



SEN STRATEGY FOR THE INCLUSION OF PUPILS WITH ADDITIONAL NEEDS

2007 - 2010

1. BACKGROUND TO SEN STRATEGY

Provision and practice in special educational needs is one of the strengths of Bristol Local Authority. In 2003, our SEN strategy, SEN support for school improvement and the way we deliver our statutory obligations in relation to SEN were graded highly by OFSTED and judged to be three of our key strengths.

In order to maintain and improve this standard, we need to have clear direction and the purpose of this strategy is to set out Bristol's direction for the inclusion of children and young people with additional educational needs, from 2007 to 2010. The term 'additional educational needs' is used wherever possible:

- to refer to children and young people who are currently at some stage within the Code of Practice, either at School Action, School Action + or Statemented and,
- in preference to the term special educational needs, which has become increasingly unpopular with disabled peoples' organisations and is inconsistent with guidance within Bristol's SEN' Achievement For All Policy.

The strategy has been produced following extensive discussions with our partners and in particular a range of consultation exercises starting with the SEN Best value Review and the SEN Resourcing Consultation in 2005. We have learned from the development of SEN so far in Bristol and have also looked at what works well in other authorities. There is wide agreement in schools, parent organisations and partner agencies with the main activity areas in this document.

The Strategy for special educational needs is set in the context of school improvement, raising standards and increasing participation, and promotes the wider vision of inclusion. It recognises the importance of support being available at an early age to children and identifies further proposals to ensure this work is strengthened. New initiatives such as Children's Centres will be an important aspect of provision for children and young people with special educational needs during the course of this strategy.

The Local Authority also wants to expand work to identify schools' practice for children with additional educational needs and ensure that all children and young people, including those with complex and severe needs, have clear educational targets which are supported, monitored and where appropriate, challenged to improve the performance of all children including those with SEN. This strategy is a key requirement for delivering services to and improving outcomes for children and young people with complex needs.

In pursuing this programme of change the strategy for special educational needs is not simply implementing its own agenda but also reflects national priorities; the SEN Code of Practice, the Disability Discrimination Acts 1995 and 2005, which have placed new statutory duties on local Authorities and early years education settings and the Prime Minister's Strategy Unit Report on 'Improving Life Chances For Disabled People' which focuses on the development of early interventions and seamless transitions.

The Disability Discrimination Act 2005 has placed new responsibilities on Local Authorities which are reflected within the Strategy. These include the requirement to:

- eliminate unlawful discrimination against disabled children and adults
- eliminate harassment and bullying of disabled children and adults
- promote equality of opportunity and positive attitudes towards disabled children
- take steps to take account of disabled children's and adults impairments, even if this results in more favourable treatment.

Finally, the Strategy takes considerable account of the government's strategy for SEN "Removing Barriers To Achievement" published in 2004 with each of its 4 main headings, -Early Intervention, Removing Barriers to Learning, Raising Expectations and Achievement and Delivering Improvements In Partnership used as the basis for our eight key activity areas and the actions to be taken to achieve them.

At the heart of the Special Educational Needs strategy is the aim to link explicitly and consistently with the work that will take place in schools and other settings for children to

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution to their community
- Achieve economic well being.

This includes working closely with partners to ensure that children are able to access the full range of opportunities provided by the City Council.

2. STATEMENT OF AIMS

Bristol Local Authority is committed to providing the best possible quality of education for all its children and young people within the available resources. We are committed to the identification and removal of barriers to learning. We value diversity and seek to ensure that all policy and practice promotes equality of opportunity.

Bristol's Policy for children with 'special educational needs'[SEN] established a framework for the Local Authority, schools and other agencies to work together to meet the needs of children and young people with SEN. It sets out the principles and aims which remain at the heart of our strategic planning

The aims identified within the SEN Policy, 'Achievement For All' are:

1. **To raise attainment:** raising the attainment of all learners with additional needs [SEN] continually, and by all available means, and ensuring that there are no particular groups of learners with additional needs who are underachieving in relation to others e.g. learners in particular settings, learners with additional needs who are also looked after by the Local Authority or black and minority ethnic learners.
2. **To ensure that children and young people with additional needs have access to a broad and balanced and relevant curriculum.**
3. **To celebrate success and share good practice:** recognising and celebrating a diverse range of achievements in addition to conventional academic success, and supporting special and mainstream schools to share strategies and interventions that are successful for children and young people with additional needs.
4. **To promote inclusive education:** supporting schools and other education settings in extending their ability to include all children and young people in mainstream education.
5. **To maximise resources:** ensuring that SEN and inclusion resources are allocated efficiently and fairly, and are targeted towards pupils with the most significant needs, with the minimum possible bureaucracy.
6. **To value and develop people:** ensuring that all those in the education system who are involved in making provision for pupils with additional needs have opportunities to develop, and feel that their skills and qualities are valued and supported.

