

## **Special Education Support Services Best Value Improvement Plan (Stage 4)**

### **Introduction**

The Best Value Review of Herefordshire's SEN provision and support services reported in a Stage 3 Report to the Education Scrutiny Committee on 5th October 2004.

Services involved were the Special Services Team, the Psychology Service (HPS) and the three advisory teacher teams, namely the Medical and Behavioural (MBSS), the Physical and Sensory (PASS) and the Learning Support Services (HLSS). The Committee accepted the review, including the proposal set out in Section 9.1 that an improvement plan should focus on the most significant issues raised during consultation.

### **Overall vision for the services**

The services support the Herefordshire Plan's vision to provide 'excellent learning, education and training opportunities in Herefordshire for all ages' through improving access to educational opportunities. Services also contribute to the Herefordshire Plan's vision to 'tackle poverty and isolation in Herefordshire' by enabling vulnerable children to maximise their potential.

### **National Context**

The Stage 3 report highlighted national developments since the commencement of the Best Value Review of SEN that would impact on the future work of SEN services. In particular:

- Every Child Matters (September 2003)
- Removing Barriers to Learning (February 2004)
- The Children Bill Regulatory Impact Assessment (March 2004)
- Five Year Strategy for Children and Learners (July 2004)

Since the completion of that report other key national documents anticipated to be relevant to the future of SEN services have been published, namely:

- National Service Framework for Children (October 2004)
- The Children Act (November 2004)
- Every Child Matters – Change for Children (December 2004)
- Every Child Matters – Change for Children in Schools (December 2004)

Any improvements must take these into account. In addition, there is a timetable for further publications expected including

- Pay and Workforce Strategy (February 2005)
- Guidance on duty to co-operate (March 2005)
- Common Assessment Framework (March 2005)
- Guidance on multi-agency working (April 2005)

Running through these documents are the common themes of:

- Delegation of resources to schools
- Reducing reliance on statements of special educational needs
- Reducing bureaucracy in schools
- The continuing inclusion agenda and the support to schools required
- Self review of impact and value
- Child-centred multi-disciplinary working

Key new structures are part of the national agenda and must be taken into account:

- Changes to the inspection regime in schools and Authorities
- Introduction of minimum standards for support services
- The establishment of Children's Trusts (typically by 2006)

### Local Context

Since the Stage 3 Report was published, Herefordshire has moved to a new Children's Services Directorate structure reflecting the national agenda for children.

### Improving the services

This improvement plan is for the period January 2005 to December 2006. However, as it coincides with national changes in the provision of children's services, it will need to be reviewed regularly.

### Action Plan for Year 1 (2005)

Stage 3 Report Paragraph/s	Action	Lead Officer/s
4.1	Re-structure Special Services Section.	Head of Children's and Students' Services Manager of SEN
4.1	90% of statutory assessments, with and without exceptions, to be completed in 18 weeks.	Manager of SEN
5.1, 9.4	Statutory assessments to be reduced to 50% of historical levels.	Manager of SEN Senior Educational Psychologist (banding)
4.3.2 4.3.3 4.3.4 4.3.5 4.3.6	Review the capacity for support services to attend key Annual Reviews. Establish principles of appropriate transition and of reducing reliance on existing statements of SEN where appropriate.	Principal Educational Psychologist Organisers MBSS, PASS & HLSS Manager of SEN
4.2	SEN Database reporting facilities developed to provide regular management information concerning statutory assessment and statements.	Manager of SEN
1.11	Initial review of statutory assessment processes in the light of information about a national common assessment framework.	Manager of SEN
1.9, 5.1	Banded funding to extend to year 8 in high schools.	Senior Educational Psychologist (banding)
1.9, 4.2	Workflow for SEN Database to be extended to accommodate Banded Funding cases.	Manager of SEN Senior Educational Psychologist (banding)
1.9, 4.2	SEN Database to be populated with historical Banded Funding cases and be in use live for all new banded funding applications.	Manager of SEN
1.8 2.7.1	Information about SEN on the Council website to be reviewed and outdated items removed/amended.	Manager of SEN

1.8 2.7.1	Establishment of a working group to rewrite SEN website information in preparation for next year.	Manager of SEN
1.7	Consideration of the minimum standards for all advisory staff. Plan with associated training strategy developed and implemented as required.	Manager of SEN
1.11, 5.1,	Appointment of a monitoring officer.	Manager of SEN SEN Advisor
1.11, 5.1,	Plan detailing the SEN Support services role within the Authority's SEN monitoring team and to a school profiling process.	Manager of SEN Principal Educational Psychologist SEN Advisor

### Action Plan for Year 2 (2006)

<b>Stage 3 Report Paragraph/s</b>	<b>Action</b>	<b>Lead Officer/s</b>
4.1	92% of statutory assessments, with and without exceptions, to be completed in 18 weeks.	Manager of SEN
5.1, 9.4	Statutory assessments to be reduced to 40% of historical levels.	Manager of SEN Senior Educational Psychologist (banding)
5.1, 9.4	SEN Database used to target areas where better monitoring of existing statements could reduce numbers.	Manager of SEN
4.3.2 4.3.3 4.3.4 4.3.5 4.3.6	Working party established to look at ways to achieve the discontinuation of statements where appropriate.	Manager of SEN Principal Educational Psychologist Organisers MBSS, PASS and HLSS
1.11	Planning and action necessary in light of the national common assessment framework.	Manager of SEN
1.9, 5.1	Banded funding to extend to year 9 in high schools.	Senior Educational Psychologist (banding)
1.9, 4.2	SEN Database to be live for all banded funding allocations and to be used for financial planning.	Manager of SEN Manager of Finance & LMS
1.8 2.7.1	SEN information on the Council website to be rewritten as required.	Manager of SEN
1.7	Formalise a Continuing Professional Development (CPD) strategy for all professional staff.	Head of Children's and Students' Support Manager of SEN Principal Educational Psychologist
1.11, 5.1,	Monitoring Officer, data gathering and school profiling process in place and starting to collect year-on-year data.	Manager of SEN SEN Advisor

**Monitoring and Reporting Arrangements**

All actions will be monitored by a team consisting of the SEN Manager and the Principal Educational Psychologist, together with other colleagues co-opted for their specific expertise as necessary. The team will report to the Head of Service and the Executive Member for Children's Services at least six-monthly. This interval will be shortened if it is clear that the national agenda prompts changes.