



Special Educational Needs (SEN)

- general information

Hampshire County Council
Children's Services Department
SEN Service

September 2010



Context

In accordance with the Special Educational Needs (Provision of Information by Local Authorities) (England) regulations 2001, Hampshire County Council Children's Services Department has produced this document to ensure that:

- all schools and governors are kept informed of provision that is available for meeting special educational needs (SEN) in Hampshire
- colleagues throughout Children's Services are fully aware of Hampshire policies and practice in respect of SEN
- school staff, governors and other agencies have the opportunity to be a party to and involved in organising developments in Hampshire SEN provision.

The views of parents/carers and individual children and young people are paramount in all SEN provision that is made in Hampshire and this document should be read in that context.

Text highlighted in **bold** sets out the requirements placed on Children's Services Departments; all remaining text illustrates Hampshire's response.

September 2010

This publication is available to download from the Special Educational Needs website at:

www.hants.gov.uk/sen-parentpublications

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- 1. An explanation of that element of special educational 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 expect normally to be met by the Children's Services Department from funds which it holds centrally.**

Hampshire County Council (HCC) is committed to maximising the delegation of resources for meeting the needs of children and young people with SEN to schools. This enables school leaders and governors to have the freedom and independence to develop the necessary skills, procedures and practices that allow for early identification, proactive intervention and flexible responses to meet the needs of all children and young people, without having to rely upon and request centrally held resources.

Two publications are updated and circulated to maintained mainstream schools and made available to all sections of the Children's Services Department in September of each year:

- Use of resources in primary schools for children with special educational needs
- Use of resources in secondary schools for children with special educational needs.

The above publications are available to download from the SEN website at: www.hants.gov.uk/sen-parentpublications.

Copies of school's budget shares can also be accessed via the HCC website at: www.hants.gov.uk/education/schools.

- 2. The broad aims of the Children's Services Department policy in respect of children with special educational needs together with information about the action the authority is taking to:**
 - a) promote high standards of education for children with special educational needs**
 - b) encourage children with special educational needs to participate fully in their school and community and to take part in decisions about their education**

- c) encourage schools in their area to share their practice in making special educational provision for children with special educational needs, and**
- d) work with other statutory and voluntary bodies to provide support for children with special educational needs.**

The broad aims of Hampshire's SEN policy 2009-2012 should be seen within a wider educational, health, social care and community context. The following legislation and initiatives should be used alongside other key legislation and guidance regarding inclusion, disability rights and equal opportunities, of which all impact on the Children's Services Department and school responsibilities and duties:

- The UN Charter for the Rights of the Child (1992)
- The Green Paper: Every Child Matters (2003)
- Children Act 2004
- The Government's Five Year Strategy for Children and Learners (2004)
- The Government's Strategy for SEN: Removing Barriers to Achievement (2004)
- The Government's Strategy for Aiming High for Disabled Children: Better support for families (2007)
- Hampshire County Council's Children and Young People's Plan (CYPP) 2009-2012
- Hampshire County Council's Accessibility Strategy 2009-2012.

The following aims from Hampshire's SEN Policy are informed by this increasingly consistent, and insistent, national context as well as a clear understanding of the needs and expectations of the communities of Hampshire:

- All children and young people are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours
- All children and young people are empowered so that their voice is heard and heeded in decisions made about themselves and about wider developments in service delivery
- All parents and carers are partners in meeting the needs of their children and in developing responsive and timely services
- All children and young people are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs

- All children and young people should receive an appropriate education in a mainstream school when reasonable adjustments can be made which take into consideration the needs of all learners
- All children and young people should be educated in schools as close to home as possible so as to maintain their place in the family and community
- Hampshire County Council aims to develop its own high quality mainstream, resourced provision and special school provision to meet the special educational needs of all Hampshire children and young people
- The diversity of the needs of children and young people is recognised and met through a range of flexible, responsive and varied provision.

The SEN Policy 2009-2012 is available to download from the SEN website: www.hants.gov.uk/sen-parentpublications.

Promoting high standards of education for children and young people with SEN

Hampshire County Council promotes high standards of education by working with schools and other partners to develop and share best practice, by:

- helping to build the capacity and confidence of schools to meet a wide variety of needs by sharing effective information and providing expert advice and guidance
- signposting opportunities for training and continuous professional development
- enabling collaborative working and networking between schools and with other service providers
- focusing on pupils' achievements and outcomes.

