



Essex Strategy for Special Educational Needs and Additional Needs

2008-2012



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This strategy is the result of collaboration between Local Authority officers, Members, Headteachers, SENCOs and Governors.

The following colleagues have contributed to drawing up the strategy:-

Alan Bell	Principal Pupil Support Officer
Alison Dempsey	Interim Head of SEN and Additional Needs
Alison Stanford	Manager, Statutory Assessment
Angela Craze	SENCO, Monkwick Primary School
Annemarie Blackshaw	Manager, SEN and Disability Support Services
Carole Clift	Headteacher, Castledon School
Councillor Ann Naylor	Member for Brentwood Rural
David Brunwin	Headteacher, St Marks Catholic Secondary School
David Woods	Headteacher, Wells Park School
Debbie Holmes	Lead Senior Adviser
Deborah Hollister	Headteacher, Manningtree High School
Gary Bloom	Manager, SEN Provision Development and Project Support
Gary Pocock	Head of SEN and Children with Additional Needs
Guy Naylor	Executive Director, ASHE & Partners' Collaborative (APC)
Jan Myers	Headteacher, Wentworth Primary School
Jeannette Wooding	County Team Manager Specialist Teachers
Jenny McCutcheon	Headteacher, Fairhouse Junior School
Judith Salter	Headteacher, Glenwood New Model Special School
Karen Woolhouse	Senior Project Officer, SEN Provision Development

Keith Woods	Interim Assistant Director, School Improvement and Early Years
Ken Noyce	Children's Support Service Manager
Linda Williams	Senior Adviser, Standards and Improvement Service
Olive Newland	Head of Traded Services
Paul Ellis	Headteacher, Southview School
Paul Richardson	Manager, Statutory Assessment & Provision Development
Polly Lewis	SENCO, Manningtree High School
Ros Somerville	County Senior Educational Psychologist
Ros Somerville	Senior Educational Psychologist
Sandra Lovett	SENCO, Saffron County High School
Sarah Hargrave	Assistant Headteacher, Brays Grove Community College
Stephen Chamberlain	Headteacher, Burnt Mill School
Sue Collins	Teacher in Charge, East Behaviour Support
Sue Hunton	Headteacher, Springfield Primary School
Val Scott	Children's Support Outreach Manager

Definition of Special Educational Needs (SEN)

The definition set out within the Code of Practice states that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Additional Needs

'Children with Additional Needs' is a broad term used to describe all those children at risk of poor outcomes as defined by the Green Paper, Every Child Matters. (The five Green Paper outcomes are: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.)

An estimated 20-30 per cent of children have additional needs at some point in their childhood, requiring extra support from education, health or social services. This could be for a limited period, or on a long-term basis.

Key groups include those identified as being 'in need' under the Children Act 1989; those with special educational needs under the Education Act 1996; disabled children; those with mental health difficulties; and others whose needs may not have been formally identified but who may, nonetheless, be at risk of poor outcomes.

The Vision for Children with Special Educational Needs & Additional Needs in Essex

In Essex, we aspire to ensure all children have opportunities to succeed in learning and to maximise their life chances, goals and aspirations. Our vision is for children and young people with SEN and additional needs to have:

- a positive family life leading to as independent an adult life in the community as possible;
- a broad, balanced and relevant range of learning opportunities;
- improved life chances;
- social and leisure pursuits in the community;
- access to, and use of, community facilities;
- family, friends and key people in the community to support their independence and participation;
- swift and easy access to resources and support services, enabling early intervention;
- education as close to their own homes and communities as possible.

The Strategy will remove barriers to achievement and makes the following statement regarding inclusion:

Inclusion Statement

The Strategy will remove barriers to achievement and makes the following statement regarding inclusion:

- Inclusion is welcoming all children and young people whatever their ability, race, social or cultural background, faith or sexual orientation.
- Inclusion is about much more than the type of school that children attend. It is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school involving all members of the community, taking account of individual characteristics and needs.
- Identifying and removing barriers involves planning improvements in provision, policy and practice following evaluation. This may include adapting the curriculum, developing welcoming attitudes and targeting resources enabling early identification and rapid response to SEN.

