
Education and Skills Alternative Delivery Model

Service Specification

Service name	Special Educational Needs and Disabilities and Inclusion Service
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1 Definitions

Term	Definition
Special Educational Needs and Disability (SEND)	<p>The definition for this term is to be found in the Children and Families Act 2014 and the Education Act 1996. A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him/her. The child or young person will have a significantly greater learning difficulty than the majority of children of his/her age or s/he will have a disability which prevents him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.</p> <p>Some children and young adults with SEND will be in receipt of services from the Local Authority and others will be supported at SEN support in schools, settings and colleges. Some children will be very young and have a combination of support from different agencies and early education settings. Some will have statements or EHC Plans and some will not.</p>
Education, Health and Care Plan (EHCP)	<p>Introduced through the Children & Families Act 2014, EHC Plans are issued to children and young people who have SENs and require special educational provision that is over and above what is generally available for all children. The Plan includes reference to health and social care services where these are required and determined by health and social care services. EHC Plans replace statements of special educational need, but are provided for young people up to the age of 25 years, where required. The Local Authority has a Transition Plan that explains how it plans, over three years, to transfer children and young people with statements to EHC Plans.</p>
Special Educational Needs and Disability Code of Practice 2014	<p>This is statutory guidance for organisations that work with and support children and young people with SEN and disabilities. The Code includes wide ranging and significant guidance, including principles, technical guidance and approaches that guide all relevant services. It is supported by a significant amount of supplementary guidance. The SEND Code of Practice (2014) provides the statutory guidance. The regulations associated with the Children and Families Act 2014 are:</p> <ul style="list-style-type: none"> - The Special Educational Needs and Disability Regulations 2014 - The Special Educational Needs (Personal Budgets) Regulations 2014 - The Special Educational Needs and Disability (Detained Persons) Regulations 2015 - The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014 <p>The provisions of the Equality Act 2010 are inextricably linked with SEND legislation</p>
Other terminology	<p>This is highly prescriptive and detailed legislation, and it is essential that those working in this area are fully familiar with the technical detail, including terminology, which is too extensive to record separately in this document.</p>

2 Service overview

2.1 Introduction

The Special Educational Needs and Disabilities and Inclusion Service exists to enable the council to meet its statutory duty under Part 3 of the Children and Families Act 2014 and to provide support to schools, colleges and early education settings to assist them in the delivery of their responsibilities.

The Service must maintain the Local Offer web-based information, ensuring high quality and accessible information.

The Service must work collaboratively with the Health Service and the Social Care Service, as well as with the Joint Commissioning systems established by the council and the Clinical Commissioning Group.

The Service provides oversight, facilitation and co-ordination to other services that involve strengthening parental participation in decision making, including those that are statutory and required.

The purpose of the service is to:

- Secure the provision of efficient and effective education for those children and young people and adults with SEND from birth to 25 in order to maximise their progress and attainment and to close the gap between their achievements and those of other children and young people without SEND, and where EHC Plans (and statements) exist, the provision that is specified.
- Apply the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.
- Maintain high quality relations with schools and other education providers, making available advice on the statutory process and also advice to school leaders (Head teachers and Governors) through structured and ad hoc dialogues about SEND matters
- Implement the statutory guidance and regulations (above) in relation to assessment, preparation of EHC Plans / decisions and their review

- Provide a statutory and strategy management function that is integrated with the Service's oversight and deployment of a range of specialist fieldwork services.
- Secure specialist assessment, advisory, educational psychology and teaching fieldwork services to work across the 0-25 age range
- Maintain a SENCO support, advice and training programme across all Barnet maintained schools and academies and FE Colleges and Early Years settings that provide state funded education for Barnet learners.
- Ensure the service is available to children and adults from birth to 25 years, for whom it has a statutory responsibility, and where it has determined to provide the service to manage thresholds that impact on the efficient and effective delivery of the statutory process.
- Ensure a fair, equitable and robust distribution of available High Needs Funding through effective place commissioning, specialist service availability and the allocation of individual student level top-up funding.
- Maintain regular and structured dialogues with head teachers of specialist provision: resourced provision in mainstream; special schools; Alternative Provision (PRUs)
- Make decisions in relation to the statutory SEND process, involving stakeholders in structured moderation arrangements
- Defend decisions as appropriate through the SEND appeal process.
- Ensure a Pathway to Adulthood approach in close collaboration with the 0-25 team of adult and children's social care services and health services.
- Enable some SEN services for children and adults to be delivered through Personal Budgets.
- Ensure access to SEND specialist legal advice and guidance.
- Ensure the provision of an externally commissioned service for Mediation and Disagreement Resolution
- Provide Information, Advice and Guidance (Careers and Progression advice) to those young people with EHC Plans or statements where the LA determines that additional targeted support is needed.
- Broker and commission the provision of home to school transport for children and adults with SEN and disabilities, ensuring ongoing review and VFM through rigorous budget management.
- Ensure robust pupil/student level filing and data management systems
- Ensure safe, secure and effective electronic and other communication with parents, schools, settings and other professional agencies and services.

