

EALING CHILDREN'S SERVICE

SPECIAL EDUCATIONAL NEEDS POLICY AND DEVELOPMENT PLAN

2006-2009

Creating a great place for every child and young person to grow up

LONDON BOROUGH OF EALING
SPECIAL EDUCATIONAL NEEDS POLICY 2006 – 2009

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EALING'S STATEMENT ON INCLUSION

The Local Authority is committed to working in partnership with parents/carers, schools and other agencies to ensure that its educational provision offers all children and young people equality of access and the opportunity for successful learning in settings which are within their own community. These should be welcoming and understand the needs of all learners, respect them and value their individual contribution.

Inclusive practice in schools recognises the three main principles in the National Curriculum 2000 and Foundation Curriculum guidance, which emphasises: the importance of having high expectations and of setting suitable learning challenges; of responding to pupils' diverse and personal learning needs and of overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Local Authority believes that:

- Inclusion is a process whereby individuals are given the opportunities to achieve their personal potential and barriers to learning and participation are removed.
- Inclusive education is based on the principle that mainstream schools should increasingly be structured and resourced to enable all children and young people to learn and progress, regardless of any learning difficulty or disability (LDD).
- Inclusive education is a key aspect of school improvement and its success is rooted in the processes by which the Authority seeks to raise achievement and make school a successful and rewarding experience for all children and young people.

The Local Authority will:

- Work with schools/settings and other educational providers through appropriate intervention to develop and communicate inclusive policies and practices and to support staff and governors in responding more confidently and effectively to the individual needs of children and young people.
- Work with schools and other educational communities and with parents/carers to develop effective inclusive practice across the borough.
- Identify and disseminate good practice in all schools in Ealing and through high-quality specialist provision, offer appropriate professional development and opportunities to support inclusion wherever needed.

- Monitor progress towards inclusive practice in schools and evaluate it using both qualitative and quantitative indicators.
- Involve key partners within the community in strategic planning, in a relationship which is based on mutual respect and which values each contributor's identity and ideas.

SEN POLICY PRINCIPLES

The Local Authority is committed to an inclusive system of education and has adopted the following principles:

- All children, irrespective of disability, ethnicity, gender, religion, culture or economic disadvantage, have an entitlement to learning experiences, which will enable them to achieve their potential.
- Children should be educated within their local community and, wherever possible, their special educational needs will be met in a local nursery, primary or secondary school.
- All children with special educational needs should have access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and National Curriculum.
- All children with special educational needs should have their needs identified and appropriate intervention put in place as early as possible.
- Parents and carers should be enabled to be full partners in their children's education.
- The views of the child/young person should be sought and taken into account in all decisions affecting provision for their special educational needs, present and future education and well being.
- Multi-agency planning is essential for all children and young people at key transition points (at the end of each key stage).
- Resource allocation to support special educational needs will be open and transparent and will be targeted at:
 - Developing the capacity of mainstream schools and settings for inclusion
 - Specialist placements according to individual needs and delivery of value for money through effective commissioning
 - Providing a range of high quality specialist provision locally for children and young people with low incidence needs

- Developing special schools to share their expertise with mainstream schools to support greater inclusion
- There is a strong commitment to working with local partners to provide robust and flexible provision locally with the intention that provision outside the Local Authority will only be considered in exceptional circumstances.

SEN POLICY OBJECTIVES

The objectives for the 2006-2009 SEN Development Plan were identified through a comprehensive consultation process involving all Ealing's schools and key partners. The objectives relate to the key areas identified in 'Removing Barriers to Achievement':

- Removing barriers to learning and raising expectation and achievement and
- Early intervention and delivering improvement in partnerships.

The objectives relating to the former are mainly about how the LA will empower schools to enable children and young people to access high quality education and to enjoy and achieve.

The objectives relating to the latter concentrate on how outcomes can be improved for children with learning difficulties and/or disabilities (LDD) through the integrated delivery of a range of services through children's trust arrangements.

