



SEND Transformation & Compliance

*Green Paper Feedback for Local
Area Response*

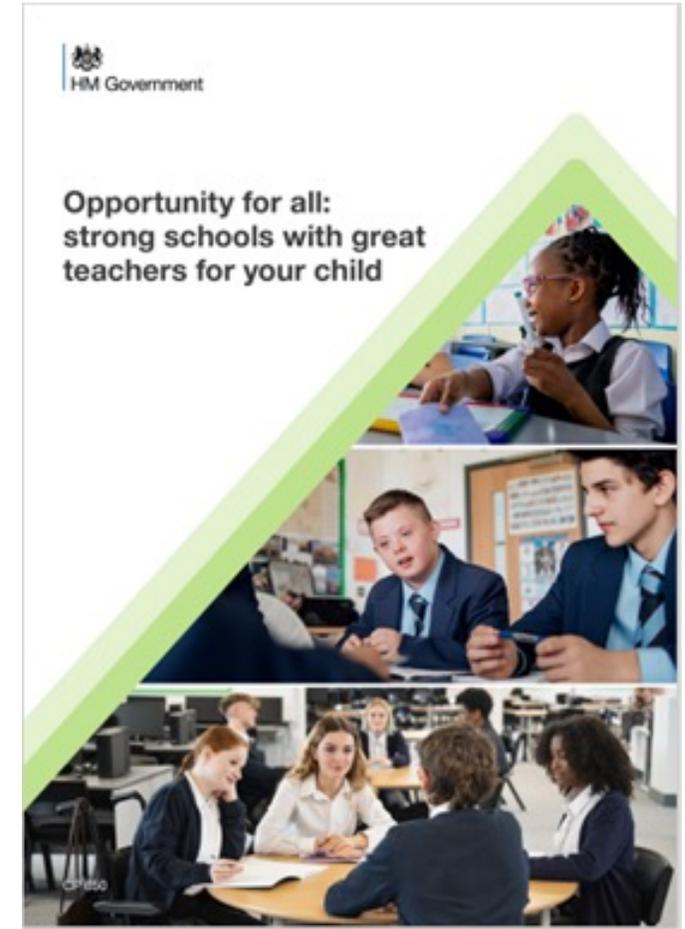


City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Introduction

The Government seeking views on their green paper about the changes they want to make to the special educational needs and disabilities (SEND) and alternative provision (AP) system in England.

The paper included 20 Consultation Questions, we have been gathering the views of stakeholders in Bradford.



Green Paper Overview?



There are four main problems with the SEND and alternative provision system:

1. It's hard for children, young people, their families, and schools to get the support they need when they need it.



2. Children and young people with SEND don't always get the support they need to do as well as they could.



3. Too many children do not have a good experience of alternative provision.



4. The money used to support children and young people with SEND or who are in alternative provision is not always used in the best way.



Consultation Question 1:

What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.

Stakeholders response

- There needs to be a uniform approach, ensuring all services and partners are aligned
- Minimum standards as to what is to be delivered, to help understand what should be happening, which will help develop clear and realistic expectations
- Widening out the scope of what is possible and available for PfA
- Training and tools to educate parent and carers in SEND
- Need for a core offer and uniform pathways across Health, Social Care and Education, with a local flavour to meet local priorities
- EHC needs assessment needs to be more inclusive and collaborative
- Parents should be included on the EHC Assessment Panels with professionals

Consultation Question 2:

How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?

Stakeholders response

- An option for reach out to all parents and carers, especially those who don't normally engage with the LA – Jury Service like /democratic approach
- Needing to see the outcome of the actions adopting a You Said We Did approach
- Don't want to be a tick box exercise
- Ensure parents and carers are engaged and involved from an early age through training opportunities and good quality steering and support
- Share the lived experiences, both where practice has met needs and allowed for good outcomes and those that could have been better
- Schools need to be a key player as part of this engagement and part of the partnership

Consultation Question 3:

What factors would enable local authorities to successfully commission provision for low-incidence high cost need, and further education, across local authority boundaries?

Stakeholders response

- Ensure the plan clearly details the needs
- Ensure mainstream schools are able to meet needs, especially with SEMH
- Ensure mechanisms are in place to pick those CYP that have accessed an OOA setting and return to the area, ensuring there is no gap in provision

Consultation Question 4:

What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?

- Stakeholders agreed there should be a national template for EHC Plans
- We need to be mindful of digital poverty and how this may effect access if this is to be introduced and how this effects children where English is an addiotnal language

Consultation Question 5:

How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents' confidence in the EHCP process?

- Lists of locally available school places that meet the needs of children, could be co-produced to do this, we need to make sure this supports parents in Transition and we can be proactive for example by the end of Y5.
- By providing more opportunity to have open days for potential school places to help parents making an informed choice of places working with schools on how they can do this.
- Local Offer / Filtering (My Street approaches)

Consultation Question 6:

To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?

- An impartial option for parents/carers to redress that feels more supportive and less about us and them, with supportive materials that can explain the process possibly on the local offer.
- Ensure communication from the LA doesn't feel like an 'us and them' situation. Review letters that families receive with input from the CDC
- Ensure options for parents/carers are objective, and they are supported through any redress
- We need something before Mediation which is less confrontational, or better support during mediation
- Ensure mandatory mediation does not become a tick-box exercise, but is meaningful
- Provide an impartial option for parents/carers to discuss their personal circumstances



Consultation Question 7:

Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people's education back on track?

No views were shared

Consultation Question 8:

What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?

- Review when CYP's needs are identified and identify whether this is earlier or too late. Example in Bradford is those with HI &VI are not been identified until KS1, where this should be happening more at EY
- Further support on healthy eating set out in the HCP can support better outcomes* Sarah E to provide further input* NCMP* (what does our health chart checks look like do we have any other gaps?)

Consultation Question 9:

To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ to replace the NASENCo?

-Further information on how these may sit aside each other would be welcomed and how they would work in practice or how the previous qualification may be replaced?

Consultation Question 10:

To what extent do you agree or disagree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role?

- Stakeholders main concern was that it is more about the time SENCOS need to undertake their role, rather than the qualifications.

Consultation Question 11:

To what extent do you agree or disagree that both specialist and mixed MATs should coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT.

- There should be greater accountability of MATs – LAs should be able to hold MATs to account around educational aspects, especially when it comes to children and young people with SEND

Consultation Question 12:

What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including through access routes like Traineeships?

- PfA needs to start at a younger age to ensure there is a clear pathway for young people
- Influential factors such as travel need to be taken into consideration and explored earlier
- Parents and carers need clear guidance around whether a young person will be able to keep their EHCP with their chosen pathway

Consultation Question 17:

What are the key metrics we should capture and use to measure local and national performance?
Please explain why you have selected these

The two stakeholders specifically mentioned were:

- NEET
- Exclusions

But they did mention there would be others, but would like a little more time to think about this

Consultation Question 18:

How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?

- Schools find the varying rates of funding a challenge to best meet the needs of children.
- Specificity of plans can have a substantial impact on this issue and how funding is allocated
- Would this meet the differing needs geographically to meet needs
- This may provide a greater degree of transparency and accountability

Consultation Question 19:

How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?

- Representation of Parents /Carers and children and young people on this board too share their lived experiences
- Allowing local areas to feed into this

Consultation Question 20:

What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?

- Stakeholders discussed that they feel that there are a number of occasions/examples where Services/agencies working in SILO