The Service is currently working with approximately 5,000 children and young people with a need for special educational support. Of these, some 1,900 children and young people are in receipt of provision through an Education, Health and Care Plan (EHCP) or a Statement of SEN and this figure is forecast to increase to 2150 in the medium term (2-3 years).

Each year 1900 annual reviews of statements must be initiated. Over time these will become annual reviews of EHC Plans. Most will need amendments and re-issuing. Every newly issued document is subject to appeal or mediation or parental discussion.

About 200 new EHC Plans and new Assessments will be made each year, in addition to the 180 phase transition statements / EHC Plans a year.

There will be a number of SEN appeals (50 in 2014 of which not all were heard and some were conceded). The number of appeals lodged is expected to reduce following acclimatisation to more robust decision making and the new legislation.

The service works directly with approximately 3000 pupils who, whilst not meeting the threshold to require an EHC plan, would not achieve their educational outcomes were they not in receipt of support through the SEN Service. This work is an integral element of maintaining stability in the percentage of the population with statements / EHC Plans.

A Transition programme is required whereby 1900 statements will be converted through Transfer Reviews to EHC Plans before March 2018.

Approximately 200 students with Learning Difficulty Assessments (LDAs) are supported in further education.

In 2013, 71% of statements were issued on time with 89% where exceptions applied.

At January 2014, 2.5% of the pupil population in Barnet had statements of SEN. This compares with 2.8% of the pupils with statements nationally and 2.7% in outer London. 59.4% of new statements in 2013 were for children with named mainstream schools, compared to 50.3% nationally and 52.4% in Outer London. DFE statistical analyses (SFR 26 for 2014) set out how Barnet compares to other LAs in a range of areas concerning SEN.

The service identifies and delivers services to any very young children who have a special educational need, a learning difficulty or disability which calls for special educational provision to be made for him or her. It supports schools and other educational settings so that they understand their Best Endeavours duty to secure the right special educational provision for children on their rolls.

Coherence in Planning and Service Delivery for Children & Young People (CYP) with disabilities aged 0-25

A new approach to service delivery for children and young people (CYP) with disabilities aged 0-25 has been discussed between health, education and adult and children's social care services. All social care services for children and young people with disabilities aged 0-25 will be joined and singly managed, with education services continuing to work collaboratively towards the same service outcomes and outcomes for children and young adults.

- The Education Service is committed to working collaboratively with health and social care services, contributing to integrated child, young adult and family level planning and service delivery, and increasing their confidence in local services.

Examples of social care service provision that could be linked to an EHC Plan include:

- Provision of day, evening, overnight and weekend activities for children & young people with disabilities under the regulations for short breaks
- For children with disabilities who are looked after permanently by the LA, provision of suitable placement and all associated looked after children assessment, care planning, service provision (e.g. contact with birth parents, etc.) and review
- Joint placements where education and social care outcomes can be linked.

Avoiding Escalation

- Provision of intervention and prevention services aimed at reducing additional needs and/or preventing further escalation of need is an important aspect of all agency service delivery. Some additional resources help to build young person and family confidence, for example:
 - Occupational Therapy
 - Family Support Services
 - Enablement services

2.2 Service outcomes

The SEND and Inclusion Service aims to create systems, structures and provision so that Children & Young People with Special Educational Needs and/or Disabilities achieve their academic potential, live as independently as possible, engage in work/employment with support as necessary and engage in purposeful social activity in their local community.

Outcome measures

Not all outcome measures have yet been benchmarked. This work is ongoing. There is a mix of outcomes that are of strategic importance as well as those that are directly linked to children and young people.

Children and young people level intended outcomes, which the SEND and Inclusion Service will contribute towards achieving, include:

1. Children & Young People (CYP) with SEND stay local, within the boundaries of Barnet, for their education and thus access and become familiar with local health and social care services.
2. CYP with SEND remain living with their family at least until adulthood
3. CYP and their families have high aspirations for their lives, and show this through valuing and striving for academic and accredited learning outcomes.
4. There are no informal or formal exclusions from school and college of children and young people with SEND.

Strategic intended outcomes, which the SEND and Inclusion Service will contribute towards achieving, include:

1. There is no increased dependency on specialist provision – maintained or non-maintained / independent

2. The average learner support costs do not increase.
3. Any financial investment is directly related to client level outcomes
4. Service design and delivery reduces the negative impact of transitions for CYP and their carers
5. Views of CYP and carers influence service design and delivery

2.3 Service challenges

The SEND and Disabilities Service is going through a series of changes that are significant. These are mainly:

- the impact of implementing wide ranging reforms required through the C&F Act, and
- sustaining service delivery to schools and settings in this context of significant change for all
- ensuring that the standards of assessment and review and the role of parents are not compromised because of heavy workload

In particular, the changes entail:

- The introduction of the Education, Health & Care Plan (EHCP)
- The extension of the age range of service provision to 25
- The statutory requirement of partner agencies to be working together with education
- Managing high level expectations from parents
- The need to provide proactive and robust support and advice to schools, settings and colleges in relation to the new legislation.