Removing Barriers to Learning and Raising Expectations and Achievement

The LA will

- Ensure that all schools are adequately financed and supported by wider children's services to enable them to remove barriers to achievement and improve outcomes for children and young people with LDD.
- Enable special schools to continue to develop as centres of expertise and excellence in particular areas of SEN and to work with mainstream schools to increase their expertise to meet the more specialised needs of specific children, as required
- Implement the LA Accessibility Strategy to ensure that there are fully accessible schools available in each quadrant of the borough.

Early Intervention and Delivering Improvements in Partnerships

The LA will:

- Ensure that all children with LDD have their needs identified at as early a stage as possible and have access to an Integrated Service for Children with Disabilities, as appropriate, from birth to adulthood.
- Enable special schools to play their part in delivering a comprehensive and integrated service for children and young people with LDD in Ealing.
- Ensure that all children with LDD are well supported and involved at key transition points in their lives, pre-school to primary school, primary to secondary school, post 16 to adult life and services.

The objectives of the SEN Development Plan are complemented by those in the Children and Young Peoples Plan (CYPP). This is particularly the case in relation to objectives in the CYPP that relate to participation of children and young people as well as parents and carers in decisions relating both to the development of local services to meet their needs and in decisions affecting the provision for individual children and young people.

1. Matching Needs to Provision

The legal definition of SEN in the 1996 Education Act is that “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”. The legal definition of special educational provision is provision that is “additional to and otherwise different from that which is ordinarily available”.

Ealing’s policy for children with special educational needs is based on the belief that good practice in all settings will involve a continuous cycle of assessment, planning, teaching and review to provide for a wide range of needs. This cycle will require a graduated response that matches higher levels of intervention to meet increased complexity of needs. Additional provision should be delivered in the least restrictive environment that is compatible with meeting individual needs. Assessing need and developing provision should always consider a range of factors including:

The **curriculum** that is being offered to pupils

The **social environment** in which learning takes place

The **physical environment** and how barriers to learning are overcome

The **nature of support** available from peers or adults.

To achieve a graduated response to a continuum of needs the Local Authority provides:

- Delegated funding to enable mainstream schools to meet the needs of individual pupils with high incidence SEN;
- Intervention for pupils with low incidence SEN in mainstream schools;
- Funding to schools for pupils with statements of SEN through the Ealing SEN Banding system;
- Additionally resourced provision in some mainstream schools for pupils with low incidence special educational needs;
- Additionally resourced provision in some Early Years settings and mainstream schools for children with speech and language difficulties, hearing impairment and a range of other complex special educational needs;
- Special schools to meet the needs of some pupils with the most severe, complex and long-term special educational needs;
- The PRU provides education for some pupils with SEN where there are behavioural difficulties and who have been excluded or are awaiting placement in specialist provision;
- An Early Years team provides a consultation and teaching service for families of preschool children with severe, complex and long-term SEN.

2. Entitlement

Ealing's policy for pupils with SEN means that all schools and settings will need to assess, plan and provide for a wide range of abilities, aptitudes and interests. Setting suitable learning challenges, responding to diverse needs and working to over-come barriers to learning should meet the needs of the vast majority of children. All sections of our educational community are entitled to a responsive, broad, balanced, relevant and differentiated curriculum.

The SEN process of intervention and assessment, as identified in the SEN Code of Practice 2001, should be viewed as an integral part of all schools' teaching and learning strategies within the requirements of the Curriculum 2000 Inclusion Statement.

All teachers are teachers of SEN and teaching pupils with identified SEN should therefore be seen as a whole school responsibility. Teachers should be involved in setting targets and planning strategies for pupils with SEN and schools should have a detailed provision map in place.

The LA is committed to delivering the 5 key outcomes of ECM as outlined in the ECYPP.

Ealing's Race Equality Strategy commits the Authority to prevent discrimination and promote good race relations. Special educational needs have a complex relationship to issues of race and discrimination. Effective and open arrangements for identification, consultation, decision making, implementation and monitoring will build broad community trust and confidence.

The fact that the majority of children identified with special educational needs are boys means that Ealing's policy and practice with regard to gender issues needs to be carefully monitored to ensure attitudes and expectations do not unduly affect identification, assessment or provision.