Key Achievements from the SEN Action Plan 2003-2007

Working with parents/carers

Working with parents/carers

- Increased support by the Parent Partnership Officers to include face to face support for parents/carers of children at Early Years Action and Early Years Action Plus also School Action and School Action Plus.
- Support for parents/carers of children with SEN who have fixed-term and permanent exclusions.
- Established a programme of pre-school and Year 5 conferences around the County on an annual basis.
- Practical Parent/Carer Workshops to learn skills to be adapted for use at home. These have been held at a variety of venues across Essex which 468 parents of children with SEN have attended.
- Developed the Essex Parent Partnership Website including links to publications, other agencies and current events.
- Introduction of a system of monthly follow-up calls to parents/carers who have received support.

Training and accredited courses for SENCOs

- Accredited courses leading to a Certificate in Further Professional Studies (CFPS) and the Advanced Diploma in Educational Studies, run in association with Cambridge University.
- Include me in courses designed to support schools in meeting the needs of pupils with statements of SEN.
- SENCOs supported to undertake the Advanced Certificate in Educational Research (ACER).

Promoting prevention and early intervention

- Children placed in mainstream early years settings with additional support without the need for a statement of special educational needs.
- Early Support provided for very young babies and children with disabilities. This has provided a holistic family centred approach involving all professionals working as a team around the child co-ordinated, through a keyworker for the family.
- The **Good Beginnings** programme that provides co-ordinated early intervention for young children with autism has been evaluated. Positive outcomes have been identified in terms of children's progress and development in social understanding and interactions. The

programme has also enabled many children with autism to attend local mainstream Early Years provision and transfer to mainstream school.

- The **Joint Assessment Pilot** project was formally evaluated, with recommendations that have been embedded in the Early Support approach that is now provided for young disabled children and their families across Essex.

Transition and guidance for good practice

The **Unified Transition Plan** was completed in 2006 following pilots across the county. The documentation is available to all mainstream schools through the Essex Schools Infolink. Training was available to all schools and parental guidance was prepared and is also available on line and through the schools.

SEN School Reviews

- Between 2003 and 2005, 24 schools received a full SEN Review (carried out by Local Authority Officers) with feedback provided to support good practice.

School SEN Evaluation and Development Plan (SENEDP)

- SENEDP established as a support tool to evaluate how needs were identified and resources allocated. 2005/6 showed an increase of 17% in the number of schools meeting 100% of the success criteria.

Inclusion Project

Between 2003-2007 there have been four cohorts of Inclusion Collaboratives. 120 collaboratives have benefited from funding to work in cross-phase groups and within their locality to focus on projects promoting inclusion within the five outcomes of **Every Child Matters**.

Projects include:-

- effective learning for gifted and talented pupils;
- gym trail interventions and their effect on achievement;
- post 16 provision for pupils with complex needs;
- after-hours clubs to support pupils with low self-esteem;
- support to children and families experiencing emotional and behavioural difficulties;
- peer mentoring to support transition from KS2-KS3.

- 18 Inclusion Networks have been established across the county. Each of the four areas of the Authority has a support group of network co-ordinators from primary, secondary and special schools.

Termly meetings in each network

- promote the five outcomes of ECM;
 - share inclusive practice;
 - provide training, support and advice;
 - promote the use of audit tools to monitor current practices.
- Topics covered have included: dyslexia awareness; speech and language; thinking skills; mind mapping; child and adult mental health.
 - School staff and members of a multi-disciplinary group of professionals from across the Authority worked together to produce materials for **The Essex Approach to Equality and Diversity**. These materials have supported schools in identifying ways to minimise all forms of discrimination disadvantage and disaffection and promote high expectations through a multi-agency approach in the wider community of the school.

