

Brighton & Hove Children and Young People's Trust

SEN and Disability Strategy:

Inclusion for Children and Young People with
Special Educational Needs and Disabilities

2006 - 2010



Introduction

This Special Educational Needs (SEN) and Disability Strategy sets out our vision for achieving high quality provision and for the inclusion of children and young people with SEN and disabilities. The strategy describes how the Children and Young People's Trust (CYPT) and its partners will work together to achieve inclusion and high achievement for this vulnerable group of children and young people. The strategy emphasises the need for an inclusive approach to the management of SEN in schools within the overall vision for children and young people in Brighton and Hove. The cornerstone of this strategy is the Every Child Matters (ECM) agenda and its five key outcome areas.

"The most important factor in determining the best outcomes for pupils with learning difficulties and disabilities (LDD) is not the type but the quality of the provision".
(OfSTED survey 2006: Inclusion, does it matter where pupils are taught?).

Our challenge, in developing a new strategy for SEN and Disability, is to use the current high level of SEN resources more effectively to support mainstream placements, and to look at how progress will be accurately assessed and monitored. Our strategy will look at value for money and make it clear how staff in special schools will work even more closely with teachers in mainstream schools, and how the difference they make will be assessed.

The development of a strategy for SEN and Disability is highlighted as a key priority in our published Children and Young Peoples Plan (CYPP). This strategy will be used by schools, managers and partner organisations to support them in their work. It is a living document and will change and develop over time. We want schools to use this plan and take account of its priorities when writing their own development plans, and we hope other partners will do the same. The strategy should be read alongside the Commissioning strategy for children with disabilities, SEN and complex health need and the new Behaviour Strategy: Inclusion of Children and Young People with Behavioural, Emotional and Social Difficulties (2006-2010).

Aims of the Strategy

The aim of the strategy is to develop firm foundations for new approaches to support children and young people, families and schools in particular. This strategy stresses the access and entitlement of learners to benefit from a curriculum and range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age, disability or sexual orientation. Underpinning this strategy is a commitment to evidence-based policy and practice, including decisions made regarding the allocation of resources.

This strategy aims to:

- Identify **clear priorities** for action for the next four years.
- Contribute to the development of a city wide **co-ordinated** approach to supporting children and young people with SEN and their families.
- Recognise and use existing **good practice** in the promotion of inclusive education throughout the city.
- Increase **partnership working** between all interested parties including children and young people themselves and their parents or carers.
- Develop **multi-agency working** through Area teams in partnership with centrally retained services and resources.
- **Increase the capacity** of mainstream schools and equip the workforce to better provide for children and young people with SEN.
- Actively **promote inclusion** and set out a plan to ensure we meet the needs of the majority of children and young people with SEN in their local mainstream schools and support the successful re-integration of pupils currently outside the mainstream setting, where appropriate.

- Identify and implement **changes to existing funding** mechanisms that will better support children and young people in mainstream settings.
- Provide timely and appropriate **early intervention** through locally based services.
- Maintain a wide range of **quality provision**, including a range of special schools, specialist units, and services for low incidence SEN right through from early years to school leaving age.

The CYPT is committed to inclusive practice. Through working in partnership across the CYPT, with schools, parents, young people, and the community we will support children and young people with SEN and work closely with other agencies to promote this. Staff, governors, parents, carers and children and young people themselves all have a role to play in ensuring inclusive learning environments for the whole school community.

Through the activity outlined in this strategy the CYPT and its partner agencies have committed themselves to achieving progress and co-ordinating more effective approaches to meet the needs of children and young people with SEN and Disability across the city. We believe that working together is the best way to make a positive difference to the lives of children and young people. Fundamentally this means creating a real partnership with schools and our partner agencies across the city and with children and young people, their parents, carers and families

How are we doing?

Whilst the number of pupils placed in special provision in Brighton & Hove is high, the quality of local provision is generally judged by OfSTED to be very good or better, and this has been consistent in inspections for several years. Similarly, mainstream support and provision for SEN is also generally good or better in most of our schools, with no examples of unsatisfactory practice according to all most recent school OfSTED reports. OfSTED identified excellent support for children and young people with SEN through the work of Pre School support service for Special Educational Needs (PRESENS). Early Years providers have had support for SEN through a comprehensive training and development programme.

