

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>1. Pending the implementation of 'First Contact', the SEN Assessment and Review Service should</p> <p>a) Introduce formal written standards around responding to all forms of communications from both schools and parents.</p> <p>b) Introduce equal target timescales for responding to communications from parents and schools.</p> <p>c) Introduce a process for issuing a standard holding response to letters and emails which provides information on what happens next.</p>	<ul style="list-style-type: none"> <li>• Produce a written guide to all standard written/telephone responses</li> <li>• Training for new staff to ensure consistency</li> <li>• Written guide to include timescales for responses</li> <li>• Formalise arrangements for responding to correspondence and messages in the case of staff absence</li> <li>• Training for staff in Groupwise system to enable automated responses in the case of absence.</li> <li>• Development of acknowledgement card for immediate response to letters, detailing the member of staff dealing with the enquiry and the date by which the matter will be responded to fully.</li> <li>• Development of a standard response to emails including the above details.</li> </ul>	<p>Staff guidelines for written and telephone communication have been produced and is issued to new staff as part of induction training. This contains guidance on all timescales for responses to written or telephone communication in line with the First Contact guidelines.</p> <p>Staff guidelines for written and telephone communication contain guidance on all timescales for responding to written, email or telephone communication in line with the First Contact guidelines.</p> <p>The guidelines cover responding to correspondence and messages in the case of staff absence.</p> <p>Training is provided for all staff in the use of the automated 'out of office' message on the Groupwise system.</p> <p>Standard letters to parents at all stages of the statutory assessment process now contain information on the timescales by which the next stage of process will be completed.</p>

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>d) Review its customer care policies (especially around telephone calls).</p> <p>e) Monitor the implementation of the standards once set.</p>	<ul style="list-style-type: none"> <li>• Development of customer care policy to dovetail with written guidelines on responding to communication.</li> <li>• Examine wording of parental satisfaction survey.</li> <li>• Set up a regular agenda item for team meetings to evaluate parental responses.</li> </ul>	<p>A full review of customer care has been held in line with the First Contact guidelines, leading to the development of a staff guidance document and the additional information on timescales in all standard letters. Additionally, the DfES guidance booklet on the statutory assessment process is sent to parents on commencement of all assessments.</p> <p>The questionnaire that is sent to parents has been re-evaluated and redesigned to include questions on whether parents feel they have been kept well informed. The questionnaire is referred to in the letter sent with the final statement and a response is requested. As yet this has not led to an increase in the number of responses received.</p>
<p>2. A clear plain English parental guide to the statementing process should be developed. The guide should include:</p> <p>An explanation of why jargon has to be used and explaining the terminology used.</p> <p>Details of the support services available with clear referencing to all the key players, including contact telephone numbers, postal and e-mail addresses, together with similar information on the London Regional Mediation Service.</p>	<ul style="list-style-type: none"> <li>• Place documents onto the Harrow website.</li> </ul>	<p>Several guides on the Harrow website provide information on the service:</p> <p>The SEN Assessment and Review Service, a Guide for Parents and Carers – explains the key functions of the service, key personnel and their roles and includes a glossary of commonly used terms and contact details.</p> <p>Changes to Special Educational Needs (SEN) Funding - explains the changes to schools' funding since Phase 3 delegation.</p> <p>The Statutory Assessment Process in Harrow: a Guide for Parents and Carers – explains the stages and timescales of the statutory assessment process and deals with frequently asked questions. This includes details of local and national support services and voluntary organisations.</p>

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>An explanation of the roles and responsibilities of all involved together with the processes that they will follow.</p> <p>An explanation of the new criteria applied in the statementing process.</p> <p>Information in the key community languages explaining very briefly what the guide is about and the support available to anyone who is unable to understand its contents.</p>		<p>Guidance for Schools on Statutory Assessment and Application Form has recently been updated.</p>
<p>3. A similar plain English guide should be produced for schools for use by SENCOs, head teachers and governors. It should be in the same language and style as the parental guide and be clearly cross-referenced to the latter to aid parents/school discussions. It should also include answers to the most commonly asked questions.</p>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Training for schools on new annual review forms planned for the SENCO forum.</li> </ul>	<p>The new annual review forms have been issued as a working document and are being trialled until the end of the summer term. Schools will submit their views and the forms will be finalised for use from September 2006.</p>
<p>4. Both parental and school guides should be produced now and be distributed by September 2004.</p>	<ul style="list-style-type: none"> <li>• Publish the document on the Harrow website.</li> </ul>	<p>See above.</p>

