



Department  
for Education

## **0-25 SPECIAL EDUCATIONAL NEEDS AND DISABILITY UNIT**

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**July 2017 Newsletter**

Welcome to the July 2017 edition of the 0-25 SEND Newsletter.

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This newsletter is intended for anyone working in special educational needs and disabilities – statutory and voluntary agencies across education, health and social care; and users of the system, such as children, young people and parents. Anyone is welcome to be on the mailing list, so please feel free to forward this e-mail to anyone you feel may have an interest. Those wishing to subscribe to future editions should contact the Department by e-mailing us at: [SEN.IMPLEMENTATION@education.gsi.gov.uk](mailto:SEN.IMPLEMENTATION@education.gsi.gov.uk)

With thanks.

0-25 SEND Unit

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## A message from Robert Goodwill MP, Minister of State for Children and Families



The new Minister of State for Children and Families has been confirmed as Robert Goodwill MP. His portfolio will cover Children's Social Care, Early Years and Childcare, Opportunity Areas and Social Mobility, and SEND. He will also cover safeguarding in schools, the Pupil Premium, school sport and cadets. Mr Goodwill said of his new role:

*"I am delighted to be appointed Minister of State for Children and Families. It is vitally important that all children, including those with special educational needs and disabilities, get a good start in life, have an education experience that allows them to reach their full potential, and lead a productive and fulfilling adult life. I am looking forward to hearing from families about their experiences, and to listening to partners who have expertise in this area. I want to continue to work with them to ensure we have an education system that provides the best possible support to children and young people with special educational needs and disabilities."*

## Funding for SEND support in 2017-18

On 21 December 2016, the Department launched invitations to tender for seven new contracts to help embed the reforms made to the system of support for SEND and to continue the support for the groups who have been instrumental in bringing about the progress seen to date.

The following seven new contracts were awarded for 2017-18 as a result of that exercise:

- £750,000 in support for Autism via the Autism Education Trust
- £417,996 for a Strategic Reform Partner for the SEND reforms via the Council for Disabled Children
- £650,000 in support for Speech, Language and Communications Needs via ICAN and The Communications Trust
- £359,924 to support access to employment for young people with SEND via Mencap
- £2,578,878 in delivery support for local authorities via the Delivering Better Outcomes Together consortium (led by Mott MacDonald, with the Council for Disabled Children the National Development Team for Inclusion and Andre Imich Associates)
- £295,000 in support for children and young people with physical disabilities via the School Development Support Agency

This is addition to additional funding as follows:

- £199,951 in support for young offenders with SEND via Achievement for All
- £500,000 for dyslexia support via the British Dyslexia Association
- £1.8 million for support to Parent Carer Forums via Contact a Family
- £700,000 for workforce development in further education via the Education Training Foundation
- £850,000 for workforce development in schools via the Whole School SEN Consortium (led by London Leadership Strategy, working with Nasen)
- £450,000 in support for children and young people with sensory impairments via NatSIP
- £650,000 to support the engagement of young people with SEND via the National Children's Bureau and KIDS
- £15 million for the Independent Supporters programme, which supports families navigating the SEND system
- £2.3 million for Parent Carer Forums, which bring parents together and provide a voice to influence local decision-making
- £1.8 million to Contact a Family, to support individual Parent Carer Forums and their National Network, and to run a national helpline for families.
- an allocation of £40m to local authorities in to continue to support transition to the new system for SEND (an increase of £4.2m on funding provided in 2016-17)
- £215 million in capital funding for councils across the country to improve and create more special provision
- £23 million to local authorities to carry out a strategic review of their high needs provision (see <https://www.gov.uk/government/publications/high-needs-strategic-planning-fund>)
- £200,000 for a network of nine SEND lead local authorities to facilitate peer support.
- £27.3 million to the Family Fund Trust to support families on low incomes with disabled and severely ill children.

## **Finalising Transfer Reviews for existing Statements of SEN by 1 April 2018 – monthly information gathering surveys**

By 1 April 2018, local authorities must have transferred all children and young people with statements of SEN and who are eligible for an Education, Health and Care (EHC) plan to the new SEND system.

