



SEN Solutions 2nd July 2014

Solution Workshop 1: Greater integration to mainstream

24 people participated in the discussions

Problem	Solution
Identify needs in school	<ul style="list-style-type: none"> • Training • Communication with parents • Listen to parents who raise concerns • Work with parents • Resource libraries
Average / above average attainment yet who struggle in mainstream difficult to place and manage in mainstream	<ul style="list-style-type: none"> • More specialist units where can integrate M/S but back out to unit when too much • Training for staff • SENCO needs more time to carry out duties • Schools need to see benefits of being DSP • NPFG need to challenge LEA about SENCO training • SENCO needs to be allowed to do what is required not governed by Head or Governors • SEN budget needs to be published and how it has been spent • Need to talk to universities re teacher training and SEN
Exclusion from school and part time timetables preventing children from accessing an education	<ul style="list-style-type: none"> • Challenge schools – contact LA • Internal exclusion – work provided. Maybe not ideal but better than complete • Training / knowledge for staff / parents / children • Think outside the box • Communication with parents each morning about child

	<ul style="list-style-type: none"> • OFSTED framework needs to be looked at • OFSTED inspectors need to be trained about SEN • Encourage parents to put the positives in the OFSTED paperwork
Lack of robust transition support; appeals make it problematic	<ul style="list-style-type: none"> • Decisions from NCC need to be published earlier i.e. January to allow earlier appeal – time to transition • Booklets • Communication • Pastoral care esp. for Year 7 • Stages integration and flexibility • Visits out of school hours when quiet • Child centred approach. All kids are different • Structure and organise • Parents and teachers collaborating • Where they will sit, coat peg, lining up etc.
Is it realistic for all children to attend mainstream?	<ul style="list-style-type: none"> • Some children it is just not realistic • SENCO cluster meetings
Lack of knowledge and skills	<ul style="list-style-type: none"> • Looking at how training is offered to schools to main disabilities • QT to differentiate work and also pass on their knowledge and skills • Better communication and sharing information about individual children • Listening to parents – parents know their child and condition, parents can provide the profile for their child • Look at a national level at what teacher training teachers on SEN • Ask whether school SENCO has accredited SEN • Schools sharing knowledge and skills
Lack of robust transition (primary / secondary) (14-16)	<ul style="list-style-type: none"> • Summer workshops • Term time workshops • Parents talking / questioning school • There is a lot of good practice out there
Children have above average / average attainment	<ul style="list-style-type: none"> • Training • Flexible support to recognise its not all academic and some need extra support
Realistic for children and schools?	<ul style="list-style-type: none"> • Need more specialist provisions • More interactions between main stream and specialist schools • Teach children about disabilities
Needs identification in mainstream	<ul style="list-style-type: none"> • Training • Communication with teachers and parents • Awareness • Schools working together and pooling resources • Schools sharing knowledge and skills
Exclusion from school – P/time tables	<ul style="list-style-type: none"> • Parents challenge and contact Local Authority
Meeting a range of needs. Support?	<ul style="list-style-type: none"> • Education – parents, educators • Pastoral care – training for all, primary cluster club together • Transition from primary to secondary – closer links
Loss of middle groups - DSPs	<ul style="list-style-type: none"> • More DSPs needed • Share information / knowledge • Educating other parents

	<ul style="list-style-type: none"> • More buildings adapted
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Solution Workshop 2: Autism

