

SEN Review Update

“Putting children with SEN at the heart of the local learning community”

SEN Review Update

September 2005



Lisa Christensen,
Director of Children's
Services says:
“developing SEN provi-
sion is so important...”

Welcome to the first issue of the SEN Review Update.

I was pleased to be asked to open the first issue of the SEN Review Update. Developing SEN provision is so important if we are going to make our vision and improved outcomes a reality for every child and young person in Norfolk.

The Area SEN Partnership will be a key component of the new partnership arrangements being developed across

Children's Services.

We have come such a long way in improving the education of children and young people with SEN and this is largely due to the dedication, skill and hard work of those who work directly with them.

The development of Area SEN partnerships will help us to break down some of the remaining barriers to learning faced by children and young people in Norfolk.

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Every Child Matters

A vision for children and young people in Norfolk.

On the basis of what children and young people have told us:

We believe that all children and young people have the right to be **healthy, happy and safe**; to be **loved, valued and respected**; and to have **high aspirations** for their future.

www.norfolk.gov.uk/council/everychildmatters



Removing Barriers to Achievement

“All teachers should expect to teach children with SEN and all schools should play their part in educating children from their local community, whatever their background or ability” (Removing Barriers to Achievement, 2004, Introduction)

In 2004 the Government set out its vision for giving children with special and additional educational needs the opportunity to succeed in Removing Barriers to Achievement. Building upon the proposals for reform of children's services set out in Every Child Matters, it set a new agenda for improvement and action at national and local levels. Norfolk has responded enthusiastically to the challenges and opportunities and, after extensive consultation, has set out an agenda for change, which is outlined on page 2.

Fred Corbett, Chair of the Reference Group says:

“The model for area SEN partnerships is about ensuring that children with special and additional educational needs really are placed at the heart of their local learning community. It's not about closing special schools, we believe that special schools have a vital role to play in educating children with complex needs, working in partnership and providing support to mainstream schools.

We have the opportunity to transform the way we support children and young people with special and additional educational needs and to develop state of the art high quality provision in Norfolk. This model will ensure that services are integrated around the needs of children and young people.

It will help us to ensure improved outcomes for some of our most vulnerable children and young people.”



Fred Corbett, Deputy Director says:
“we have the opportunity to transform the way we support children and young people with SEN”

What is the Area SEN Partnership?

The Area SEN Partnership model will shape future service delivery and provision for some of the most vulnerable children and young people in Norfolk. It's all about bringing together local resources in an area to better meet the needs of children and young people with special educational needs. There will be five partnerships, one in each of the county council's areas for service delivery. The aim is to provide a continuum of provision within each area, overseen by a local partnership board. The role of the partnership board will be to:

Monitor the allocation and deployment of resources to support pupils.

Enable the development of local

initiatives by identifying local needs and using where ever possible local resources to meet these needs.

Facilitate partnership working between schools, local authority teams and other agencies.

Co-ordinate the use of resources in the area including early years and further education and multi-agency interventions.

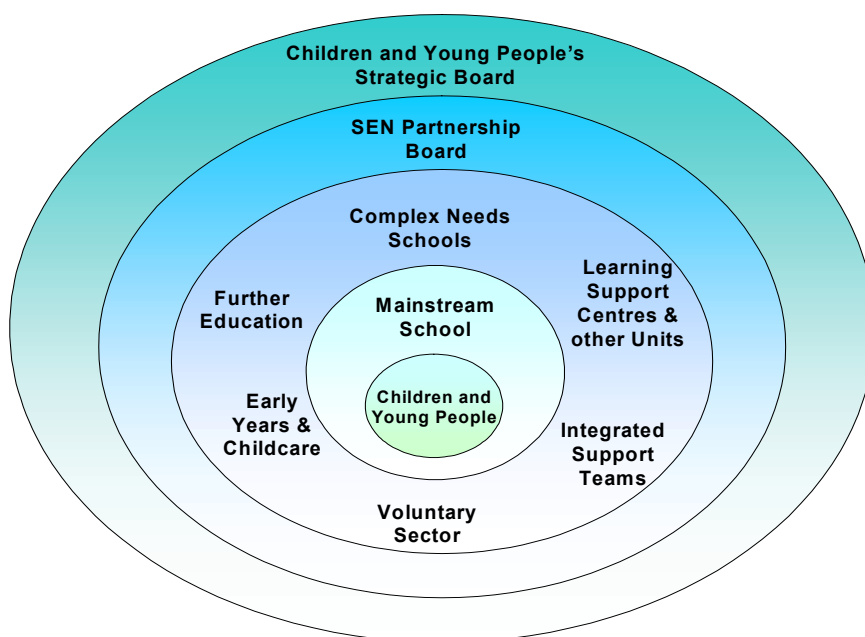
Commission local solutions for local issues

The partnership board will be comprised of representatives of all sectors of children's services. The SEN partnership will be an integral part of the local children and young people strategic partnerships being devel-



Graham Newell says: "It really has been a privilege to play a part in developing such a challenging and exciting agenda — Norfolk is at the forefront of change"

"It's all about bringing together local resources in an area to better meet the needs of children and young people with SEN"



Consultation so far...

Following a long period of formative consultation, including two large stakeholder conferences, widespread formal consultation on the model for Area Special Educational Needs Partnerships took place during the Spring Term. This was the first stage of formal consultation on the overall principles and framework for the organisa-

tion of special and additional educational needs services at a local level.