As outlined in the LA's Accessibility Strategy 2006-2009, pupils with SEN will include many children who have a disability within the legal definition of the 2005 Disability Discrimination Act. The Authority will ensure that disabled pupils are not treated less favourably than other pupils and that schools and settings are helped to provide facilities and make reasonable adjustments that assist access. This is in line with the guidance provided by the amended Disability Discrimination Act 1995, and through the DRC's Code of Practice issued by the Disability Rights Commission in July 2002.

The DDA 2005 amends the DDA 1995 introducing a new statutory duty on public bodies, including schools and LAs, to promote disability equality. Schools are required to produce a Disability Equality Scheme, which will cover a three year period. This will outline how a school will, promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards those with a disability and take into account disabilities, even when that involves more favourable treatment. Secondary schools are required to have this scheme and an Action Plan in place in December 2006. With regard to primary schools, special schools and PRUs the date is December 2007.

3. Identification, Assessment and Provision

The LA follows the model of identification and assessment of pupils with SEN detailed in the SEN Code of Practice 2001. The LA is committed to implementing the requirements of the separate Codes of Practice for schools and post 16 providers issued by the Disability Rights Commission in July 2002.

The inspection arrangements for all schools and the revised National Curriculum require schools to respond to the wide range of needs that pupils will present. In all settings there will need to be Inclusive Action for **all** pupils that ensures that a wide range of needs are met by: effective arrangements for leadership and management, effective assessment and record keeping,

liaison between all staff and a focus on the development of inclusive classroom practices.

The SEN Code of Practice 2001 describes four broad areas of need:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and /or physical needs

The LA's view is that these categories of need will be most useful for planning and monitoring purposes. Many children will demonstrate needs in more than one area. For a small number of children with more marked needs they may most accurately be described as having complex needs.

All schools and settings need to monitor needs and provision. The LA will offer advice on how this may be best achieved to aid planning and monitoring at a school and LA level.

At **Early Years Action / School Action** the class teacher/form tutor/subject teacher and key worker should take early action within the classroom/setting to meet the child's individual needs. Background information should be gathered. Action taken and strategies used should be clearly documented to demonstrate the child's progress and achievement. At this stage, with advice from the SENCO, it is the responsibility of the class teacher /Early Years practitioner to take the lead in assessing the child's special educational needs, planning the intervention and, monitoring and reviewing the provision being made, as well as ensuring that the parents/carers are consulted and involved. The child's views should be taken into account wherever possible. All action and outcomes should be documented and monitored.

At **Early Years Action Plus/ School Action Plus**, the SENCO and appropriate staff should review the progress at SA and where necessary call upon external specialist advice. Parents must give their permission for outside agencies to be directly involved with their child. At this stage the SENCO takes a leading role working with the child's teachers and schools/settings and with any external specialists. The child's needs will normally be discussed at the regular SENplan meeting. An IEP should be drawn up, and subsequently reviewed. Parents/carers and pupils should be involved and their views taken fully into account. All action should be clearly documented. Strategies implemented and rate of progress should be assessed, monitored and reviewed. If the school is considering advising the LA that a statutory assessment might be necessary, parents/carers should be informed in person and there must be confirmation in writing.

Statutory Assessment is when the LA is considering whether a full statutory assessment of the pupil's SEN is necessary. If the Authority carries out a multi-disciplinary assessment of SEN, it will undertake that assessment in accordance with the procedures required by the Education Act 1996, and the

SEN Code of Practice 2001. Statutory Assessment will not always lead to a statement, but the information gathered may indicate ways in which the pupil's needs can be met by the school without any special educational provision being determined by the Authority through a statement. Procedures will be followed according to the LA's criteria, and those required by Section 313 of the 1996 Act. The SEN Panel will act as a moderating group to support the consistent administration of the Code of Practice's criteria for making assessments and statements. The Panel includes representatives of head teachers and other agencies. The LA will offer advice to schools on the rationale and operation of delegated funding arrangements to clarify mutual responsibilities and expectations.

Where the LA issues and maintains a Statement of Special Educational Needs it will do so in accordance with the 1996 Education Act, the 2001 SEN and Disability Act and the 2001 SEN Code of Practice.

