



Department
for Education

0-25 SPECIAL EDUCATIONAL NEEDS AND DISABILITY UNIT

February 2016 Newsletter

Welcome to the February 2016 edition of the 0-25 SEND Newsletter. In this month's Newsletter we are focusing on:

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While this newsletter is intended principally for local authorities, anyone is welcome to be on the mailing list. Please do 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 mailing us at: SEN.IMPLEMENTATION@education.gsi.gov.uk

With thanks.

0-25 SEND Unit

Deadline for transfer reviews for statements to EHC plans, and transition from LDAs to EHC plans

Transfer reviews for statements to EHC plans

Local authorities are reminded that, for all children with statements of SEN transferring to a new school in September, they should have completed transfer reviews by 15 February 2016. This is set out in paragraph 4.16 of the Transition Guidance, which can be found at the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463320/Transition_Dept_advice_sept15.pdf

Paragraph 4.16 specifically states:

*In accordance with regulation 18 of the SEND Regulations 2014, where a Transfer Review is conducted within 12 months of a forthcoming transfer between phases of education, the local authority **must** complete the Transfer Review before:*

- *31 March in the calendar year of the child or young person's transfer from secondary school to a post-16 institution; and*
- *15 February in the calendar year of the child's transfer in any other case.*

A number of local authorities have completed their phase transfer reviews on time and issued final EHC plans. However, where authorities have not, we urge them to progress reviews as quickly as possible. We understand that some authorities who have been unable to complete all transfer reviews on time and issue the final plan, have written letters to parents to (i) explain that there will be a delay; and (ii) name the school which the authority has identified for the child to move to in September. We encourage all authorities in this position to ensure they write to parents to clarify which school their child will attend and to provide a timetable for when they will issue the final EHC plan, which should be as soon as possible. One intention behind the 15 February deadline is to allow parents time – if they are not happy with the final plan – to appeal, in good time, to the SEN Tribunal, about its contents (in particular the named school). Such appeals are possible only once parents are in receipt of a final EHC plan.

The Department's team of SEND advisers will continue to monitor the position, and will follow up with individual local authorities as necessary.

Transfer from LDAs to EHC plans

Local authorities are reminded of the important transition timeline that LDAs cease to have any legal basis from September 2016 and EFA will not fund on the basis of an LDA. The current EFA funding guidance is being updated to reflect this change.

It is therefore important that local authorities take steps to ensure they are confident that all of those currently with LDAs have been informed of the

changes to the SEND system and of their right to request an EHC needs assessment.

SEND Funding in 2016-17

January funding announcement

On 26 January, the Children's Minister Edward Timpson announced a package of additional support for implementation of the SEND reforms in 2016-17. Highlights included:

- £35.8 million in [implementation funding for local authorities in 2016 to 2017](#), recognising the additional duties placed on them as a result of the transition to EHC plans - an increase of £4 million on last year
- £27.3 million for the [Family Fund Trust](#) in 2016 to 2017 to support low income families with disabled children - they provide small scale grants, enabling families to make specific purchases and offering short respite breaks
- £15 million to fund the [independent supporters programme](#) in 2016 to 2017, run by the Council for Disabled Children - helping to support families and young people to navigate the system, and creating positive experiences for them
- £2.3 million for [Parent Carer Forums](#) in 2016 to 2017, bringing parents together to provide invaluable support and advice for families

In addition, the Government also pledged to fund this work for an additional year in 2017 to 2018, to ensure we see through the transition to the new system by April 2018. To find out more, download the press release at <https://www.gov.uk/government/news/80-million-to-boost-support-for-special-educational-needs>.

Opportunities to bid for new SEND contracts in 2016-17

Today, the Department for Education has issued six invitations to tender for new contracts to support implementation of the SEND reforms.