25 people participated in the discussions

Problem	Solution
Lack of training and resources for staff in school	<ul style="list-style-type: none"> • Use parents to go in and help schools to understand as an initial step • Fewer but more knowledgeable and specialised teaching assistants • Students to talk to staff about their experiences • Sharing of resources and expertise among small clusters of schools • Whole school knowledge of autism (including students)
Lack of ASD unit provision at secondary school	<ul style="list-style-type: none"> • Training and trying to increase inclusiveness in schools in general • Autism specific secondary school (Greenwood Dale group propose this for the special free school proposed for next to Green Oaks School)
Autism outreach under resourced	<ul style="list-style-type: none"> • Autism Concern are providing a parent support worker • Nicola is a specialist teacher – although a reduction, there is a team of 19 and a triage system • More working together – parents and professionals • Offering of surgeries
Lack of intervention and post diagnosis support	<ul style="list-style-type: none"> • More support needs to be given at this point – ideally a ‘support pack’ with local services and courses that can help our parents • Autism Outreach have a parent pack • Other languages can be a big banner – we may be able to get volunteers to translate
Autism outreach under resourced	<ul style="list-style-type: none"> • Specialist teacher now in post as team manager • Capacity of team has increased to 19 • Currently working with 300 children across the country • Prioritise looked after children – risk of permanent exclusion and transitions
Schools not implementing advice from Autism Outreach	<ul style="list-style-type: none"> • Contact Autism Outreach or Education Entitlement Service
Problems with transitions	<ul style="list-style-type: none"> • Challenge board is a good forum to voice concerns
Lack of training and resources for start in school	<ul style="list-style-type: none"> • Parents to meet with schools to make relationships to increase awareness from parents point of view (i.e. High 5 Support Group) in Kettering, possibly working with small groups of teachers, Many schools becoming academies – central academy trust training • Teacher training – experience varies widely, all teachers need SEN / ASD training
Professionals not coming to CAF / TAF Annual Review meetings	<ul style="list-style-type: none"> • EHC – plans should help as they are person centred
Lack of secondary provision – centred in Northampton	<ul style="list-style-type: none"> • Secondary provision available in Corby Business Academy / Kingswood in Corby and bids / consultation for new SEN free school in Daventry area. Academies and free schools often reluctant to take some pupils

	<ul style="list-style-type: none"> • MPs (possibly) or OFSTED / Education funding agency (EFA – see education.gov.uk for more information • Parents happy to offer a support group on school premises – support SEN pupils, e.g. Billing Brook ‘Time to Talk’ for parents to share more information
Understanding challenging behaviours	<ul style="list-style-type: none"> • Raising awareness across school • Self esteem • Relaxation • Teaching and learning techniques ensuring full inclusivity • Helping children understand and accept who they are
Lack of early intervention and post diagnosis support	<ul style="list-style-type: none"> • Why is support only given once children have failed • Often where plenty of support in primary – transition information to secondary needs to be accurate • Schools / professionals need to work collaboratively with parents for passing on information / communication
Lack of ASD provision	<ul style="list-style-type: none"> • Write to your MP
Inclusion in mainstream can result in child behaving in a typical manner	<ul style="list-style-type: none"> • Share SEN descriptors with all mainstream teachers
Lack of training in schools	<ul style="list-style-type: none"> • High Five support Group • More training in schools • More staff • Within new SEN framework should get training • Contact academy trust • To share with academics • Training for special needs • Ring fence SENCO time • Become a School Governor

Solution Workshop 3: Parental Choice and Expectations

22 people participated in the discussions

Problem	Solution
Accessing information due to no internet or learning difficulties of parents	<ul style="list-style-type: none"> • Accessibility • Face to face contact • Connect all services to pass information regarding families • Visiting schools to make sure they are aware of services • The expectations on schools to provide information to all families with additional needs • Local Offer does target hard to reach families i.e. complex needs no diagnosis second language, learning difficulties
Support for SENCO in mainstream especially in rural areas	<ul style="list-style-type: none"> • Central employment of SENCO to be properly trained and cover a group of schools • To properly train SENCO in their role • Who oversees the SENCO to ensure quality control on the new EHC plans • Continue to support the SENCOS, especially in rural areas • Expectations of minimal standards to expect from SENCO