Context:

These changes are taking place at a time when local and national research and needs analyses show a picture of continuously growing demand for SEND services. Over the short, medium and longer term (until at least 2024) demand for services to children and young people with Special Educational Needs and Disabilities are expected to increase considerably, driven by a combination of population growth and growing numbers of children with complex needs.

Over the next ten years, the primary school population in Barnet is set to grow steadily (expected at 16%), with the secondary forecast to follow this trend from 2017 (predicted at 10%).

National data on the prevalence of disabilities has shown a continued rise. The relevant factors apply directly to Barnet. It is clear that nationally and locally numbers of children and young people requiring an SEND Service are going to increase further.

Of particular note to the SEND Service is the rise in prevalence of autism/ASD and children with this presenting need represent a growing cohort of our population of children and young people with SEND. The growing consensus suggests this rise is due to:

- Improved methods for detection of autism, and
- A broadening of the concept of autism, especially in relation to children with near-normal or normal non-verbal intelligence

Over the past five years the pattern of issuing statements in Barnet has been inconsistent although it should be noted that numbers have begun to increase since January 2013. Whilst numbers have increased, the % of the population with a statement remains consistent and thus increased numbers relate to the size of the pupil population.

2.4 Scope of the service

The Service includes:

- The delivery of the Council's statutory responsibilities through a combination of central service and fieldwork service contributions
- The provision of fieldwork services and strong leadership across schools and educational settings that builds capacity, confidence and competence in local education settings
- The management of thresholds that ensure as many children and young people as possible attend mainstream education settings, and that the specialist educational provision that is available is targeted on those children who need it most. It delivers the Council's responsibilities under Part 3 of the C&F Act 2014 and Part 3 of the Education Act 1996 until the end of March 2018. The service is driven in its manner of response by two statutory SEN Codes of Practice (2001 and 2014) as well as operating within a wide range of statutory guidance that governs arrangements and educational provision for vulnerable learners as well as those with SEN. This includes guidance for the education of children and young adults with medical needs.

The main functions of the service are delivered through two service areas, which report through the Assistant Director, SEND and Inclusion to the Director for Education and Skills. The two service areas are;

- Specialist Inclusion Services
- SEN Referral and Assessment Service

Specialist Inclusion Services

The specialist inclusion service comprises a range of staff including Educational Psychologists, Specialist Advisory Teachers (e.g. in ASC, Visual Impairment, SEN technology, Hearing Impairment, Physical Disability) and school advisory staff who provide statutory assessment advice, contribute to statutory monitoring and review processes and support schools and other educational settings in delivering their statutory SEND responsibilities. They provide advice, guidance, training and support to early education settings,

schools and colleges of further education, so that they can deliver SEN Support required for the majority of learners with SEN and disabilities.

Early Years SEN Services provide similar services to PVI early education settings, and nursery education, as well as home based teaching to disabled babies and their families. These services are currently commissioned through a special school. They, together with Specialist Inclusion Services, are currently subject to structural review to ensure a link between the investment in the service and its impact on learner level and strategic outcomes.

All support to parents via networks, training and specific programmes is also co-ordinated and delivered through this function and the Parent Carer Forum (and other parent groups) play an active part in the work of the council and will need to be actively involved by the future provider.

SEN Referral & Assessment Service

This team acts as the co-ordinator and driver for the delivery of all decisions and commissioned / directed activity relating to EHC assessment and plans, transfer of statements to EHC Plans, SEN appeals, mediation, decision making, allocation of top-up funding and allocation of place costs. Part of the decision making includes eligibility for EHC assessment and subsequently for an EHC Plan.

Amendments, annual reviews and transfer reviews are also overseen by this function, which ensures all that these processes are completed within statutory timescales.

Other key decisions taken by this function include consulting, and maintaining a strong dialogue with, schools about which school to name on the EHC plan, and determining any additional resources (top-up funding, equipment, etc.) deemed necessary provision for the learner. Local Authority decisions regarding when to defend against an appeal lodged by parents to the Tribunal are also covered.

This team / function includes staff who manage the central strategic functions for SEN, including:

- Support for Barnet Voluntary Partnership
- Collaborative working with the Parent Carer Forum

- Links with the Schools Forum in relation to the High Needs Funding Scheme
- Links with the EFA, the school funding team and schools in relation to the annual commissioning of specialist places in PRUs (AP), special schools, resourced provisions and college courses with Elements 2 and 3 expectations
- The ongoing formal and structured dialogue with schools and other partners on the development of the SEN and Inclusion Strategy
- The specification of services required of fieldwork services – so this central team acts as commissioner of services required as well as determinant of numbers of specialist places. It provides the strategic hub for the Assistant Director so that she can exercise the Council’s responsibilities in a timely, accurate, strategic and effective manner.