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>5. Support for parents for whom English is a second language: The SEN Assessment and Review Service needs to:</p> <p>Develop a systematic signposting to be included in its guidance and literature.</p> <p>Ensure sufficient support is available at school level.</p>	<ul style="list-style-type: none"> <li>• Ensure parents are consistently given Parent Partnership information.</li> </ul>	<p>Parents are encouraged to seek the support of Parent Partnership at several points during the statutory assessment process. All standard letters contain contact details for this service.</p>
<p>6. The SEN Assessment and Review Service should examine its overall customer care strategy. It should particularly ensure that all parties (parents, schools, governors, and outside agencies) are proactively kept informed of progress on the case. The role of the named person is seen as key to achieving this objective</p>	<ul style="list-style-type: none"> <li>• Add information about timescales to initial letters once statutory assessment is agreed.</li> <li>• In parental letters, include a reference to the DfES booklet with timescales illustrated.</li> </ul>	<p>A full review of customer care has been held in line with the First Contact guidelines, leading to the development of staff guidelines document and the additional information on timescales in all standard letters. Additionally, the DfES guidance booklet on the statutory assessment process is sent to parents on commencement of all assessments.</p>
<p>7. The resourcing guidelines which have been piloted through the Assessment and Review panel should be made available as a resource to schools.</p>	<ul style="list-style-type: none"> <li>• SEN Assessment and Review Panel to review guidelines in spring term prior to issuing for schools – with focus on change to Phase 3 delegation.</li> </ul>	<p>Resourcing guidelines are no longer widely used by the SEN panel or schools. Decisions surrounding the level of support provided to individuals is based on individual need and the provisions that are outlined in the statement.</p>

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>8. Efforts should be continued to be made to secure a higher response to the parental satisfaction survey.</p>	<ul style="list-style-type: none"> <li>• Review of questions on survey.</li> <li>• Review wording of the letter to encourage greater response.</li> <li>• Address issues arising from responses at team meetings.</li> </ul>	<p>The questionnaire which is sent to parents has been re-evaluated and redesigned to include questions on whether parents felt they had been kept well informed. The questionnaire is referred to in the letter sent with the final statement and a response is requested. As yet this has not led to an increase in the number of responses received.</p>
<p>9. The LEA re-examines its processes for communicating to parents and SENCOs how children with special needs will continue to be supported upon transition between pre schools to school and between each school sector.</p> <p>There is also a need for the schools to draw upon good practices across the Borough to provide a holistic approach to children's needs upon transition, exercising particular sensitivity to the challenges of a new environment and ensuring that Individual Education Plans take full account of the implications of new curriculum areas. The processes for liaising with other Authorities in relation to the educational needs of SEN children placed in out of Borough schools similarly need to be re-examined.</p>	<ul style="list-style-type: none"> <li>• Copy parents into all consultation letters.</li> <li>• Review admissions booklets to ensure information about special schools is included.</li> <li>• Issue new annual review form and carry out SENCO training. This is being co-ordinated by Carole Tobin, Principal Adviser.</li> </ul>	<p>The transition process in place for all children (pre school to first/first to middle /middle to secondary/secondary to further education) with a special needs statement.</p> <p>Early reviews are requested by the Assessment and Review Service to ensure information is available for the receiving school and to highlight matters that will need to be resolved.</p> <p>Training in the efficient use of the EMS system to identify transferring children whose reviews are outstanding.</p> <p>Parental preference letters are sent out at the same time as the admissions team send out letters to other pupils in schools at the stage of transition.</p> <p>Standard consultation letters are sent to schools with the annual review and statements; parents are copied into all letters.</p> <p>An insert containing information on special schools has been added to the admissions booklet.</p> <p>A similar procedure is in place for placing children schools outside the authority.</p>

RECOMMENDATIONS	AGREED ACTIONS	REVIEW OF PROGRESS
<p>10. A quantitative and qualitative review of the impact of the new criteria introduced in April 2003 should be undertaken and particular attention given to checking that there has been no negative impact upon the early identification of pupils' special educational needs. A similar evaluation of the Phase 3 Funding Delegation currently planned for April 2005</p>	<ul style="list-style-type: none"> <li>Ongoing monitoring of the effects of Phase 3 delegation and new criteria.</li> </ul>	<p>The guidance on statutory assessment has been evaluated and re-designed, bringing it more closely in line with the Code of Practice.</p> <p>A separate report is being presented on Phase 3 delegation.</p>
<p>11. The successful introduction of the new process to avoid delays associated with the submission of medical reports should be supported by a system to ensure that officers always give dual consideration to the need for medical reports on each and every other case. A requirement to complete a form which identifies the reasons why medical reports were not sought could be one option for introducing this safeguard to ensure that medical consideration has been taken into account.</p>		<p>Statements are drafted without medical reports and then amended if necessary when medical information is received.</p> <p>The panel decides whether to issue a proposed statement or wait for medical advice.</p> <p>Medical advice considered as an exception does not include speech and language therapy or occupational therapy advice.</p>

<b>RECOMMENDATIONS</b>	<b>AGREED ACTIONS</b>	<b>REVIEW OF PROGRESS</b>
<p>12. The A and P Team should submit an annual report to the September meeting of the lifelong Learning Scrutiny Sub Committee showing the number of pupils who have been referred for statementing over the past academic year by whom they have been referred, the number of statements issued, the number of cases referred to Tribunals and the outcomes of those cases, the total number of children at School Action and Action Plus stages and the number of SEN children placed in out of Borough schools all categorized by ethnicity , age and gender. The first report should be submitted to the September 2004 meeting of the Sub -Committee and should include the available figures for the previous three years.</p>	<p>This will be incorporated into the annual report on the SEN Strategy.</p>	<p>The committee has received regular reports on the SEN strategy.</p>
<p>13. The evaluation questionnaires sent to school should be redesigned. The current list of the questions does not adequately differentiate between a schools satisfaction with the decision making process of the A and P team and the final decision itself.</p>	<p>The questionnaire will be re designed for issue in summer 2005.</p>	<p>The survey was not carried out in July 2005 but will be redesigned and repeated with schools.</p>