6. **To build the education community:** developing and improving the partnerships with children and young people through strengthening their voice in decision making, and also with the parents/carers and other statutory and voluntary bodies which are at the heart of effective SEN and inclusion.
7. **To seek regular feedback on all we do:** ensuring that monitoring and evaluation are built into our strategies and plans for the provision for SEN and inclusion.

Bristol Local Authority's SEN Strategy sets out a framework and programme of action we intend to take in partnership with colleagues in other teams across the whole Children and Young People's Service, parents/carers and voluntary sector providers. The Strategy is informed by the Inclusive Education Policy [2006], the Corporate Disability Equality Scheme, Access Strategy and Bristol's Policy on SEN [2003] and incorporates relevant activities from the JAR Action Plan.

The key objectives in the SEN Strategy also underpin the Statements in the Bristol Inclusion Charter and are important in ensuring their achievement. The strategy is supported by annual SEN Service plans.

3. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION

Section 312 of the Education Act 1996 says 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; or
- 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 LEA;
- c. are under compulsory school age and fall within the definitions above or would do so if special educational provision were not made for them.

School Action: when a class or subject teacher identifies that a pupil has special educational needs they provide interventions that are *additional* to or *different* from those provided as part of the school's usual differentiated curriculum offer and strategies.

School Action Plus: when the class teacher and the SENCO are provided with advice or support from outside specialists, so that alternative interventions *additional* or *different* strategies to those provided for the pupil through School Action can be put into place.

Low Incidence: refers to children with SLD/PMLD, complex medical difficulties, significant sensory impairments and those on the extreme end of, for example, the autistic spectrum.

Definition of Special Educational needs Provision

Special Educational Provision means:

- a. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their own age in schools maintained by the LEA;
- b. for children under two, educational provision of any kind.

Definition Of Disability

In order to be within the remit of the Disability Discrimination Act a child must have a:

“physical or mental impairment that has a long term adverse effect on their abilities to carry out normal day to day activities”.

This interpretation means that the majority, but not all children with additional and special needs can be considered as disabled.

Definition of Inclusion

The Inclusive Education Policy provides a detailed interpretation of what the term inclusion means in both a national and local context and identifies the important future role of Bristol’s specialist provision within the overall spectrum of provision and in developing inclusive practice.

Inclusion is about much more than the type of setting that children attend – it is about the quality of their experience and how they are welcomed, helped to learn and enabled to participate fully in the life of the school or setting. The Change for Children [C4C] agenda provides a unique opportunity for multi disciplinary teams to bring together resources, knowledge and experience in order that all children benefit, and feel included and supported.

We believe that developing good inclusive practice involves institutional change, and schools, early years and other educational settings should be regularly reviewing all of their policies and practices to ensure they meet the needs and aspirations of all learners. It is also important that all the adults in a setting [parents/carers, staff, governors] also have their access needs met and are able to participate fully in the life of the school or setting.

In line with the national agenda for inclusion and government strategy, we believe special schools have a role to play within the overall spectrum of provision for children with additional needs . Bristol special schools are developing their inclusive practice-they are educating some children and young people directly, and sharing expertise with mainstream schools to support greater flexibility of provision and inclusion. [Inclusion Education Policy: P5]

Inclusion is a process and the use of this term within the SEN Strategy is consistent with the broad definition provided by OFSTED [2001] :

“An educationally inclusive school is one which the teaching and learning and the achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools.”

This Strategy is about all children and young people with *additional* needs [identified as having “SEN”] in the 0-19 age range. This includes the learners identified in the Code of Practice as having additional needs in the areas of communication and interaction, cognition and learning, social development and sensory/physical impairment and behaviour and emotional and social development [BESD]. Whilst the SEN strategy includes actions for the development of BESD specialist provision for children and young people with Statements, a separate Behaviour Strategy document has been written which addresses the broader needs of this group.

4. SEN STRATEGY: KEY ACTIVITY AREAS

1. Early Intervention

Establish more co-ordinated approaches across services and settings that work with our youngest children with AEN and their families

2. Removing barriers to Learning

- Promote inclusion through school organisation and centrally based support provision
- Improve Specialist Advice and Support for school communities and parents/carers

3. Raising Expectations & Achievement

- Support inclusion through raising the attainments and achievements of children and young people
- Ensure children and young people experience smooth transfers throughout phases of education and adult life

4. Delivering Improvements in Partnership

- Ensure, in partnership with schools and other services, that central and delegated resources are allocated and used effectively to promote inclusive practice
- Promote the participation of parents/carers, disabled people & their organisations & children and young people in decision making structures and reviews wherever possible
- Develop co-ordinated services and holistic provision

5. Monitoring and Evaluation

The SEN Strategy will be monitored by the SEN Strategy Group from January 2007 and progress against key activities reported to the Children and Young People's Service Directorate. An annual review may identify appropriate adjustments to the delivery plan which will be included as a support document to the strategy.

