

Consultation Response Booklet

Every School A Good School

The Way Forward for Special Educational
Needs (SEN) and Inclusion

The closing date for this consultation is: 31 October 2009

Your comments must reach us by this date.

August 2009

Every School A Good School

The Way Forward for Special Educational Needs (SEN) and Inclusion

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Organisation on whose behalf you are replying (if applicable)

.....**Voice**.....

Does your response represent the collective view of your organisation (if appropriate)?

Yes

No

Your position within that organisation (if appropriate)

.....**Senior Professional Officer, Education**

Responses can be sent by email or post

E-mail: seninclusion@deni.gov.uk

Post: The Review of SEN and Inclusion Team
Room G18
Department of Education
Rathgael House
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This consultation response booklet should be read alongside ‘Every School A Good School: The Way Forward for Special Educational Needs (SEN) and Inclusion’ in order to understand the context of the policy proposals.

The proposals are shown in bold throughout the consultation document; Annex A of that document provides a summary table of the proposals and their identified benefits.

We welcome views on all aspects of these policy proposals. You are asked to consider each of the consultation points. Space is provided to allow additional comment on each of the questions posed.

Opportunity is provided at the end of this response booklet for any additional comments you would care to make. If, however, you have a particular interest in one area and do not wish to comment on the whole document, feel free to complete only those sections that are of interest to you.

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Consultation Point 1 - Inclusion

(Reference: paragraphs 3.1 to 3.8)

1 Do you agree with the introduction of an inclusive framework based on the wider concept of additional educational need (AEN)?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

It is positive that EAL is recognised as a transient temporary SEN issue alongside LAC and SAM. Voice approves of the idea of bereavement being included. This is an encouraging move towards an holistic view and a recognition of the existence of a transient, diminishing or permanent needs spectrum.

Consultation Point 2 - Key Principles of the Proposed Policy Framework

(Reference: paragraphs 4.1 to 4.6)

2 Do you agree with the key principles on which the policy proposals are based?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

The key principles provide an excellent foundation for inclusive practice.

Consultation Point 3 - Early Identification and Intervention

(Reference: paragraphs 5.1 to 5.5)

3 Do you agree with the proposals relating to early identification and intervention?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Voice agrees that it is always better to be proactive rather than reactive. The younger we intervene the better for later learning successes. We are encouraged by the streamlined approach advocated in a revised code.

Consultation Point 4 - Pre-School Settings

(Reference: paragraphs 6.1 to 6.3)

4 Do you agree with the proposals relating to pre-school settings?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

We welcome the fact that non-statutory, voluntary and private early education settings in receipt of funding should also work within any revised framework.

Consultation point 5 - Primary and Post Primary

(Reference: paragraphs 7.1 to 7.5)

5 Do you agree with the proposals relating to primary and post primary?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

We strongly agree that the aspiration should be that children are in school where at all possible with the right support structures, with alternative provision only where this is the most appropriate solution for the individual young person. We also agree with the concept of greater collaboration and sharing of expertise and resources across local education establishments and agencies.

Consultation Point 6 - Training and Development

(Reference: paragraphs 8.1 to 8.5)

6 Do you agree with the proposals relating to training and development?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

We applaud the proposal to start with ITE as this is a proactive, rather than a reactive, approach, whilst recognising that established, as well as new staff, also need to be equipped to understand and meet a diverse range of needs. It is also important to respond to the needs of children who are gifted or talented or who have asynchronous development eg children who are highly able but also have a disability sensory impairment or SPLD.

Consultation Point 7 - Learning Support Coordinators

(Reference: paragraphs 9.1 to 9.4)

7 Do you agree with the proposals relating to Learning Support Coordinators?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

We believe this to be a good move. It is essential for LSCs to be part of the SMT, although it is unclear how this will operate where the LSC role is spread across several smaller schools (time-management may also be an issue). We support the idea of accredited training. The example provided on page 25 is unhelpful as it does not specify **how** the LSC fulfils her role.

Consultation Point 8 – Co-ordinated Support Plans

(Reference: paragraphs 10.1 to 10.6)

8 Do you agree with the proposals relating to Coordinated Support Plans (CSP)?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
		√		

Any other comments:

It is not clear how streamlining the process will ensure access to adequate funding needed to deliver bespoke provision. The statutory element must not be diluted as this is the ultimate safeguard to a child's passport to help.

Consultation Point 9 - Transition Points

(Reference: paragraphs 11.1 to 11.7)

9 Do you agree with the proposals relating to transition points?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

We support the proposal to extend access to Transition Support Services beyond those with CSPs but believe that consideration should be given to guaranteeing this entitlement to all pupils with AENs rather than limiting it to the SEN sub-category. In addition, Transition Support Services need to be subject to rigorous quality-assurance procedures to ensure high quality and consistency of service across geographical areas.

