

TELFORD & WREKIN LEA

SEN AND SOCIAL INCLUSION DEVELOPMENT PLAN 1999-2002

Intended Outcomes

The intended outcomes of the SEN and Social Inclusion Development Plan are to meet the key Council strategic priorities of promoting the interests of **Children and Young Persons and Improving Prosperity** and the Education & Training Service priorities of **Raising attainment** and **Alleviating Educational Disadvantage** by:

- raised levels of educational attainment for **all** pupils, particularly those with SEN and/or those at risk of social exclusion
- raised levels of **inclusion** within mainstream education
- reduced levels of statements in favour of earlier support and intervention
- reduced levels of exclusion and alleviate educational disadvantage
- ensuring that SEN resources are allocated fairly in relation to need with clarity over respective school: LEA responsibilities for making provision
- ensuring that appropriate support services are available to schools, parents and carers
- maintain current very low level of SEN Tribunal appeals

Key Components

The key components of the SEN and Social Inclusion Development Plan are:

- developing policy and practice in relation to inclusion
 - developing policy and practice in relation to behaviour support through the Behaviour Support Plan
 - establishing an updated coherent LEA policy on SEN
 - resourcing and meeting SEN
 - reviewing SEN provision
 - reviewing the role of SEN Support Services
 - developing professional development programmes
 - developing effective partnerships, particularly with parents and other key agencies
- } improving the SEN framework

Consultation

SEN Forum – overall strategy
Individual groups/schools/service providers/service users including parents or carers/other statutory and voluntary agencies – elements of strategy, as appropriate

Monitoring

SEN Management Team
Senior Advisers Team
Education & Training Board
SEN Forum
Housing, Health & Care Board } 'Children in Public Care'
Children and Young Persons Strategy Group } Teenage Pregnancy

Linked Plans

Advisory Service Development Plan
 Behaviour Support Plan
 Children Services Plan
 Community Safety Action Plan
 Draft Inclusion Policy
 Early Years Development and Childcare Plan
 Education Action for Achievement Zone Plan
 Education Development Plan, particularly Priority Area 6 and Annex 4
 Health Improvement Plan
 Pupil Services Business Plan
 Quality Protects Management Action Plan
 Telford & Wrekin Best Value Performance Plan
 Youth Justice Plan

KEY TO LEAD OFFICERS		
Who/Lead	Name	Position
DJ	David Johnson	Assistant Director : Education & Training
LA	Lindsey Andrews	Pupil, Student & Parent Services Manager
AB	Allen Baynes	Senior Manager, Inclusion Support
CC	Colin Carson	Principal Educational Psychologist & Head of SEN Services
MC	Margaret Carter	Education Officer (SEN)
AC	Anne Cole	Children Services Manager (Housing, Health & Care)
ED	Elaine Dodd	Speech & Language Therapist (Facilitator for Education)
VE	Viv East	Education Officer (SEN)
WH	Wendy Harris	Parent Partnership Manager
GH	Gill Henderson	Senior SEN Adviser
FH	Fiona Hensley	Education Officer (SEN Monitoring)
CJ	Clive Jones	Finance Manager
SMcW	Steve McWalters	Capital & Facilities Manager
FP	Frances Phelps	Adviser, Personal, Social & Health - Education
MS	Mike Searle	Education Psychologist (Children in Public Care)
DS	David Simpkins	Head of Education Welfare Service
JS	Jamie Skeldon	Head of Tuition, Medical & Behaviour Support Service
HS	Hilary Sumpter	Manager - Children in Public Care (Housing, Health & Care)
ST	Sally Tyas	Education Officer (Schools & Development)
LW	Lisa Wright	Teenage Pregnancy Support Officer (TPSO)
KY	Ken Young	Pupil Support Officer

TELFORD & WREKIN LEA
SEN DEVELOPMENT PLAN 1999-2002
(update as at October 2000)