Monitoring the SEN provision set out in a statement will be undertaken by schools and settings, support services and the LA School Improvement Team. Procedures for conducting Annual Reviews of Statements will be in line with the revised Code of Practice. Guidance is included in the LA's SEN Handbook as well as the SEN Toolkit 2001, which was circulated with the SEN Code of Practice.

School Responsibilities

Each school is expected to provide a clear statement of policy and procedures for promoting the inclusion of pupils with special educational needs. Such a policy should state the means by which pupils with SEN are identified; the use of delegated and specifically allocated funding, and the means by which the school measures successes in this area.

Schools need to be able to demonstrate the steps that have been taken to identify and meet needs and to work in partnership with the LA to ensure that resources are adequate to meet needs, used appropriately and evaluated regularly. The LA will work with schools to ensure that these monitoring arrangements are manageable and help schools' own self-review and evaluation processes.

The SEN Code of Practice 2001 emphasises the role of every teacher in relation to special educational needs. It states that there should be a named teacher accountable to the Head teacher for monitoring the implementation of the policy (usually the SENCO). Each school should have its policy reviewed and approved annually by its governing body.

Governing bodies have responsibilities for SEN that are set out in Sections 313 and 317 of the 1996 Education Act, in the SEN Code of Practice 2001 and the current Ealing SEN Handbook for Governors. A key duty is to ensure that staff in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.

4. Staff In-Service training

The SEN Code of Practice 2001 states that provision for children with special educational needs is the responsibility of all staff (teachers and teaching assistants) in early education settings and in schools (Para 1.29-32). The LA is committed to ensuring that training and development is available for all staff in the identification and assessment of special educational needs, in devising suitable learning strategies and in ensuring that all pupils are fully included in all aspects of the life of the school. A key task must also be to ensure that all staff have the appropriate skills and support to facilitate good communication and relationships with parents.

The Authority believes that effective professional development is a process, which encompasses both formal courses and also 'on the job' training i.e. opportunities to work alongside specialist or experienced staff. Training will therefore include:

- the provision of centrally organised training courses for all, including teachers and teaching assistants;
- school focussed interventions and training;
- practice - based development. The SEN Code of Practice 2001 recognises that high quality support must be available to schools and early education settings. This will be achieved through the provision of LA services. The LA recognises that the assessment, consultation and intervention strategies which form the day to day work of the services in themselves can provide effective ongoing professional development opportunities for those working in schools and in early education settings.

5. Partnership Working

The SEN Code of Practice 2001 recognises that meeting the needs of children and young people with identified SEN requires partnership between all those involved (Para 1:7). The LA recognises that effective partnerships depend upon a clear understanding of the respective aims, roles and responsibilities of all partners and the nature of their relationships.

The LA seeks to promote effective partnerships across services and with other agencies both at the strategic and at the individual level.

Strategically, partnerships are guided by plans such as the Children and Young People's Plan.

The LA is committed to ensuring that all its partnerships are characterised by clarity of information, communication and effective systems and procedures.

6. Working with Parents and Carers

The LA believes that parents and carers are the first and main educators of their children. Close and effective working relationships with parents/carers of children with special educational needs are essential to developing the culture of co-operation and mutual respect that is the basis for effective learning. The LA will seek to ensure that, as far as possible, children's needs are met within local maintained provision so that parents/carers can work in close partnership with schools.

Parents/carers should be informed at an early stage when any difficulty becomes apparent. They should be constructively and positively involved in the development of any plans for their children. Parents/carers of children of all ages should be made aware of services available, such as Ealing Parent Partnership (EPP) as well as advice available from other voluntary and independent organisations. Parents/carers should be supported and empowered to:

- Recognise and undertake their responsibilities;
- Understand their rights in relation to the SEN framework including the assessment procedures;
- Ensure their views are known in relation to the provision for their children's needs

Parents should have access to services to resolve any disagreement with the LA or schools. Disagreement resolution services are available either via Ealing Parent Partnership, or through the London Regional SEN Partnership by arrangement through the SEN Administration section of the LA.