The CYPT has developed a continuum of provision for children and young people with Autistic Spectrum Condition (ASC), with specialised provision being made for ASC children and young people with a wide range of learning difficulties. This is valued by parents, but has led to higher demand for specialised places. Support is available from the CYPT to schools from services for ASC, Speech and Language, Specific Learning Difficulties, Sensory Impairments and Behaviour. This represents a wider range of needs than that offered by many other authorities, and is generally valued by schools. The existence of these services and schools creates a large skills base in the field of SEN.

Statements and annual reviews for children and young people with SEN are of high quality and prepared within statutory timescales. There has been a gradual reduction in the percentage of children and young people with statements to a figure which is close to the national average.

We have an effective and well established parent partnership service AMAZE is a voluntary organisation providing one stop shop information, advice and support. There has been considerable investment in state of the art further education provision for pupils with Severe Learning Disabilities (SLD) through the creation of the Downs View Link College at Varndean.

There has been development of multi-agency working through a range of projects and the Planning and Review Meetings (PARMs) approach in schools. This provides a strong foundation for the development of local, area based, multi-agency working.

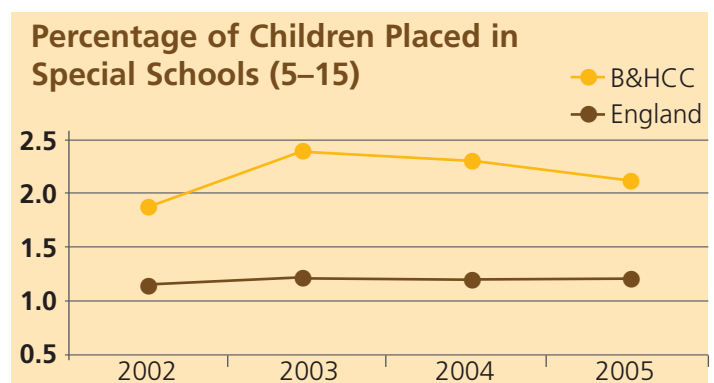
The I Can Nursery has provided effective support for pupils identified with speech and language difficulties to start compulsory school in mainstream classes, and is a good example of multi-agency co-operation.

Data on children and young people with SEN (as of January 2007):

	Number of students	Proportion of total population
School Action	3977	7.5%
School Action Plus	2143	4.0%
Statement	1118	2.1%
Statemented pupils by establishment type		Proportion of statemented population
Mainstream	471	42%
Maintained Special	508	45%
Agency Placement	125	11%
PRU	0	0.1%
Other	14	1.25%

Source: SEN2 (Jan 07), Census (Schools 07)

The authority has a very high proportion of children placed in special schools – the second highest in the country, 2.09% for the 5-15 age population.



Our vision for Children and Young People

“Brighton & Hove should be the best place in the country for children and young people to grow up. We want to ensure all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be.”

(Children and Young People’s Plan)

Vision and Aspirations for Inclusion

The strategy and its action plan have been written to support and promote the vision outlined in the box below.

Statement of Inclusion

We believe that all children and young people, including those with special educational needs, should have access to educational and social opportunities within the mainstream system, alongside high quality appropriate specialist provision.

To support Brighton & Hove’s overall vision for children and young people, schools, parents and pupils want an effective and inclusive education system, where all children and young people are:

- valued equally;
- treated with respect;
- given equal opportunities
- We want a system which values and celebrates diversity.

We want children and young people who leave school as confident learners, with respect and understanding of the needs of others regardless of race, gender, sexual orientation, disability and social circumstances.

We want all children and young people to receive high quality education and achieve educational standards appropriate to their capabilities. This should be available and accessible to all children and young people with special and additional needs, learning difficulties and disabilities (including those with BESD).

In the spirit of Every Child Matters, we want services to be available to children and young people regardless of whether they are in the classroom, out of school or involved in special programmes.

In order to achieve this, we want a CYPT which is committed to planning and working in partnership with:

- children and young people;
- their parents and carers;
- schools and local communities;
- other service providers.

Ensuring effective education for children and young people with special educational needs including those with Behaviour, Emotional and Social Difficulties is part of the joint responsibility of the CYPT and its schools. Together we can achieve ongoing improvements in the provision of education for all children and young people, including those who need more help and support than most in achieving their potential. The approach will be characterised by a clear focus on local communities, supported by appropriate investment and practical partnerships with other service providers.

