


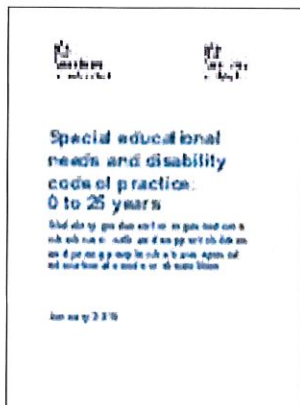
# Special Educational Needs & Disability (SEND) Service

Briefing for  
Derbyshire Parent Carer Voice  
2018

## Welcome and Introduction




**DERBYSHIRE**  
County Council  
Improving life for local people



## SEND Code of Practice Ambitious

Expectations:  
settings, schools,  
colleges, LAs,  
health, social  
care and families



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## New provisions required by the Children & Families Act 2014:

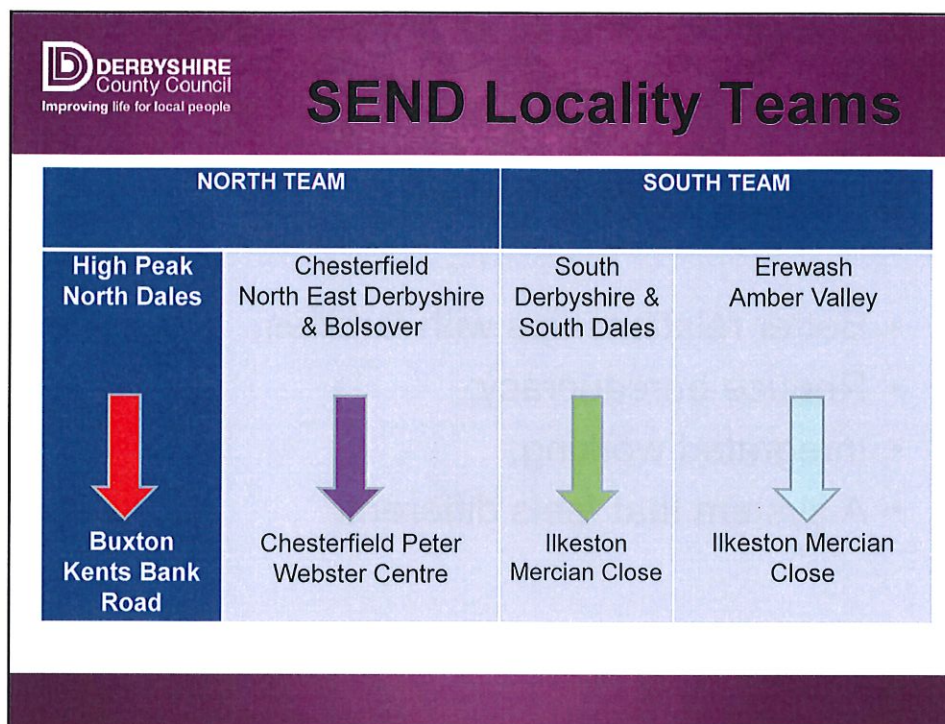
- 0-25 EHC Plan
- Co-ordinated assessment process
- Joint commissioning

## **Derbyshire SEND Vision:**

- Better relationships with families;
- Reduce bureaucracy;
- Integrated working;
- A system that feels different.

## **Derbyshire SEND Service**

- Commissioning Hub
- SEND Central Team
- 6 Localities
- Strategic Governance





## **SEND Locality Teams**

- Locality based officers providing direct contact with families;
- Case management at a local level providing more co-ordinated and integrated service;
- Reducing duplication and bureaucracy

## **SEND Locality Teams**

The Locality Teams are responsible for the delivery of the LA's statutory responsibilities:

- Assistance with SEND Support (Graduated response);
- EHC Needs assessments;
- EHC Plans;
- Careers Advice & Guidance for most complex SEND;
- Mediation and appeals to SENDIST.

## **SEND Central:**

SEND Commissioning Manager

SEND Business Manager

SEND Business Officers

SEND Business Assistants

## **Why are we here?**

- To improve the way we deliver services to vulnerable children/young people and their families.
- To improve outcomes for children and young people with SEND and disabilities.

## SEND Support

- High quality provision to meet the needs of children and young people with SEND (CoP 1:24, 6:4, 6:34)
- A focus on inclusive practices and improving barriers to learning (CoP 1:34, 6:2, 6:4, 6:44)
- Improving outcomes: high aspirations and expectations (CoP 1:31, 6:17, 6:19)
- Supporting successful preparation for adulthood (CoP 1:39, 6:13)
- Collaboration between education, health and social care services to provide support (CoP 6:58 – 6:52)

## SEND Support

### SEND Support in schools:

- Assess (CoP 6:45 – 6:47)
- Plan (CoP 6:48 – 6:51)
- Do (CoP 6:52)
- Review (CoP 6:53 – 6:56)

### My SEND Learning Programme

## **My SEND Learning Programme**

- One page profile
- About me, my family, my story
- My special educational needs
- My health needs
- My social care needs
- Outcomes and the provision required to achieve them
- Review

## **My SEND Learning Programme**

- Reflects and records the schools Graduated Response to meeting a child's individual Special Educational Needs and Disabilities.
- Derbyshire LA has a pro-forma but school / setting may choose to use their own.
- Provides evidence for applications for top up funding and EHC Needs Assessments.



### School based funding

- AWPUP – Funding that school receives for every pupil amount is dependent on which key stage.
- SEND - Notional funding – Funding that schools receive to meet the needs of pupils identified with SEND; (Equates to £6,000 per pupil).

### Top Up Funding

- TAPS – Temporary Additional Pupil Support
- ETAEYS – Enhanced Temporary Additional Early Years Support
- GRIP – Graduated Response for Individual Pupil
- EHCP – Education Health and Care Plan
- TCP – Temporary Child Provision (Pupils with EHCPs only)

### EHC Plan process

- Referral for the LA to carry out an EHC Needs Assessment.
- Initial information gathered ; decision on whether to assess or not considered by a weekly panel.
- If decision not to assess then a Next Steps meeting takes place.

### EHC Plan process continued

- If agreed, allocated to a SEND Officer who will be responsible for coordinating the Needs Assessment including the gathering of information from the child / young person, parents and all identified key professionals involved and if appropriate co-producing a draft plan with a suggested tariff.
- Draft then goes for quality assurance with our assessment checking panel; and to agree that the proposed level of tariff is appropriate.

## EHC Plan process continued

- Draft Plan then goes to parent or young person for their views and comments.
- At this stage the plan may be agreed or require further amendments.
- Parents or young person request the preferred placement.
- Consultations may be needed dependent on the request for placement.
- Once the placement has been identified and agreed the plan can be finalised.

# Thank you!