7. Pupils' Voices

Seeking the views of the child or young person and taking those views into account is a fundamental principle of the Code of Practice. Children and young people have the right to be involved in decisions affecting them and to exercise a degree of choice in what happens to them in relation to their education. The LA will continue to promote the active pupil participation that is already in place in schools in Ealing and to ensure that good practice and success is widely shared. Pupils' views should always be sought and recorded in relation to the development and review of their Individual Education Plan (IEP) and Statement of Special Educational Needs. All agencies will need to be alert to the possible need for some pupils to have access to personal support in expressing their views particularly in more formal settings such as review meetings. Learning Mentors and Personal Advisors will be in a position to help young people express their views and make choices.

8. Monitoring and Evaluation

The LA will regularly monitor, evaluate and review the provision made for pupils with special educational needs.

Evaluation and review will be achieved through:

- Inspections arranged by the Office for Standards in Education (Ofsted).
- Annual data collection of pupils' SEN through PLASC (Pupil Level Annual School Census) in all schools.
- Review of progress of pupils with SEN through SENplan meetings.
- Monitoring Annual Reviews of pupils who are the subjects of Statements of Special Educational Needs with particular attention being paid to pupils' views.
- Appropriate monitoring of the quality of school performance and SEN provision led by the LA's School Improvement Team.
- Monitoring the role and quality of service provided by LA central support services and Partner Partnership Service including regular feedback from users
- Monitoring of parent and pupil involvement in decisions about assessment and provision
- Consultation and regular review of the LA's SEN Development Plan that will include clear targets and timescales

9. Complaints Procedures

The LA will seek to ensure that complaints from parents and carers of pupils with special educational needs are quickly and appropriately addressed by the relevant body (in line with the LA's Complaints Procedure).

If a parent/carer has a complaint about the identification, assessment or provision for their child with SEN, the complaint should be dealt with, in the first instance, by the class teacher/subject teacher/form tutor. The SENCO may then need to be consulted, followed by the Head teacher and governors, if the response is not felt to be satisfactory. All schools must publish their Complaints Procedures.

If a complaint about the identification, assessment or provision for SEN is not dealt with to the parent/carers' satisfaction, then the LA can be contacted in writing via the Head of Integrated Services for Children with Disabilities or the relevant named officer if a child has a statement of SEN. Complaints about LA's SEN services should, in the first instance, be taken up with the section involved and, if necessary, with the Head of SEN. Parents and Schools may also be able to appeal to the SEN and Disability Tribunal or to the Commissioner for Local Government (the Ombudsman).

Complaints in relation to the LA's SEN services will be acknowledged within 3 working days and responded to within 10 working days. If it is not possible to resolve the complaint within that time there will be an update letting the complainant know how the matter is being dealt with.

Wherever possible, Ealing seeks to resolve differences by discussion and open review of decisions and procedures. All parties will also have access to local advice through Parent Partnership as well as to more formal Disagreement Resolution Services.

10. Success Criteria

The success criteria by which the LA will judge the efficiency of its policy are set out in this document. Individual service plans will include a range of specific objectives and targets according to their degree of involvement in SEN Issues.

Success criteria will also include evidence of:

- Effective teaching and learning strategies which seek to meet the needs of all pupils (e.g. in school Ofsted reports and National Strategy implementation reviews)
- Close collaborative work with key partners
- Schools' implementation of the SEN Code of Practice's guidance on action planning/reviewing at each stage; seeking appropriate outside advice and assessment; and involving parents/carers and pupils throughout the process of identification, assessment and provision
- Improved pupil performance progress and, as money is delegated to schools, fewer requests for SA
- Pupils with SEN make good progress in relation to their starting points. A reduction in the percentage of pupils with SEN below Level 3 at the end of KS2.
- Decreasing the numbers of permanent and fixed term exclusions
- Increased number of SENCOs in the LA who have undertaken accredited SEN training

- Increased number and percentage of Teaching Assistants with additional and specialist training and qualifications
- Performance in completing statutory assessments within time limits.
- Increased numbers of children with SEN being educated in maintained provision within their local communities.

