

Young People's Education and Skills Board

Special educational needs and disability Green Paper – A consultation

Item no: 7

Report by: Yolande Burgess **Job title:** Strategy Director
Date: 24 May 2011
Contact Officer: Yolande Burgess
Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary This paper informs members of the Green Paper published on 9 March which proposes reforms to the Special Educational Needs and Disability (SEND) system and actions the Young People's Education and Skills team are taking to drive forward and implement proposals for London and shape a response to the consultation.

Recommendations Board members are asked to:

- confirm their continuing approval for the development and implementation of regional protocols and working across London, under the stewardship of ALDCS;
- endorse joint-working with ALDCS and the GLA for preparing and submitting a strong London response to the governments Green Paper consultation by 30 June 2011.

1 Background

- 1.1 In July 2010 children's minister Sarah Teather announced a Green Paper on SEND that would make proposals to increase transparency in the system, give parents more choice and involve them in the decision-making process, and better manage transition beyond school. The Green Paper was originally planned for publication in Autumn 2010.
- 1.2 Following a series of postponements *Support and aspiration: A new approach to special educational needs and disability - A consultation* was published on 9 March 2011.
- 1.3 The key themes of the report are;
 - early identification and assessment;
 - giving parents control;
 - learning and achieving;

- preparing for adulthood;
- services working together for families.

2 Proposals for change

- 2.1 The document proposes reforms to the SEND system to address problems including parents regarding the current system as too adversarial; Special Educational Needs (SEN) statements not joining up education, health and care support; children and young people falling between the gaps in services or having to undergo multiple assessments; the suggestion (primarily from Ofsted) that too many children are being over-identified as SEN, which prevents them from achieving their potential.
- 2.2 Contained in the reforms, the government proposes to:
- include parents in the assessment process and introduce a legal right, by 2014, to give them control of funding for the support their child needs;
 - replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education;
 - ensure assessment and plans run from birth to 25 years old;
 - replace the existing School Action and School Action Plus system with a simpler new school-based category to help teachers focus on raising attainment;
 - overhaul teacher training and professional development to better help pupils with special educational needs and to raise their attainment;
 - inject greater independence from local authorities in assessments by looking at how voluntary groups might coordinate the package of support;
 - give parents a greater choice of school and give parents and community groups the power to set up special free schools.
- 2.3 It is further proposed that groups of local authorities test and trail new approaches to identification and assessment. To this end the Department for Education will tender for pilots in June, with the intention of starting pilot activity in September 2011.
- 2.4 The department will also ask those local authorities working with children's individual budget pilots, and a further wider group of local authorities, to work with schools, colleges, early years settings and health providers to test what other services could be included in a personal budget, with a particular focus on testing whether any school-based services could be included. Testing how the scope of direct payments might be increased to include funding streams from education and health is also planned.
- 2.5 The paper is lengthy, some 120 pages, and poses 59 questions. A summary of the content, together with the departments intended next steps and the consultation questions, is attached at Annex A. The consultation will run for 16 weeks between 9 March and 30 June 2011.

3 A cautious welcome

- 3.1 There are aspects of the paper that we welcome and have been generally welcomed by local authority colleagues working in the field of SEND, principally:
- the Green Papers recognition of the key leadership role local authorities will continue to play in any new system;
 - the proposal to create a single system for people up to age 25 with SEND;
 - the streamlining and simplification of professional guidance.

3.2 There are however a number of concerns that the paper raises, most notably;

- The proposal to introduce the voluntary sector into assessment (to increase parental confidence) could lead to too great a separation of assessment decisions from funding decisions. Further, the position taken in the Green Paper that voluntary sector organisations are best placed to act as assessors lacks supporting evidence and there does not appear to be any recognition of costs - both time and money - for the voluntary sector to reshape to undertake this type of work effectively.
- The Green Paper acknowledges a focus on families with children who have the most complex support needs, yet of the 8,420 14 to 19 year olds with statements in London (January 2010), 84% of those young people required support for reasons other than a severe learning difficulty or profound, multiple and complex needs. The new system must work equally and fairly for all children and young people with SEND.
- Proposals do not go far enough to join up the SEND provision in schools with further education colleges, an important step as councils remain responsible for services to age 25.
- There is no indication of proposed legislative change to bind health into the system; without statutory responsibilities being placed on health, local authority care and education budgets will continue to bear costs that should be met from healthcare budgets.
- There is no indication that resources for SEND services will be protected; the single Education, Health and Care plan will only support families with children/young people with SEND if adequate funding for health, education and social care is made available.