It is proposed to rename the SEN Referral and Assessment Service as the SEN Assessment, Placement, Planning and Resources Service as part of a restructuring and expansion of the service. Detailed proposals are set out in the document: ‘CONSULTATION PAPER SEN Assessment, Placement, Planning and Resources Service – 27.8.15’ and the underlying budgetary assumptions are set out in the spreadsheet: ‘SEN Assessment, Placement, Planning and Resources service budget – 28.8.15 for CE’. It should be assumed that the proposals set out in the Consultation document will be implemented between September and November 2015 and the funding allocations for 2015/16 will be in accordance with the spreadsheet.

Joint Employment Contracts

The council’s intention is to contract out as many of its pupil attendance related responsibilities as possible to the provider. However, there are some functions that cannot be contracted out. These functions take up a proportion of the time of certain posts that will transfer to the provider. The council is keen to ensure these posts remain fully integrated with the rest of the transferring service, whilst also ensuring that the Council has proper oversight over statutory decision making. It is therefore proposed that the following posts should be subject to joint employment contracts, with the approximate split of time allocated to the council and the provider as indicated:

Joint Employment Posts	Provider %	Council %
SEND and Inclusion Service		
1 Assistant Director, SEND and Inclusion	60%	40%
1 Head of SEN Assessment and Placements (new post)	60%	40%
1 SEN Casework Manager (designated as deputy to Head of SEN Assessment and Placements)	90%	10%

In relation to those statutory decision-making that cannot be contracted out, the post-holders will undertake these functions under their council contract of employment and will be accountable directly to the council’s Director of Children’s Services for these decisions and will be supervised by a council employee, which may include an employee with a joint employment contract. These staff may raise issues with the DCS related to these decisions and must follow any instructions from the DCS in relation to such decisions.

SEN Transport

The SEN Referral & Assessment Service currently assesses pupils’ eligibility for SEN transport support and then commissions the council’s Passenger Transport Service to provide the appropriate transport support, which includes liaising with the family and school over the detailed arrangements. It has been agreed that these arrangements will change before the establishment of the Joint Venture, and that a new Transport Brokerage Service will be established as part of the SEND and Inclusion Service.

The functions of the new Transport Brokerage Service and the service requirements in relation to SEN and other transport are now included in a separate service specification.

Other commissioned functions

As part of its remit, the SEND and Inclusion Service commissions Special School Outreach support, the delivery of which is devolved to the council's four maintained Special Schools and funded via the 'High Needs Block' funding on an annual basis, to support and promote Inclusion in mainstream schools. This is currently under informal review to ascertain Value for Money and impact.

Dedicated Early Years Support, including Specialist pre-school Teachers and area Special Educational Needs Co-ordinators (SENCOs) are currently funded through a devolved budget to a Special School that discharges the Local Authority's extensive statutory responsibilities in relation to provision of specialist services for young children aged 0-5 with SEN. The delivery of these services is a statutory duty on the Local Authority and if the devolution to this special school did not exist, this service would have to be delivered through another approach, e.g. a centrally employed service. This service is also currently under informal review to ascertain Value for Money and impact. The Joint Venture will be responsible for the delivery of these services either by commissioning them from the Special School, as now, or commissioning or contracting the service from another provider or through direct **provision**.

Joint Commissioned therapy services currently deliver speech and language therapy, with work underway to jointly commission physio and occupational therapy. Services that are jointly commissioned by the council and health service (most Therapy Services and all CAMHS services) will continue to be commissioned by them. The Joint Venture will contribute to the service specifications and to the monitoring of the delivery of these services to schools and to children and young people with special educational needs and disabilities.

Some EHC Plan and statements are drafted through an external provider. At present, there is also a contract in place with a highly specialist SEN legal company for the purposes of occasional representation, coaching, staff training and performance improvement. It will be a matter for the Joint Venture as to how it ensures that its staff are appropriately trained and how tribunal representation is arranged.

3 Service requirements

The service requirements are set out above. This section identifies key aspects of the service that are to be delivered, recognising that to have described the totality of the service would lead to high levels of repetition. The regulatory framework and statutory guidance sets out what must be provided. Service standards are inextricably linked with performance indicators. The newness of the legislative structures mean that benchmarks have not yet been developed for all areas. This section identifies where these are needed.