Contracts are available in the following areas:

- 01: Support for young offenders with SEND
- 02: Workforce support – schools
- 03: Workforce support - Further Education
- 04: Dyslexia and other specific learning difficulties specialist support
- 05: Sensory impairment specialist support
- 06: Support for young people's participation

Extracts from the contract requirements, along with details of how to apply, are available from the Contracts Finder website at the links below:

Contract 01: Young Offenders with SEND

<https://www.contractsfinder.service.gov.uk/Notice/c635a473-775e-4c6b-9f73-15922764e946>

Contract 02: Workforce support – schools

<https://www.contractsfinder.service.gov.uk/Notice/e33226d2-2b82-4bc7-a7ac-b301dfaedb4b>

Contract 03: Workforce support - Further Education

<https://www.contractsfinder.service.gov.uk/Notice/0688ed25-8361-466f-812a-af7f8a7807ab>

Contract 04: Dyslexia and other specific learning difficulties specialist support

<https://www.contractsfinder.service.gov.uk/Notice/b617e6da-9a4f-4194-8e46-4dd1d8c39f95>

Contract 05: Sensory impairment specialist support

<https://www.contractsfinder.service.gov.uk/Notice/5d1e7f90-6ea5-4d61-8334-25ed56cde4ee>

Contract 06: Young People's participation

<https://www.contractsfinder.service.gov.uk/Notice/b9e3a84b-a16b-4fdb-944a-d0563d035439>

If you have questions about the tender opportunities, or would like to receive invitation to tender documentation for any of the opportunities advertised, please e mail the contracts inbox at Contracts2016-17.SEND@education.gsi.gov.uk.

For contracts 1,3,4,5, and 6, the final deadline for submitting completed tenders is **10.00am on 21 March 2016**.

For contract 2 (schools workforce) the final deadline for submitting completed tenders is **10.00am on 31 March 2016**.

Implementation update - views from the frontline

Findings from the December 2015 implementation survey of local authorities

In December 2015, local authorities were asked to complete an implementation survey, just over a year after the SEND reforms came into effect. 134 responses were received (a response rate of 90%). Key findings are reproduced at Annex A below.

Findings from the November 2015 implementation survey of Parent Carer Forums

In November 2015, the sixth SEND survey was carried out with parent carer forums to gauge how effective they feel the implementation of the SEND reforms has been in their local areas and to identify challenges, support requirements, and examples of good practice that might be replicated in other areas.

A total of 104 parent carer forums responded to the survey, representing a 68.4% return, a 6.4% increase on the June survey. 69% of responses to the survey were completed by four or more forum members, giving a good cross-section of views, and a third of parent carer forums discussed their responses to the survey with their local authority.

Highlights from the survey are now available at this link: [The SEND survey highlight report](#)

Latest feedback on Independent Supporters

The Department for Education has commissioned the National Development Team for Inclusion (NDTi) to conduct an independent evaluation of the Independent Supporter (IS) Programme. Headline findings from the interim report, covering the period from September 2014 to August 2015, show that:

- Independent Supporters can be and often are a catalyst for change, helping to embed the culture of the SEND Reforms in organisations and with families so that they have a wider impact on systems as well as with individuals.
- It is too soon to be thinking about ending the IS Programme in March 2016, as it is just gathering momentum at a local level and is taking time to take effect both for individual families/young people and those delivering the service.
- The added value of Independent Support is most often demonstrated through the experiences of parents who have experienced IS as a distinctly new resource, a focused capacity “just for us” and access to enhanced support.
- There are pros and cons associated with having one IS provider versus being able to choose from more than one source.
- Successful delivery of Independent Support is contingent on the adoption of person-centred practices and decision-making at all levels of the system.
- The importance of embedding a culture of self-and independent evaluation and reflection into local support systems has become increasingly clear over the course of the evaluation.

You can download the report in full at <http://www.ndti.org.uk/major-projects/current/national-evaluation-of-the-independent-support-programme/>

Feedback from the Minister's December 2015 roundtable with parents

On 7 December 2015, Children's Minister Edward Timpson and senior officials from the Department of Health and the Department of Education met with a group of parents to seek their views on how the SEND reforms are being implemented. There was a wide-ranging discussion on EHC plans,

support, accountability and transition to adulthood. You can read the full notes of the meeting at: <http://www.specialneedsjungle.com/wp-content/uploads/2015/12/SEND-Parents-Stocktake-071215.pdf>

Accountability

SEND inspection spring seminars

As part of the inspection of local areas' SEND responsibilities, the Department for Education has commissioned a series of spring seminars to provide further information for local areas. These will provide an update on the consultation findings; information from the recent inspection pilots; and an opportunity for delegates to ask questions of DfE, Ofsted and CQC colleagues. The seminars will also allow give local areas an opportunity to take part in facilitated planning sessions.