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
DEVELOPING AN INCLUSIVE EDUCATION POLICY	<ul style="list-style-type: none"> Request to Education & Training Board to open consultation with schools, parents and other agencies on inclusion 	DJ/LA	October 1999	<ul style="list-style-type: none"> Agreement from Education & Training Board to open consultation on a strategy for inclusive education <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Extensive consultation with: <ul style="list-style-type: none"> - school staff - governors - parents - pupils - support services - other agencies, including voluntary & statutory bodies - professional associations 	LA	Autumn Term 1999/Spring Term 2000	<ul style="list-style-type: none"> Consensus view of inclusive education Identification of barriers to developing inclusive practice Identification of issues for consideration and models of provision designed to overcome barriers Identification of key priority areas against which action plans can be considered and developed <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Revised Draft Policy for Inclusive Education in Telford & Wrekin approved and circulated <p style="text-align: right;">[see policy]</p>	DJ/LA ST	July 2000 Autumn Term 2000	<ul style="list-style-type: none"> Approval of draft Policy by Education & Training Board Further consultation on draft Policy through establishment of 10 key working groups <p style="text-align: right;">[ACHIEVED] [ON-GOING]</p>
	<ul style="list-style-type: none"> Finalisation of Policy for Inclusive Education and Action Plan 	DJ/ST	February 2001	<ul style="list-style-type: none"> Final Policy agreed and published with approval of detailed action plans and specific inclusion targets to achieve policy aims
	<ul style="list-style-type: none"> Implementation of policy on Inclusive Education 	DJ/ST	April 2001 onwards	<ul style="list-style-type: none"> Raised levels of Inclusion Raised levels of pupil attainment Reduction in % of pupils attending special schools on a full-time basis

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
Developing Inclusive Practice – Pilot Outreach Project	<ul style="list-style-type: none"> Set up Steering Group to manage pilot project 	LA	Summer 1999	<ul style="list-style-type: none"> Set up pilot outreach project to work with identified pupils in mainstream schools – focusing on pupils with and/or Autistic Spectrum Disorder [ACHIEVED]
	<ul style="list-style-type: none"> Evaluate and further develop pilot project 	Steering Group	December 1999 April 2000 July 2000	<ul style="list-style-type: none"> Maintenance of identified pupils within mainstream schools with SEN being met effectively [ACHIEVED] Development of curricular professional and social links between special schools and mainstream [ON-GOING] Disseminate pilot project outcomes to inform overall Inclusive Education strategy and action plan [ACHIEVED AND ON-GOING] Continuation of project into 2000/2001 [ON-GOING] Transfer of pupils from MLD schools to mainstream schools [ACHIEVED – 5 pupils to date]
	<ul style="list-style-type: none"> Integrate pilot project outcomes into LEA policy implementation for Inclusive Education 		April 2001 onwards	<ul style="list-style-type: none"> Dissemination of effective practice across all mainstream schools Raised levels of inclusion
Behaviour Support Plan	<ul style="list-style-type: none"> Publication of Behaviour Support Plan (BSP) [see Plan] 	DJ	By January 1999	<ul style="list-style-type: none"> Distribution to all schools and partners [ACHIEVED]
	<ul style="list-style-type: none"> Linkage established with Education Development Plan (Priority Area 6) 	LA	By Spring 1999	<ul style="list-style-type: none"> EDP published and approved by DfEE [ACHIEVED]

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Establish clear monitoring procedure re: BSP/EDP(6), school inspection reports and LEA's own monitoring 	FH	Autumn 1999	<ul style="list-style-type: none"> Clear monitoring strategy in place with reports to SEN Forum/TWETAG <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Achieve effective implementation of BSP/EDP(6) activity areas 	DJ AB (Children Looked After) ST (25 hours education for excluded pupils)	Various – see detailed plans	<ul style="list-style-type: none"> BSP/EDP(6) success criteria met over period 1999-2002 <p style="text-align: right;">[ON-GOING]</p>
	<ul style="list-style-type: none"> Achieve development of support service provision identified in Appendix 1 of BSP 	AB/GH Heads of Service	Various – see detailed plans	<ul style="list-style-type: none"> Published performance measures re: exclusion attainment and attendance met over period 1999-2002 <p style="text-align: right;">[ON TARGET]</p>
	<ul style="list-style-type: none"> Submit annual report to Education & Training Board (ETB) on BSPEDP(6) progress 	DJ	November 1999	<ul style="list-style-type: none"> Report to ETB, demonstrating progress made on activity areas On-going annual reports <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Review provision for Behaviour Support within context of Inclusion strategy and with aid of external evaluation by University of Birmingham 	AB	Autumn Term 2000	<ul style="list-style-type: none"> External evaluation completed and published (October 2000) Feed into work of EBD task group as part of Inclusion Policy consultation (November 2000) <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Produce updated and improved BSP in light of Circulars 10/99 and 11/99 and external review from University of Birmingham 	AB	By March 2001	<ul style="list-style-type: none"> Publish, after consultation, a revised and improved BSP to take effect from April 2001. ETB approval (March 2000).