4 Next steps

- 4.1 ***Taking forward proposals for London:*** At the end of November last year Board members were asked to recommend to the Association of London's Directors of Children's Services (ALDCS) a series of protocols for regional working, a plan for further increasing local provision and a rationale for regional/cluster working (see Board paper Item No.6, 22 November 2010). ALDCS endorsed a consultation on the proposals with accepted that the work would need to take into account the context of the, then anticipated, Green Paper.
- 4.2 Working through the Learners with Learning Difficulties and Disabilities (LLDD) regional working group, the Young People's Education and Skills Team led two workshop consultation events on 11 May (later than originally planned due to the delayed publication of the Green Paper) to further develop and consult on arrangements for SEND across London.
- 4.3 The events were attended by over one hundred local authority colleagues and other professionals in the field of SEND and the feedback from these events will be used to drive forward the work across London. Subsequent to these events the LLDD working group will draft next-stage proposals to take forward and implement plans for London. The feedback will also contribute to our response to the Green Paper.
- 4.4 ***Responding to the Green Paper consultation:*** It is critical that our response to the Green Paper consultation captures the key messages and recommendations for change that will bring the greatest benefits to *London's* children and young people with SEN or who are disabled and their families.
- 4.5 The range and complexity of the Green Paper coupled with the array of questions it poses has led us to pursue a co-ordinated response with other key strategic partners to

ensure a strong and coherent reply from London. ALDCS, the Greater London Authority (GLA) and London Councils will be holding a senior level consultative event on 7 June to debate the Green Paper, seek the views of senior professional's and shape a London response.

5 Recommendation

5.1 Board members are asked to:

- 5.1.1 confirm their continuing approval for the development and implementation of regional protocols and working across London, under the stewardship of ALDCS;
- 5.1.2 endorse joint-working with ALDCS and the GLA for preparing and submitting a strong London response to the governments Green Paper consultation by 30 June 2011.

Support and aspiration: A new approach to special educational needs and disability

SUMMARY

Early identification and assessment

By 2014, children and young people who would currently have a statement of SEN or learning difficulty assessment will have a single assessment process and 'Education, Health and Care Plan' for their support from birth to 25. The new plan will afford parents the same statutory protection as the statement of SEN

- Proposal that children and young people who would currently have a statement or statutory assessment of learning difficulty for further education and skills training should have a single statutory assessment process and 'Education, Health and Care Plan', from birth to 25
- DfE will invite proposals from local areas to explore best approach to a single assessment process and 'Education, Health and Care Plan', including whether the voluntary and community sector could coordinate assessment across the agencies involved, as well as the cost implications of this change (significant emphasis on role of the voluntary and community sector in coordinating assessments and plans)
- To reduce the number of assessments a family has to undergo the single assessment process will be considered as possible means to support claims for the Disability Living Allowance and Personal Independence Payment
- DfE will ask local authorities to apply - with their local partners - to be assessment and plan pathfinders in collaborative groups
- To support pathfinders DfE will fund the voluntary and community sector to share good practice from the Getting A Life demonstration sites, the Individual Budget pilots and the Transition Support Programme, providing the pathfinders with professional advice and support
- More immediately – DfE propose to reduce the time limit for the statutory assessment process from 26 weeks to 20 weeks: the decision to assess will reduce from six to three weeks; assessment and drafting a statement will reduce from twelve to nine weeks

Giving parents control

There should be real choice for parents and that is why we are committed to removing any bias towards inclusion that obstructs parent choice and preventing the unnecessary closure of special schools. We believe that real choice for parents requires a diverse and dynamic school system that offers a wide range of high quality provision and that has the autonomy and flexibility to respond effectively to parental choice; parents to be able to express a preference for a placement in any state-funded school; and good quality information that enables parents to make informed choices

- Proposal to ensure that local authorities set out a local offer of the support that is available for children with SEN or who are disabled and their families, and from whom
- In relation to school provision the local offer would describe what additional or different provision schools make for children with SEN and that it covers four key areas: curriculum, teaching, assessment and pastoral support
- The Council for Disabled Children recommends a core of information that parents find essential: the school's statutory responsibilities; the school's approach to SEN; how this approach was consulted on; and the provision normally available in the school for children with SEN
- Proposal to simplify the mandatory content of schools' SEN policies as well as requiring pupil referral units to publish an SEN policy
- By 2014, all families with the proposed 'Education, Health and Care Plan' will be entitled to a personal budget; subject to piloting, this would include funding for education and health support as well as social care.
- Legal powers will enable parents of disabled children and those with SEN who have a new single plan to request control of the funding for the support identified in the plan.
- A parallel duty to offer families with a single plan a personal budget, which would, subject to piloting, apply to local authorities and NHS commissioners.
- DfE will fund training for key workers and will encourage local authorities to make use of new voluntary and community sector providers in order to increase the range of support available to families with a statement of SEN or 'Education, Health and Care Plan'.
- DfE will continue to fund parent forums in every local area to build on the good practice that has been developed
- Parents to have a real choice of school in law and in practice; intention to introduce legislation to ensure that parents of children with a statement of SEN or 'Education, Health and Care Plan' have equivalent rights to express a preference for any state-funded school
- Proposal that parents and local authorities should attempt mediation before a parent can register an appeal with the Tribunal (parents will retain the right to appeal)
- DfE, working with the First-tier Tribunal (SEN and Disability), will pilot giving children the right to appeal and make disability discrimination claims in two or three local authorities with a view to extending the right to all children across England