New Model Special Schools (NMSS) and Community Learning in Partnership Schools (CLiP)

- In 2006 100% of NMSS completed the 8P Audit identifying priorities for future development.
- Three schools have now been identified as delivering the full range of NMSS services, with the remaining schools on target for 2012.
- Five NMSS are included in the Local Authority bid for Building Schools for the Future (BSF).
- Community Learning in Partnership (CLiP) schools make provision for pupils with complex learning difficulties and also provide outreach to support inclusion in mainstream schools.
- The Local Authority is reviewing Outreach in line with expected DCSF standards.

Unified Plan

- Working in conjunction with headteachers in Special Schools, Health and Social Care colleagues, a Unified Plan has been piloted and agreed ready for use in autumn 2007. It will be available, with guidance, through the **Essex Schools Infolink** to schools, parents/carers and all agencies.

The National Context for the Essex Special Educational Needs & Additional Needs Strategy

The SEN Regulations 2001 require local authorities to publish their policies/strategies on SEN and information about how the Authority is promoting high standards of education for children with SEN; encouraging children with SEN to participate fully in their school and community and to take part in decisions about their education; encouraging schools in their area to share their practice in providing for children with SEN; and working with other statutory and voluntary bodies to provide support for children with SEN.

Recent years have seen a wide range of national developments in relation to SEN and inclusion, including the Government Strategy for SEN, **Removing Barriers to Achievement (RBTA) 2004; Every Child Matters 2003; Select Committee report and DFES response 2006.**

REMOVING BARRIERS TO ACHIEVEMENT SET OUT THE GOVERNMENT'S LONG- TERM STRATEGY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. THIS IDENTIFIED FOUR KEY AREAS:

Early intervention

- To ensure that children who have difficulties with learning receive the help that they need as soon as possible.

Removing barriers to learning

- By embedding inclusive practice in every school and early years setting.

Raising expectations and achievement

- By developing teachers' skills and strategies for meeting the needs of children with SEN and additional needs.

Delivering improvements in partnership

- So that parents can be confident that their child receives the education he/she needs.

EVERY CHILD MATTERS IS A NATIONAL APPROACH FOR THE WELL-BEING OF CHILDREN AND YOUNG PEOPLE FROM BIRTH TO AGE 19 TO HAVE THE SUPPORT THEY NEED TO:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

The Local Context for the Essex Special Educational Needs & Additional Needs Strategy

The Essex County Council Corporate Plan sets out corporate goals relating to this strategy that include:

- raising achievement levels of children and young people with learning difficulties and disabilities;
- raising educational standards and attainment;
- ensuring children and young people are kept safe;
- increased choice in school admissions;
- healthier lifestyles for the communities within Essex.

Children with Special Educational Needs and Additional Needs in Essex

The number of pupils identified as having Special Educational Needs or Additional Needs has increased significantly.

In Essex, considerable additional funding has been targeted towards early intervention through the Local Authority's formula for funding mainstream schools. The number of pupils catered for at Essex School Action (ESA) and Essex School Action Plus (ESA+) represent approximately 84% of the total pupils with identified Special Educational Needs and Additional Needs in Essex.

The number of children with statements attending local mainstream schools has risen by 373 over the last three years but Essex still remains below both the regional and national average. During the same period, 90 fewer pupils were placed in enhanced provision in mainstream schools with the number of pupils attending day special schools remaining stable.

Essex has two residential secondary schools (following the amalgamation of Ramsden Hall School and The Heath School) and one primary residential school for children with behavioural emotional and social difficulties. This provision has been supplemented by procuring additional support for 40 students at Key Stage 4, from an independent provider.

Some pupils are placed in local authority Schools outside Essex, most commonly in Thurrock and Southend. Since local government re-organisation in 1998 the three local authorities have increasingly sought to place children within their own borders, though there continues to be

good co-operation. Essex had 59 fewer children last year placed in other local authority special schools resulting from some children being supported in mainstream schools and some being catered for in our own special schools.