Mott MacDonald will be working with SEND Regional Lead authorities to plan the sessions, with one being held in each of the nine regions. Sessions will be aimed at local authorities, health providers and parent carers. Spaces will be limited and invitations will be issued through the SEND Regional Leads network. A copy of all materials will be made available at the end of March for those that could not attend.

Interim arrangements for statutory assessment of pupils working below the standards of the national curriculum tests

The Rochford Review was set up to advise the Minister of State for Schools on solutions for assessing the abilities of pupils working below the standard of national curriculum tests; including those with special educational needs and disabilities. The review group brings together expertise in assessment, special educational needs and working with disadvantaged pupils.

As part of its work, members of the Rochford Review are keen to hear the views of anybody with an interest in this area. You are therefore invited to complete the survey at the link below and to share it with any of your contacts who may be interested.

<https://www.surveymonkey.co.uk/r/rochfordreviewsurvey>.

All responses will be treated as confidential and the survey will close at 23:59 on Monday 22nd February, 2016.

Further information about the Rochford Review is available [here](#). Since the publication of its [interim recommendations](#) and pre key stage standards ([KS1](#) and [KS2](#)) in December, the group is now working on its final report, which will be published in Spring/Summer 2016.

Update on entry criteria for students awaiting GCSE results

The Department has received a number of queries about entry criteria for young people with Education Health and Care plans (EHC plans) who are sitting GCSEs in year 11 or resitting GCSE English and Maths in Year 12; and

hoping to study at Level 3 in school 6th forms, mainstream FE/sixth form colleges or SPIs.

The situation for these students is the same as for any student going on to follow a course which is dependent on achieving certain grades. When assessing which study programme the student should follow, local authorities should consider whether the student has the aptitude to follow the course and whether it would meet their needs. This may not be dependent on the student passing a certain number of GCSEs or GCSE maths and English.

If it seems likely that the student may fail by a large margin and would struggle with a Level 3 course, then the local authority should consider other options. For students waiting for the results of their exams, it is always good to consider what alternative options are available and have a conversation with them early on, so that, should results have an impact on the course they can access, an EHC plan can be changed with agreement from the student.

Schools and colleges have the option of being more flexible about entry requirements for students with EHC plans, if it seems likely that the student could cope with the course. There is nothing in statute which says students must achieve certain results to follow a Level 3 course, and students with EHC plans have generally faced significant challenges in their education. The key focus has to be about which study programme will help them reach their outcomes. For students who narrowly miss a Grade C, providers may wish to allow them to follow Level 3 programmes while continuing to study GCSE maths and English.

High needs funding available to young offenders in custody via the Youth Justice Board

Education providers in the secure estate, secure establishments and Young Offender Teams (YOTs) can now apply to the Youth Justice Board (YJB) for higher needs support funding for eligible young people in custody. This may assist young people normally resident in your local area.

There is a [flow chart](#) to explain the application process. YOTs or representatives of young people in custody should complete the [application form](#) and send it to cbu@yjb.gsi.gov.uk.cjism.net.

For further information email [Carl Melia](#), Head of Performance Management at the YJB.

Applications for the special schools and alternative provision categories in the 2016 Pupil Premium Awards

The pupil premium awards, delivered in partnership between the Department and TES, celebrate the achievements of schools that are transforming the lives of disadvantaged pupils through effective and innovative use of pupil premium funding.

One of the four categories is specifically open to special schools who meet the required number of disadvantaged pupils in either Year 6 or Year 11. Last year's winners, Queensmill School, inspired the judges by showcasing what can be achieved by disadvantaged children and young people who have autism. The school works with the Institute of Education, University of London and other research partners to learn more about the benefits of sensory interventions with autistic pupils and other evidence-based activities to support both autistic and pupil premium pupils.

The awards are sponsored by highly-regarded organisations from the arts, culture, science and technology sectors, who will be providing award-winning schools with exciting opportunities to both pupils and teachers. An awards ceremony will be hosted by contemporary artist Tracy Emin on 12 May 2016. We urge those who work and have links with special schools to encourage them to apply and have their work celebrated on the national stage. Applications are open till 4th March 2016.

For more information on the awards and eligibility visit <http://www.pupilpremiumawards.co.uk/>

Support for children with brain injury and their families

The Department of Education has awarded a grant to The Children's Trust, the UK's leading charity supporting children with brain injury and their families, to support and enhance their Brain Injury Specialist service (BIS). This is a partnership service with NHS Major Trauma Centres, offering an early intervention, consultative rehabilitation service to families and professionals and supporting children who experience difficulties following acquired brain injury which impact upon their day to day education experience and home life.