Information about all pupils with special educational needs will be collected annually so that strategy implementation can be evaluated and the needs of pupils met in the most effective and efficient way within all provision.

Performance Indicators will include:

- Outcome measures for progress between Key stages for cohorts of pupils with SEN at school and LA level:
- Numbers of pupils on School Action Plus and with Statements. This should include information on equality groups.
- Numbers of pupils in special schools and specialised settings. This should include information on equality groups.
- Number of pupils in independent and non-maintained special schools. This should include information on equality groups.
- Levels of support to individual children with Statements
- Timescales for statutory assessments of SEN.
- Outcomes of individual schools' OFSTED inspections.
- Audit Commission comparisons between this Authority and Nationally.
- Information from parents/carers and disabled people.



Context:

There are over 120 registered providers in the non-maintained sector in addition to the nursery schools, nursery classes attached to schools and the phase 1 [developed] & phase 2[developing] Children's Centres. Children with SEN are in all types of provision including with registered childcare providers. In the non-maintained sector there is an Early Years Inclusion Team which provides good support and children with SEN are additionally provided for by the Health and Sensory Impairment Services. In both the non-maintained & maintained settings the quality of service is varied.

Whilst some of the Phase 1 CCs have good systems for early identification, assessment and intervention programmes for children with SEN, others require improvement.

Key Activity 1**Establish more co-ordinated approaches across services and settings that work with our youngest children with AEN and their families**

by:

- ensuring early identification, assessment and intervention for young children who have special educational needs in collaboration with parents/carers and other agencies.
- advising on the respective roles and responsibilities of the LA and schools/early years providers in relation to children with SEN.
- working with parents/carers, SEN Support staff, health and Children and Young Peoples Services on the development of a multi agency team to identify and assess early years' children with low incidence disorders
- developing joint planning and practice for children with SEN as part of the development of the integrated children's centres

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- ensuring that all Early Years Providers have advice on the management of AEN and development of good practice in line with the SEN Code Of Practice, the SEN and Disability Act [2001] and the Disability Discrimination Act [2005].
- developing inclusive provision for pre-school and early years children with SEN
- developing work with early years providers and parents on the management of children diagnosed with an autistic spectrum disorder
- providing training opportunities which includes the dissemination of good practice

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performance indicators:

- By July 2008 100% of early years providers will have systems in place for the early identification, assessment and intervention programmes for young children with special needs.
[e.g. no. of new assessments carried out for under 5's, number of new statements for Children under 5 : DFES Form 2].
- By April 2008 there will be a unified framework for the assessment and determination of programmes of intervention for pre-school children with complex difficulties [including behavioural difficulties] which will comply with the statutory duties of the CYPS.
- By July 2007 all maintained early years settings will have access to trained SENCOs.
- Regular monitoring of parental feedback by the Supportive Parents Organisation
- By April 2008 all Local Authority's nurseries will have received training on the Disability Discrimination Act 2005 and will have their Disability Equality Schemes in place.
- Survey parental/carer satisfaction/ e.g. through questionnaire[s] distributed by Early Years Settings.
- Inspection Reports of schools/settings.

Context The Strategy sets out a direction for the future role of special schools within the framework of inclusion and maps out a programme for its further development. Many of our special schools already manage a portfolio of provision, often on mainstream sites; working in partnership with mainstream schools. There are also a number of specialist provisions in mainstream schools who have an increasing expertise and role in providing for a broader range of pupils with AEN. We expect these trends to continue and develop further.

We have linked strategically into opportunities created by the secondary and primary reviews and Building Schools for the Future programme in order to develop the specialist provision we need and to maximize its quality and accessibility. The data on pupils with AEN has confirmed the significant increase in demand for secondary places for pupils with Autistic Spectrum Disorders [ASD] and day provision for secondary age pupils with BESD. Demands for behavioural PRU provision are also considerable and proposals to review and develop these are required. In establishing these new provisions attention will be given to enabling pupils to attend schools which are as close to home as possible.

Bristol has a range of specialist support teams to provide expert advice & training to schools on specific aspects of AEN. However, locating identified teams as outreach from specialist sites would extend this expertise further and provide additional opportunities to share good practice.

