

Is this the end or just the beginning?
The Strategic Direction of SEND in 2018

Thursday 25th January 2018





Damian Hinds MP



Nadhim Zahawi MP



The Rt Hon Nick Gibb MP



SEND Statistics

1.2 million pupils identified with SEND (14.4%)
242,185 pupils with EHCP or statement (2.8%)
Just over 1 million on SEN Support (11.6%)
25.2% of those on SEN Support – MLD
26.9% of those with EHCP/Statement – ASD
48% of those with EHCP/Statement – Mainstream
14.6% boys – 8.1% girls – SEN Support
4.0% boys – 1.5% girls – EHCP/Statement

DfE National Statistics – Special Educational Needs in England January 2017



21st Century Children

Prematurity

1 in 8 babies are born prematurely

96% survive and over half will have a disability

Nearly half of all babies born at 23/24 weeks will survive

Brains which are wired differently

Foetal alcohol spectrum disorder

Largest non-genetic cause of complex learning difficulties

1 in 100 babies born with FASD

Affects area of brain that controls numeracy and mathematical computation

Can often go undiagnosed - ASD



21st Century Children

Drugs and Smoking

4 babies per day born addicted to drugs in UK

Babies born to smokers weighed 200 grams, or just under half a pound, less than babies of non-smoking moms - children born to smokers have lower achievements in reading and maths, and an increased risk of developing asthma

Chromosome Disorder

1 in 200 babies born with chromosome disorder

Syndromes without a name

Mental Health

10% of children and young people with have a mental health need at any one time

Children and young people with a learning difficulty six times more likely to have mental health needs



Under-identification

- Significant reduction in those identified at SEN Support
- Complexity of needs
- Training of staff
- School funding
- Academic nature of education system
- Increase in exclusions
- Reduction in specialist support
- Misidentification of SEND
- Hard to spot children – who are they?



SEND Reform

- March 2011 – Green Paper Support and aspiration: A new approach to special educational needs and disability
- May 2012 – Next Steps – Department response
- February 2013 – Children and Families Bill introduced in House of Commons
- March 2014 – Children and Families Act 2014
- July 2014 – Final Code of Practice published
- September 2014 – Implementation of Act
- September 2014 – Transitional arrangements
- April 2015 – Revised Code of Practice
- March 2018 – All statements must be transferred to EHCPs



Legal Framework

New Law

- Part 3 of Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The SEN and Disability Code of Practice 2015

Existing Law

- Equality Act 2010
- Mental Capacity Act 2005
- The Children Act 1989 and Chronically Sick and Disabled Persons Act 1970

Old Law

Education Act 1996 and SEN Code of Practice 2001



Ofsted/CQC Local Area Inspections

- Inspections commenced in May 2016
- 45 Completed inspections to date May 2016 – December 2017 and reports published
- 17 areas with Written Statements of Action due to significant concerns



One Year On

- Children and young people who have SEND were found to be excluded, absent or missing from school much more frequently than other pupils nationally
- A large proportion of parents in the local areas inspected lacked confidence in the ability of mainstream schools to meet their child's needs
- Although parents of children whose needs were identified early were positive about the support they received, parents of school – aged children were not involved well enough in the process of identification
- Too few school staff had the knowledge and skills to identify accurately when children and young people who are struggling in school need further assessments



HMCI Report 2016-17

- Children and young people identified as needing SEND support but who do not have an education, health and care plan often have a much poorer experience of the education system than their peers. In the local authorities we inspected, leaders were not clear how their actions were improving outcomes for these children and young people. Some parents reported that they had been asked to keep their children at home because leaders said that they could not meet their children's needs. This is unacceptable.



What does this mean for schools?

- Curriculum
- Assessment
- Parental Engagement
- School Workforce
- Staff professional development
- Personalisation
- School-to-school support
- Alternative Provision