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
SEN 1	Service integration and identification and assessment of SEN	<p>Co-operate with local partners, including schools, early years settings, further education providers and, statutory agencies in furtherance of the Council's duties in relation to SEN and to support the integration of service provision.</p> <p>Support the Council to deliver services to prepare children and young people for adulthood and independent living.</p> <p>Identification and assessment of special educational needs – (school / setting level) in line with the Code of Practice and in conjunction with schools, settings and health professionals, including, where appropriate:</p> <ul style="list-style-type: none"> • work with health services to undertake early identification of children who may need support; • building links with early years settings and statutory agencies; • to the extent achievable using Good Industry Practice ensuring that parents can obtain advice and assistance at an 	See PI table	See PI table

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		early stage.		
SEN 2	Assessment	<ul style="list-style-type: none"> • The co-ordination and organisation of EHC assessments in line with the Code of Practice and in consultation with schools, settings, social care services and health professionals. • To the extent achievable using Good Industry Practice ensure that parents and children/young people are involved in the process from an early stage and that their views, wishes and feelings are considered in relation to decision making and recommendations. • To the extent achievable using Good Industry Practice support the Council in meeting its statutory duties for assessment of EHC needs, including: <ul style="list-style-type: none"> ○ advising and making recommendations on whether it is necessary for special educational provision to be made; ○ undertaking required consultation with parents or young person; ○ communicating the Council’s decision to parents or young person; ○ where required, undertaking assessment; 	See PI table	See PI table
SEN 3	EHC plans	<ul style="list-style-type: none"> • Preparation of EHC Plans in line with the Code of Practice and in consultation with parents, young people, schools, settings and health professionals: <ul style="list-style-type: none"> ○ new (first time) ○ Following annual review ○ Following transfer reviews / conversion of statements 	<ul style="list-style-type: none"> - 200 new first time Plans a year - 200 phase transition EHC Plans or 	EHC Plans are completed on time (see PI table)

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> ○ to EHCPs ○ Following conversion of LDAs to EHCPs ○ Within statutory time limits <ul style="list-style-type: none"> ● Support the Council in meeting its statutory duties in relation to preparing EHC plans, including, where required: <ul style="list-style-type: none"> ○ making recommendation to the Council following assessment; ○ following decisions of the Council, communicate this decision to the parents or young person; ○ conduct discussions on the content of plan, including consultation with parent or young person and relevant schools; ○ consideration and recommendation on detail of the plan; ○ liaison with other statutory agencies in relation to relevant sections of the plan; ○ submitting plan for approval by the Council; ○ set up moderating group, including school staff and parents, to ensure consistency in recommendations and content of plans. 	statements a year - 1500 amended Plans or statements a year following annual review 1800 Statements transferred to EHC Plans by March 2018	
SEN 4	Placements	To the extent achievable using Good Industry Practice secure the admission of pupils / learners with EHC Plans to schools in Barnet or elsewhere, including: <ul style="list-style-type: none"> ● making recommendations to the Council on commissioning arrangements; 	See PI table	check PIs

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> identifying specific educational provision and liaising with providers; proactively managing placements to secure school places for children on an EHC plan; prioritising children who are at high risk of missing education, including CLA and children moving into the area. 		
SEN 5	High Needs Funding	<p>To the extent achievable using Good Industry Practice ensure higher needs funding is allocated to ensure that children with complex needs are supported, including:</p> <ul style="list-style-type: none"> ensuring clear standards for the allocation of funding; publicising these standards as part of the local offer; ensuring top up funding is allocated and spent to support the provision detailed in the EHC plans. 	See PI table	See PI table
SEN 6	Placements	<ul style="list-style-type: none"> Support the Council in relation to its duties for placement of children and young people with EHC plans, including: <ul style="list-style-type: none"> making recommendations in relation to place planning for SEN provision; providing advice and assistance to parents to encourage use of mainstream sector where appropriate; drafting EHC plans with this duty in mind; working with local maintained and academy schools to build capacity for the education of pupils with SEN. 	-	<p>Numbers and pattern of placements shows on-going stability.</p> <p>Incremental reduction in placements with the NMIS sector</p>
SEN 7	Specialist	To the extent achievable using Good Industry Practice ensure all	100% of	Confidence in

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
	advice	<p>Barnet schools have access to highly specialist and technical advice in relation to a wide range of SEND matters to include:</p> <ul style="list-style-type: none"> - effective curriculum planning - SENCO support and mentoring - delivery in local education settings - access to specialist knowledge and skills in the areas of ASD; Dyslexia; Hearing Impairment; Visual Impairment; social, emotional and mental health needs - ASD friendly learning environments and approaches - Dyslexia friendly systems and teaching approaches - Schools that are adapted to provide for hearing and visually impaired learners - Schools with adaptations for pupils with mobility and other physical needs - Pupil assessment and intervention planning 	<p>maintained schools and academies receive at least 2 visits a year from the Educational Psychology Team</p> <p>All schools that need pupil focused specialist teaching advice receive it within half a term of requesting.</p> <p>Technical SEN ICT advice and assessment is available within half a term</p>	<p>parents and schools / settings is high in advisory and support services, including specialist teaching and educational psychology</p> <p>Schools provide a learning environment compatible with the AET standards, the British Dyslexia Association guidance, and guidance as published in the areas of other types of need.</p> <p>Service level agreements with local specialist schools continue and are monitored for outcomes, impact and VFM</p> <p>School and settings</p>