SEN DEVELOPMENT PLAN, 2006 – 2009 ACTIVITY/MILESTONES/OUTCOMES

1. DEVELOPING LOCAL PROVISION

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Scope the SEN population within Ealing – Statements, SA+, and SA by area of need.	Head of CwD Head of SEN	Statistics available annually for analysis and future planning	Sept 07	Development of SEN provision is planned appropriately. Approach is proactive rather than reactive.	Within existing resources
Scope the child population attending special schools and units.	Head of SEN SIP Head of SENS	Audit of the type of SEN in each school/unit	Sept 07	LA has a strategic view on development of its specialist provision. Pupils are appropriately placed and receiving the appropriate education for their needs.	Reorganisation of SEN Admin section to create a Data Officer
Assess the impact of the delegation of Band A resources 05/06, 06/07.	SEOs Head of SEN	Data available and impact of delegation evaluated	May 07	Reduction in number of requests for SA. Greater range of provision for pupils in mainstream schools available outside the statementing procedures.	Reorganisation of SEN Admin section to create a Data Officer
Provide co-ordinated specialist advice and support on teaching and learning strategies for children with special needs in mainstream schools.	Head of SEN Head of SENS SIP	<ul style="list-style-type: none"> • Support systems reviewed (SENS) • Effective & coordinated training and support available from specialists across Children & Families. • Central Training continues to be delivered to develop teacher knowledge of intervention programmes from KS1 to KS4 	Aug 07 Ongoing	Review completed. Support systems match current needs. Improved teacher subject knowledge, leading to improved achievement.	Within existing resources

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Enable special schools and other specialists centres and units to continue to develop as centres of expertise and excellence in particular areas of SEN.	Head of SEN Head of SENS SIP Heads of Special schools	<ul style="list-style-type: none"> Review of staffing resources and ranges of skills available in local special schools in light of good practice nationally. SLA in place for specialist settings and schools to provide outreach work. 	Dec 07 July 08	Identified special schools are able to provide high quality advice and training to colleagues in mainstream schools.	Standard's Fund
<p><u>Targeted Groups by type of SEN</u></p> <p>1. <i>Secondary Speech & Language Difficulties</i></p> <ul style="list-style-type: none"> Use results of current pilot to plan and establish provision in secondary mainstream schools 	Head of SEN SIP Head of SENS S< Service	<ul style="list-style-type: none"> Seminar with high school representatives to discuss possible future service and funding. High schools agree to commission SLT posts. 	Nov 06 Sept 07	<ul style="list-style-type: none"> Comprehensive SLT Service available to mainstream high schools, as commissioned. High schools evaluate the service positively. Secondary pupils with speech and language difficulties have access to appropriate intervention, leading to increased attainment. 	Cost of 2xSLTs to be commissioned by schools (£84,000)
<p>2. <i>ASD/SLD & Challenging Behaviour</i></p> <ul style="list-style-type: none"> Integrated provision (school, psychology, medical, social care, respite), made for pupils with severe challenging behaviour and their families. <p>Link with other LAs through SEN Regional Partnership to explore development of pooled resources.</p>	Head of SEN Specialist SEP (ASD) Head of SEN	<ul style="list-style-type: none"> Multi disciplinary Challenging Behaviour Forum meets termly Survey completed showing frequency of CB in special school population. A clear picture of need is available Representatives from CwD/NDT meet to develop a model of integrated services for children with challenging behaviour. Heads of SEN of West London LAs meet termly to discuss. 	Ongoing October 2006 Ongoing Ongoing	<ul style="list-style-type: none"> Children and Families receiving joined-up services and provision. Schools receiving advice and support for pupil with CB Dissemination of good practice <p>Possibility of shared resources</p>	Funding stream to be identified for possible Behaviour Therapist Nurse post