Hampshire Children's Services specialist services and advisers are able to share their expertise and knowledge and promote high standards by supporting school self-evaluation through:

- Monitoring – analysing data on pupil performance, pupil tracking and assessing compliance with the SEN Code of Practice
- Challenge – through target setting and identifying and reporting on areas of concern
- Support – through consultancy, advice and training purchased through the school's delegated budget
- Intervention – where there is a clear and serious failure by schools to meet their responsibilities for children and young people with SEN the Children's Services Department will take necessary actions to secure compliance.

Encouraging children and young people with SEN to participate in their school and community and to take part in decisions about their education

Every child and young person is a partner in learning and not a passive recipient. In Hampshire, the UN Charter for the Rights of the Child has been fully recognised and the curriculum in all schools is being informed by a programme focussed upon rights, respect and responsibilities and the empowerment of children and young people so that their voice is heard. All children and young people are encouraged and given opportunities to take a key part in decisions about their learning, and for those with SEN this involves their active participation in discussions at school about their work and progress, through a range of plans such as individual education plans (IEPs), inclusion partnership agreements (IPAs), annual reviews of statements and transition plans.

Projects are taking place to explore the increased involvement of children and young people e.g:

- Pupil participation – the Hampshire Educational Psychology Service has developed a range of materials to encourage children and young people to actively participate in assessments and planning arrangements. These materials are available from the school's attached educational psychologist
- Rights, Respect and Responsibilities (RRR) – developing RRR into a whole school ethos which promotes a rights respecting school.

Encouraging schools in Hampshire to share their practice in making provision for children with SEN

It is essential that schools work collaboratively, sharing expertise and best practice. Hampshire County Council is building this capacity for networking through a number of curriculum, assessment and professional development initiatives which have been developed to ensure that SEN best practice is disseminated and supported. These include:

- A range of guidance documents have been made available to schools to promote effective practice for children with SEN
- Criteria for SEN – School Action and School Action Plus. These criteria have been produced as guidance to support planning and decision-making for those dealing directly with children with SEN
- P levels: 'Analysis and Exemplification' – developed with special and mainstream schools with resourced provision for pupils with SEN, the P scales are used to record and monitor pupils' work and progress below the National Curriculum levels. This work has attracted national attention and is being used by other authorities. Mainstream schools participate in the annual collection of P scale data and offered the opportunity to link with special schools
- Educational psychologists facilitate local groups of Special Educational Needs Co-ordinators (SENCOs) that meet to discuss common concerns

and collaborate in problem solving. The Educational Psychology Service also offer themed workshops for SENCOs, for example on developing behaviour plans for individual pupils, and on promoting partnership work with parents. In addition, SENCOs, often in conjunction with parents, can take advantage of the learning and behaviour bookable consultation sessions offered in all areas. Educational psychologist support and guidance is also available for SENCOs through a daily telephone contact line. The Research and Evaluation Unit, based in the Educational Psychology Service, can be commissioned to undertake reviews of what works in practice, as well as evaluating and advising on the evaluation of particular initiatives.

- Conferences and training programmes provide opportunities for representatives from schools to share information and views. These include:
 - Annual conferences for SEN Co-ordinators (SENCOs)
 - Annual update meetings for SENCOs (Spring term)
 - An annual conference for governors of special schools and resourced provision in mainstream schools
 - Leading and Managing SEN (LAMSEN). (See page 11 for further details.)
 - Providing Approaches to Autism for Teachers in Hampshire Schools (PAATHS) and The Hampshire Outline for Meeting the needs of the under five's on the Autistic Spectrum (THOMAS) courses for staff in schools and parents of children with autistic spectrum disorders. A new course is Autism Making a Difference (AMAD)
 - Parent Partnership Service information events
 - Training for Learning Support Assistants (LSAs), SENCOs and teachers in primary mainstream schools in managing and meeting the needs of pupils with speech, language and communication needs (SLCN)
 - Training for LSAs in dyslexia (accredited training by the British Dyslexia Association)
 - Accredited training for teachers in identifying and managing the needs of dyslexic pupils in the classroom
 - Training for teachers and LSAs on a variety of Wave 3 interventions
 - Diploma courses in managing pupils with Behavioural, Emotional and Social Difficulties (BESD) in mainstream schools and special schools
 - Training in positive intervention strategies for children in specialist provision
 - Conferences and training courses for LSAs

- The implementation of the Inclusion Development Programme (IDP) in all schools and settings
- Advice and guidance via the Hampshire Inspection and Advisory Service (HIAS) SEN website regarding local and national issues at: www.hants.gov.uk/education/hias/learning-and-development.