Key Activity 2

Promote inclusion through school organisation and centrally based support provision by :

- developing specialist provision within the City in line with data analysis and identified trends.
 - reinvesting resources in local provision and reducing the use of the independent and non maintained sector.
 - increasing mainstream specialist provision and extend the contribution of special schools to mainstream inclusion, for example, through co-location, inclusion classes, outreach and working in ESP localities.
 - establishing, where feasible, elements of sen centrally retained support services on specialist sites as part of their outreach provision.
 - Identifying additional secondary provision for pupils with autistic spectrum disorders (ASD) in the south of the City and work towards a commencement date of September 2008.
 - Developing further independent travel skills so that home to school transport is targeted and based on a clear analysis of individual need.
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- improving entry and exit routes in PRU provision and develop more area based approaches for their use.
 - developing further the access of children and young people with SEN to extended schools provision and after school clubs.
 - Supporting schools to meet the needs of pupils, who despite appropriate interventions, continue to have significant difficulties in acquiring basic reading skills through the use of specialist provision and placements.

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Key performance indicators include:

By October 2008 there is an increase in the number of children who are educated in mainstream settings.

By 2010 there is a 10% decrease in the numbers of children with additional needs educated in schools outside Bristol

Proposals identified in the SEN Provision strategy are implemented within timescales

By Sep '09 there is an increase the number of disabled pupils educated on mainstream
Schools sites

Extended schools' programme is implemented within timescales.

Pupils spend less time within PRUs and the provision overall is expanded to better service area needs.

The provision and location of special school placements matches the data analysis of identified need

More children attend schools nearer to their community and there is a reduction in transport costs.

Context:

The SEN cluster networks, newsletters and conferences work well and we will continue to use a wide range of mechanisms to share SEN best practice and develop specialisms in mainstream and special schools across the City. Targeted literacy/language initiatives have been evaluated and significant improvements recorded. There is a need to strengthen further support for children with SEN in mainstream schools if they are to be successful in meeting children's needs. We need to ensure that training is targeted at all levels and is planned/delivered with other teams wherever possible. Additionally we need to support SENCOs in obtaining nationally accredited SEN qualification.

Key Activity 2 A**Improve Specialist Advice and Support for school communities & parents/carers by:**

- Supporting schools in developing a range of methods to plan, record, monitor and evaluate their provision that is different from and additional to normal differentiated classroom practice
- Developing good practice in improving access to the curriculum, information and buildings for disabled children through the Disability Equality Scheme and Access Plan review process
- establishing induction programmes for all new SENCOS and establishing clear training progression routes for SENCOs
- developing initial level SEN 'on-line' training for teachers, LSA's and Learning Mentors in Language/ Communication and behavioural difficulties.
- collating, reviewing and publishing advice and information about SEN, which meets the requirements of the DDA, in a revised SEN Manual.
- promoting usage of the SEN website and make all advice documentation and procedures in relation to SEN available on the web site.
- Improving SEN provision in supplementary schools for BME/EAL pupils.
- Improving opportunities for joint working between EMAS and SEN services.
- identifying core functions of the Learning Support Service and separate out its traded functions in order to develop capacity and focus on National and Local Authority priorities.

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- Joint working with health to ensure training is available for teachers & Carers.

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Key performance indicators include:

More young people are successfully educated [based on attendance figures/achievement of targets] , where appropriate, within their local community.

Increased expertise and confidence in mainstream schools to support and include an increasing number of children and young people with special and additional needs.

By 2010 the BARE program or equivalent ICT system are used by over 50% of schools to assess, record and report on pupil progress.

Robust systems are in place to track the attainment of disabled children and young people as a cohort and by impairment group by Jan 2008.

By April 2008 a comprehensive 'Best Practice Guide' (SENCO Handbook) for SENCOs will be launched and include an electronic version on the Intranet.

Schools' Access Plans, Disability Equality Schemes and SEN policies are in place, of good quality and their arrangements for disabled pupils are published annually.

SENCO Locality Groups meet regularly and share good practice, and a SENCO newsletter is published 3 times a year

CYPS, schools and other education settings are clear about their responsibilities under the SEN and DDA[2005] and have amended their policies and practices accordingly.

All schools have in place a provision map that shows how their SEN funding is allocated and this is reviewed annually.

There is an increase in the number of schools working towards and obtaining the Bristol Inclusion standard.

Context: Following on from the Children Act 2004, and in line with the expectation, made clear by the DFES, the focus within school improvement work is based on the acknowledgement that *'Children's attainment is one of the most, if not the most important factor in children's future success'*. Key to this work is the intelligent use of data, gathered from a broad range of sources. To monitor and support schools in the development of the use of SEN data as part of a self evaluation cycle is crucial. The use of this collected data to target resources that support the most vulnerable children and young people is also an important priority.