In January 2017, we used the DfE SEND Newsletter to explain that, as we get closer to the final deadline to finalise Transfer Reviews, the Department would be monitoring the transition process closely through a monthly management information gathering survey. The monthly surveys, which started in April 2017 and are due to end in April 2018, are focused purely on progress with converting statements to EHC plans. In March 2017, the then Minister of State for Vulnerable Children and Families, Edward Timpson MP, also wrote to all Directors of Children's Services in England to reiterate this message and to encourage all local authorities to complete the on-line surveys.

We would like to thank all local authorities for taking the time to complete the monthly survey, and for your continued support. The data is vital in helping to monitor progress and to target resources where needed.

## The Rochford Review and Primary assessment in England: consultations now closed

On 30 March 2017, the Department for Education launched a [public consultation on the recommendations of the independent Rochford Review](#). The recommendations focused on the future of statutory assessment arrangements for pupils working below the standard of national curriculum tests at the end of key stages 1 and 2.

A [parallel consultation](#), also launched on 30 March, [sought views](#) about the future of the primary assessment system in England. Details were included in a [statement](#) made to Parliament by the Secretary of State for Education, Justine Greening.

These proposals were aimed at ensuring that we establish a stable, trusted assessment system that supports all children to fulfil their potential, whatever their background. The consultation set out wide-ranging proposals for improving the primary assessment system, including consideration of the best starting point from which to measure pupils' progress, how to ensure the assessment system is proportionate, and how to improve statutory end of key stage teacher assessments.

The closing date for both of these consultations was 22 June 2017 and the Department is now considering the responses received. Outcomes will be published on the consultation website. In the meantime, if you have any questions please contact the assessment policy team at [PrimaryAssessment.CONSULTATION@education.gov.uk](mailto:PrimaryAssessment.CONSULTATION@education.gov.uk)

## Publication of recent reports

### Ofsted and CQC Local Area Inspections

In May 2016, Ofsted and CQC began inspecting local area effectiveness in identifying, assessing and meeting the needs of children and young people with SEND. All 152 local areas will be inspected over a 5-year period from May 2016 to May 2021. These are local *area* inspections because they cover a range of local partners, including local authorities and clinical commissioning groups. Inspectors report on key strengths, areas for development and, in some cases, areas of significant concern that lead to a written statement of action.

One year on, 30 local area reports have been published and can be found via this link: <https://reports.ofsted.gov.uk/resources/local-authority-school-improvement-arrangements-inspections-and-focused-school-inspections>.

For more information on the local area SEND inspections, please refer to the inspection handbook: <https://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors>.

### Guidance on EHC plans for 19-25 year olds with SEND

The Department for Education has published guidance on Education, Health and Care (EHC) plan eligibility for 19 – 25 year olds. It covers issues such as maintaining a plan, assessing new applicants for EHC plans and knowing when to cease a plan. It also includes information on supported internships, 16 – 19 study programmes, funding and higher education.

<https://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans/send-19-to-25-year-olds-entitlement-to-ehc-plans>

## **Disagreement Resolution**

Following a commitment by the Secretary of State for Education and the Lord Chancellor in the Children and Families Act 2014, the Department commissioned CEDAR, at the University of Warwick, to carry out an independent review of the current system of disagreement resolution, evaluating its effectiveness for parents, carers and young people. At the same time, government piloted a single route of redress, giving the First-tier Tribunal SEND extended powers to make non-binding recommendations on health and social care aspects of EHC plans.

On 30 March 2017, the government published a report setting out the key findings of the review and describing the steps it intends to take in response to the issues raised. You can access the report at the link below.

[Disagreement resolution arrangements and the government response](#)

## **Early Years Workforce Strategy**

The Early Years Workforce Strategy was recently published. The strategy sets out how the Department plans to support the early years sector to remove barriers to attracting, retaining and developing the early years workforce.

The Strategy includes a section on supporting children with SEND in the early years. This describes the current position and makes a number of commitments for future action, including plans to develop a qualification for early years staff who want to specialise in SEND.

