



PaCConnect

SEN - 19th June 2013

Professionals: Regan Delf (Head of SEN at Brighton & Hove City Council) and Jo Lyons (Chair of SEN partnership board and lead SEN strategy)

SEN Strategy launched recently, involved many parents already. Implementing the strategy in partnership with parents is key. Things may go wrong but intention is to work hand in hand to listen to issues and drive things forward. Regan Delf and Jo Lyons participate to PaCConnect and answer questions from parents and carers.

Key Issue / Question	Suggested Solution / what parents would like	Agreed action/ date/ who
<p><u>The Local Offer, Inclusion & Public Sector Equality Duties</u></p> <p>Q: Draft Code of Practice places sole focus on reasonable adjustments and the current legislation around the Local Offer is weak. So how is Brighton and Hove going to fulfill its Public Sector Equality Duty towards children with SEN particularly in Main Stream & for those not covered by plans?</p> <p>R: In development with National things still coming in. SEN Partnership board is looking at it. Want to avoid strategies being about all one area rather than balanced between Special Schools, Special Provision and Mainstream Inclusion. Approach will reflect needs of everyone across the city with different views. Schools intention is to get it right. Important to challenge schools to make sure they keep focused on inclusive practice. SEN strategy has current view on inclusion.</p> <p>Jo would like to build links between parents and schools. Schools have a statutory duty to provide inclusion, but need help.</p>	<p>Emphasis on co production but without further co production between local authorities and schools.</p> <p>PaCC could speak to boards of governors.</p> <p>Include a head teacher or parent involved in committees rather than just council reps.</p> <p>Solving problems as individuals is difficult, as a group</p>	

<p>Q: Is the view that having SEN governors means that other governors then feel they don't need to worry about it?</p> <p>R: Governor's support provided as an SLA to schools by the council. It is still provided and no awareness of schools not continuing to take up service.</p> <p>Q: Is it correct that Local Authority still has a responsibility to promote inclusion. Strategy to do that exists and has been signed off.</p> <p>R: Council will challenge schools when they are not in line with the equalities and disabilities act. Council will get involved if issues in schools are brought to the council's attention. Brighton's commitment continues despite in shift of emphasis from central government. Statutory requirements might change, parents have an opportunity to take lead. Brighton often has a local response to statutes and this should continue for equalities. Closing the gap and better outcomes for children remains the focus.</p> <p>Q: How are you going to make sure the Local Offer (LO) is meaningful for parents? (no time, no asked)</p>	<p>representation we can build relationships.</p>	
<p><u>Budget and DPs</u></p> <p>Q: Will there be a menu re. what services are available for Parents to spend Personal Budgets on? Assuming Parents in charge of own Personal Budgets, there won't be any difficulty in specifying & quantifying the support – agreed?</p> <p>R: A lot will be nationally determined whereas before it was local. Personal Budget strand in Brighton and Hove has so far been for transport. Social care strand is separate. Education is much more complicated to resolve because of school involvement.</p>		

<p>Q: Possible to use a DP to purchase an OT?</p> <p>R: B&H not thinking of extending the budget to this currently. Lots of issues with doing this as families may end up not having any services to buy.</p> <p>Q: How to bridge the needs of personal budgets and the needs of schools/governors to focus on cost control/quality/results?</p> <p>R: Most parents wanted better choice/control/decision making rather than the actual money to spend.</p> <p>Q: This is where person-centred planning is a the core of this. How is LA working to include the voice of YP with SEND?</p> <p>R: There are examples of pathfinder work with YP voice</p> <p>Q: Length of time for Personal Budgets & EHC Plans to be up & running? (no time, no asked)</p> <p>Q: Role of Schools regarding Personal Budgets – how will they work with parents? (no time, no asked)</p>	<p>In Westminster some work has been done on personalization.</p> <p>Voice of YP needs to come to SEN PSB to ensure there is a strategy for making this happen especially as legislation from 0-25.</p>	<p>Two parent reps sits on the PB subgroups and they can help asking questions.</p>
<p><u>Post 16</u></p> <p>Q: How is the Local Authority ensuring quality of choice & access to the curriculum post 16?</p> <p>R: LA role will expand in this as remit increasing to 25. Looking into whatever can extend DVLC age up. Also post 16 education across the Federation of special schools current at Patcham House Day Centre option being consulted at the moment.</p> <p>Q: There are places on courses based on ability there needs to be some funded that are available for YP with SEND.</p>		<p>Could get picked up at Transition subgroup</p>

R: These are available in FE sector and LA's influence will expand in this sector. Need to ensure that if there is an option this needs to be a true/real option/course.

Q: There should be an open options/parallel courses in mainstream schools, not equal opportunity. Are they breaking the law? Schools say they don't offer this.

