

SEN and Disability Green Paper

5 July: London Disabled Children's Services Strategic Managers Network

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Key policy developments

- **Support and Aspiration: Progress and Next Steps** published in May 2012;
- Changes to **safeguarding** guidance: consultation launched on revised statutory guidance *Working Together to Safeguard Children and Managing Cases: Framework for the Assessment of Children in Need and their Families*;
- **Children and Young People's Health Outcomes Forum** finalising its recommendations to the Secretary of State for Health (including on children with disabilities and long term conditions);
- Consulted on **school funding** via *School Funding Reform: Next steps towards a fairer system* and published decisions in light of responses in *School Funding Reform: Arrangements for 2013-14*;
- 15 colleges are going to trial **supported internships**, which will create opportunities for young people to demonstrate to employers what they are capable of achieving.



Green Paper consultation

- Around 2,400 responses were received to the Green Paper consultation from a wide range of individuals and organisations. There was:
 - Strong support for the Green Paper's analysis of problems and issues;
 - Strong support for proposals – with people keen to know more detail;
 - And recognition of tight financial climate and reform elsewhere.
- We published our response to the consultation in May 2012: *Support and Aspiration: Progress and Next Steps*.



Support and Aspiration: Progress and Next Steps

Our vision is of a system in which:

- Children's special educational needs are picked up early and support is routinely put in place quickly;
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled wherever they are;
- Parents know what they can reasonably expect their local school, local college, local authority and local services to provide, without them having to fight for it;
- For more complex needs, an integrated assessment and a single Education, Health and Care Plan from birth to 25; and
- There is greater control for parents over the services they and their family use.



Green Paper commitments

By 2014 we will introduce:

- A single assessment process which is more streamlined, better involves children, young people and families and is completed quickly;
- An Education, Health and Care Plan which brings services together and is focused on improving outcomes; and
- The offer of a personal budget for families with an Education, Health and Care Plan.

We intend to introduce legislation through a **Children and Families Bill** in this session of Parliament to implement the changes to the law required for our Green Paper reforms



Legislative timescale

Learning from the pathfinders will inform every stage of the legislative process:

Publish draft
Bill

Introduce Bill
in Parliament

Royal Assent
and
implementation

Consultation and
pre-legislative
scrutiny period

Summer 2012

Spring 2013

Spring 2014
onwards



Overview of legislation

The legislation will:

- Draw on lessons learnt from the pathfinders;
- Build on the reforms to the health services through the Health and Social Care Act 2012;
- Draw on the recommendations of the Children and Young People's Health Outcomes Forum; and
- Include provision to ensure that services for disabled children and young people and those with special educational needs are planned and commissioned jointly and that there are clear duties on all of the agencies involved.

Lessons learned from the pathfinders and the evaluation will inform how the reforms are implemented, subject of course to legislation securing Parliamentary approval.



A better deal for children, young people and families

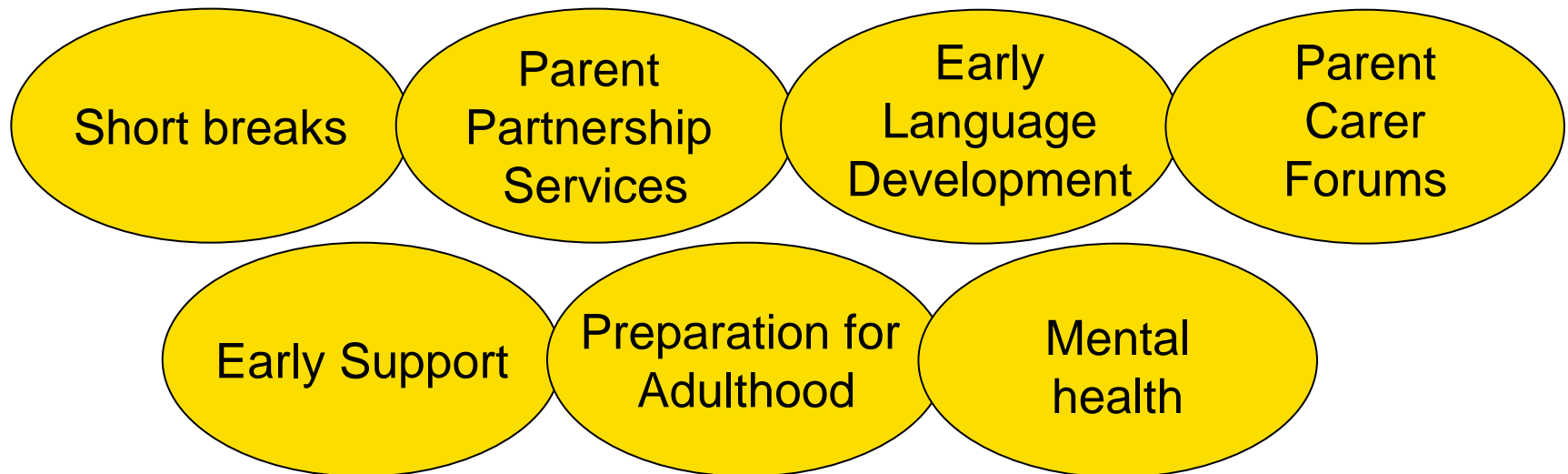
The reforms are about strengthening protections, not taking them away:

- Parents will not lose the legal protections offered by the current statement of special educational needs in the new system;
- Protections will be extended to young people over 16 in further education;
- Families of children with an Education, Health and Care Plan will have the option of a personal budget for their support but will not be forced to take up that option. The support in the Plan will be provided regardless of how they choose to receive it;
- Our plans to move from two school-based categories of SEN to one will not reduce the funds for schools to support children with SEN. This is not a number-cutting exercise.