There continues to be a significant number of costly placements out of county. Fee rises in this area continue to grow, despite Essex's continued involvement in the Eastern Region Fees consortium. This is partly because of higher requirements for premises but also because providers are aware that local authorities holding the funding may have few alternatives.

(See Appendix B for additional data – Current provision for Special Educational Needs and Additional Needs Funding)

Key Aim 1

Raise attainment and achievement of children with SEN and additional needs

WHERE WE WANT TO BE

Children with SEN and additional needs will experience high quality personalised education. This builds on their strengths, increases their attainment and improves their independence both as learners and as citizens. Local authority services, resources and provision will be configured around the needs of children.

There will be increased and effective use of assessment and tracking, using multi-agency data to improve access, entitlement and achievement.

There will be improved outcomes for children who are looked after by the local authority.

HOW WE WILL KNOW IF WE HAVE BEEN SUCCESSFUL

- a) Ofsted judgements on “How well learners with learning difficulties and disabilities make progress” to be improved from 56% good or outstanding to 62% in 2008 and 65% in 2009.
- b) The percentage of young people leaving care aged 16 or over with 5 or more GCSEs at grade A*-C or equivalent, to rise from 5.1% in 2006-07 to 10.6% in 2007-08.
- c) To improve attendance in primary schools from 94.32% in 2006 to 94.6% by 2008 and to 94.9 in 2009.
- d) To improve attendance in secondary schools from 91.92 in 2006 to 92.4 by 2008 and to 92.65 in 2009.
- e) Increase the percentage of permanently excluded pupils provided with full-time alternative education from 28.5% in 2006 to 80.3% by 2008 and to 93.4% by 2009.

Key Aim 2

Promote prevention and ensure early identification, assessment and intervention for children and young people with SEN and additional needs

WHERE WE WANT TO BE

In Essex, we want most front-line professionals to be deployed in teams close to where children and young people live and go to school. We want them to be empowered to make a difference as soon as possible.

There will be effective outreach support for children and young people with SEN and additional needs that complement the skills of practitioners in schools and settings.

There will be greater flexibility of placements and funding in order to achieve improved outcomes for children and young people.

Schools and early year settings will be supported as early as possible when a child or young person's needs are identified, and we will ensure that bureaucracy does not limit opportunities.

HOW WE WILL KNOW IF WE HAVE BEEN SUCCESSFUL

- a) The number of new statements for SEN compared to 2006 will stabilise in 2008 and reduce in 2009 by 5%.
- b) Outreach from special schools and support services will be clearly mapped, with clear referral criteria, and equitable access across the county.
- c) There will be an increase in the overall spend on the provision for pupils with SEN without a statement of 5% in 2008, and a further 5% in 2009.

Key Aim 3

Develop and resource a flexible range of provision to support good education outcomes and to meet a continuum of need

WHERE WE WANT TO BE

We want to offer parents and carers a wider range of specialist provision and support, based around effective collaborative partnerships of schools. These partnerships will be based on locality working models and will respond to local need.

There will be sufficient effective provision in Essex to meet the needs of most children and young people with Behavioural Emotional and Social Difficulties, Autistic Spectrum Disorder, Physical Difficulties and Learning Difficulties.

There will be improved services to disabled children and young people.

There will be a comprehensive Child and Adolescent Mental Health Service (CAMHS).

HOW WE WILL KNOW IF WE HAVE BEEN SUCCESSFUL

- a) The number of pupils placed in independent special schools compared to 2006 will reduce in 2009 by 10%.
- b) There will be a reduction in the SEN transport budget of 10% (because children will be more likely to attend school locally).
- c) The budget devolved to local authorities to provide short breaks for parents of children with disabilities will be spent in accordance with requirements.
- d) Waiting times for non-specialist mental health cases will be under four weeks for at least 51.2% of cases across Essex in 2008, increasing to 65% in 2009.