Consultation Point 10 - Developing Effective Partnerships

(Reference: paragraphs 12.1 to 12.30)

10 Do you agree with the proposals relating to the development of effective partnerships:

(a) Within school and pre-school settings? (paragraphs 12.3 to 12.5)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

We agree that collaboration is essential alongside a whole school commitment, although SDP targets must not be used to prevent or delay specific interventions required at short notice to support specific needs which are not foreseeable.

10 Do you agree with the proposals relating to the development of effective partnerships:

(b) Across educational settings & learning communities? (paragraphs 12.6 to 12.7)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

We generally agree but are concerned that the use of 'financial incentives' may be open to misinterpretation as this may lead to lip-service rather than genuine commitment.

10 Do you agree with the proposals relating to the development of effective partnerships:

(c) Between mainstream and special schools? (paragraph 12.8)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Special schools as centres of excellence are the way forward and can be used as training centres and respite or dual placement options.

10 Do you agree with the proposals relating to the development of effective partnerships:

(d) Between Education and Health and Social Care (e.g. Education and Skills Authority and proposed Regional Health Boards)? (paragraphs 12.9 to 12.17)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Partnerships should be equal between the relevant bodies and each body must be willing to exercise full responsibility.

10 Do you agree with the proposals relating to the development of effective partnerships:

(e) Between the Department of Education (DE) and the Department of Employment and Learning (DEL)? (paragraph 12.18)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

In order to be most effective transition planning must involve a partnership between DE and DEL but more specific guidance is needed in order for this to be a genuinely supportive rather than competitive process.

10 Do you agree with the proposals relating to the development of effective partnerships:

(f) Through the establishment of Multi-disciplinary Groups?
(paragraphs 12.19 to 12.25)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

An holistic approach must be better for children. Non-education professionals must understand and respect how schools work. We are concerned about the financial implications eg co-location might require new builds.

10 Do you agree with the proposals relating to the development of effective partnerships:

(g) With parents and carers? (paragraphs 12.26 to 12.28)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Parent/carer views must be taken into account at every step but unrealistic demands need to be handled sensitively as everything we do must be in the child's best interests.

10 Do you agree with the proposals relating to the development of effective partnerships:

(h) With children and young people? (paragraph 12.29)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

All children, even severely disabled, are able to express some form of an opinion which should be acknowledged and taken into account.

10 Do you agree with the proposals relating to the development of effective partnerships:

(i) With voluntary organisations? (paragraph 12.30)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Voluntary organisations often have a role to play and it is good that it is recognised that training for them is essential.

Consultation Point 11 - Outworking of the Proposed Model

(Reference: paragraphs 13.1 to 13.9)

11 Do you agree with the replacement of the sequential stages of 1-5 of the current CoP by the proposed 3 strand model (Within School, Within School plus External Support, Co-ordinated Support Plans)?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

Within School Support must be adequately funded and statutory assessment, when required, must be undertaken promptly.

Consultation Point 12 - Resolution and Appeal Mechanisms

(Reference: paragraph 14.1)

12 Do you agree that the current informal appeal, dispute avoidance and resolution and formal appeal arrangements (SENDIST) for children with SEN should remain unchanged?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

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Consultation point 13 - Funding

(Reference: paragraphs 15.1 to 15.5)

13 Do you agree with the proposals relating to funding?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

In order to provide for all children there has to be a ceiling on SEN in-house expenditure and then CSP funding must take over. Therefore, there is likely to be a need for more CSPs.

Consultation Point 14 - Monitoring, Review, Evaluation & Accountability

(Reference: paragraphs 16.1 to 16.5)

14 Do you agree with the proposals relating to monitoring, review, evaluation & accountability?

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
√				

Any other comments:

Consideration should be given to requiring SEN SEFs.

Consultation Point 15 – Roles and Responsibilities

(Reference: paragraphs 17.1 to 17.19)

15 Do you agree with the proposals relating to the roles and responsibilities for:

(a) The Department of Education (DE)? (paragraphs 17.1 to 17.2)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

Adequate training must be secured for all relevant staff and appropriate funding must be both available and sustainable.

15 Do you agree with the proposals relating to the roles and responsibilities for:

(b) The proposed Education and Skills Authority (ESA)? (paragraph 17.3)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

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15 Do you agree with the proposals relating to the roles and responsibilities for:

(c) The Department of Health, Social Services and Public Safety (DHSSPS)? (paragraphs 17.4 to 17.6)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

Education professionals need to be consulted so that other organisations know what can be done and how it can be implemented in schools.

15 Do you agree with the proposals relating to the roles and responsibilities for:

(d) Multi-disciplinary Groups (MGs)? (paragraphs 17.7 to 17.8)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

It is assumed that adequate training will be provided.

15 Do you agree with the proposals relating to the roles and responsibilities for:

(e) Mainstream schools and other educational establishments?

(paragraphs 17.9 to 17.16)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

15 Do you agree with the proposals relating to the roles and responsibilities for:

(f) The Education and Training Inspectorate (ETI)? (paragraphs 17.17 to 17.18)

Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
	√			

Any other comments:

Inspectors must have a secure understanding and knowledge of SEN and a realistic approach as to just what can be achieved in a school setting. There may be a case for a specialist SEN inspector.