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Implement actions arising from revised BSP 	AB	April 2001 onwards	<ul style="list-style-type: none"> Achievement of revised published targets in relation to exclusion, attainment, education otherwise than at school, attendance and behaviour
Resourcing and meeting Special Educational Needs - Improving the SEN Framework	<ul style="list-style-type: none"> Analyse and share main conclusions re: SEN Funding across Telford & Wrekin 	DJ	Summer 1999	<ul style="list-style-type: none"> Analysis completed and presented to SEN Forum, Headteacher groups, Governors' Forum <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Develop options for future SEN funding linked to inclusion strategy 	DJ/LA	Autumn 2000	<ul style="list-style-type: none"> Establish key task group within Inclusion Policy consultation Develop and test options for LMS Formula distribution for SEN Examine concept of additional educational needs and its resourcing vis-à-vis SEN Consult SEN Forum and LMS Review Group on proposed model(s) for SEN funding/linked to Inclusion strategy
	<ul style="list-style-type: none"> Incorporate funding options within final policy on inclusion 	DJ/LA	February 2001	<ul style="list-style-type: none"> Clear options linked to inclusion strategy presented to elected members, following consultation
	<ul style="list-style-type: none"> Implement any LMS Formula changes 	DJ/CJ	April 2001/2002 onwards	<ul style="list-style-type: none"> ETB approve new funding model to take effect April 2002 onwards New funding model in place that offers: <ul style="list-style-type: none"> ➤ clarity over SEN funding ➤ achieves a more appropriate match of resource to need ➤ supports and achieves inclusive education ➤ promotes earlier intervention ➤ enables reduced level of statements whilst still meeting need

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Revise existing SEN Policy (Cracking the Code) in light of new DfEE Code of Practice on SEN and outcomes of Inclusion Policy Establish guidance on criteria for new stages SEN code of practice 	LA/VE/MC GH CC CC GH	Spring 2001 Summer 2001	<ul style="list-style-type: none"> New SEN Policy published (Summer 2001) Clear guidance and associated training available to schools and other key partners on new SEN Code of Practice Reduction in referral rate for statutory assessment in favour of success at school based stages.
	<ul style="list-style-type: none"> Review individual Education Plan Practice in light of new Code of Practice 	GH GH FH	Spring 2001	<ul style="list-style-type: none"> Examine existing practice, share good practice Develop guidelines/exemplars through consultation Revise proformas etc where appropriate Implement new format (September 2001) Ensure through monitoring that new approach improves quality of target setting, quality of teaching and recording of pupil progress (continuous from Sept 2001)
	<ul style="list-style-type: none"> Establish and implement SEN Monitoring Policy [see policy document] 	FH	September 1999 Continuous	<ul style="list-style-type: none"> SEN Monitoring Policy established through consultation and distributed [ACHIEVED] Monitoring Policy implemented Annual reports provided to SEN Forum, Headteacher groups, elected members [ON-GOING]
	<ul style="list-style-type: none"> Review statement quality with particular reference to objectives → target setting 	LA/FH MC/VE CC	Continuous	<ul style="list-style-type: none"> Clearer statements, capable of rigorous review Clearer measures of success Greater scope for legitimate cessation of statements [ON-GOING]

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Review SEN component of annual reports to parents 	VE MC	Summer 2000 Annually in Summer Term	<ul style="list-style-type: none"> First sample analysed and advice issued through governing body agenda briefings in respect that reports are available, suitable, meet legal requirements and are linked to review of individual school SEN policies where appropriate [ACHIEVED] Further samples to be analysed [ON-GOING]
Review of SEN Provision	<ul style="list-style-type: none"> EBD Special School provision Plan for new EBD School Open new EBD School site 	DJ ST Head Designate	January 2000 Autumn 1999 - Autumn 2000 April 2001	<ul style="list-style-type: none"> DfEE approval for EBD reorganisation [ACHIEVED] New school open - January 2000 [ACHIEVED] School established in temporary buildings [ACHIEVED] New school buildings open April 2001
	<ul style="list-style-type: none"> Special School provision (MLD, SLD) Mainstream Group Learning Support Units/Classes Individual Support Out Area Placements Low Incidence Provision (Autism) Early Years Links into Further Education 	ST	Autumn 2000 February 2001 April 2001 onwards	<ul style="list-style-type: none"> Review all provision in context of inclusion strategy through dedicated task groups and link to SEN resource review Any proposals, after consultation, to alter the structure or nature of provision to be incorporated within approved inclusion strategy (see above) Re-structure provision where appropriate as result of finalised policy on Inclusive Education