In Bristol the annual cycle of school self review and self evaluation is the key tool for school improvement. The SEN/SEF has been well received and was completed by the majority of schools. This needs to be embedded further with the LA specialist services continuing to support schools in its use, particularly schools causing concern [Cat 3 & 4] and where there are specific weaknesses in SEN provision .

Key Activity 3

Support inclusion through raising the attainments and achievements of children by:

- developing monitoring and accountability arrangements with the LA supporting schools in self review and providing external support and challenge where required.
- Developing monitoring and accountability arrangements for children in care with Statements both in and out of Local Authority schools and settings.
- establishing an SEN monitoring team and evaluation team to collect , analyse and report back on pupil progress data, those on School Action+ & Statements and SEN finance. This will include information about any over representation of BME CLA, EAL groups identified as having AEN .
- Supporting schools through guidance and training to address over representations of equality groups identified by the monitoring and evaluation teams.
- using a planning tool[provision mapping] more widely to enable schools to evaluate use of delegated resources for pupils with AEN and assess the impact on attainment.
- developing initiatives/ research projects aimed at providing good practice and examining the effectiveness of provision.
- providing guidance for schools on the provision they should make from their resources in order for pupils to be included and access the curriculum as well as when they should seek external support.

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- ensuring targets are set and reviewed for all pupils with AEN including pupils working below Level 1 of the National Curriculum (the P Scales).

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Key performance indicators include:

- By July 2008 all schools are using data to effectively target provision at children with additional needs who are under achieving.
- By July 2008 the average rate of progress for pupils at School Action Plus will be 0.33 of a NC Level in literacy and numeracy.
- By July '07 SEN progress data will enable comparisons to be made between schools (including special schools and special provision).
- By July 2008 all school will have completed the LA advised SEN Self Evaluation Framework.
- By April 2008 75% of school and early years providers will have been judged as having good SEN systems in place based on inspection, reviews, data and accreditation.
- By Dec 2007 all schools have in place systems to moderate P Level assessments of pupils' achievements.
- There is a year on year increase across the Authority in achieving value added outcomes for pupils in the lowest 20% on the baseline assessment/prior attainment in the school's entry years.
- There is a reduction in the % of pupils achieving below Level 1 at the end of Key Stage 1, below Level 3 at the end of Key Stage 2 and below Level 4 in English and Level 3 in Maths at the end of Key Stage 3.

Context:

At points of transfer, children and young people can become vulnerable and anxious. A small minority find it difficult to make the appropriate adjustments and those identified as having additional needs are most likely to benefit from specialist or targeted services.

Bristol special and mainstream schools provide some Post 16 provision for pupils with many also attending local colleges. Parents and schools continue to express some concern about post 16 provision for pupils with SEN. A number also attend post 16 out of county placements.

Key Activity 3A**Ensure children and young people experience smooth transfers throughout phases of education and adult life**

by:

- Ensuring the transition plans of all young people with AEN are of high quality, empowering and reflect a disability equality perspective
- Improving transition arrangements so that post 16 placements for all young people with SEN are known by February in the year of transition.
- Strengthening provision for young people in local colleges and increase the range of 16-19 options for young people with SEN in Bristol.
- Collaborating with Connexions and the LSC to review current post-16 provision for Statemented pupils with significant needs and consider additional provision.
- Improving mechanisms for planning transition routes in accordance with the Government's recommendations for 'Improving the Life Chances of Disabled People'.
- Improving the way young people with AEN are supported to develop appropriate independent travel skills.

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- Supporting transfer arrangements between phases of education and placements.
- Identifying and sharing good practice in transfers of pupils across schools [including from special to mainstream].

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Key performance indicators include:

- There is a year on year increase in the number of children and young people with additional needs receiving accreditation awards.
- The Local Authority has in place an effective system for tracking children with additional and special educational needs in order to plan for their Key Stage transfers.
- 100% of transition plans for year 9 Statemented pupils are in place by December 2007 and by Dec. 2009 robust systems are in place to monitor and evaluate their quality.
- Increase in the number of young people who are successfully developing independent travel skills.

SECTION 4

Delivering Improvements in Partnership

Context Wherever possible and practical, resources will be delegated to schools to enable those responsible for meeting needs to be able to plan the most effective use of resources. As resources are delegated then the bureaucracy associated with the statutory processes will continue to reduce. Currently the LA statements almost 4% of its pupil population which is almost double the national figure. We need to increase the focus of Statements on children who will specifically benefit from the process of assessment, so we can free up staff resources to improve support for children. Additionally there is a need to provide additional guidance on the use of SEN resources. Parents/carer's also need to have confidence that their children's needs will be met effectively without feeling that the only way to achieve this is through a Statement.