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
				<p>SENCOs are able to attend training and development seminars to promote and consolidate skills, knowledge and competencies</p> <p>SENCO support programme with fieldwork mentoring in place</p>
SEN 8	Specialist assessment reports	<p>Provide specialist assessment reports on time in line with the Code of Practice.</p> <p>by:</p> <ul style="list-style-type: none"> - EPs - Specialist teachers <p>Develop relationships with delivery partners that help to secure assessment reports on time from:</p> <ul style="list-style-type: none"> - Health services - Early Years services - Social Care - Others as commissioned <p>Establish joint working practices to ensure the sharing of best practice and discussion of complex cases.</p>	<p><u>Minimum numbers:</u></p> <p>EPS: 200 new first time assessment reports</p> <p>Specialist teaching team: 75 new first time assessment reports</p> <p>EP and specialist teaching team:</p>	<p>Timely responses for:</p> <ul style="list-style-type: none"> - Statutory processes - Parental enquiry - SEN appeals - Annual reviews - School visit follow up

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
			25 SEN appeal reports EP and specialist teaching team School visit consultation reports – 250 per year	
SEN 9	Involving parents	To the extent achievable using Good Industry Practice fully involve parents and young people in the assessment process and participate in decision making, including for example: <ul style="list-style-type: none"> • parent workshops; • high quality information in the Local Offer; • parental involvement in training events; • specialist support for young people. 	200 first time assessments 620 transfer reviews a year until March 2018	Targeted research – building on LBB Brain Lamb review Numbers referred to Independent Supporters
SEN 10	Mediation and dispute resolution	Support the Council in relation to its duties for mediation and dispute resolution services, including: <ul style="list-style-type: none"> • Commissioning effective mediation and dispute resolution services in line with statutory duties in Children and Families Act 2014; • Monitoring current providers of services; • Publicising arrangements and notifying parents and young people about the availability of services. 	Not known as in Year 1 of new statutory process	To be discussed and agreed in light of the baseline position in the school year 2015/16.
SEN 11	Targeting	Staff are targeted to complex cases including those where	40 per year	Fieldwork services

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
	support for complex and at risk cases	<p>placement breakdown is possible.</p> <p>Using all reasonable skill and care effectively manage complex cases, in particular those where placement breakdown is a risk, including:</p> <ul style="list-style-type: none"> • deploying appropriate staff to these cases; • establishing early warning systems and staff flexibility in order to respond to cases; • working with schools to avoid placement breakdown. 		<p>have been involved in fragile placements before notification to central SEN team.</p> <p>Numbers of exclusions (permanent and fixed term) of pupils with EHC Plans</p>
SEN 12	Phase transitions	<p>To the extent achievable using Good Industry Practice effectively support Phase transitions are and co-ordinate so that the next placement is secure and sustainable, including:</p> <ul style="list-style-type: none"> • attending annual review meetings at key transfer phases; <p>To the extent achievable using Good Industry Practice ensure statutory timelines are met for completion of phase transition EHC Plans and statements</p>	<p>170 at KS2/3</p> <p>45 (variable) at Nursery2 / Year R, including those with HN top-ups but no EHC Plans or EHC assessment in process</p>	<p>% of phase transition cases that remain in new school / setting for:</p> <ul style="list-style-type: none"> - 1 year or more - 2 years or more - 3 years or more - 5 years or more - Feb 15th and March 31st timelines met (% targets)
SEN 13	Local Offer	Maintain, review and update the Local Offer, ensuring it is compliant with legal requirements and publish relevant information about the Local Offer.		External audit is at least satisfactory

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
SEN 14	Monitoring placements	To the extent achievable using Good Industry Practice ensure robust monitoring of pupils with statements / EHC Plans who are electively home educated	14 in 2015 100% of annual reviews indicate satisfactory arrangements by parents following Visit 2.	Numbers of learners with a statement / EHC Plan who are electively home educated
SEN 15	Personal Budgets	Support the Council to meet its statutory duties to prepare personal budgets in specified cases, including: <ul style="list-style-type: none"> • advising the Council on its policy for personal budgets; • working with other Council departments to ensure clear processes; • delivering training for Council and school staff; • publicising information about personal budgets • monitoring personal budgets to provide financial assurance. 	30 personal budgets for transport in April 2015, with expected increases. 3 personal budgets for education in April 2015, with increases planned and expected	Personal budgets applied in a manner that is compatible with the Personal Budget Policy. The provision of the service does not lead to a greater cost for the Council.
SEN 16	Commissioning	Support the Council in its commissioning responsibilities, including: <ul style="list-style-type: none"> • advising on commissioning of specialist services; • advising on and working with statutory partners on joint commissioning; 	Monitored at least annually	All contracted services deliver according to the specification of service and