Expert support for our reforms

- We are working with the **Council for Disabled Children** to build on and share the expertise in the voluntary sector.
- **£6 million a year over two years** is being provided to a range of different organisations who will support local areas in putting into practice some of the approaches we know work well. These include:



- National Network of Parent Carer Forums providing advice to Government and conduit for voice of parents across the country.



Testing the best ways of achieving our reforms – our commitment

- In 2011 we set up a **pathfinder programme**. Twenty local pathfinders involving thirty one local authorities and their health sector partners are testing the key reforms.
- The pathfinders will help us to consider what else can be done to support the reforms and enable us to share widely what works.
- This is about changes in the ways that education, health and social care **professionals** work with children, young people and families and in the ways they work with each other: not just legislation.



The SEND pathfinder story...

Initial set up - Bids approved, programme launched (end Sept)

Recruitment of families and ongoing engagement - Local governance in place; families recruited for single assessments starting in Feb (all pathfinders by Sept)

Testing and learning - of assessment and planning process; action learning networks including personal & banded funding, assessment and plan (from March); regular feedback on learning

New offer for children, young people & families – including use of education direct payments; EHC Plans in place; local offers in action

Rollout phase - Final evaluation report (summer 2013). Best practice shared. Possible extension of pathfinders

By 2014 a new Education, Health and Care Plan and choice of personal budget

Sep 11 Jan 12 April 12 July 12 Oct 12 Jan 13 April 13 2014 onwards



Voice from the pathfinders...

One of the first parents in Hartlepool to get involved in testing the new single assessment and planning process said:

"There really is no comparison [between statutory assessment and the new approach]. As the Annual Statement Reviews are totally education focused you don't get to know who my child really is. I am fortunate enough to be involved in Care Co-ordination which looks not only at my child, but also his wider world. To have a similar approach in ONE Plan instead of several different ones will be far less time-consuming and make life a lot easier for parents and carers."



Supporting the pathfinders

The Mott MacDonald support team continues to work with all pathfinder areas, providing:

- A core offer of support to all pathfinders, including online resources and regional/national events;
- Tailored support and challenge for each area responding to particular needs;
- A programme of policy development workshops and action learning networks on key Green Paper commitments; and
- Information about and access to additional support from delivery partners and grant holders.

Sharing learning is a core part of the support team's role: www.sendpathfinder.co.uk is developing as a hub for all those interested in the pathfinder programme.

The Department's **strategic and delivery partners** are also working closely with pathfinders to support particular elements of their work (eg preparing for adulthood and parent participation).





Evaluating the pathfinder programme

- **Evaluation is underway**, based on monitoring data and parent and practitioner survey data being collected from all pathfinder areas and enhanced by intensive case studies in selected areas (who are also carrying out comparison with a control group).
- Data will be used to evaluate whether approaches developed by pathfinders:
 - Improve outcomes and increase real choice and control;
 - Make the current support system more transparent, less adversarial and less bureaucratic
 - Introduce greater independence into the assessment process by using the voluntary sector; and
 - Demonstrate value for money, by looking at the cost of reform and associated benefits.



Evaluation: first quarterly report

- We published the first quarterly report in June; the next quarterly and first interim reports are due early autumn 2012, with the final report in summer 2013.
- First quarterly report is a commentary and analysis on the progress made by 10 pathfinder sites and is based on case study visits over February and March 2012.

Follow this link for details and summary slide pack:

<http://www.education.gov.uk/childrenandyoungpeople/send/b0075291/green-paper/evaluation/june-2012>



Extract from SQW report: progress up until Feb/Mar 2012

Organisational and cultural change

What was going well?

Generally good strategic engagement

Delivery teams identified and majority in post

Thinking about the local offer and cultural change / skills development had begun

What were the issues?