Key Activity 4

Ensure, in partnership with schools & other services that central and delegated resources are allocated and used effectively to promote inclusive practice

by:

- developing a funding formula to allocate resources for most pupils with additional educational needs in order to meet children's' needs as quickly and as flexibly as possible.
- ceasing to use Statements of Special Educational Need as a means of allocating resources in mainstream schools and early year's settings other than for the purpose of identifying complex needs and provision.
- develop arrangements to distribute additional 'top up' resources over and above the formula for pupils with the most severe and complex needs
- establishing a formula to support the inclusion of pupils from specialist settings into mainstream.
- Auditing and refocusing the core work of the Learning Support Service for complex needs in the light of changes to delegation.

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- supporting schools in locality groups to share SEN resources.
- working with schools and other stakeholders to ensure that respective responsibilities/accountabilities are clear and build parental confidence as partners in the process.

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Key performance indicators include:

By September 2008 the number of Statements will have reduced to the national average

By September 2008 the percentage of the child population Statemented will have reduced to national average.

By Sept. 2008 the number of appeals to SENDIST will be reduced to national average

By April 2008 an SEN funding system will exist that increases the capacity of our schools and settings to intervene early in order to meet children's needs flexibly.

There are improved perceptions within schools and from parents/carers that resources are allocated speedily, equitably and with the minimum possible bureaucracy to the pupils with the most significant needs

An increased proportion of the total SEN budget is distributed on the basis of non-individualised claims.

Context A number of consultations have been held with young disabled people. As part of the Disability Equality Scheme disabled young people were consulted on the ECM outcomes and a Report produced. Pupils from special schools were involved in the EDP consultation; there has been work undertaken on the development of school councils, the Listening Partnership for Disabled Children and, with Bristol University, on involving disabled children with no verbal communication in their annual reviews. Additionally there has been work with parents/carers at sessions on SEN at the BME parents' conference and the Somali awareness day.

There is a termly forum for parent/carer, voluntary sector representatives to meet with LA Officers to raise questions and discuss concerns [Voluntary representatives]. A comprehensive guide 'Find It Out' on services available to parents/carers of disabled children has also been produced. Parental/Carer involvement makes a difference to pupils' engagement and their achievement and they have a right to be consulted on matters related to the education of their child. We acknowledge that some parents and carers will find it hard to engage with schools and other statutory bodies for a variety of reasons, including language, value differences, social and cultural barriers. However there is a need for all parents/carers to feel able to access the support available and to include the Parent Partnership group on our strategy planning committee.

Key Activity 4A

Promote the participation of the parents/carers, disabled people and their organisations and children and young people in decision making structures and reviews wherever possible

by:

- producing a range of good quality, accessible information and guidance which could be available in a wide range of formats, in order that parents/carers and pupils have access to information about the decisions which affect them.
- developing our current systems for the provision of parent partnership services to ensure a) all parents/carers can access this support and b) that it leads to school and CYPS improvements.
- improving systems to ensure regular consultation takes place with the voluntary sector including parent/carers' groups, disabled people's groups and disabled adults and ensure there is appropriate parental/carer representation on decision making review groups and in strategic planning.
- strengthening the arrangements for pupils of all ages to put forward their views and for those views to be valued and considered as part of assessment and planning processes
- publishing data about the accessibility of schools in the admissions booklets.
- implementing the Government's recommendations for 'Improving the Life Chances Of Disabled People'.

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- Ensuring that all partners within CYPS are engaged in joint needs assessment and planning.

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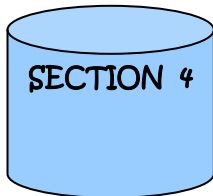
Key performance indicators include:

There is a strengthening of the partnership between the Local Authority and parents' organisations and they are more involved in strategic planning

There are improved parental/carer perceptions of Local Authority responsiveness and communication in relation to inclusion and SEN issues

Good practice in including pupils and young people with impairments and additional learning difficulties in decision making and consultation is developed and disseminated

Increased knowledge of parents and schools of the Parent Partnership Service, its roles and information and support for parents.



Delivering Improvements in Partnership

Context

Children with SEN often have complex needs, requiring support from a range of different professionals or agencies. The confusing array of professionals with their different responsibilities and systems can add to parents' difficulties. The Government's Change For Children agenda will provide significant opportunities to develop joint agency support

Key Activity 4B

Develop co-ordinated services and holistic provision

By:

- Reconfiguring existing services for the identification, assessment, planning and resourcing for children with SEN so that bureaucracy is minimized and parent/carers and young people have confidence in our systems.
- Reviewing with schools and other services, the SEN moderation process.
- strengthening partnerships with other agencies to achieve targets in common areas .
- improving joint and long term planning with Health and Social Care in relation to children with medical/complex needs.
- developing systems that sustain and promote partnerships with parents, carers and young people.