What do we want to achieve?

1. To ensure that all children and young people can access schools through ensuring compliance with disability legislation.
2. To support children and young people effectively and respond to changing needs thus reducing the permanent exclusion of children and young people with SEN and disability from school.
3. To provide induction and training for all SENCOs.
4. To provide appropriate assessment and monitoring of children and young people's progress by increasing the number of mainstream schools using P levels with children and young people working at P Levels below level 1 in Year 1 and above.
5. To reduce by 10% the total number of places available at special schools/units.
6. To reduce the number of statements of SEN issued by 2% per year.
7. To reduce by two per year the number of children and young people placed in schools out of the city.
8. To reduce the numbers of children and young people leaving school without accredited qualifications.
9. To increase the % of statements issued on time, excluding delays attributable to other agencies from 90% to 92%.
10. To have developed multi-professional/agency collaboration to best support the holistic needs of children and young people with SEN.
11. Raise achievement of children and young people with SEN and disability.

Our Priorities (2006-2010)

1. Work in collaboration across the city.

We will:

- Develop partnerships with groups of schools in area clusters with clear roles and responsibilities including representation from the CYPT, special school, mainstream and key stakeholders.
- Extend and consolidate successful multi professional/agency strategic planning and delivery of services to support effective education and inclusion around schools and the community.
- Develop a city wide behaviour strategy.
- Expand our partnerships with parents and young people and improve working and communication with parents, young people and other stakeholders.
- Develop and share examples of effective partnership working between mainstream and special schools.

2. Train and support our workforce and build capacity to promote inclusion of children and young people with SEN and disabilities.

We will:

- Extend and consolidate successful multi professional/agency strategic planning and delivery of services to support effective education and inclusion around schools and the community.
- Support schools to undertake school self-review work.
- Design and deliver a high quality training programme on SEN to build capacity and increase our work force skills.
- Develop outreach support from all special schools with clear Service Level Agreements (SLAs).

- Ensure that schools are able to implement the requirements of the Disability Discrimination Act.

3. Reorganise and rationalise Special Schools and SEN provision.

We will:

- Support and reorganise our special provision offering citywide services and outreach support to mainstream schools.
- Reduce the overall number of places for children and young people in our special schools and in out of city and independent special schools.
- Review the management, quality and effectiveness of resource bases and units.
- Reduce bureaucracy by reviewing all SEN roles and statutory procedures including protocols and panels.
- Reorganise the Speech and Language Support Service (SLSS) and the Learning Support Service (LSS) to focus on area multi-disciplinary working.
- Review the provision for school aged children with speech and language needs across the city.
- Ensure that the provision of therapy and specialist health provision is equally accessible to children and young people regardless of their placement.

4. Optimise funding for SEN and ensure value for money.

We will:

- Bring about greater consistency in the use of threshold criteria and definitions for children and young people with SEN and disabilities.
- Monitor and evaluate the effectiveness of ways in which schools use delegated and devolved funding that is targeted for SENs.

- Revise funding for all special schools.
- Reduce the use of transport for children and young people with SEN to establish greater independence where appropriate.
- Release funding from special schools where places are not required to fund capacity building and early intervention.

5. Develop quality curriculum and teaching and learning.

We will:

- Develop a more inclusive curriculum at Keystage 3 + 4 and expand all transition support arrangements.
- Ensure that all mainstream schools are using P levels to assess and monitor the progress of children and young people with SEN and disability where necessary.
- Support schools in developing a greater differentiation of the curriculum and implementing the personalised learning agenda, to meet the needs of all learners.
- Support schools to introduce provision mapping and develop whole school approaches to meeting SEN.
- Support identified special schools in their achievement of specialist status.
- Support schools to work with parents as partners to maximise the achievement of children and young people.
- Develop effective post 16 pathways for children and young people with SEN and disabilities.
- Monitor and evaluate the progress made by children with SEN and disabilities across the city using baseline and comparative measures.

Case Studies

Planning and Review Meetings (PARMs)

PARMs are school-based meetings that bring together a group of professionals from the Educational Psychology Service (EPS), Learning Support Services, ACE, and other agencies. In line with recommendations from Every Child Matters (ECM) and the Children's Trust agenda, PARMs provide an ideal forum to promote inter-agency working and liaison between education, health and social care staff.