Personal budgets means it costs more to buy things individually	<ul style="list-style-type: none"> • Parent to get together to buy provision
School choice dictated by transport not need	<ul style="list-style-type: none"> • Effective communication, eligible children not wanting transport pool of money • Clear expectations of choice • Look at connections to other provision to create satellites so more local savings of money on transport
Lack of speech therapy provision	<ul style="list-style-type: none"> • Quality how much SALT is needed for children. Countrywide analysis accountable and transparent • If in part 3 or education part EHC then legally binding that they are funding by the LEA • Equality and Fair – looking at how provision is distributed. Spring Lane seems to access to a lot of speech provision but complex needs are not • Look at the work done by physio team on assessing their work
Criteria units closing and changes parents are not told what is the criteria	<ul style="list-style-type: none"> • Clear criteria of special provision unit • The ones that are staying, what is the entry criteria? Make it clear to parents • Looking at provision generally, especially for children at a normal cognitive level who find it hard to access mainstream education
Person centred planning networking – EHC	<ul style="list-style-type: none"> • Schools need increase skills in PCP • One page profiles at schools, transport, social care, health. Transferable between services • Social stories if needed
Professionals attending meeting, wasting people time	<ul style="list-style-type: none"> • Rethink expectations on professionals • Better coordination of professionals • Need a lead role to make sure it is an effective meeting • Engage parents on who they want at meetings • If professionals can't come they say so and send a report or arrange an alternative meeting
School dictated by transport not need	<ul style="list-style-type: none"> • Effective communication to parent regarding law around transport • Letter with proposed statement to make clear on the procedure / policy on transport • Flowchart of procedures • Flag up potential problems early in the process • Signposted to support for parents with transport issues. So they know their options • Fact sheet for parents • Not so much jargon or professional language
Postcode lottery. EHC plan so different in each part of the county	<ul style="list-style-type: none"> • EHC more joint working in county and with surrounding county who have good practice
Lack of choices at post 16 education	<ul style="list-style-type: none"> • SEN college in country • Mainstream college need to make adjustments and expand their services • Improved staff training and awareness • Mainstream staff (SENCO) can ask special schools for support on person centred planning
Parental choice on who	<ul style="list-style-type: none"> • Policy set that annual reviews will happen and who needs to attend so

is present at annual reviews – education, health, social care	<p>parents and professionals know</p> <ul style="list-style-type: none"> • Provide clear guidelines on the expectations on who attends annual reviews for professionals and parents
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Solution Workshop 4: ADHD

16 people participated in the discussions

Problem	Solution
Stigma, ADHD behind ASD. SEN information out from school to all. Do parents / school know what is happening	<ul style="list-style-type: none"> • Increase information to parents • Promote home/school communication • Changing attitudes across communities • Tool kit – positive attributes of ADHD • Training – early intervention • Positive role models • Start with children / peer support
Dual diagnosis difficulties	<ul style="list-style-type: none"> • Focus on needs not diagnosis • Teach to the individual child not to the class • School and parents and health work • Holistic approach • Clear pathways for support • Diagnostic pathways need addressing • Better information for parents / schools
Lack of focused ADHD services	<ul style="list-style-type: none"> • Services are changing – getting into schools • Early intervention support – before a problem happens • Increase workshops from services (CAMHS) • Easily accessible to parents and reinforced by services (social media) • No referral needed • Reaching vulnerable groups / hard to reach
Children with ADHD at risk from bullying	<ul style="list-style-type: none"> • Use famous people as examples • Team could deliver disability awareness through schools / youth clubs / after school clubs / primary schools
Diagnosis process – medication used – robust diagnosis	<ul style="list-style-type: none"> • Increase training • Increase understanding • Reducing stigma • Emphasis to move away from the diagnosis to symptom support • Knowing how to respond to pathways
Parents feeling schools blame them. Schools feeling parents asking them to resolve problems	<ul style="list-style-type: none"> • Task group – local and national • Increase understanding • Early intervention strategies • Have the same end goal • Proactive not reactive • Everyone making the first step – schools and parents • Boundaries and respect • Schools have concerns – are they being heard? Especially by parents? • Do parent understand where schools come from? • Support for schools to see the person • Parents and school feel everything target driven
Labelling as a problem	<ul style="list-style-type: none"> • Training reduces the lack of knowledge