Activity	Owner	Milestone	Due Date	Outcomes	Resources
<p>3. <i>BESD</i></p> <ul style="list-style-type: none"> • Develop appropriate provision for secondary age pupils with Statements of BESD through working with: <ol style="list-style-type: none"> 1) Schools (mainstream) 2) Study Centres – <ol style="list-style-type: none"> a. KS3 – with a view to return to mainstream school b. KS4 – through alternative pathways 3) Out borough providers / in borough independent providers, e.g. Insights • To ensure social care, health and education needs are planned in partnership 	<p>Head of BS&SI</p> <p>Head of SEN</p> <p>Head of SEN</p> <p>Head of SS</p> <p>Head of CwD</p> <p>Head of SEN</p>	<p>EOTAS review</p> <p>Secure commissioning arrangements in place</p> <p>Review procedures/terms of reference/ members of Joint Funding Panel</p>	<p>Dec 06</p> <p>March 07</p> <p>March 07</p>	<p>Full continuum of provision is available for all pupils identified as BESD.</p> <p>All pupils with BESD who are ‘hard to place’ access appropriate educational provision</p> <p>All children attending out of borough placements have had their provision planned with partner agencies present</p>	<p>Within existing resources</p>

Activity	Owner	Milestone	Due Date	Outcomes	Resources
<p><u>Transition Processes N/R, Y2/3, 6/7 10 - 19</u></p> <p>Ensure that children with learning difficulties and disabilities are well supported particularly at key transition points in their lives, (pre-school to primary, primary to secondary, post 16 and transition to adult life and services).</p>	<p>Head of SEN PEP SIP</p> <p>Head of CwD</p>	<ul style="list-style-type: none"> • Evaluate primary/ secondary transition project including outcomes for children transferring over past 2 years. • Review pre-school to school transition for children with disabilities and develop role of lead professional. • Work through the LSC and LA Transition group to ensure clear pathways post 16 and into adult services. • Ensure Connexions service is involved in and aware of local developments and provision available when giving advice. • In partnership with LSC and Local post 16 providers, review range of provision and put in place an action plan to develop new courses and settings in areas of specific need on local and regional basis. 	<p>July 07</p> <p>July 07</p> <p>Aug 08</p>	<p>Children and young people make successful transitions and continue to enjoy and achieve Children make successful transition in to school, continuing to enjoy and achieve</p> <p>Key workers or lead professionals assigned to each child as necessary</p> <p>All young people have clear pathways into FE, work and adult services which are reviewed at each review after 14+</p> <p>Connexions staff attend all Annual Reviews from Year 9 onwards</p> <p>Action Plan recommendations implemented</p>	<p>Within existing resources</p>

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Develop rigorous and robust tracking systems to ensure continuity and progression across Key Stages in school	SIP	Improved tracking systems in place in schools	Ongoing	Appropriate intervention in place in schools, leading to improved achievement	Within existing resources
Focus on individual learning styles to meet needs of children	SIP	Central training delivered to targeted schools	Dec 06	Teachers' subject knowledge improved and effective inclusion of pupils with SEN	Funded by schools

3. DEVELOPING PARTNERSHIPS

Activity	Owner	Milestone	Due Date	Outcomes	Resources
LA Partnerships Enable special schools to play their full part in delivering a comprehensive and integrated service for children and young people with learning difficulties and disabilities in Ealing.	Head of CwD	<p>Special schools are represented in the group steering for the development of the new integrated service for children with disabilities.</p> <p>Staff based in special schools included as part of the integrated service (education social worker, health staff).</p> <p>Develop possibilities of delivering more integrated services to children through special schools both during the school day and as part of extended school developments.</p>	Ongoing	<ul style="list-style-type: none"> Few children and parents having to attend a variety of locations. More integrated planning for the complexity and range of needs at individual pupil level. 	<p>Within existing resources</p> <p>Extended Schools Grant</p>

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Continue to offer the Early Bird and Early Bird Plus programme to parents of children diagnosed as ASD	Head of SEN	<ul style="list-style-type: none"> • Early Bird and Early Bird Plus run termly and involve partners across education, health and social care • Trainers paired across disciplines • Parents/carers are informed of courses once diagnosis of ASD is given 	Ongoing	<p>Active promotion of an integrated approach to early education and childcare.</p> <p>Parents are given skills to manage their child with a disability. Evaluation demonstrates increased parental confidence post course</p>	<p>Standard's fund.</p> <p>Other funding sources will need to be explored as Standard's fund comes to an end in March 08</p>
ICAN: support for children of nursery age who have significant speech and language problems	SIP Head of SLT Head of SEN	<p>ICAN type provision available in 3 quadrants of the LA</p> <p>ICAN type provision available in all 4 quadrants</p>	<p>Sept 06</p> <p>Sept 08</p>	<p>The range of specialist provision available at nursery and reception level for children with SLT is extended.</p>	
Targeted support to identified schools through the Foundation Stage Speech and Language project	SIP	Training in targeted schools	Ongoing	Improved practitioner knowledge leading to improved achievement	Schools commission services