Key Aim 4

Increase the participation of parents/carers, children and young people in SEN and additional needs provision.

WHERE WE WANT TO BE

We want to improve radically the way that we work with children and young people with SEN and additional needs and their families. We want to build effective links with voluntary organisations to find effective ways to reduce tribunals and increase satisfaction with local authority services.

There will be improved and effective transition arrangements for all children and young people.

Parents, carers, children and young people will be involved in the decisions that affect their lives.

There will be greater consistency and equity for parents, carers, children and young people across the County.

HOW WE WILL KNOW IF WE HAVE BEEN SUCCESSFUL

- a) There will be representation from parents, carers, children and young people on the SEN and Additional Needs Strategy Reference Group.
- b) We will increase the number of children with disabilities aged 14+ who have a transition plan to support their move to adult services to 90% in 2008-09 and 100% in 2009-2010.
- c) We will reduce the number of SENDIST tribunals from 175 in 2007 to 155 in 2008 and to 135 in 2009.

Key Aim 5

Built capacity in schools and the community to meet the needs of children and young people with SEN and additional needs.

WHERE WE WANT TO BE

We want to take a strong lead on showcasing good practice and celebrating success in Essex schools and settings. We want the reputation of Essex to grow and flourish in the Eastern Region and beyond by encouraging and supporting innovation and change.

We want all children to receive education in high quality buildings that are fit for purpose and are accessible to all children, young people and adults. There will be effective leadership and management in Essex schools, settings and the local authority.

There will be a skilled and effective workforce to meet the needs of children and young people with SEN and additional needs.

HOW WE WILL KNOW IF WE HAVE BEEN SUCCESSFUL

- a) There will be a development programme to ensure that Essex's buildings are fit for the purpose of meeting the needs of children and young people.
- b) Percentage of pupils permanently excluded in relation to number of pupils in special schools to reduce from 0.37% (in 2006) to 0.31% in 2008 and 0.23% in 2009.
- c) Reduce the number and percentage of Essex children who are in the lowest 20% nationally.

Special Schools, Enhanced Provisions And Pupil Referral Units

NMSS (NEW MODEL SPECIAL SCHOOLS)	
Chelmsford New Model Special School (Hayward and Woodlands Campus)	Chelmsford
Glenwood School	Benfleet
Harlow Fields School	Harlow
Lexden Springs School	Colchester
Oak View School	Loughton
Shorefields School	Clacton-on-Sea
The Edith Borthwick School	Braintree
The Pioneer School	Basildon
CLIP (COMMUNITY LEARNING IN PARTNERSHIP) SCHOOLS	
Castledon School	Wickford
Cedar Hall School	Benfleet
Kingswode Hoe School	Colchester
Market Field School	Colchester
The Endeavour School	Brentwood
The Thriftwood School	Chelmsford
PD (PHYSICAL DISABILITY)	
Southview School	Witham
BESD (BEHAVIOURAL, SOCIAL AND EMOTIONAL DIFFICULTIES)	
Homestead School	Colchester
Ramsden Hall	Billericay/Colchester
Wells Park School	Chigwell
PUPIL REFERRAL UNITS AND INTEGRATED SUPPORT CENTRES	
Integrated Support Centre	Harlow
Integrated Support Centre	Heybridge
Integrated Support Centre	Wivenhoe
Integrated Support Centre	Braintree
Integrated Support Centre	Clacton
Integrated Support Centre	Colchester
Integrated Support Centre	Basildon
Integrated Support Centre	Hadleigh