Post diagnosis support	<ul style="list-style-type: none"> • Medication – emphasis reduced • Parental support, especially behaviour • Collaborative work with parents • Move from child problem to system problem
Behaviour disappearing from code of practice / exclusions increasing (legal and illegal). Potential for disengagement	<ul style="list-style-type: none"> • Increase information about legal and illegal exclusion • Task group – strategic and local • Parent / school collaboration to resolve issues together and children reduced stigma • Increasing understanding of condition • As things change – getting information out there – variety • Increase education for children in school (with and without SEN) to reduce bullying and increase peer support • Increase support for schools / teacher • Better collaborative working between services, schools and parents, all support each other. • Child led
Where do you go for ADHD support?	<ul style="list-style-type: none"> • Should be some things in NCC similar to Autism outreach team / ASD
Support for services absent – who are they? No support	<ul style="list-style-type: none"> • Parent get together – word of mouth • Dedicated services for ADHD – like autism outreach • Support for families / siblings
Lack of knowledge	<ul style="list-style-type: none"> • Training in school for staff including lunchtime staff • Change school ethos • Organisations visiting schools • Parents guide to reforms / funding – to be given at point of identifying SEN, written in parent speak not professional. Part of Local Offer?
Medication policies	<ul style="list-style-type: none"> • What coping strategies – awareness of what to do without medication

Solution Workshop 5: Distribution of services

10 people participated in the discussions

Problem	Solution
Skewed access to provision	<ul style="list-style-type: none"> • Parent guide • SEN unit / resource not DSP • Decrease jargon from professionals • Hubs of Specialist support • Different models of support for school and pupils • Criteria to be looked at
Overload of information	<ul style="list-style-type: none"> • Parents to highlight need • Parent networks with schools • One page profiles • Parents to be involved in planning • Jargon free • Information distribution
Parents perception of provision	<ul style="list-style-type: none"> • LO to be developed • Professional responsibility • Increase training needed for schools
Mainstream /	<ul style="list-style-type: none"> • Proactive parent / higher profile

information	<ul style="list-style-type: none"> • Teacher training • Increase training need for schools – professionals to challenge, culture change • Quality assurance – who? • SENCO • Strategy training
Equity of provision / postcode lottery	<ul style="list-style-type: none"> • Support to spread across – move away from hubs of special school provision • DSP consultation – new ways of working • Training for SALT in school – universal and targeted • Prioritising - early intervention and low level of function • Local Offer - improve transparency

Solution Workshop 6: Post 16 Education

25 people participated in the discussions

Problem	Solution
What is positive about 16+	<ul style="list-style-type: none"> • Voluntary organisations to promote links • Should be good with coming of Local Offer • Youth groups to provide • More opportunities to paid work opportunities to be included in transitional newsletter in future
Further problems	<ul style="list-style-type: none"> • Gap in services, places at colleges • Unity – courses working with NCC for catering • Working group provides education to parents • Lever to start working together
Social skills / CV preparation	<ul style="list-style-type: none"> • Connexion piloted – not known about • Directory • Pockets of services not known about by parents and professionals
Views of children and young people heard	<ul style="list-style-type: none"> • Variety of courses not provided – drama dance • Communication – connexions to find out from young people what is wanted
Course focus	<ul style="list-style-type: none"> • Directory for 16+ education • Support not full time while they are in college • Look at provisions that are working • NCC website (NPPS) • Look at what neighbouring centres are doing – best practice • Can we look ahead with planning • Website NASSPACE
Social skills – gap for mainstream isolation for children of all ages	<ul style="list-style-type: none"> • Free school • Set up a focus group inviting all parties • How do we get funds from education • NAS
Lack of suitable educational choice – post 16 and post 18	<ul style="list-style-type: none"> • What monies are available to set up and enterprise that could facilitate and organise the provision of suitable courses and be a free school and works within the DfE framework • Presentation and working relationship with someone who can explain how to commission courses, explain requirement to operate as a private or free school and what funding is available and how to

	<p>access it</p> <ul style="list-style-type: none"> • How does parent forum (with others) organise itself to create and deliver such an enterprise • Need a robust questionnaire to parents to work through with their children / young people to set down aspirations and background capabilities • EHCP findings are properly set into a database and managed to query needs and trends • Have robust statistical data to inform decisions and base investment plans against
Lack of suitable educational choice – post 16 and post 18. What monies are available for young people’s further education	<ul style="list-style-type: none"> • Presentation and working relationship established with someone who can explain the range of funding options, how to access and eligibility • If the colleges can’t deliver let’s go and buy the provision from somewhere else
Lack of information about options	<ul style="list-style-type: none"> • Local Offer website to have providers on • Challenge transitions board – NPFG to get on board • Find core demand • Consult with colleges (Bedford College best practise)