Working with other statutory and voluntary bodies to provide support for children with SEN

The key message of Every Child Matters that has fed into all national educational strategies is that children do not fit neatly into institutional and policy silos. In order to meet the needs of children and young people with special educational needs, Hampshire County Council is building successful partnerships with statutory and voluntary bodies to ensure that services are joined up and are more than the sum of their parts.

Hampshire County Council is a pathfinder authority for the development of Children's Trusts (CAMHS Trust) and the joint commissioning of support for children in need. The Children's Services Department is working with Health Services and voluntary and special interest groups to develop systems and protocols for multi agency working, joint funding arrangements and information sharing. The Children with Disabilities Strategy sets out a shared vision for children with disabilities and physical and/or sensory impairments.

Examples of multi agency initiatives include:

- Joint Exceptional Needs Initiative (JENI) – funded by the Children's Services Department and Health Services. This pooled budget makes additional provision for children with severe learning difficulties and challenging behaviour to enable them to be included in their local community
- Rehabilitation/mobility officers for children with visual impairment – this service is funded by Children's Services Department to provide assessments and training in mobility and daily living skills for children with visual impairment
- Social Care workers attached to schools for children with behavioural, emotional and social difficulties – funded by Children's Services. These workers provide support both in school and in the family
- Behaviour Support Teams – these multi-agency teams have been developed across the whole of Hampshire. The teams work with schools to reduce exclusions and improve the behaviour of children in school. The aim is to improve the confidence of staff in coping with and providing for these children
- Communication and Language (CAL) – the Children's Services Department is working with Health Services to provide a countywide service offering speech and language assessments and advice for children and young people in mainstream secondary schools
- School Home Integrated Project (SHIP) – funded by the Children's Services Department, this project supports parents/carers and families of children and young people who have severe learning difficulties and may

also have difficult and challenging behaviours. It aims to involve everyone who works with the young person, wherever they may be: at home, in school or in any other setting. This is to ensure a more consistent approach in meeting the needs of children and young people beyond the school day

- Children with Disabilities (CWD) – teams have been established around schools for children and young people with severe learning difficulties to enhance multi-agency support for families
- The Parent Support Team – the team co-ordinates a range of parent/carer support opportunities across a number of organisations and services, to enable parents to access support as and when they need it. Their programmes provide the opportunity for facilitators and participants to gain a wider perspective on issues relating to parenting
 - Confident Parents Confident Kids (CPCCK) – an innovative package developed by a multi-agency team designed to support parents of children up to the age of seven. It consists of a eight session programme usually delivered in the afternoons in convenient local centres
 - Supporting Parents of Teenagers (SPOT) – a similar package to the CPCCK initiative which usually runs in the evenings for parents with the challenging task of raising adolescents.
 - Special Children Special Parents (SCSP) – a ten session programme specifically for parents or carers of young children with disabilities.
 - Triple P (Positive Parenting Programme) - an 8 week programme designed to help parents get the best out of parenting. There are two levels of the programme 0-12 years and Triple teen.

For further details please visit the Parent Support Team website:
www.hants.gov.uk/parentsupport.

- Parent Voice: The Parent Voice programme consists of three regional hubs in Hampshire - North and East, Western and South East. Parent Voice is a network of parents and carers of children with disabilities in Hampshire. They provide a single point of contact for the information and advice parents/carers need for their child aged 0-19. Website:
www.parentvoice.info.