Appendix A

Leverton Hall	Brentwood
Longview Adolescent Psychiatric Unit	Colchester
East Secondary Behaviour Support Service	Colchester
Mid (Outreach) Secondary Behaviour Support	Alec Hunter School, Braintree
South Secondary Behaviour Support Service	Basildon
West Secondary Behaviour Support Service	Harlow
ENHANCED PROVISIONS FOR HEARING IMPAIRED	
Glebe Infant School	Rayleigh
Glebe Junior School	Rayleigh
Ghyllgrove Infant and Junior School	Basildon
Great Baddow High School	Chelmsford
Lexden Primary School	Colchester
Mildmay Infant and Nursery School	Chelmsford
ENHANCED PROVISIONS FOR SPECIFIC LEARNING DIFFICULTIES	
Alderman Blaxill School	Colchester
Mayflower High School	Billericay
Mountfitchet Mathematics and Computing College	Stansted Mountfitchet
ENHANCED PROVISION FOR SPEECH AND LANGUAGE	
Cherry Tree Primary School	Colchester
Harlowbury Primary School	Harlow
Powers Hall Infants School	Witham
Powers Hall Junior School	Witham
The Notley High School	Braintree
Trinity Road Primary School	Chelmsford
West Horndon Primary School	Brentwood
Woodlands School	Basildon
ENHANCED PROVISION FOR MLD/SLD/MLD	
Bentfield Primary School	Stansted
Eversley Primary School	Basildon
NURSERY	
Tanglewood Nursery	Chelmsford

Overview Of Current Provision

Table 1 below gives an overview of the young people in Essex who have special educational needs and related funding during the financial year 2006/7.

Table 1: Essex pupils with SEN in 2006/7.

Groups of pupils	Number of pupils (% of all Essex pupils)	Budget 2006/7 (% of total SEN funds)	Average cost (£ per annum per pupil)
Mainstream pupils on School Action/Action Plus (Jan 07)	28,004 (13.97%)	£16,563.967 (21.62%)	£591
Mainstream pupils with statements of special educational needs	2,915 (1.45%)	£17,818.986 (23.26%)	£6,113
Pupils in Enhanced Provision in mainstream schools	267 (0.13%)	£3,726,073 (4.86%)	£13,955
Pupils in Essex day special schools	1,684 (0.84%)	£19,140,832 (24.98%)	£11,366
Pupils in Essex residential special schools	164 (0.08%)	£4,754.657 (6.21%)	£28,992
Pupils in other LA special schools (OLA)	133 (0.07%)	£1,910,248 (2.49%)	£14,363
Pupils in independent schools	228 (0.11%)	£12,702,617 (16.58%)	£55,713
TOTAL	33,395 (16.65%)	£76,617,380	£2,294
The numbers above include pupils from other LAs who attend Essex special schools and exclude pupil transport costs.			

Direction Of Funding For Sen And Additional Needs

Current Banding	Future Level of Need	Mainstream			Independent
		Primary	Secondary	Special	
ESA/ESA+	Additional Needs	Single formula – Statement not required to secure funding but still available – Delegation to individual schools or clusters of schools – 1 to 12.5 hours of individual LSA Support	Single formula – Statement not required to secure funding but still available – Delegation to individual schools or clusters of schools - 1 to 12.5 hours of individual LSA Support	N/A	N/A
Band A					
Band B					
Band C	Complex Needs	Individual Statements Delegated – 12.5 to 22.5 hours of individual LSA Support	Individual Statements Delegated – 12.5 to 22.5 hours of individual LSA Support	CLIP Schools - Single Pupil Value broadly comparable to Mainstream Key stage funding plus additional support	N/A
Band D					
Band E					
Band F	Severe and Lifelong Needs			NMSS & BESD - Single pupil value broadly comparable to Mainstream Key stage funding plus additional support	Only pupils with most severe and lifelong needs will be placed in independent schools
Band G					

Essex Strategy for Special Educational Needs and Additional Needs

Produced by the

Special Educational Needs & Children with Additional Needs Service (SENCAN)

Essex County Council

Schools, Children & Families Directorate

PO Box 47

Chelmsford

CM2 6WN

Tel: 01245 436292

email: sencanstrategy@essexcc.gov.uk

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