You can access the Strategy at:

<https://www.gov.uk/government/publications/early-years-workforce-strategy>

## **User Satisfaction Survey**

On 30 March 2017, the Department published the results of a 2016 survey of over 13,000 parents and young people who received an EHC plan in 2015.

The questionnaire asked respondents for their views on different aspects of the EHC needs assessment process and the impact of their EHC plan. The report provides results for different groups at the national level and robust local results are available for around two thirds of local authorities. The report conveys positive messages overall and also indicates the parts of the EHC process that local areas may wish to develop further in terms of service users' satisfaction. You can access the report at the link below.

[The EHC plan research report](#)

## **SEN funding for refugee children resettled under certain government programmes**

If a child (aged 3-18) has been resettled to the UK through the Syrian Vulnerable Persons Resettlement Scheme (VPRS) or the Vulnerable Children's Resettlement Scheme (VCRS), there is funding available from the Home Office, for their education in the first year. This will come to the education provider via the local authority.

In addition, it is possible to claim additional funding to support SEND assessment and provision for children resettled on these schemes in the first year. This requires education providers to initiate the claim with the local authority, who will then discuss with the Resettlement Finance Team whether the programme can provide funding. Each case will be taken on its own merit. There is no upper limit per child but the funding is limited to the first year that a child is in the UK.

Eligible children do not have to be in receipt of high needs funding, or have an EHC plan.

Each local authority has an identified officer for managing the resettlement programme; the school will need to liaise with that person once you have identified any children for whom you may be wishing to make a claim in respect of SEND. The local authority will then make a claim on your behalf to the Resettlement Finance Team.

The following contact in Home Office can provide further advice, if necessary:

David Russell, Finance Manager  
Resettlement, Asylum Support and Integration Directorate, UKVI,  
5th Floor, Trafalgar House, 1, Bedford Park, CROYDON CR0 2AQ

T: 020 8196 5598

E: [david.russell14@homeoffice.gsi.gov.uk](mailto:david.russell14@homeoffice.gsi.gov.uk)

## **The Right Place - Royal Mencap Society**

Royal Mencap Society is delivering [The Right Place](#), a DfE-funded project to widen access to work for young people with SEND on post-16 study programmes, and broker work placements between employers and post-16 education providers. The project will be launched at a series of events in July, where education providers can find out more and meet their local Mencap contact.

The events are:

- 11 July 2017 - Ipswich
- 12 July 2017 - Darlington
- 13 July 2017 - Manchester
- 18 July 2017 - Taunton
- 19 July 2017 - Birmingham
- 21 July 2017 - London

All events are free to attend. If you would like to book a place, please contact [lindsay.mcculloch@mencap.org.uk](mailto:lindsay.mcculloch@mencap.org.uk).

## **SEND Youth Justice Project - Achievement for All**

The DfE-funded SEND Youth Justice Project (delivered by the education charity Achievement for All, the Association of Youth Offending Team Managers, and Manchester Metropolitan University) aims to secure better outcomes for young people with special education needs in the youth justice system, building on the evidence base built during 2016-17.

Sixty Local Authority SEND Teams and their associate Youth Offending Teams are participating this year in service benchmarking activities, which highlight not only areas of practice that need to be developed, but also effective practice that can be shared to

stimulate reflection and improvement in other areas of the country. Evidence-based improvement will be tracked over the year, with a view to awarding an Achievement for All Quality Mark to those LAs that reach the required standards by March 2018.

The response has been overwhelmingly positive, with all participating LAs keen to share areas of expertise, but also keen to learn from others:

**“We are feeling more confident about our work to date as a result of the benchmark activity. This will help us to move to the next stage of where we want to be.”** Marie McLaughlin Head of Youth Justice, Manchester City Council

It is not too late to join this nation-wide initiative. Please contact the project team if you would like to know more via the website: <https://afaeducation.org/projects-and-services/youth-justice-send-project/the-youth-justice-send-project/>

Or email AfA at: [YouthJusticeSEND@afaeducation.org](mailto:YouthJusticeSEND@afaeducation.org)

## **Local Authority workshops on supporting children and young people’s speech language and communication (SLC)**

In some areas of the country, 50% of children are entering school without the speech, language and communication skills needed for learning. Local Authorities (LAs) have the power to transform the support that children with speech language and communication needs receive locally.

