have opportunities to work within the extended age range of young people up to the age of 25, i.e. opportunities to have college / FE placements.
- Within the training it may be beneficial to develop greater links between practitioner psychologists i.e. those working in clinical and forensic settings, and with organisations such as CAMHS, the NSPCC and Barnardo's.
- Greater preparedness for the possibility of becoming an independent practitioner if there is not a Local Authority.
- In light of the changing context some consideration should be paid to considering what would school's commission from CEPs? If we are to become commissioned, especially in terms of responding to the needs of independent schools and academies, we need to have the skills and resources to meet these needs. How do school perceptions of the role of the CEP fit with our own values and perceptions?

52. How can we make it easier for local authorities to work together to improve services for children, young people and families?

Your answer:

- Re-establish regional networks
- Pooled budgets between LAs may enable a greater choice of services, e.g. short breaks
- Promote shared learning so that advice and guidance and resources are pooled

53. Where could joint working have greatest impact on services for children, young people and families?

Your answer:

- Sharing innovative ideas about process, e.g. assessment, transition etc. and provision, e.g. different models of providing services
- Jointly commissioning placements in independent and non-maintained provision to ensure best value
- Collaborating on developing joint provision in areas of very low incidence, e.g. sensory services
- Joint management of services, e.g. Parent Partnership
- Collaboration re commissioning of services for low incidence disability and cross border arrangements
- Resolve funding issues where a pupil lives in one LA but wants provision in a neighbouring LA

54. How can we encourage health, social care and education services to put their money together to make better services?

Your answer:

- The single assessment process may help to encourage and identify areas where services can be brought together and contributions to meeting a child's needs clearly identified
- Is it enough to rely on 'encouraging' services to pool budgets? If children's services were combined, both nationally and locally, there would be no need to pool budgets as this would be done at the beginning and all services would form part on one single management structure, thereby achieving economies of scale

55. How would a **Community Budget** approach help to improve services for children and young people with **special educational needs** or a **disability**?

Your answer:

- This would depend on how the priorities were decided
- More evidence of the efficacy of the Community Budget approach is needed to inform local areas of what is involved
- Would this approach have the flexibility to address not just the broader needs of a local community, for example CAMHS, to the individual specific needs of children and their families
- Given the number of people who would have to be involved, would it not lead to greater bureaucracy, not less?

56. How can we give local services more freedom in the way we pay for services for children and young people with **special educational needs** or a **disability**?

Your answer:

- Establish multi-agency boards which would determine how the joint resources should be allocated and prioritised

57. How could charities and **community organisations** make the biggest difference to improving services for children and their families? How can we make this happen?

Your answer:

- Advocacy services
- Providing respite, short breaks, after school and holiday activities, information about the assessment process, training
- Involvement in the strategic planning process of services for CYP with SEND

58. How could a **national banded framework** help local services to be made available more flexibly and help parents to understand the way money is given to services?

Your answer:

- Funding and eligibility criteria continue to cause parents distress so any funding framework would need to evidence an equitable allocation.
- It would appear that the idea of having a national banded framework would only apply to those children with severe or complex SEND. These may be in the minority of pupils within an LA who have a statement so how would this help all the other parents of pupils with less complex needs?

59. What is the best way to bring together money for services for people aged under 16 and services for people aged over 16?

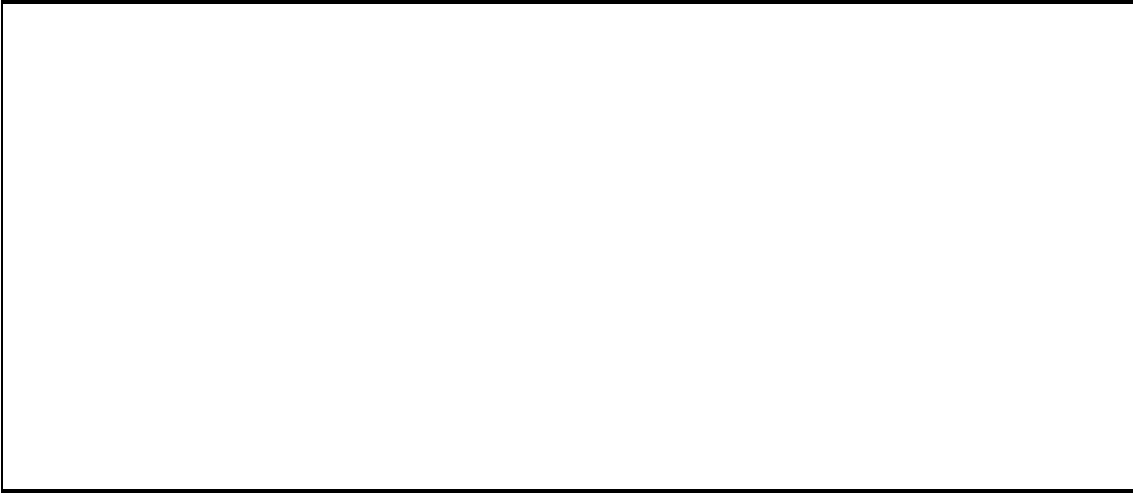
Your answer:

- Combine all relevant budgets into one to cover 0-25. This would stop any transition problems associated with, for example, young people moving to adult social services

60. Please use this space for any other comments you would like to make.

Please find attached a diagram showing all the various partners and agencies who have been consulted across the 9 local authorities which make up the Learn Together Partnership.