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Access 	SMcW	Autumn 2000 April 2001 onwards	<ul style="list-style-type: none"> Audit all schools in relation to physical disability as part of Asset Management Planning Develop successful access initiative bids/implement access formula capital allocations (including INSET) Relate access development programme to inclusion strategy and INSET Progressively higher levels of access to a wider network of local schools <p style="text-align: right;">[ON-GOING]</p>
Role of SEN Support Services	<ul style="list-style-type: none"> Review existing joint arrangements with Shropshire County Council 	DJ	Nov 1999 – January 2000	<ul style="list-style-type: none"> Consult staff and service users on value and effectiveness of joint arrangement Agree future of joint arrangements service provision over next three years <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Review roles of Support Services in light of revised Code of Practice, Inclusion Strategy, revised Behaviour Support Plan and Fair Funding 	AB/Heads of Service CJ	Spring 2001 – Summer 2001	<ul style="list-style-type: none"> Examine relative advantages and disadvantages of delegation of services Clarification of nature of role at different stages Revise existing service specifications, after consultation Publish revised information on role and referral routes
	<ul style="list-style-type: none"> Publish information on role of SENSS 	Heads of Service	Summer 1999 Summer 2001	<ul style="list-style-type: none"> Schools and other key partners understand role of services and their respective referral procedures <p style="text-align: right;">[ACHIEVED]</p> <ul style="list-style-type: none"> Update information in light of above review
	<ul style="list-style-type: none"> Development of SEN Support Service performance indicators and evaluation criteria 	AB/Heads of Service	January 2001	<ul style="list-style-type: none"> Performance indicators that are part of service specifications and linked to improvements in pupil attainment/staff skills/school policy and practice.

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> To increase and improve links and co-working with other agencies 	AB CC JS DS	April 2001	<ul style="list-style-type: none"> Improved multidisciplinary links and joint working with Child & Family Service, Community Health, Social Care <p style="text-align: right;">[ON-GOING]</p>
Enhance Professional Development Programme for SEN	<ul style="list-style-type: none"> Identify training needs from schools and draw up programme 	GH/Training Co-ordinators/ Heads of Service	Autumn 1999 Spring 2000 Continuous	<ul style="list-style-type: none"> Additional training opportunities available to schools Revised INSET Programme for 2000/01 completed and implemented Future programmes linked to effective implementation of inclusion strategy
	<ul style="list-style-type: none"> Further develop accredited course based TTA competencies for SENCOs 	GH	Autumn 1999 onwards	<ul style="list-style-type: none"> Course details agreed and advertised to schools Take-up of courses Effective practice seen in schools through SEN Monitoring Programme, OFSTED inspection outcomes
	<ul style="list-style-type: none"> Special Support Assistants: <ul style="list-style-type: none"> - further develop training programme for SSAs - draw-up guidance for schools based on best practice (planning, deployment etc) 	GH	Autumn 1999 Spring 2000 Continuous	<ul style="list-style-type: none"> Course details agreed and advertised to schools Take-up of courses Guidance agreed and published in schools Adoption in schools of effective practice Further programmes linked to inclusion strategy
	<ul style="list-style-type: none"> Identify LEA priorities for training linked to Standards Funding and future inclusion strategy 	GH/Training Co-ordinators/ ST/Heads of Service	Autumn 2000 onwards	<ul style="list-style-type: none"> Identify short and long term training needs to support potential and actual outcomes of Inclusion Strategy through dedicated task group