Activity	Owner	Milestone	Due Date	Outcomes	Resources
LA/Voluntary Groups and Partnerships					
Improve ease of access to information for parents / carers about CwD	Head of CwD	<ul style="list-style-type: none"> Launch the Parent's Website in conjunction with MENCAP Website is interactive 	Sept 06 April 07	Children with disabilities and their families have accurate and accessible information and a clear point of access and path through the assessment and services that they need.	Within existing resources
Parent Partnership	Head of SENS Head of SEN	<ul style="list-style-type: none"> Incorporate the work of Parent Partnership on SEN into the parent participation and information work of the CwD Integrated Service. Set up new Service Level Agreement for Parent Partnership work and integrate it into commissioning strategy 	Sept 07	SLA for Parent Partnership Service reviewed	
Key worker/lead professional within CwD	Head of CwD	Extend Key worker/lead professionals pilot	Sept 07		
Establish a wheelchair training scheme for pupils who are wheelchair users ('Keep on Moving West London', KOMWL)	Head of JC PEP	<p>Group of Trustees established</p> <p>Scheme runs in summer 06 with assistance of National Whizz-Kidz</p> <p>Bids made and funding secured P/T co-ordinator in post</p> <p>Annual scheme runs</p>	Jan 06 July 06 Feb 07 May 07 July 07	<p>Families who have a child with a disability are supported in accessing all the appropriate services</p> <p>Wheelchair training offered on an annual basis to pupils</p> <p>Pupils and parents positively evaluate the scheme</p> <p>Pupils general wheelchair skills/road skills/ independence skills improve</p>	Initially EYDCP (£5,000) Bids for funding to be made

4. EARLY IDENTIFICATION AND INTERVENTION

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Scope the under fives population with regard to identified special needs and plan resources and provision	Head of CwD	Planning meeting held	July 08	Annual scoping complete. Resources and provision adjusted accordingly	Within existing resources
Develop fully integrated processes for members of the multidisciplinary teams involved in the identification and early assessment of children with SEN (CRF)	Head of CwD	Co-location of services and use of CRF	July 07	Planning for pupils is streamlined, ensuring provision is identified earlier and involving parents and children in fewer visits to service	Within existing resources
All early years providers receive appropriate advice about children with SEN	Head of SEN PEP SIP Head of SENS	Regular meetings are held with Early Years SENCOs SENCOs attend SENCO training	Ongoing	All early providers are aware of the needs of children with LDD and of individual children	Within existing resources
Provision is made for pre-school children who exhibit behavioural difficulties	Head of SEN PEP	Specialist EP in post Project is developed Parenting groups in place	Sep 06 Jan 07	Parents of children with behavioural difficulties receive advice and support The number of children with behavioural difficulties entering Reception Class is reduced	Commissioned by Head of Early Years and Play
The special educational needs of children who are new arrivals to the UK are identified, assessed and provision made within as short a time span as possible	Head of SEN PEP	Procedures written for schools/SEN Admin Service/EPS	Dec 07	New arrivals with SEN are placed in appropriate provision within shortest time spans.	Within existing resources

Activity	Owner	Milestone	Due Date	Outcomes	Resources
Children whose learning difficulties and disabilities only become apparent in the school setting are identified, assessed and their needs met in the shortest possible time	Head of SEN SIP PEP	Training for SENCOs centrally and in targeted schools has taken place	Ongoing	Interventions at SA and SA+ are successful.	Within existing resources
Specialist Speech and Language Nursery Provision at Children's Centre in Northolt	Head of SLT Head of Early Years and Play	Specialist SLT nursery established in Northolt	Jan 08	Improved outcomes for children with Speech and Language difficulties	Early Years Funding