The service is available to families and schools at no charge to them. Further information can be found here: www.thechildrenstrust.org.uk/brain-injury-specialists

New resources available now

- [Resources from DfE Education Health and Care Plan Workshops](#)
In early spring 2016 workshops were held in all nine regions to support local areas with producing quality Education, Health and Care (EHC) Plans. The workshops were facilitated by the DfE SEND Advisers with support from Mott MacDonald. The workshops were aimed at local authorities, parent carers and local area partners. We would urge you to visit the link below and use the resources from these workshops train colleagues and disseminate this key learning.

To download these resources, please visit:
<http://www.sendpathfinder.co.uk/education-health-and-care-plan-workshops>

- Personal budgets
Personal budgets are one way in which person-centred planning can be demonstrated. To help with this, a range of guidance has been produced:
 - KIDS has produced a suite of guidance for schools and young people exploring innovative ways of unlocking the potential of base and high needs block funding to develop educational personal budgets. The resources are badged 'Making it Personal:2' and are available at: www.kids.org.uk/mip2.
 - In Control Partnerships and the NSPCC have released a report which looks at maximising opportunities and minimising the risks of personal budgets for children with SEND in England. The report examines how to support children and families wishing to take advantage of the extra choice, control and responsibility which personal budgets offer and highlights the steps needed to ensure children's safeguarding remains central to the new system. The guide can be found at: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/2015/safeguarding-managing-risk-personal-budgets/>
 - The SEND Gateway, run by NASEN, also offers practical resources on personal budgets to assist both users and professionals. The resources are available at the following link: <http://www.sendgateway.org.uk/resources.html?keyword=personal+budgets.T>
- Outputs from the autumn 2015 transition workshops
During the autumn term of 2015-16, the Department for Education, with its partner Mott MacDonald, delivered training for all local authorities and for parent carer representatives about the process of transferring SEN statements and LDAs to Education Health and Care plans. The training slides, with audio commentary, can be accessed at: <http://www.sendpathfinder.co.uk/transition-workshops-and-webinar>
- CDC's Winter Digest
On 11 January, the Department's Strategic Partner for the SEND reforms, the Council for Disabled Children (CDC), published its Winter Digest. With contributions from CDC members, Stopgap Dance, the Seashell Trust and The Children's Trust, this term's Digest included:
 - Case Studies highlighting innovative practice & delivery in the sector
 - Short Breaks Partnership case studies showcasing effective delivery
 - Resources from CDC's networks and members and from across the voluntary sector

- Details of events and training for professionals working in the SEND sector
- Latest policy and news updates.

To download your copy, please click [here](#).

- CDC legal handbook on Disabled Children

This month, CDC published *Disabled children: a legal handbook* - an authoritative guide to the legal rights of disabled children and their families in England and Wales. The authors navigate the sources of law, explaining the difference between what public bodies must do to support disabled children and that which they may do.

The handbook aims to empower disabled children and their families through a greater understanding of their rights and entitlements. It is essential reading for the families of disabled children, their advocates and lawyers, voluntary and statutory sector advisers, commissioners, managers and lawyers working for public authorities, education, social and health care professionals, students and academics.

Each chapter has been adapted into a PDF which can be downloaded free of charge from the resources pages of CDC's website at <http://www.councilfordisabledchildren.org.uk/resources>.

The handbook is also available to purchase in hard copy at <http://www.lag.org.uk/bookshop/children/2015/disabled-children-a-legal-handbook.aspx> or you can download it from the [kindle store](#).

- Launch of two new CDC websites for children and young people with SEND

The Council for Disabled Children (CDC) has launched two new websites for children and young people with SEND.

The first, at www.getyourrights.org, promotes children's and young people's rights when using the NHS and was developed by the healthy policy team at CDC, working in partnership with the National Children's Bureau and children and young people.

The second, at <http://cyp.iassnetwork.org.uk>, was developed by the Information, Advice and Support Services Network (IASSN), hosted at CDC. Its aim is to help children and young people with SEND better understand what rights they have for accessing information, advice and support across education, health and social care. The website also contains full contact details for IAS Services across England.