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Joint Health/Education Speech & Language Pilot Project 	GH/ED AB/ED	Autumn 1999 – Spring 2000 Sept 2000	<ul style="list-style-type: none"> Initial Programme implemented, evaluated and further developed Further two-year pilot project established through successful bid for Standards Funding
	<ul style="list-style-type: none"> Intensive education/ speech and language therapist joint working in selected infant and primary schools 	AB/ED	Sept 2000 to August 2002	<ul style="list-style-type: none"> Effective early intervention achieved for pupils in KS1 with speech and language difficulties Lower incidence of referral for Speech and Language Therapy services Higher attainment in language skills
PARENT PARTNERSHIP SCHEME	<ul style="list-style-type: none"> Establish Partnership with Shropshire County Council and Council for Voluntary Services (CVS) to develop framework for a Parent Partnership Scheme 	LA	Summer 1999	<ul style="list-style-type: none"> Establishment of Parent Partnership Scheme provided by CVS via Service Agreement within SCC and Telford & Wrekin Council Establishment of Advisory Group to monitor the PPS <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Appointment of Parent Partnership Manager 	Advisory Group	Summer 1999	<ul style="list-style-type: none"> Appointment of Parent Partnership Manager <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Appointment of 3 part-time Parent Partnership Officers working across Shropshire and Telford & Wrekin 	WH	Autumn 1999	<ul style="list-style-type: none"> Appointment of 3 x 0.5 FTE Parent Partnership Officers working across Shropshire and Telford & Wrekin <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Recruitment and training of Independent Parental Supporters (IPS) Develop support network for parents 	WH/ Parent Partnership Officers	Spring/ Summer 2000 Autumn 2000	<ul style="list-style-type: none"> Availability of IPS for children identified as having SEN Establishment of a support network for parents as well as a consultative framework for the LEA and parents with children with SEN <p style="text-align: right;">[ACHIEVED]</p>

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
CHILDREN IN PUBLIC CARE	<ul style="list-style-type: none"> Establish a database of 'looked after' pupils attainment 	AB	Autumn 1999	<ul style="list-style-type: none"> Data available on attainment, attendance and exclusion in relation to 'looked after' children <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Provide input into Council's Quality Protects Action Plan 	AB	Spring 2000	<ul style="list-style-type: none"> Data applied to target setting Data shared with key groups, including Housing, Health & Care and key elected Members
	<ul style="list-style-type: none"> Set-up multi-agency Steering Group to implement policy 	AB/CC/AC	Spring 2000	<ul style="list-style-type: none"> Outline areas of work and management responsibility for implementation from July 2000 <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Raise awareness with Senior Management Team (Education) 	MS	July 2000	<ul style="list-style-type: none"> Senior Managers across Education & Training are aware of key issues and intended actions in relation to 'looked after' children <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Develop Telford & Wrekin guidance for the education of Children in Public Care 	MS/AB	October Half-Term 2000	<ul style="list-style-type: none"> Clear guidance and training available to schools and other key staff (e.g. Tuition Service) <p style="text-align: right;">[ACHIEVED]</p>
	<ul style="list-style-type: none"> Inform schools of need for designated teacher and arrange joint training with Housing, Health & Care staff 	MS/AC	November 2000	<ul style="list-style-type: none"> Offer training to all primary, secondary and special schools that raises awareness of key issues relating to attainment, attendance, behaviour and how they could be addressed in school context
	<ul style="list-style-type: none"> Monitor updated Attainment Data on an annual basis 	MS/AB/AC/HS	November 2000 and annually thereafter	<ul style="list-style-type: none"> Compare with previous year and use this data to inform target setting and action to achieve the targets
	<ul style="list-style-type: none"> Monitor attainment and progress of children in public care with Statements of SEN 	MS	November 2000 and annually thereafter	<ul style="list-style-type: none"> To inform key officers and schools of trends of attainment and progress

Area of Work	Stages/How	Who/Lead	When	Desired Outcomes/Success Criteria
	<ul style="list-style-type: none"> Implement pilot project through target groups in selected schools to enhance nature and level of SALT input for pupils with identified receptive language impairment who attend mainstream primary schools 	AB/ED	Autumn 2000 onwards (two year pilot)	<ul style="list-style-type: none"> Reduction in 33% over two years in requests received for Statutory Assessment where speech and language is seen as the major SEN Reduction of 33% over two years in no. of pupils moving to Stage 3 of SEN Code of Practice where speech and language is seen as major SEN Pupils demonstrate progress in receptive speech and language skills as measured by standardised tests Lower rate of referral to community clinics for SALT
	<ul style="list-style-type: none"> Implement pilot project to enable teachers and speech therapists to work together to gain a better and deeper understanding of speech and language impairment and develop ways of meeting needs 	AB/ED	Autumn 2000 onwards (two year pilot)	<ul style="list-style-type: none"> Production of effective training packages for teachers and support staff Accredited professional development outcomes for teachers and SALTs Development of whole school approaches to using visual systems to aid comprehension Enhanced confidence and skills amongst teachers to meet pupil's needs, as evidenced by clearly focused IEPs
	<ul style="list-style-type: none"> Establish operational link between pilot project and PSPS 	VE	Autumn 2000 onwards	<ul style="list-style-type: none"> Clarity of information regarding input and progress of individual pupils