Key performance indicators include:

There is a year on year increase in the number of statutory assessments completed within 18 weeks.

There is a year on year decrease in the numbers of children with Statements educated outside Bristol.

There is a year on year decrease in the numbers of appeals to SENDIST.

There is a reduction in number of statements applied for.

APPENDIX 1

Respective responsibilities that it is expected will be met by schools from their delegated budgets and by the Local authority from resources held centrally for making provision for pupil with SEN, but without Statements

1. Introduction

The purpose of this document is to support the legal requirement on the Local authority to provide:

“An explanation of that element of the special education provision for children with special educational needs [but without Statements] which the Local Authority expect normally to be met from maintained schools’ budget shares and that element of such provision that the authority expects to be met by the authority from funds which it holds centrally”

[Code of Practice For SEN,2001,para.1.14]

2. Current funding arrangements - for schools to provide for pupils with SEN at school action and school action plus are as follows:

Additional Educational Needs distributed via a formula element which at secondary level is split on a ratio of 20% AEN[based on a multiple index of social deprivation] and 80% now called ‘SEN preventative’[based on a three year rolling average of prior attainment at each key Stage, plus a turbulence factor]. In primary, the AEN budget is still allocated entirely on a proxy indicator of free school meals.

15 for 15

A formula element designed to fund fifteen minutes per week of specialist teaching for 15% of the school population

SSENA [Schools Special Educational Needs Assessment]

Designed to remove the need for children with high incidence, low level needs to go through the assessment and Statement process, SSENA funding was allocated annually and paid for a key stage. Funding could be reapplied for at the next key stage. Consultation as part of the SEN Best value Review showed schools to be strongly in favour of consolidating SSENA funding and this was done in the first instance in April 2004.

2. Schools’ responsibilities

The responsibilities of schools for pupils at school action/action plus are clearly set out in the Code of practice for SEN, the SEN Toolkit and the SEN and Disability Act.

The Local Authority expects that the budget delegated to schools will normally cover the following range of functions:

- Providing a SENCO in line with expectations of the Code of Practice for SEN [2001] and the TTA standards [1998]
- Providing staff[teaching, assistant and administrative] and resources[learning, ICT and other] to meet the needs for identified individual or small group provision for pupils at School Action and School action Plus
- Providing staff, as above, to meet the needs of Statemented pupils

- Providing pastoral and management time in addition to that of the SENCO
- Providing training in SEN to ensure that staff expertise reflects TTA standards
- Providing training to governors
- Capital and recurrent expenditure on specific SEN areas including minor adaptations
- Publications for staff, governors, parents, pupils
- Provision for every child to be included in all activities including school trips and out-of-school clubs

3 Centrally held resources and Local Authority Responsibilities

The Local Authority's responsibilities are set out clearly in the Code of Practice for SEN[2001]. Bristol Local Authority will ensure that:

- The needs of pupils with SEN are identified and assessed quickly and matched by appropriate provision
- High quality support is provided for schools and early years education settings-including through educational psychology and other support services, and arrangements for sharing good practice in provision for children and young people with SEN
- Strategic planning is carried out in consultation with schools and others to develop systems for planning and accountability for SEN
- Local Authority arrangements for SEN provision are kept under review as required under section 315 of the Education Act 1996

As emphasised in the Code, the Local Authority's planning will:

- Provide for the inclusion of children with SEN in mainstream schools.
- Work with schools to agree the most appropriate delivery of SEN support Services and the Parent partnership Service.
- Take account of current and predicted pupil numbers.
- Monitor the kinds of needs that are identified and where children are placed.
- Develop SEN policies, strategy and delivery plan in consultation with schools and other partners and keep these under review.

In relation to SEN resources for pupils at School Action and School Action Plus, it will:

- Identify and publish clearly sources of funding to support pupils with SEN.
- Agree with schools the strategy for allocating that funding to schools and determining which resources will be held centrally.
- Advise schools on the element of the budget that has been allocated for pupils with SEN and detail clearly within schools' budgets.
- Monitor and evaluate the use and impact of funding delegated to schools.
- Ensure that the funding retained centrally to provide services to children, parents and schools is transparent and managed effectively.
- Monitor and evaluate the use and impact of funding held centrally.

Equalities Impact Assessment of the SEN Strategy

(All data is included in the Equalities Audit on http://intranet.bristol-cyps.org.uk/services/eit/equalities_audit.html)

1. Background

As part of the annual Equalities Audit there is a significant amount of information that is collected in relation to SEN and the impact of our policies on different groups. This is currently collected through PLASC on pupils identified as being on the SEN Code of Practice, but in the future, in the light of the DDA, there will need to be a robust system for recording information about disabled pupils.

