

Parent Carers' Council
PaCConnect Meeting
Wednesday, 23 January, 2013
Meeting Room, Amaze Office, Community Base

Invited Guest: Hass Yilmaz, Principle Educational Psychologist for Brighton & Hove

Hass opened by explaining his role and responsibilities.

He explained the Tiers for CAMHS, Tiers 1-4 and TAPAS for Young Adults

Tier 1	Community Based
Tier 2	Early Interventions
Tier 3	NHS, Psychiatrists & Clinics
Tier 4	Chalk Hill, Residential places for Young Service Users
TAPAS	Teen to Adult Young Advisors
CAMHS	Health & Wellbeing Team (Tier 2 & 3)

There was confusion about the way in which referrals were made and shared within the tiers. All referrals now go to Tier 3 for decision making and to determine which level of service is required.

If Tier 2 & 3 referral is not suitable then referral is made to another service, but, parents are not told which service this will be.

They are currently receiving 40 referrals each month. There is a waiting list of 90 with an 18 week waiting time somewhat caused by staff shortages due to illness and maternity leave and budget restrictions. More staff have been recruited and the waiting list will be addressed February/March this year.

PAR	Planning and Review Meeting
CAFS	Common Assessment Framework
TAFS	Team Around the Family

At a PAR meeting it is *assumed* that a parent has given verbal or written consent to their SENCO to talk about their child at this meeting

All schools deal with SEN budget in different ways. Head Teachers make the decision on how to spend the money allocated to each school for SEN by Brighton & Hove. Currently Brighton & Hove spend more on SEN than other councils. New funding reforms due in April will mean that each LA will have much more restrictions on how much money they can allocate to each child with SEN. There are currently 250,000 school children in Brighton and Hove of which 1,000 have a statement

Currently not all Head Teachers disclose the SEN budget to the SENCO. This can make it difficult for SENCOs to know how much money they are working with. The Local Offer and the new funding reforms that all schools will have to write will help to alleviate this and there will be more transparency in the system.

Every child that has a statement gets extra funding. Over 50% of children with a statement are in mainstream school (= 500+). Educational Psychologists are 'Time Allocated' to schools dependant on the size of the school's SEN Budget.

The SEN Panel gives information on how many users/children there are for each school.

e.g school with high levels of need will be allocated more Educational Psychologist visits and the school's SENCO will prioritise these visits.

Educational Psychologists identify the need and make suggestions as to how this should be managed. Often Educational Psychologists suggest a service to LAs and schools which cannot always be provided. A discussion with Educational Psychologist at board level will try to implement the change needed.

There is often a trial and error period before a statement is in place. A statement pulls all information together. Educational Psychologists like to 'observe' the child before assessment and make recommendations to the SENCO to put in place. The EP will visit again after a period of time to 'observe' any changes.

The SEN Panel is chaired by reign Delf. Parents or schools can refer their child to make a request for a statutory assessment to SEN Panel which meets every week.

The standard approach in Brighton and Hove is to provide children with a statement of Special Educational Need with support from Teaching Assistants. However, there is a growing body of evidence that indicates that this approach is not just ineffective but actually detrimental to a child's development. "TA support is not effective and the child is isolated by the various ways in which this TA support is delivered". This has a huge impact on the child especially at secondary school level.

Action:-Hass to send Tim the link to a Report where research has been carried out about the effects of TA support. The report has suggested including more Health & Wellbeing for children, especially at Primary School level, so that children and their peers can have a better understanding of each other.

Hass indicated that his staff team have various skills in certain methods of working with students that are not utilised. He gave an example of methods he had used when asked to intervene in a case for a family friend whose daughter was having difficulties attending school because of anxiety and panic attacks. This was useful to a parent that was present. It would be useful for all Educational Psychologists to utilise all their skills learnt. Haas to look into this, but it would have funding implications.

Haas also indicated that he has come across a culture of 'reluctance to change' with procedures. He felt the way forward would be to have a more open way of working and implementing changes necessary to be able to support various levels of need.

"Reassessing the Impact of Teaching Assistants: how research challenges practice and policy". The authors are Peter Blatchford, Anthony Russell & Rob Webster – published by Routledge.

"Over the last decade, teaching assistants (TAs) have become an established part of everyday classroom life. TAs are often used by schools to help low-attaining pupils and those with special educational needs. Yet despite the huge rise in the number of TAs working in UK classrooms, very little is known about their impact on pupils.

This key and timely text examines the impact of TAs on pupils' learning and behaviour, and on teachers and teaching. The authors present the provocative findings from the ground-breaking and seminal Deployment and Impact of Support Staff (DISS) project. This was the largest, most in-depth study ever to be carried out in this field. It critically examined the effect of TA support on the

academic progress of 8,200 pupils, made extensive observations of nearly 700 pupils and over 100 TAs, and collected data from over 17,800 questionnaire responses and interviews with over 470 school staff and pupils.

This book reveals the extent to which the pupils in most need are let down by current classroom practice. The authors present a robust challenge to the current widespread practices concerning TA preparation, deployment and practice, structured around a conceptually and empirically strong explanatory framework. The authors go on to show how schools need to change if they are to realise the potential of TAs.

With serious implications not just for classroom practice, but also whole-school, local authority and government policy, this will be an indispensable text for primary, secondary and special schools, senior management teams, those involved in teacher training and professional development, policy-makers and academics”.