- What do the SEND reforms mean for Early Years settings?

CDC and the Department for Education DfE have produced a new briefing looking at how the SEND reforms impact on early years settings. To read the briefing [please click here](#).

- National Autism Strategy progress report

On 14 January, the Department of Health published a progress report on Think Autism - the updated strategy for adults with Autism in England, which was launched in April 2014. The progress report describes what has been achieved since then and sets out 31 new actions which will continue to help local areas implement the autism strategy. Key sections include:

- The reforms to the Special Educational Needs and Disability system;
- Support with employment opportunities; and
- Better awareness of autism within the criminal justice system;
- The use of information and data by local authorities and their partners.

The Progress Report and Easy Read version can be accessed at: <https://www.gov.uk/government/publications/progress-report-on-strategy-for-adults-with-autism>

Other related resources published alongside the Progress Report include:

- A local area self-assessment exercise on progress in implementing the autism strategy, produced by Public Health England. This can be accessed at: <http://www.improvinghealthandlives.org.uk/projects/autsaf2014results>
- The National Autistic Society's briefing for local authorities on the 2015 Autism Statutory guidance at: www.autism.org.uk/autismstrategyguide
- The Local Government Association's good practice examples from councils at: <http://www.local.gov.uk/documents/10180/7632544/L15-497+Think+autism/7d2e2654-cb18-4e35-a428-ac04487c2da4>

- Ambitious About Autism's 'Finished at School' interactive digital guide

Ambitious About Autism has produced an interactive guide offering advice and guidance for school and college professionals who support young people with autism with the move from school to college.

The digital version (available here: [Finished at School guide](#)) links to extra information and resources, including a self-audit tool created to support professionals in evaluating their current practice; identifying areas for further development; and planning actions to improve preparation for adulthood. The guide grew out of a Department for Education-funded two-year initiative involving schools and colleges from across the country.

- Launch of the Disability Matters e-learning tool

Disability Matters is an e-learning portal funded by the Department of Health and designed for all people who work with children, young people and adults. The tool aims to change attitudes to disability and covers a number of sectors

including travel, leisure, education, housing and health. It can be accessed free of charge at <https://www.disabilitymatters.org.uk/mod/page/view.php?id=3>.

There are around 58 modules which can be taken as appropriate. Alternatively, Disability Matters can also tailor packages for specific groups (as it has done for social care providers).

- Launch of EHRC's online resource 'Unlocking Opportunities for Disabled Learners' for schools and colleges

On Thursday 4 February, the Equality and Human Rights Commission and Liverpool John Moores University (LJMU) launched a new online training resource to help schools unlock opportunity and enable disabled children to reach their full potential. The resource is for everyone who works in schools; from teaching assistants, to teachers, senior leaders and governors, as well as those providing sport and extra-curricular activities. It covers specific subject areas and will help staff understand what equality law requires and what it means in practice for teaching and learning.

The resource is free to use and explains, through videos, case studies and practical examples how staff can make reasonable adjustments to remove barriers to learning for disabled pupils and ensure that their legal rights are respected. It will help schools to address the needs of all disabled children, including those with a long-term health condition such as asthma or a severe allergy. It also explains how the new SEND Code requirements sit alongside the Equality Act 2010's reasonable adjustment duty. You can access the resource at <https://unlockingopportunities.equalityhumanrights.com/>

- Guide to disagreement resolution for post-16 providers

The Children and Families Act 2014 placed new duties on FE providers, including a duty to have regard to the SEND Code of Practice. Post-16 institutions can now be named in an EHC plan, so it is possible that post-16 providers will be involved in, or need to be aware of, the arrangements for resolving disagreements about EHC plans. The guide explains the routes that young people can take to resolve disagreements about their EHC plans, so that post-16 providers can discuss it with them from a position of knowledge and, where appropriate, take part in the process. The guide is available at <http://www.excellencegateway.org.uk/content/etf2159>

- Directory of Visual Impairment (VI) education advisory services

The Royal National Institute of Blind People has compiled a list of direct links to the VI education advisory service (or nearest equivalent) for every LA in England. The list is available here: <http://www.rnib.org.uk/information-everyday-living-education-and-learning-young-childrens-education/special-educational> (scroll down to 'Local Offer' for the link).