The aim of these termly meetings is to co-ordinate and share thinking and planning about pupils and whole school issues where the school would like advice, and then to review the outcomes of the advice at the next meeting. In this way a multi-disciplinary approach is achieved and interventions can be devised which utilise the breadth and depth of expertise brought to the panel.

Feedback and independent evaluation demonstrate that this is a very useful and effective forum for supporting schools in developing their work to identify and address a variety of SEN and whole school issues early.

The Children's Social Behaviour (CSB) Project

The Children's Social Behaviour (CSB) project was the outcome of a unique and innovative collaboration between the Brighton & Hove City Council EPS and University of Sussex developmental psychologists.

The Children's Social Behaviour research project involved following over 300 five year olds and eight year olds across three years of primary school, investigating the way they think, feel, and act in social situations. The main aim was to understand why children and young people

behave in the ways they do, and to determine how and why problems in children and young people's social interactions and peer relations can occur. The research has yielded a rich source of information about links among a broad range of factors.

The research has been used by Brighton & Hove Educational Psychologist to design and implement an Emotional Literacy Curriculum for use in Key Stage 2 classrooms. The curriculum involves a wide variety of activities used in small-group and whole-class work to help children and young people explore thoughts and feelings about social situations using hypothetical stories about peer interactions. The activities enable children and young people to learn from each other through art, drama, writing, and discussion.

Mainstream and special school links

Children and young people from Downs View Special School and Longhill High School benefit from a long running outreach project which has brought mutual benefits to both schools. The project began in September 2002, and began with a class of Year 7 pupils from Downs View attending music and drama lessons once a week at Longhill. Over the years, as children and young people have moved on, further links have been established with other subject areas.

During sessions, the mainstream and special children and young people work together in small mixed groups, towards common objectives. Support is provided where necessary but mainstream pupils also help the Downs View pupils understand and complete the tasks. Mainstream pupils with behavioural difficulties respond particularly well to the mixed learning environment, promoting both their self-esteem and their sense of responsibility.

Visits to Downs View have been reciprocated by Longhill children and young people, who have participated in swimming and food technology amongst other lessons on the Downs View site. At the end of each term both sets of pupils receive certificates in recognition of the commitment and collaborative skills they have developed.

The project has benefited all children and young people in their understanding of the needs of different members of their community, and was positively mentioned in both schools' OfSTED reports.

Development of inclusion in a primary school

Saltdean is a large primary school on the edge of the city, which has developed practice to serve the wide range of needs within the local community.

Through the commitment and vision of the headteacher and the Special Educational Needs Co-ordinator (SENCo), the school has developed a range of provision which replicates some of the practice seen in special schools, and draws from many initiatives available within the local authority. This has been achieved using commitment of the school's own resources through its school improvement plan.

Over the last five years the school has developed links with Downs View School, enabling children and young people from both schools to work together. This has benefited both groups of children and young people in both their learning and their understanding of the needs within their local community. The school has also developed a multi-sensory room, based on the type of provision seen in many special schools, but which the school finds useful for calming children and young people with behavioural difficulties as well as providing a therapeutic environment for children and young people with learning, Autistic Spectrum Condition (ASC) and sensory needs.

The school has also developed a range of Wave 3 provision, working with primary consultants and support services. This includes the introduction of Accelerated/Accelerate to develop literacy, participation in the visual images and models programme, a motor language group for pupils with co-ordination and speech and language difficulties, and occupational therapy and physio programmes for children with cerebral palsy, dyspraxia and neurofibromatosis.

Secondary specialist provision

The Swan Centre at Falmer High School was set up to meet the needs of children and young people with specific speech and language impairment or ASC, whilst maintaining their access to secondary education.

The Swan Centre's first cohort of young people took their final GCSE exams in Summer 2006. The two young people did exceptionally well, achieving 7 A*-C grades at GCSE, alongside their Bronze Duke of Edinburgh award. The grades achieved were much higher than had been predicted at the start of Year 10, and had been almost inconceivable at the start of Year 7, when one had achieved Level 2 in his SATs and the other had been unable to sit the tests due to anxiety.