R: Can people provide examples on this area where CYO with SEND are being discriminated against? The LO should help people as what's available will be clearer.

Q: Can LO have any powers to make things available if they are not?

R: This is something that the Transition sub-group should discuss and identify gaps/issues/needs

Q: With the new EHC plans, if CYP/family identify their desired outcome was to attend a course/provision and it wasn't available how this would be dealt with/met?

Q: What options are there for CYP who don't want independence training? (no time, no asked)

Q: How will the LA involve CYP and their parents? Where can we find information on all this? (no time, no asked)

Could LA do a needs assessment for post 16?

<p><u>Transition</u></p> <p>Q: In light of Pathfinder evaluation suggesting we need to do more to facilitate young people’s participation what is Brighton and Hove’s commitment and strategy to ensure children and young people are influencing service development and delivery? (e.g. sustainable local participation structures; services demonstrating how they have involved disabled young people in their planning and design; YP fully involved in EHCPs; YP fully involved in the LO) All recommendations from the VIPER – Hear Us Out! Report (no time, no asked)</p> <p>Q: There is a proposal to develop the Parent Partnership Service (PPS) for disabled CYP, however no additional money – what is LA view on this proposal? (no time, no asked)</p>	<p>There needs to be consideration for those CYP who can’t communicate.</p>	<p>Could get picked up at PB sub-group</p>
<p><u>Expertise in mainstream for all Children</u></p> <p>Q: There seems to be discrepancies between mainstream schools and specialists schools, e.g. training...</p> <p>Q: Bearing in mind what happen nationally, what the LA position on employment and training of TAs?</p> <p>Q: Specialist staff in all secondaries – why is this still not the case? SLAs not enough. Why not more specialist teachers in mainstream primary? An example was used where someone who has TA but minimum input from specialists and therapists at mainstream. If he had been in specialist setting he might have got more support/specialist teacher</p> <p>R: Focus is on outcomes – schools can chose how provision is done. Most schools would deliver extra provision via TAs/therapy/specialist support – but have freedom to do in different levels. LA provides support to SENCOs so they know latest good practice/access to training etc.... LA also has a role to challenge if see discrepancies in result/outcomes. LA monitors via annual reviews and aggregated data/results.</p>		<p>To follow up idea of LA producing a sharing good practice bulletin/FB group for schools (TAS/SENCO and parents). Also training for TAS/teachers who are dealing with CYP everyday</p>

<p>R: There has been an evidence based research of what works with SEND CYP (some counter intuitive) and suggested need to better share this evidence e.g. don't take CYP out of the classroom for extra support/teaching with TA.</p> <p>Q: What to do when a child gets told one thing by the teacher vs. SENCO, nothing written down, advice not copied etc....</p> <p>R: The parent should write to chair of governors and /or head teacher</p> <p>Q: La planning to roll out better training on ASC for schools – different levels – can this be available for mainstream and specialists?</p> <p>R: Some work is happening in collaboration with Sam Beale about commissioning some training on equalities..</p>	<p>More work needed doing to train up TAs/teachers with good skills and practice</p> <p>Training needs to be followed up and supported. LA should look at levels of satisfaction from parents and YP at both sectors to ensure this is implemented well.</p>	
<p><u>SLT</u></p> <p>Q: How is the LA ensuring that provision is needs led and how this is monitored? And also, where can parents can find out about commissioning? (no time, no asked)</p> <p>Q: How does the LA ensure quality of provision for all children with SLCN across the authority? Is LA happy that S&L provision for all kids with SLCN is meeting their needs? (no time, no asked)</p>		
<p><u>Home – School Transport:</u></p>	<p>Should be extended to include all after school respite, not just extratime.</p> <p>Contract monitoring needs to take place and result published.</p> <p>CYP need to be at the heart of delivery.</p>	
<p><u>Further points:</u></p> <p>1) SLT is main issue for Down's Syndrome children. Therapy provision varies widely across age range. Special school provision is different again, or is it? Special school parent's experience does not back this</p>		

<p>up. Clearly a mixed view.</p> <p>2) The specialist units in mainstream schools are well resourced. The model of having specialist units in mainstream schools is believed to be successful. Is this possible or perhaps just a specialist teacher.</p>		
<p><u>Follow up / next steps</u></p>		<p>Need to have more PaCConnect with education themes – maybe every 3 or 4 months.</p> <p>On-going dialogue/communications routes</p> <p>Continue to support parents involved in key groups/meetings/processes e.g. SEN Panel</p> <p>PaCC/Amaze Reps to try to get better at gathering views/input before key strategic meetings and feeding back afterwards.</p> <p>Key areas for Jo and Regan (guest speakers) to deliver:</p> <ol style="list-style-type: none"> 1) Communication with Parents Strategy 2) YP Participation Strategy 3) Equalities training/duty – especially with regards to provision in mainstream.