The Communication Trust has been commissioned by the Department for Education to deliver workshops for LAs to provide the information and tools needed to;

- enhance support for children and young people with speech language and communication needs,
- enable them to reach their full potential, and
- to fulfil statutory duties in relation to the SEND Code of Practice (2014).

Workshops will take place in London and Manchester. To find out more, see [here](#) or contact The Communication Trust team at [enquiries@thecommunicationtrust.org.uk](mailto:enquiries@thecommunicationtrust.org.uk)

## **Do you have experience working with children and young people who speak English as an additional language (EAL)?**

Do you know anyone who has exemplary practice in supporting children and young people with their speech, language and communication development? More than 1 in 6 primary school pupils in England are recorded as EAL. In London, more than half of pupils are EAL, and this figure stands at more than 75% in some schools.

Last year, The Communication Trust consulted with more than 1200 members of the children and young people’s workforce about their professional development needs. One area in which nearly half of those who responded felt they needed additional professional development was in supporting EAL pupils with their speech, language and communication development.

Identifying and supporting speech, language and communication needs in EAL pupils can be very challenging, so over the coming year the Trust will be developing a series of case studies to support practitioners by providing examples of good practice in this area.

If you have or know of any such examples, we would be very grateful if you could please get in touch with Laura at [lsfothringham@thecommunicationtrust.org.uk](mailto:lsfothringham@thecommunicationtrust.org.uk)

## **New resources available now**

### **The National Sensory Impairment Partnership**

The National Sensory Impairment Partnership (NatSIP) works to improve educational outcomes for children and young people with Sensory Impairment (SI). Details of their work, publications and events can be found on [www.natsip.org.uk](http://www.natsip.org.uk).

During 2017-18, NatSIP has focused on two main objectives. The first is to enhance the capacity and knowledge base of the front line workforce and the second is to develop the capacity of the SI sector. The work is undertaken with SI and SEND partners in the sector and NatSIP looks forward to forming new relationships with colleagues in mainstream settings.

Recent publications from NatSIP include:

The Supporting the Achievement of Deaf Children resources, providing advice to mainstream teachers and education staff on deaf-friendly teaching in early years, schools and colleges.

<https://www.natsip.org.uk/index.php/doc-library-login/suporting-the-si-workforce/supporting-the-achievement-of-deaf-children-in>

Better Assessments, Better Plans, Better Outcomes – guidance on assessments for Education, Health and Care needs assessments for children with a sensory impairment

<https://www.natsip.org.uk/index.php/doc-library-login/better-assessments-including-model-ehc-plans>

Double funding questions - a factsheet answering questions about support of school-aged pupils, early years children and post-16 students, relating to what funding has been included in the High Needs Block and how this funding can be used

<https://www.natsip.org.uk/index.php/2444-guidance-on-double-funding-questions>

Just Enough Support - guidance on supporting young people with sensory impairment in Further Education, written with young people with HI and VI

<https://www.natsip.org.uk/index.php/2427-new-guidance-document-just-enough-support>

Easy Access Technology - guidance which includes an evaluation tool for SI specialists considering the introduction or evaluation of new technology.

<https://www.natsip.org.uk/index.php/2425-new-guidance-document-easy-access-technology>

Currently, registration and log in is required in order to access NatSIP publications. This is being modified to allow easier downloading of materials very soon. If a contact and email address is required, please use the details provided by the facilitator for NatSIP:

[lindsey.rousseau@natsip.org.uk](mailto:lindsey.rousseau@natsip.org.uk)

**[Dyslex.io](https://dyslex.io) - A New One-Stop Site for Everything You Need to Know About Dyslexia**

The British Dyslexia Association is excited to introduce dyslex.io, a new one-stop site for everything you need to know about dyslexia, whether you are dyslexic yourself, a parent or carer of someone who is dyslexic, or a teacher or employer of dyslexic people.