It hasn't always been plain sailing for these two young people, but their social and emotional as well as their academic achievements have stood them in good stead for mainstream life post-16 and both are now well settled into further education. Creative curriculum planning, at the heart of a personalised learning approach, delivered by a multidisciplinary team has been the key to the success.

Cohorts of children and young people with similar needs in the lower school have benefited from the Year 7 Junior model operated by Falmer which has enabled close working between the classroom teacher, the communication assistant and a behavioural adviser employed by the Swan Centre.

Successful inclusion in primary school

William is a child with dyskinetic cerebral palsy, developmental delay and learning difficulties who started his education at Chailey Heritage School, though he lives with his parents in Hove.

Through a desire to see him educated alongside his peers in his local primary school, an initial dual placement was set up with his primary school in reception, with additional training so that staff had an understanding of his needs, and were better able to meet them.

The parents were keen to see his mainstream placement increased to full time, despite some initial reservations from education professionals about the feasibility of achieving this. However, through the determination of the parents and a gradual increase in his days, he is now in Year 4 and attending full time. He has trained assistants to support him in class, has a programme to develop his communication using ICT, and programmes for physiotherapy, speech and language and occupational therapy.

In order to facilitate the multi agency support required, a local special school has been involved in co-ordinating the multi agency support with the work of the school. William is now making good progress and is a fully included member of his school community, even attending a club after school with fellow pupils. The success of this case has been highly dependent on the commitment, enthusiasm and hard work invested by all those involved.

Glossary

Acronym Meaning		Acronym Meaning	
ACE	Alternative Centre for Education	MSA	Midday Support Assistant
ADHD	Attention Deficit Hyperactivity Disorder	NEET	Not in Education, Employment or Training
APA	Annual Performance Assessment	NHSP	New-born Hearing Screening Project
ASBO	Anti-Social Behaviour Order	OfSTED	Office for Standards in Education
ASC	Autistic Spectrum Condition	PARM	Planning and Review Meeting
BESD	Behaviour Emotional & Social Difficulties	PMLD	Profound and Multiple Learning Difficulties
BIP	Behaviour Improvement Plan	PPP	Positive Parenting Programme
BSA	Behaviour Support Assistant	PRESENS	Pre School Support Service for Special Educational Needs
BSS	Behaviour Support Service	PRU	Pupil Referral Unit
CAMHS	Children & Adolescent Mental Health Services	PSF	Primary Special Facility
CSB	Children's Social Behaviour Project	PSHCE	Personal Social Health and Citizenship Education
CYPT	Children's and Young Peoples Trust	SEAL	Social and Emotional Aspects of Learning
DDA	Disability Discrimination Act	SEN	Special Educational Needs
DfES	Department for Education & Skills	SENCO	Special Educational Needs Co-ordinator
ECM	Every Child Matters	SLA	Service Level Agreement
EIP	Education Improvement Partnership	SLSS	Speech and Language Support Services
EPS	Educational Psychology Service	SLT	Speech and Language Therapist
ESPP	Early Support Pilot Programme	SLD	Severe Learning Difficulties
INSET	Inservice Education Training	SMT	Senior Management Team
JAR	Joint Area Review	TA	Teaching Assistant
LA	Local Authority	YISP	Youth Inclusion and Support Project
LBP	Lead Behaviour Professionals	YOT	Youth Offending Team
LDD	Learning Difficulties and Disabilities		
LSA	Learning & Support Assistant		
LSC	Learning Skills Council		
LSS	Learning Support Services		

For more information contact:

Jo Lyons, Assistant Director for Learning and Schools on (01273) 293514

Gil Sweetenham, Assistant Director for School Support and Central Area on (01273) 293433

Translation? Tick this box and take to any council office.

Perkthim? Zgjdhni kete kuti dhe cojeni ne cilendo zyre keshilli. Albanian

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻译? 请勾选此框并送至任何理事会的办公室。 Chinese

ترجمه؟ چهارگوشه را نشانه گذاری کرده و به یکی از انجمن های مشاوره رجوع کنید. Farsi

Traduction? Veuillez cocher la case et apporter au Council. French

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (Council Office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye bürosuna veriniz Turkish

other (please state)

This can also be made available in large print, Braille or on audio tape

designed by creative services 1453a