61. Please tell us what you think about this consultation. For example, was there the right amount of questions, were they the right type of questions, did you find it easy to understand and fill in?



Difficult words

Academies

Academies are schools that get money from the government but make their own decisions. Making their own decisions means it is easier for Academies to tackle local problems.

Alternative provision

When a child is excluded from school, they need to find other ways to learn. These different ways of learning are called alternative provision.

Apprenticeship

An apprenticeship is a paid job. It involves learning new skills while you work.

Community budgets

This is a pot of money that is given to a whole community rather than individual services. The community spends the money on services that are most helpful to local people.

Consultation

This is when the government asks what people think about its plans. They also ask people for their ideas about the best way of doing things.

Community organisations

Like charities, these organisations help people in the local community. They do not make a profit for their work. For example, some community organisations help look after children with a disability while the parents take a short break.

Disability

A person with a disability has a problem with their body or mind. The problem usually lasts longer than a year. It stops the person getting on with day-to-day things like eating, walking or washing.

Education, Health and Care Plan

This is a plan for a child's education services, health services, **social care** services and employment. It will give services more responsibility for making sure that they are helping the child.

Educational psychologists

Educational psychologists are experts in how people's mind works when they are learning. They provide a wide range of help to children with **special educational needs** or a **disability**.

Free Schools

Free schools are set up by the local community and not by the Government. But they do get money from the Government. Because they are set up by local people it is easier for them to know what local children need.

Governors

A governor is a person who is part of a team that makes important decisions about how a school works.

Local authority

This is your local council. They are responsible for services like parking badges for disabled people and providing day centres for people who need extra help.

Mediation

This is when an independent person helps parents and local authorities solve their problems rather than go to court.

National Banded Framework

This splits services into different levels, depending on the type and quality of service they offer. Different levels get different amounts of money.

Performance tables

These provide information about how well children at each school are doing.

Personal budget

This is when we give parents a certain amount of money to spend on help for their child. Parents will get advice from specialist workers on what services they can spend it on.

Single assessment

In the new assessment, teachers, health workers and social workers will share responsibility for deciding if a child needs help. They will work together to decide how they can meet the child's needs.

Social care

Services that help people with day-to-day living. For example help in the home for parents of a disabled child or activities that allow children with **special educational needs** to spend time with children with similar needs.

Special educational needs

A person with special educational needs finds it harder to learn than other people the same age.

Special educational needs assessment

This is a set of tests to find out whether a child needs extra help. The **local authority** gets advice from teachers, health workers and **social care** workers.

Special Educational Needs Co-ordinators

These are teachers who advise their schools on the best ways to identify and help children with extra needs.

Special educational needs statement

This document says what needs a child has. It also says what help the child should get if they stay at school until they are 19.

Special school

This is a school for children with special educational needs or a disability.

Supported internship

This is when a young person gets work experience that involves some kind of help for their special educational needs or disability.

Tribunal

When parents and a **local authority** disagree, they can ask the court to decide what is right for a child. This is called a Tribunal. It is better to try **mediation** before going to a Tribunal.

Work experience

This is when young people spend time at work with adults so that they can see what it is like to do a particular job.

What to do next

Thank you for taking time to answer our questions.

Please send your answers to us **before 30 June 2011**.

You can send your response by email to:

send.greenpaper@education.gsi.gov.uk

Or you can send your answers by post to: Consultation Unit, Department for Education, Area 1C, Castle View House, East Lane, Runcorn WA7 2GJ.

If you would like us to tell you that we have received your answers, please tick this box.

Getting involved in future work

The Department for Education carries out lots of research and [consultations](#). Would you like to take part in future research or [consultations](#)?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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About our [consultations](#)

The Government has set rules that we have to follow when we have a [consultation](#).

- A [consultation](#) has to take place when people can really influence what the Government is going to do.
- It should last at least 12 weeks. But it should be longer when needed.
- We should be clear with people about the [consultation](#) process, what we are planning, how people can influence our plans and the expected costs and the benefits of our plans.
- People who are going to be affected by the plans should find it easy to take part in the [consultation](#).
- [Consultations](#) should be as easy as possible for people who are taking part.
- We should read all answers carefully and give feedback when a [consultation](#) is finished.
- Government workers who carry out [consultations](#) should get training in how to carry out a good [consultation](#). And they should share their experiences with other workers, so that they can learn lessons.

If you would like to tell us what you think about how we carry out our consultations, please contact:

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