3. The general arrangements made by the local authority, including any plans, objectives and timescales, for:

a) identifying children in their area with special educational needs;

There is an emphasis on early identification, assessment and intervention as detailed in the SEN Policy 2009-2012. The SEN Code of Practice provides the basis for the identification of children with SEN and this approach is mirrored in the Hampshire SEN funding mechanisms used in primary, secondary and special schools.

b) monitoring the admission of children with special educational needs (whether or not those children have a statement) to maintained schools in their area;

Recording the admission of children with SEN at school action, school action plus and with statements, to maintained schools is completed through the annual school census. Data is established, reports produced and evaluations made via the Children's Services Department's core system and SEN database.

c) organising the assessment of children's educational needs pursuant to section 323 of the Education Act 1996 in the local authority's area including any local protocols for so doing;

There are standard procedures to deal with all requests for statutory assessment from schools/early education settings or parents with the objective of completing the process within the statutory timeframe of 26 weeks. The current target is to complete 100% of assessments within the required timescale. At the 2nd quarter of the 2010/11 financial year, Hampshire's performance was 100% for N103a and 98.7% for 103b. All letters and procedures have been reviewed and revised to ensure that they are compliant with the amended legislation and SEN Code of Practice 2001. Hampshire has a dedicated SEN database to help administer and record the statutory process. The administration of the process is also regularly evaluated through questionnaires to parents/carers.

Procedures to be followed are given in the statutory assessment handbook available to all schools in Hampshire. There are also a number of publications for parents/carers, schools and other interested parties including: Checklist for visiting schools, Educational Psychology Service, Independent Parental Support, Let's Keep Talking, Proposed statement of SEN, Statutory assessment procedures, Statutory assessment guidelines on writing a parental contribution: advice on my child, What are SEN?, Parent Partnership Service, etc. All SEN publications are regularly reviewed and updated and new titles introduced, as appropriate and are available to download from the SEN website at:
www.hants.gov.uk/sen-parentpublications.

d) organising the making and maintaining of statements in their area including any local protocols for so doing;

Guidelines to promote good practice in the writing of statements and sharing of examples of statements within the SEN Service contribute to high quality documents.

e) providing support to schools in their area with regard to making special educational provision for children with special educational needs;

Support to schools is provided by a number of services including the Educational Psychology Service, the Special Educational Needs Service, Specialist Teacher Advisers, Special Educational Needs Inspectors, the Education Inclusion Service, Education Welfare and the Parent Partnership Service.

f) auditing, planning, monitoring and reviewing provision for children with special educational needs in their area, both generally and in relation to individual children;

The provision of places in special schools and resourced provision in mainstream schools is monitored and reviewed on an annual basis to inform the agreed place numbers for individual establishments. This aims to ensure that funding is allocated to match, as closely as possible, the actual number of places required during the year. On the basis of audits of need, the strategic planning of the Children's Services Department determines the overall provision for children with SEN in Hampshire.

The progress of individual children is tracked through the annual review process and by focused visits from Senior Advisers/ Inspectors. The common pupil database and SEN database enables the Children's Services Department to track the individual child's progress, and this capacity has been considerably enhanced by the use of P level data.

g) securing training, advice and support for staff working in their area with children with special educational needs

In addition to the provision of commissioned training in individual schools on SEN through management partnership agreements (which can be half day, whole day or extended modular), the SEN team within the Children and Families Branch also provides accredited training. Current examples of which are:

- Leading and Managing SEN (LAMSEN) made of up of the following courses:
 - Survival Skills for SENCOs
 - Detection to Diagnosis (identifying and co-ordination provision for pupils with SEN)
 - From Survival to Sanity (using data to inform planning for pupils with SEN)
 - Supporting pupils with dyslexia.

Successful completion of the above courses can lead to a PGCAES (post graduate certificate in advance educational

studies) awarded by the University of Winchester and thence to a Masters degree.

- Courses specifically related to Dyslexia
 - ALSA (Accredited Learning Support Assistant) Certificated
 - SIDNEY; After SIDNEY training (Dyslexia early identification)
 - The Hampshire Certificate in Dyslexia (accredited training at Masters Degree level)
- Courses related to practical teaching skills of children with autistic spectrum disorder (ASD) (Internally certificated)
 - PAATHS (possible accreditation via Winchester University)
 - THOMAS (internally certified)
- Courses for teaching assistants, SENCOs and teachers re meeting the needs of pupils with speech, language and communication needs (SLCN). Internally certified and jointly planned and developed with the speech, language and therapy services.

h) reviewing and updating the arrangements referred to in sub-paragraphs (a) to (g).

The arrangements given in (a) to (g) above will be reviewed in the Summer term each year by the SEN Service.

You can download this publication at:

www.hants.gov.uk/sen-parentpublications

or request a hard copy by contacting: **childrens.services@hants.gov.uk**
or 0845 603 5620

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