As a mobile-first dyslexia resource, dyslex.io enables you to have information and advice on hand at all times. dyslex.io has been designed to be dyslexia-friendly; the font has been chosen for its clarity and readability, and the accessibility panel allows you to customise text sizes and colour schemes so you can find the combination that works best for you.

Written content is presented under headings in drop down boxes to make sure it's easy to find and accessible. Information is presented in different formats, including a host of animations, video interviews and training packages, with new resources being added regularly.

All of the resources and links are quality assured by the British Dyslexia Association and other leading UK charities so you can be confident that the advice you are receiving is accurate and current.

dyslex.io comes from a project funded by the Department for Education. It is led by the British Dyslexia Association in partnership with the Dyspraxia Foundation, Manchester Metropolitan University, and Patoss.

For more information, please visit: [www.dyslex.io](http://www.dyslex.io)

You can also join dyslex.io on Facebook: [dyslex.io](https://www.facebook.com/dyslex.io) and Twitter: [@dyslex\\_io](https://twitter.com/dyslex_io)

### **Anti-Bullying Alliance 'All Together' Programme**

The [All Together Programme](#) offers training, support and resources to schools to help them combat bullying. An All Together School is one that has proven its activity to reduce bullying of all children and schools can sign up to take part in the programme today. The All Together programme has been developed over the last three years and builds upon the work of the Anti-Bullying Alliance's previous SEND anti-bullying champion programme which saw significant positive results.

As part of the programme, the Anti Bullying Alliance and the Council for Disabled Children have made a short film in which young people discuss some of the positive things that they use the internet for. The internet has huge benefits to all young people and we recognise that young people with SEN are no exception to this and that they shouldn't be deterred by any threat of bullying or personal safety. You can [watch the film here](#).

### **Preparing for Adulthood Outcomes in EHC Plans across the Age Ranges**

The Department for Education has developed an outcomes tool to support the inclusion of Preparing for Adulthood outcomes in EHC plans across the age ranges. It is hoped the tool will be used by parents and professionals alike and promote discussion of what preparing for adulthood might look like for all young people with special educational needs and disabilities, whatever their ability or age.

<http://www.preparingforadulthood.org.uk/resources/all-resources/advice-from-dfe/pfa-outcomes-tool>

### **EHC plan guidance for health and social care professionals**

The purpose of these documents produced by The Council for Disabled Children is to support local authorities to set up processes that facilitate getting good health and social care advice. Health and social care teams need to have this in place to be able to adequately respond and contribute to good quality Education, Health and Care (EHC) plans that meet both the letter and the spirit of the Children and Families Act 2014.

At the core of the Children and Families Act is the coordination and integration of support for children and young people with special educational needs to improve their outcomes. This includes their life outside of school and social inclusion.

These guides are for health teams, social care teams, disabled children's teams and SEND teams, particularly those responsible for EHC needs assessments and planning.

<https://councilfordisabledchildren.org.uk/help-resources/resources/advice-education-health-and-care-plans>

### **Top Tips for professionals to support children and young people to participate in their EHC plan**

This Top Tips guide is for all professionals who are involved in supporting disabled children and young people and those with special educational needs, to participate fully in their Education, Health, and Care (EHC) plan.

All of the top tips have been co-developed with disabled children and young people and those with special educational needs.

You can access the guide at: <https://councilfordisabledchildren.org.uk/help-resources/resources/top-tips-professionals-support-children-and-young-people-participate-their-ehc-plan>

### **Personal Budgets – Your Links to Resources**

All parents whose child has an EHC plan, or has been assessed as needing a plan, are entitled to request a personal budget. The Department for Education has funded projects to assist parents, children and young people, and practitioners when making decisions about personal budgets. KIDS charity were funded to produce a suite of resources called Making it Personal.

The aim of [Making it Personal 2](#) was to help prepare providers for personal budgets and informed families of opportunities and challenges these could bring. The link contains further access to publications for providers, families, commissioners and Family Information Services.

