

Special Educational Consortium - Strategic Plan 2019/20

The SEC Strategic Plan lists the agreed areas of work which the consortium will focus on from April 2019 – March 2020. The overarching aims of our work, reflected in the objectives below, are that the 2014 Children and Families Act is implemented successfully, and the rights and entitlements of disabled children and young people are recognised and respected through the consistent and accurate application of The Equality Act 2010 by all professionals based in schools, settings and local authorities.

	Objective	Action	Success Indicators
1	Government recognises funding shortfall in schools and local authorities as a barrier to improving outcomes for children & young people with SEND.	<ul style="list-style-type: none"> Evidence gathering - develop best practice resource/report covering schools/settings & FE Colleges, including evidence the impact of funding changes 	<ul style="list-style-type: none"> Government recognises the shortfall in funding for schools/settings including SEND notional budgets/HNF Specialist Support – LA led services receive funding boost
2	There is a significant increase in high needs funding and in funding for SEN Support for schools and settings/ providers of education	<ul style="list-style-type: none"> Develop/agree next steps following evidence gathering SEC to input in/influence forthcoming Spending Review 	<ul style="list-style-type: none"> More new money in real terms Better understanding of where the funding gaps are, and the specific impact of these
3	EHC plans are produced in line with the legal framework, with particular reference to: <ul style="list-style-type: none"> A full needs assessment Plans are of a high quality the legal timeframes Implementation of provision is reviewed & monitored Appropriate ceasing of plans 	<ul style="list-style-type: none"> Evidence gathering - develop best practice resource/report of where it is and isn't working, including where the responsibilities lies & showing consistency across the range - meet with DfE to discuss findings Lobby DfE & MoJ for better data releases on SEND Tribunals SEC to design an EHC Plan template for national use 	<ul style="list-style-type: none"> High quality EHC Plans are issued that are legal & have input from parents and all 3 agencies Fewer tribunals, and of those that take place fewer appeals in favour of parents/complaints upheld Better outcomes on EHCP process from SEND inspections National template/single format for EHC Plans developed and in use nationally Stronger public data released from DfE and Tribunals

4	Provision and outcomes for CYP receiving 'SEN support' is consistent, well understood and includes suitable external support.	<ul style="list-style-type: none"> • Evidence gathering - identify current practice (strong/weak) and national inconsistencies • Work with DfE/Ofsted to ensure SEN support covered appropriately in school inspections 	<ul style="list-style-type: none"> • Stronger scrutiny leading to better data available on SEN Support nationally. • Better data collected/available from parents and pupils to indicate the quality of their experience • More CYP with good quality SEN Support
5	Professionals supporting CYP with SEND are properly skilled and trained to support CYP with SEND according to their identified needs	<ul style="list-style-type: none"> • Evidence gathering – develop a specialist workforce review, monitoring the early career development framework, and the coverage across teacher training. 	<ul style="list-style-type: none"> • Parental satisfaction and workforce more confident in knowing how to meet needs. • More specialist staff in post • Quality of advice & info for EHCP needs assessments improved
6	Schools and EY Settings are held to account for unlawful exclusions.	<ul style="list-style-type: none"> • Influence DfE to amend Exclusions Guidance • Respond to Timpson report • Ensure Ofsted include investigate potential unlawful exclusions in inspections 	<ul style="list-style-type: none"> • All decisions of IRPs made public • Fewer unlawful exclusions • Fewer discrimination claims to tribunal • Ofsted to fail schools who are showing unlawful behaviour
7	The disadvantage experienced by disabled CYP (exclusions, bullying, absence) is eliminated	<ul style="list-style-type: none"> • Evidence gathering – practice and legality of isolation and zero tolerance policies. Influence DfE to amend Behaviour & Discipline in Schools Guidance accordingly. 	<ul style="list-style-type: none"> • No child held in isolation (internal exclusion) • No 'zero tolerance' policies • Fewer CYP with SEND excluded • CYP with SEND excluded less disproportionately
8	Children and young people have access to a broad and balanced curriculum and to assessments and qualifications that recognise their achievements.	<ul style="list-style-type: none"> • Evidence gathering – data on inclusion and info on where CYP are not being included (eg visually impaired CYP in arts & sport), what impact does this have? (self-confidence, skills etc) 	<ul style="list-style-type: none"> • The curriculum is fully inclusive • More YP with complex needs accessing FE • Fewer tribunals connected with ceasing of plans at 19 • Ofsted recognise schools and colleges who work inclusively