

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 27 June 2011

Subject: INFORMATION REPORT -
SEN and Disability Green Paper

Responsible Officer: Catherine Doran, Corporate Director,
Children's Services

Exempt: No

Enclosures: None

Section 1 – Summary

This report sets out information on the government's green paper Support and aspiration: A new approach to special educational needs and disability published on 9 March 2011.

FOR INFORMATION

Section 2 – Report

See Section 6 for the link to the green paper and consultation papers.

The green paper is split into five main sections as follows:

- Early identification and assessment
- Giving parents control
- Learning and achieving
- Preparing for adulthood
- Services working together for families

The government wants to fundamentally reform the SEN system to address problems including:

- parents having to battle to get the support their child needs
- SEN statements not joining up education, health and care support
- children falling between the gaps in services or having to undergo multiple assessments
- multiple layers of paperwork and bureaucracy adding delays to getting support, therapy and vital equipment
- a confusing and adversarial assessment process, with parents' confidence in the system undermined by the perceived conflict of interest where the local authority must provide SEN support as well as assess children's needs
- Ofsted and others suggest that too many children are being over-identified as SEN, which prevents them from achieving their potential because teachers have lower expectations of them.

The government proposes to:

- include parents in the assessment process and introduce a legal right, by 2014, to give them control of funding for the support their child needs
- replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education
- ensure assessment and plans run from birth to 25 years old

- replace the existing complicated School Action and School Action Plus system with a simpler new school-based category to help teachers focus on raising attainment
- overhaul teacher training and professional development to better help pupils with special educational needs and to raise their attainment
- inject greater independence from local authorities in assessments by looking at how voluntary groups might coordinate the package of support
- give parents a greater choice of school and give parents and community groups the power to set up special free schools.

To help children that have a learning need, but not necessarily a special educational need, it is proposed to:

- Extend the Achievement for All programme so personalised support is mainstream in all schools. This programme has seen an increase in results and a decrease in pupils on the SEN register.
- Facilitate the transition to the open market of Every Child a Reader, Every Child a Talker and Ever Child Counts programmes to help those children struggling with early communication, reading and mathematics.
- Introduce phonics-based training to support children who need additional help in reading.
- Work with SEN specialists to develop the Reading Progress Check for six year olds to help identify children who require additional support.
- Introduce a new performance table indicator to give parents clear information on the progress of the lowest attaining pupils.
- Direct funding to the most deprived pupils – a third of whom are currently identified as having SEN – through the Pupil Premium.

Section 3 – Further Information

- Consultation runs until 30 June 2011 and includes specific questions (there are 59).
- By June 2011: expressions of interest from groups of local authorities to start piloting a single assessment process and to join the existing individual budget pilots (from September 2011).
- Work with local authorities and other partners to test a system of banded funding.

- Look to take forward the legislative changes needed from 2012 to secure the new 'Education, Health and Care Plan', the offer of a personal budget and any other necessary improvements identified by the pilots.

Section 4 – Financial Implications

As this is at the consultation phase there are no immediate financial implications arising from this report. If implemented the proposals are likely to have significant financial implications which would need further consideration and approval, with any financial implications highlighted and incorporated into the Council's Medium Term Financial Strategy.

Section 5 – Corporate Priorities

- Supporting and protecting people who are most in need.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	14 June 2011		

Section 6 - Contact Details and Background Papers

Contact: Roger Rickman, Divisional Director, Special Needs Services, Children's Services. Telephone 020 8966 6334

Background Papers:

The consultation papers on Support and aspiration: A new approach to special educational needs and disability consultation are available on <http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1748&external=no&menu=1>