[Making it Personal 3](#) saw KIDS working with young people's engagement Groups from across the country to develop information on what is important for young disabled people when making decisions that affects them, and how personal budgets can be used in innovative ways to help them achieve their aspirations for the future. The young people helped to make [this video](#) to explain about personal budgets and what they can be used for.

### **Data collection in FE - SEN Support included in Individualised Learner Record (ILR)**

The ILR provides the primary source of data on students in further education and work-based learning in England. In 2015/16 the Department added an SEN support category to try and align the data collection with that collected in schools.

The 2015/16 ILR data showed very low numbers receiving SEN support. We do not think this is an accurate reflection of numbers and it probably highlights the fact the data collection is in its first year. We would encourage you to work with your post-16 providers to make sure they accurately record the numbers of students receiving SEN support.

<https://www.gov.uk/government/collections/individualised-learner-record-ilr>

## **Making Participation Work**

KIDS and The Council for Disabled Children are currently in the second year of their 'Making Participation Work' project, which will deliver a national participation programme with disabled children and young people.

[Making Participation Work](#), funded by the Department for Education, has a wide programme of delivery, including:

- Developing an audit tool to support local areas to assess the extent of their participation. This will be included as a module within the existing LA audit tool.
- Providing expertise to practitioners through nine regional events to support deeper understanding of how participation is central to the implementation of the reforms. These events will respond to learning from the first year of the project such as developing strategic participation and regional support structures
- Continuation of FLARE, the national advisory group to DfE and regional young people's engagement groups
- A young people's conference to bring together groups of young people from Making Participation Work and beyond.

For more information on the project, regional events or the young people's group, contact Jo Carr on [jcarr@ncb.org.uk](mailto:jcarr@ncb.org.uk). For information on the local and regional work, please contact [takepart@kids.org.uk](mailto:takepart@kids.org.uk)

## **SEND Workforce Development Programme**

As part of our SEND Workforce Development Programme, the Education Training Foundation has published four five minute videos capturing Further Education students with SEND from across the country, discussing their;

- experiences and levels of support in FE,
- learning journeys,
- suggestions for improvements in colleges, and
- ambitions for the future and how these are being supported

The videos were put together in partnership with the NUS and are available at the link below:

<https://www.youtube.com/playlist?list=PLbdVZK5OGpURoPwMQXgSb8nCdLaifAxz3>

## **Support for early years, school and post-16 settings in responding to the needs of children and young people with autism**

The Autism Education Trust (AET) is a programme to build capacity across the education system for children and young people with autism. Supported by the Department for Education and delivered through regional partners, the programme centres on national

good practice standards for education settings, practitioner competency frameworks, a range of practitioner training modules and a suite of complimentary resources. In pursuing local and regional communities of practice, AET encourages all education settings and practitioners to engage with them to deliver a system that is increasingly accessible to young people with autism.

Visit [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk) for further information.

### **SENCO Forum e-discussion group**

We are asking local authorities to bring the National SENCO Forum to the attention of schools, settings and SENCOs (Special Educational Needs Co-ordinators). The Forum, now in its twenty first year of operation, provides an opportunity for SENCOs and other SEN professionals to discuss issues and share information and practical advice. The Forum offers independent, solution-based support in a collaborative and mutual way to both new to role and experienced SENCOs. Advice provided is based on the direct experience of SEN professionals, relevant research evidence and national/local policy guidance.

More information about the Forum and joining instructions can be found at:

<http://lists.education.gov.uk/mailman/listinfo/senco-forum>

**Questions** about using the Forum to disseminate information about SEN focused research, policy and practice can be addressed to the SENCo Forum Advisory Group Chair, Christopher Robertson at: [robertsoncml@gmail.com](mailto:robertsoncml@gmail.com)

### **Update from the Whole School SEND Consortium**

The Whole School SEND Consortium would like to update you on some exciting developments, including new resources on maximising the impact of teaching assistants and Preparation for Adulthood; recruitment of new SEND System leaders; opportunities for collaboration and a number of upcoming events across the country.

For the full update, click here <http://mailchi.mp/londonleadershipstrategy/xvjrrd8dik>

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