The information currently available includes a breakdown of:-

- ❖ Pupils working below the expected benchmarks at KS1,2, and 3 by gender and ethnicity
- ❖ Analysis of SEN need type by type of school and gender
- ❖ Analysis of pupils on the C of P by year group, gender, ethnicity and Free School Meals eligibility
- ❖ Analysis of pupils on the SEN C of P by need type and ethnicity
- ❖ Breakdown of the ethnicity and gender of pupils in PRUs and special schools
- ❖ Breakdown of permanent and fixed term exclusions by ethnicity and SEN

2. Impact of policies

It is clear from this analysis that certain groups are over represented in certain areas of SEN, and that some of our SEN policies and strategies are having an adverse impact on certain equalities groups, which needs to be addressed through this and other strategies and action plans. The main causes for concern are:

- More boys than girls are working below the benchmark at all key stages
- There is an over representation of Black African pupils(who in Bristol are mainly Somali), working below the benchmark at all key stages
- That African Caribbean, Black Other and Mixed White and Black Caribbean groups, particularly boys, although not over represented as groups working below the benchmark in KS1 become significantly over represented in KS2 and 3 particularly in Maths and English
- At both primary and secondary phases, there are proportionately more boys with Special Educational Needs than girls. The only exceptions in relation to particular need types are Visual Impairment at secondary and special level, and Hearing Impairment at primary and secondary level where there are more girls than boys.
- At primary and secondary level, Black and minority ethnic groups are over-represented on all stages of the Code Of Practice(School Action , School Action Plus and Statemented) , compared to the Bristol average. This is particularly true for Mixed White and Black Caribbean, Black Caribbean, Black Other, and Pakistani groups.
- The White Irish Traveller group is of particular concern. There are 20 pupils on the Code of Practice out of a total of 27 pupils in this ethnic group
- At primary level, of all the ethnic groups, Black Caribbean and Mixed White and Black Caribbean, followed by Black Other pupils are more likely to have special educational needs reported than any other group. The Black Caribbean, Mixed White and Black African and Mixed White and Black Caribbean groups have a significantly higher proportion of pupils

identified as having Behavioural, Emotional and Social Difficulties (BESD) compared to all pupils. The Black Caribbean, Mixed White and Black Caribbean and Pakistani ethnic groups have a higher proportion of pupils identified with Learning Difficulties.

- At secondary level, of all the ethnic groups, Black Caribbean and Mixed White and Black Caribbean, followed by Bangladeshi pupils are more likely to have an identified special educational need reported than any other group. Pupils from the Black Caribbean, Mixed White and Black African and Mixed White and Black Caribbean have a significantly higher proportion of pupils identified as having Behavioural, Emotional and Social Difficulties (BESD) compared to all pupils. Black Caribbean and Bangladeshi ethnic groups have a higher proportion of pupils identified with Learning Difficulties.
- There appears to be a correlation between pupils on the SEN C of P and Free School Meal (FSM) eligibility at both primary and secondary phases. There are nearly twice the proportions of FSM eligible pupils on the C of P compared with pupils who are not FSM eligible.
- Most of the pupils in Bristol LA special schools are from the White British ethnic group. Mixed backgrounds make up 6% of the total special school pupil population, and are over represented compared to the school population, as are Black Caribbean, Black African and Indian groups.
- In special schools, Mixed Other and Pakistani backgrounds had a higher proportion of pupils with Learning Difficulties (LD). Mixed White and Black Caribbean had a higher proportion of pupils with Behavioural, Emotional and Social Difficulties (BESD).
- There is an over-representation of Mixed and Black Caribbean pupils in the Meriton schools Girl Mothers' provision, and a significant over-representation of Mixed Other and Black Caribbean pupils in St Matthias Park PRU.
- There was an over –representation of the Black and Mixed groups in permanent and fixed term exclusions in 2004/5 and this is more pronounced in the 2005/6 data particularly at primary school phase
- 69.4% of permanent and 53.6% of fixed term exclusions were of pupils at some stage of the C of P and pupils at all stages are over-represented in exclusion compared to their school population.

3. Consultation

Many of these issues have been raised in different consultation fora e.g. the under-attainment of BME pupils, their over representation in exclusions and in the Code of Practice has been discussed with the CYPS BME Groups' Consultation Forum, CYPS Departmental Equalities Group, Race Forum etc. All if the information and data is publically available on the intrer LA website.

4. Actions to remedy the situation

Actions addressing these issues are woven into the SEN strategy actions. In addition there are actions in the JAR Action Plan, Children and Young People's Plan, Raising BME Attainment Strategy and a separate new action plan is being developed to address BME exclusions.