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> • monitoring contract compliance and effectiveness of current contractors; 		<p>standards as set out in contract.</p> <p>All contracts adhere to defined policies and procedures, to include data protection.</p> <p>All contracts are reviewed to ensure that VFM remains at a level required</p>
SEN 17	Relationships with providers	<p>Maintain a strong and positive relationship with:</p> <ul style="list-style-type: none"> - Specialist providers – special schools, schools with resourced provisions, special provision in Colleges and Early Years settings. - Mainstream providers 		<p>Joint planning</p> <p>Regular opportunities for discussion on SEN matters</p> <p>Effective joint problem solving</p>
SEN 18	Therapy services	<p>Contribute to the joint commissioning of therapy services by the council’s commissioning team.</p> <p>Manage the budgets and contracts for those therapy services that are funded from DSG and are not managed by the joint commissioning team.</p>	<p>Currently the total DSG therapies budget is £794,000, with £410,000 allocated to the joint</p>	

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
			<p>commissioning team and £100,000 held in DSG contingency for joint commissioning. The rest (£284,000) is spent directly by the SEN team, £88k a year on one contract (with Binoh), and £196,000 on spot purchases with a range of independent providers.</p>	
SEN 19	Managing the DSG	Manage demand and expenditure within the available DSG budgets		
SEN 20	SEN appeals	<p>Manage SEN appeals on behalf of the council:</p> <ul style="list-style-type: none"> • Preparation of appeal work • Make recommendations on whether to defend appeals • Presentation of appeals where appropriate • Contract external providers to assist with appeals, including presentation of appeals, where appropriate • Management of appeal process, including liaison with 		

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		witnesses, collation of evidence, correspondence with tribunal		
SEN 21	Strategic development	Lead the development and delivery of SEND services and be the main strategic adviser to the council on all matters in relation to special educational needs.	Ongoing	
SEN 22	Psychological support to school staff	Offer psychological support to staff in schools In the event of the death of a child or member of staff or if appropriate following other one-off events that might give rise to a need for psychological support or counselling. Signpost for schools where bereavement or other suitable counselling can be accessed for longer term support.	Ongoing	
SEN23	List of functions	Exercise using reasonable skill and care and the extent achievable using Good Industry Practice the following functions on behalf of the LA: <ul style="list-style-type: none"> - Secure the provision of efficient and effective education for those children and young people and adults with SEND from birth to 25 in order to maximise their progress and attainment and to close the gap between their achievements and those of other children and young people without SEND, and where EHC Plans (and statements) exist, the provision that is specified. - Apply the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated. - Maintain high quality relations with schools and other education providers, making available advice on the statutory process and also advice to school leaders (Head 		

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		<p>teachers and Governors) through structured and ad hoc dialogues about SEND matters</p> <ul style="list-style-type: none"> - Implement the statutory guidance and regulations (above) in relation to assessment, preparation of EHC Plans / decisions and their review - Provide a statutory and strategy management function that is integrated with the Service’s oversight and deployment of a range of specialist fieldwork services. - Secure specialist assessment, advisory, educational psychology and teaching fieldwork services to work across the 0-25 age range - Maintain a SENCO support, advice and training programme across all Barnet maintained schools and academies and FE Colleges and Early Years settings that provide state funded education for Barnet learners. - Ensure the service is available to children and adults from birth to 25 years, for whom it has a statutory responsibility, and where it has determined to provide the service to manage thresholds that impact on the efficient and effective delivery of the statutory process. - Ensure a fair, equitable and robust distribution of available High Needs Funding through effective place commissioning, specialist service availability and the allocation of individual student level top-up funding. - Maintain regular and structured dialogues with head teachers of specialist provision: resourced provision in mainstream; special schools; Alternative Provision (PRUs) 		

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> - Make decisions in relation to the statutory SEND process, involving stakeholders in structured moderation arrangements - Defend decisions as appropriate through the SEND appeal process. - Ensure a Pathway to Adulthood approach in close collaboration with the 0-25 team of adult and children's social care services and health services. - Enable some SEN services for children and adults to be delivered through Personal Budgets. - Ensure access to SEND specialist legal advice and guidance. - Ensure the provision of an externally commissioned service for Mediation and Disagreement Resolution - Provide Information, Advice and Guidance (Careers and Progression advice) to those young people with EHC Plans or statements where the LA determines that additional targeted support is needed. - Broker and commission the provision of home to school transport for children and adults with SEN and disabilities, ensuring ongoing review and VFM through rigorous budget management. - Ensure robust pupil/student level filing and data management systems - Ensure safe, secure and effective electronic and other communication with parents, schools, settings and other professional agencies and services. 		