Capacity of health colleagues, the VCS and education providers, to effectively engage was raised as a concern

Two initial interpretations of the local offer

1. A high level offer to families setting out how agencies will work together

2. Creation of a provider based resource

Anticipated challenges

Getting operational staff released from current duties to deliver the Pathfinder

Small scale of the Pathfinder in majority of areas leading to limited market change (especially given block contracts)

Information sharing between agencies and with families not yet fully considered



Planned approaches

Majority of approaches were expected to include:

The introduction of key worker or lead professional

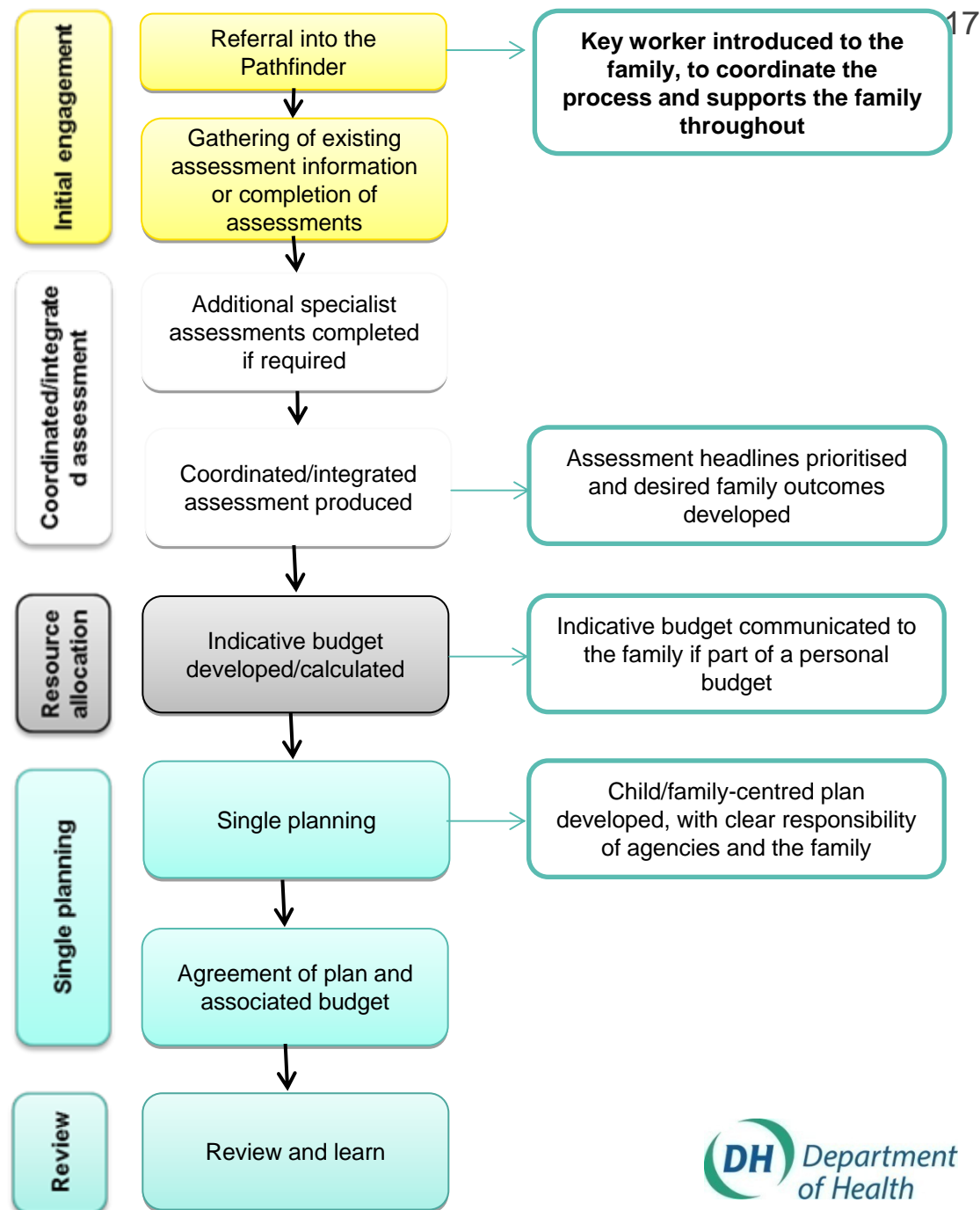
An initial engagement or information gathering **stage**

Coordinated or integrated assessment, **involving the prioritisation of key assessment headlines**

Resource allocation **to support the calculation of indicative budgets**

Single planning, **involving both the family and relevant professionals**

Subsequent and regular review of the single plan



Key questions pathfinders are exploring

- What does a **child and family-centred plan** look like?
- How can an Education, Health and Care Plan focus on **outcomes**, while providing families with reassurance about the support and resources they will receive?
- Who should be involved in **drawing up** the Plan and how do they reach **agreement**?
- How can pathfinders engage effectively with individual **schools and colleges** to draw up their local offer?
- How does one personal budget operate across different services? What are the implications of changes to social care assessments for the single assessment and planning process?



Over the next 6 months:

- All remaining pathfinders will start testing their **single assessment and planning process** and develop Education, Health and Care Plans with families;
- Independent **evaluation** will report regularly on progress across the programme;
- Emerging findings will inform development of the **Children and Families Bill** during the pre-legislative scrutiny phase;
- Regular pathfinder policy working groups and action learning networks will **inform practice and policy**;
- **Pathfinder Advisory Group** will meet quarterly to reflect and advise on progress across the programme.