Throughout the process so far we have tried to involve as many people as we can - meeting with many other agencies, visiting schools to speak with headteachers, classroom teachers and special educational needs coordinators

(SENCOs) and regularly briefing Norfolk Association of Secondary Headteacher (NASH), Schools in Norfolk at the Primary Phase (SNAPP), Norfolk Association of Special School Headteachers (NASSH) and the trade unions through the JCC. We will continue to consult and involve all stakeholders throughout the process.

How will we make it happen?

Several projects are already underway (see below) to create the basis for the Area SEN Partnerships. A formal project management structure has been adopted and Sue Rossiter, Deputy Director of Children's Services chaired a reference group which meets monthly to monitor and approve progress with projects. From September this group has been chaired by Fred Corbett, Deputy Director, Early Years, Schools and Communities.

Graham Newell initially led the SEN review and from September Michael Bateman, Assessment and Provision Manager took on this responsibility. Michael is supported by Suzy Ladd, Project Co-ordinator, who provides project management advice and support to each of the project leads and is responsible for co-ordination of the overall programme of projects.

Sarah Fee is the NASSH representative on the reference group. Sarah said: *"I welcome our involvement at such an exciting time for SEN provision in Norfolk."*

Philip May is the NASH representative on the reference group. Philip said: *"the involvement of mainstream headteachers is key to this piece of work, which will help us ensure that children with SEN are truly included wherever they are educated and will have every opportunity to realise fully their potential."*



Michael Bateman says: *"This is an ambitious and demanding programme of work, which really will help is to improve the outcomes for children and young people with SEN in Norfolk"*

Reference Group Members

Fred Corbett, Deputy Director, Early Years, Schools and Communities (Chair)
Ann Goldsmith, Senior Assistant Director
Ros Vahey, Head of PASS
Graham Newell, Interim Head of PASS
Geoff Gildersleeve, Acting Assistant Director
Sarah Fee, Representing NASSH
Ashley Best, Representing SNAPP
Philip May, Representing NASH
Joan Lea, Representing JCC Teachers Panel
Jean Wayman, Representing Norfolk Governor Network
Michael Bateman, Assessment and Provision Manager
Suzy Ladd, Project Co-ordinator

What are the different projects about?

There are currently a number of projects up and running on developing SEN provision in Norfolk. These projects are being led by a range of professionals, including local authority Children's Services officers and special school headteachers.

The **Inclusion** project group, is the subject of our special focus article overleaf.

The aim of the **Workforce Development** project group is to ensure that all Children's Services staff including schools are equipped with the appropriate skills and knowledge to deliver this challenging agenda. This group are working on an SEN workforce development strategy

in line with the Children's Services workforce development strategy.

The overall aim of the **Behaviour** project is to identify resource requirements and make recommendations for the development of behaviour provision in Norfolk.

The **Autistic Spectrum Disorder** provision project group have just completed the first phase of this project. They have produced an outline model for developing ASD provision across Norfolk. Phase 2 of the ASD project will commence in September and detailed modelling will continue during the Autumn term.

The **Learning Support Centre** project group have been considering the

role and function of the learning support centre. They have produced a report outlining the principles which will underpin the development of learning support centre provision across the county and it is expected that consultation will follow.

The **Sensory Support** provision project group are considering the resource requirements across the county and will shortly be producing a report making recommendations for the development of sensory support provision in Norfolk.

The **Complex Needs School** project group are considering the role and function of a complex needs school in Norfolk in line with the overall strategy.

Focus on Inclusion

In each issue we will focus on one of the projects. For this, our first issue, Terry Cook, Senior Adviser, Inclusion and Judith Carter, Senior Educational Psychologist, Inclusion report on the inclusion project.

The inclusion project group were tasked with developing an agreed definition of inclusion in Norfolk. This working definition aims to create a shared understanding of inclusion and to ensure consistent application throughout children's services. Inclusion is a word that is used in many educational, social and health contexts. Inclusion is distinct from integration. Integration is the process of accommodating children and young people into mainstream schools. The emphasis within integration is to 'fit' the child into the system.

Inclusion is more than just an issue of school placement. It is a method for action and a way of thinking, which applies to all children in all contexts. Inclusion focuses upon changes within the system rather than seeking to change or reject the child. Norfolk Children's Services are committed to inclusion, defined as:

"The process of taking necessary steps to ensure that every child and young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

We recognise and value the uniqueness of every young person. They should be encouraged and enabled to discover their own strengths and motivated to develop themselves as fully as possible. All young people have the right to be accepted, to achieve and be valued for the contribution they make.

Special schools will have a vital role in making this vision a reality in Norfolk.

Norfolk Children's Services nurtures and promotes a culture of engagement and high expectations. Through this, young people will:

- Actively belong to, be welcomed by and participate within the life of their school and community
- Enjoy and have fun with their learning and have the ability to develop as individuals
- Be supported by the many partners both within and who work with Children's Services

Effective inclusion demands the highest quality services for children and young people. It:

- Demands preventative services and early identification and intervention strategies to overcome barriers and risks. These are vital to ensure needs are identified, supported and met
- Ensures the right of all young people to be and feel safe and secure



Judith Carter and Terry Cook say:
"special schools will have a vital role in making this vision a reality in Norfolk"

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Inclusion in action means that in real terms we:

- Adopt creative and flexible approaches
- Give consistent messages
- Offer a range of readily accessible provision to meet the needs of young people
- Actively involve and listen to the young person
- Work in partnership

Inclusion is at the heart of Norfolk Children's Services, it is a way of thinking and working which promotes the delivery of our vision statement for all children and young people.

Inclusion is our way of ensuring that every child really does matter!

For further information and feedback:

If you have any comments or questions, or would like any additional information, please contact Suzy Ladd, Project Coordinator:

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