Ref	Function	Service Requirement	Current key volumes and frequency requirements	Applicable service standards
SEN 24	Safeguarding	Have regard to safeguarding requirements in managing SEND and Inclusions services and processes. To the extent achievable using Good Industry Practice ensuring that staff are appropriately trained in safeguarding issues and that safeguarding training and/or support is available to all those who support children and young people with EHC plans.		

4 Service requirements – FOR OTHER PARTIES (traded services)

Ref	Service Area	Function	Service provided	Key volumes or frequency requirements	Applicable service standards
SEN24	Educational Psychology	Non-statutory EP support, advice and training	In addition to the statutory EP support that the LA provides to schools, pupils and families, the authority offers schools the option of purchasing additional EP time for a range of non-statutory support services. Core activities include:		

Ref	Service Area	Function	Service provided	Key volumes or frequency requirements	Applicable service standards
			<ul style="list-style-type: none"> • consultation and problem solving with school staff, parents and children • psychological assessment and interventions • training and school development • critical incident support • multi-agency liaison • work with families and settings for children under five. <p>Specialist activities include:</p> <ul style="list-style-type: none"> • resilience programmes • literacy interventions • solution-focussed teacher coaching • action research projects on school priority areas • participation in school reviews • leading edge groups • provision development • Headteacher coaching • professional supervision for other teams in the local authority. 		
SEN25	High Incidence Support Team		<p>The HIST team provides support to teachers in managing challenging behaviour and preventing exclusion. It is partly funded from dedelegated DSG funding and partly on a traded basis. Traded support can be purchased as a 15 hour support package or for 24 hours.</p> <p>Support includes:</p> <ul style="list-style-type: none"> • advice and support to improve outcomes for children with SLCN and behaviour, social and emotional needs 		

Ref	Service Area	Function	Service provided	Key volumes or frequency requirements	Applicable service standards
			<ul style="list-style-type: none"> • individual casework for pupils on SEN Support for SLCN or with behaviour, social or emotional needs • whole class support and advice with regard to SLCN or behaviour • support and advice for teaching and support staff including the implementation of effective interventions to meet the needs of children with SLCN and behaviour, social or emotional difficulties through consultation, observation and feedback • delivery of training programmes for SLCN (for example, Talk Boost, Word Aware) • advice, support and training in the development of whole school programmes such as speech and language groups, nurture groups and circle time • advice regarding comprehensive strategies to improve behaviour and prevent exclusions including whole school behaviour policies, PSPs and risk assessments • attendance and support at professional meetings • telephone guidance and a quick response to unforeseen problems. <p>In addition, all HIST schools will receive, at no additional charge, access to:</p> <ul style="list-style-type: none"> • Optimus Education SEN Hub • Team Teach training (positive handling) delivered centrally • Link meetings for schools 		

5 Key interfaces / Relationships

Interface	Details (please add details if there are any particular complexities or expectations)
CSG – finance, HR, IT	As with all other Education and Skills services
Press Office	As with all other Education and Skills services
Capital Programme Team	Need to work with the capital programmes team and development team to ensure there are sufficient specialist school places available

6 Performance indicators

See spreadsheet: 'SKPI performance bands and list of all PIs - 15.9.15'.

7 Data room documents

File path on 4Projects

London Borough of Barnet > Education and Support Services > Education Services > Data Room > Service Information > Service Specifications > SEND and Inclusion Service data room documents

Ref	Document name	Link or file name on 4Projects	Description
7.1	The Local Offer and Special Educational	https://www.barnet.gov.uk/citizen-home/children-young-people-and-	

	Needs	families/the-local-offer-and-special-educational-needs.html	
7.2	Transition Plan for converting SEN statements to Education, Health and Care Plans	Transition Plan for transfers to EHCPs v7	
7.3	Transition Pathway leaflet SEND	Transition_Pathway_leaflet_SEND	Leaflet for parents on transition from SEN statements and LDAs to EHCPs
7.4	SEN Future needs – report to committee	SEN Future needs 26th February 2015 (FINAL) 27th February 2015	This report summarises the future requirements for additional specialist places to meet the needs of children and young people with special educational needs and disabilities and sets out a proposed schedule of consultation with headteachers, governors and other stakeholders regarding the pattern of provision and its governance.
7.5	SEN Update for schools on the Children and Families Act	SEN update note for schools March 2014 Final 27.3.14	
7.6	SEN funding guidance to schools	HN Funding Guidance for Schools - 1.4.14	
7.7	SEN Frequently Asked Questions	SEN FAQs - 1.4.14	Guidance for schools
7.8	DfE guidance on school travel and transport	Home_to_school_travel_and_transport_statutory_guidance July 2014 Post-16_Transport_Guidance	
7.9	Barnet home to school and college transport policy	Barnet_home-school-college-transport-policy	

		Post 16 Travel Assistance https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/transport-in-the-local-offer.html	
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