15 Do you agree with the proposals relating to the roles and responsibilities for:

(g) Children’s Services Directors? (paragraph 17.19)

Strongly agree	Agree	Don’t know	Disagree	Strongly Disagree
	√			

Any other comments:

Children’s Services Directors must have a working knowledge of schools. The final sentence of point 17.19 needs to include reference to accountability structures.

Consultation Point 16 - Proposed Phased Introduction of the Policy

(Reference: paragraphs 18.1 to 18.7)

16 Do you agree with the proposed phased introduction of the policy?

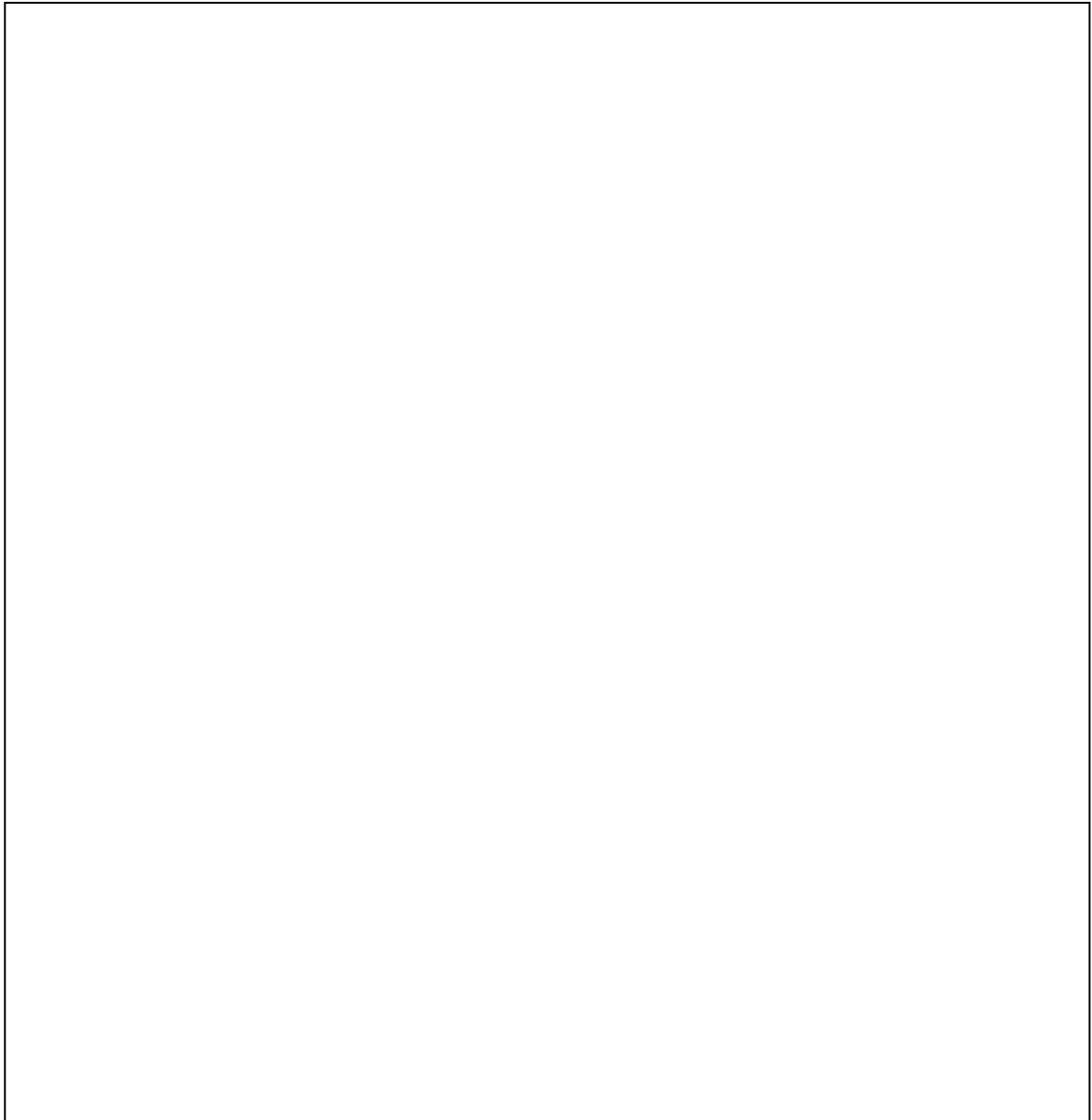
Strongly agree	Agree	Don’t know	Disagree	Strongly Disagree
			√	

Any other comments:

Phased introductions can fall foul of adequate long-term funding but it is useful to pilot a system if at all possible. Plans have yet to be properly drawn up and so it is not possible to agree to something that has not been fully thought through. We agree that INSET should come before implementation and structural reorganisation. CSP statement protection is a good idea. Funding for the whole proposal must be secure before any implementation.

Additional Comments

If you have any additional comments you wish to make about the proposals please use the box below.

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