Training offers available now

Nasen Live - 29 and 30 April 2016, Royal Armouries International, Leeds

Nasen Live 2016 is a two day event comprising 25 seminars, free SEND updates and briefings and an exhibition of over 60 resource providers, offering discounts on site. In 2016 nasen Live will again aim to meet the professional development needs of all those working within the special and additional educational needs field. Since the last nasen Live, embedding the SEND Code of Practice continues, and nasen's focus remains to drive support for teachers, practitioners and SENCOs across the 0 – 25 age range. This event will also showcase nasen's prestigious online programme of CPD for all school staff, which has been funded as part of the DfE Grant funding programme and is therefore free to access. For further details about nasen Live 2016 visit <http://www.nasen.org.uk/nasen-live/>.

Ambitious about Autism's regional Finished at School training courses

Do you work for a school, college or local authority support young people with SEND in their school to college transition? Ambitious about Autism is running regional [Finished at School training courses](#) this March based on learning from the Finished at School project. The events are running in Newcastle on March 1st; in Plymouth on March 8th; and in Derby on March 15th. For further information and to book a place, please follow this [link](#).

To launch the Finished at School training resources, Ambitious about Autism is also holding a dissemination event in London on March 11th. The event will be an opportunity to:

- Provide an overview of a new e-learning module on person-centred thinking tools;
- Discuss how effective school to college transition for young people with autism can be supported by the implementation of the SEND reforms and the new duties under the Children and Families Act.
- Provide an update of the plans for the Ofsted and Care Quality Commission's SEND area inspections due to start in May 2016.
- Report on the longer-term impact of the Finished at School Programme.

PfA regional events for colleges and local authorities

The next set of regional workshops run by NDTi (Preparing for Adulthood), mainly aimed at LAs and colleges, will be running in late February/March. These will focus on delivering the right support which enables young people with SEND to move into adulthood with good life outcomes, through partnership working between colleges, local authorities, the NHS, housing and employment providers. As with the previous workshops, local authorities and colleges are expected to attend in 'teams', although for these workshops we welcome attendance from a wider set of partners, including those working in health and social care. Details of the workshops, including dates, locations and sign-up details, are available at Annex B to this newsletter.

0-25 SEND Unit
Department for Education

February 2016

Annex A: Findings from the December 2015 implementation survey of local authorities

In December 2015, local authorities were asked to complete an implementation survey, just over a year after the SEND reforms came into effect. 134 responses were received (a response rate of 90%). Key findings are reproduced at Annex A below.

Engagement

Of those LAs who responded:

- 17% stated that children were fully or largely engaged in strategic planning and co-production of SEND services, compared to 34% for young people and 90% for parents.
- 46% stated that children were fully or largely engaged with making decisions about their own SEND provision, compared to 59% for young people and 81% for parents.

Local Offer

Of those LAs who responded:

- 82% have published a summary of comments received about their local offer.
- 67% are holding focus groups with children and young people.
- 77% are holding focus groups with parents and carers.
- 91% have an online feedback page on their local offer page.
- 96% are developing their local offer through the Parent Carer Forum.

Data and intelligence

- 78% of LAs who responded have fully or to some extent put in place processes to assess their use of feedback, data and intelligence to improve delivery.

Support services

Of those LAs who responded:

- 99% stated they are referring parents and young people to Independent Supporters.
- 58% stated they had fully developed their working arrangements with their local Independent Supporters Service.
- 81% stated they had fully developed their local working arrangements with their Information, Advice and Support Service.
- 72% stated they had fully developed their working arrangements with their local Parent Carer Forums.

FE providers

- 85% of LAs who responded stated their FE providers were fully or to some extent redesigning their SEN provision.

Provision for 19-25 year olds

Of those LAs who responded:

- 47% stated they were working very well with local colleges.
- 21% stated they were working very well with training providers.

- 46% stated they were working very well with specialist post-16 institutions.
- 39% stated they were working very well with adult social care.
- 9% stated they were working very well with adult health services.
- 7% stated they were working very well with employers.

Education, Health and Care plans

Of those LAs who responded:

- 19% stated they are currently completing most of their assessments within 20 weeks.
- 64% stated there were issues gathering information from health professionals.
- 53% stated they were issues gathering information from care professionals.
- 27% stated there were issues gathering information from educational psychologists.
- 69% stated there were issues with LA capacity.
- 40% stated there were issues with institutions responding within 15 days.
- 24% stated they were extremely or very confident they will complete the transition review processes expected during 2015/16. 26% were not very or not at all confident.
- 60% stated they had received more new requests for assessments in 2014/15 compared to the previous year. The groups with the highest increase were **post-16s** (82% of LAs saw more new requests here) and **under 5s** (71% of LAs saw more new requests here).

Annex B: Preparing for Adulthood regional events for colleges and local authorities



Working together to help young people with SEND achieve good futures

Workshop for colleges, local authorities, health partners and others: Partnership Working for Preparing for Adulthood

Delivering the right support which enables young people with SEND to move into adulthood with good life outcomes such as employment, independent living, community inclusion, friendships and good health depends on strong partnership working between colleges, local authorities, the NHS and providers of housing and employment support.

Over the past year, the Preparing for Adulthood team has come together with the Department for Education, the Association of Colleges and NATSPEC to deliver two sets of workshops on the SEND Reforms for local authorities and their college partners in each region. These forthcoming workshops will build on that previous learning and will explore how best to develop the necessary partnerships which deliver holistic, high quality planning and support for young people as they move on from education and into fulfilling adult lives.

North East Region	16 th March	Durham County Cricket Club
London Region	2 nd and 3 rd March	London Councils
East of England Region	22 nd March	Allia Centre, Peterborough
Yorkshire & Humber Region	14 th March	Shay Stadium Halifax
East Midlands Region	2 nd March	Yew Lodge Hotel, Kegworth, Derby.
South West Region	2 nd March	City of Bristol College
North West Region	15 th March 22 nd March	Ribby Hall, Blackpool Bolton College
South East Region	8 th March 14 th March	Chichester College, Chichester Oxford College, Oxford
West Midlands Region	26 th February	Walsall College

The purpose of the workshops is to help improve young people's experiences of moving into adulthood with holistic support, both while they are in education and as they move on.

This workshop is aimed at people in colleges and other post-16 providers (including Independent Specialist Colleges and work-based training providers), local authorities (including

those working in adult social care), the NHS, housing and employment agencies with a responsibility for improving outcomes for young people with SEND.

We expect participants from local areas to attend together as a team, reflecting these partnerships. Given the wide range of participants, we would not expect more than one person to represent each agency/organisation in a local area.

These events are targeted at people working in the organisations listed above who have responsibility (both strategic and operational) for:

- Building strategic partnerships
- Education, Health and Care and adult support planning
- Commissioning of post-16 education, housing, employment and health provision

As a result of attending the workshop participants will:

- Understand the statutory responsibilities of all relevant partners and what agencies can expect from each other so that good partnership working is developed
 - Be more familiar with the evidence base for the Preparing for Adulthood pathways and how this can influence partnership working
 - Understand better the expectations for young people aged 19+ and the funding streams that can support them in education via the two funding agencies
 - Be able to undertake good EHC plan reviews, particularly for young people aged 14-19, that fully support the Preparing for Adulthood outcomes
 - Have shared good practice about what helps to move young people successfully from education and into adult life

If you would like to attend this workshop please speak to your local authority or college partners and sign up at the appropriate Eventbrite link:

North East	http://partnershipworkingforpreparingforadulthoodne.eventbrite.co.uk
London 2nd March	http://partnershipworkingforpreparingforadulthoodl1.eventbrite.co.uk
London 3rd March	https://partnershipworkingforpreparingforadulthoodl2.eventbrite.co.uk
East of England	http://partnershipworkingforpreparingforadulthoodee.eventbrite.co.uk
Yorkshire & Humber	http://partnershipworkingforpreparingforadulthoodyh.eventbrite.co.uk
South East 14th March	http://partnershipworkingforpreparingforadulthoods1.eventbrite.co.uk
South East 8th March	https://partnershipworkingforpreparingforadulthoods2.eventbrite.co.uk
South West	http://partnershipworkingforpreparingforadulthoods2.eventbrite.co.uk
North West 15th March	https://partnershipworkingforpreparingforadulthoodn1.eventbrite.co.uk
North West March	https://partnershipworkingforpreparingforadulthoodn2.eventbrite.co.uk
West Midlands	http://partnershipworkingforpreparingforadulthoodwm.eventbrite.co.uk
East Midlands	http://partnershipworkingforpreparingforadulthoodem.eventbrite.co.uk