Learning and achieving

Previous measures of school performance created perverse incentives to over identify children as having SEN. There is compelling evidence that these labels of SEN have perpetuated a culture of low expectations and have not led to the right support being put in place.

- Additional funding for initial teacher training providers to secure a greater number of placements for trainee teachers in special school settings
- DfE, BIS and LSIS will support the development of SEN and disability training for those teaching in colleges.
- Proposal to fund scholarships for teachers to develop their practice in supporting disabled pupils and pupils with SEN, including in specific impairments
- Outstanding special schools will be able to apply to become Teaching Schools, or members of a Teaching School partnership, developing their own staff alongside staff in schools throughout their network and sharing their expertise
- Intention to help local networks of schools develop teachers with specialist skills and knowledge who can be deployed across local clusters of schools (Teaching School partnerships) to expand and better deploy the expertise that exists within our special schools.
- In further education, DfE will consider how best to encourage this type of partnership working between independent specialist colleges, special schools and colleges and training providers
- DfE will build on the success of National and Local Leaders of Education and will create a new designation of Specialist Leaders of Education
- DfE is continuing to fund the training of new SENCOs in the academic year 2011/12.
- Scholarship fund open to the most able teaching assistants and other support staff to enable them to build on their SEN support roles and develop their careers further
- Achievement for All - a tender for bids from external organisations to spread the practices that those involved with Achievement for All have developed
- Funding to facilitate the transition to the open market of the Every Child a Reader and Every Child Counts programmes; funding for phonics-based training and resources which will support those children who need additional help in reading to catch up
- Schools, local authorities, parents, voluntary and community sector organisations, charities and social enterprises will be able to bid for a share of the new £110 million Education Endowment Fund in order to turn around the lowest performing schools (including support for innovative approaches to raising the attainment of disadvantaged pupils and sharing this learning)
- The new National Curriculum to take account of the needs of all pupils, including disabled children and children with SEN
- Much clearer guidance for professionals about how to identify SEN accurately; the SEN Code of Practice will be made shorter and clearer

- Proposal to replace the SEN Code of Practice categories of School Action and School Action Plus with a new single school-based SEN category and guidance to help professionals differentiate between children who need additional support to catch up those who need a tailored approach to address a special educational need
- Assessments of SEN and assessments of children displaying challenging behaviour should identify the root causes of behaviour problems rather than focus on the symptoms; trials of a new exclusions approach will consider the needs of, and impact on, disabled children and children with SEN
- DfE will explore ways to make it easier for special schools and special Academies to enter the market to offer alternative provision for BESD
- The Specialist Schools and Academies Trust (SSAT) is taking forward a project to research, devise and test new approaches to teaching and learning for children with emerging complex learning difficulties and disabilities
- A more integrated education system where children can move more flexibly between mainstream and special provision to access the support they need, whether for a day a week or a short-term placement
- Key Stage 4 and Key Stage 5 Destination Measures to ensure that schools and colleges are accountable for helping all their pupils prepare for success post-16 and post-18
- Proposal to introduce new indicators into the performance tables relating to the progress of the lowest attaining 20 per cent of pupils; this would focus on those pupils entering a key stage who have not reached the expected national curriculum level

Preparing for adulthood

Our goal is for disabled young people and young people with SEN to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to and be active members of their communities

- There needs to be a far greater focus on outcomes, particularly employment
- Full participation in education or training will mean that schools, colleges and training providers will have to adapt to the demands of more young people with SEN or who are disabled remaining in education or training post-16
- DfE will explore how lower level ALS is used to support young people aged 16 to 19, identifying where best practice has had a positive impact on both educational and life outcomes
- DfE will build on the findings of the Wolf Review of vocational education to improve vocational and work-related learning options for young people aged 14 to 25 with SEN or who are disabled
- Some disabled young people and young people with SEN will take part in the National Citizen Service pilots from 2011
- Increased responsibility on universities to widen participation in higher education; the £150 million National Scholarship Programme, which forms part of a package of measures (including the pupil premium) to support disadvantaged young people to achieve at school or college and turn that into success at university. One of the national criteria for the programme will be support for disabled students.
- DWP will work with stakeholders – including those with expertise in SEN and disability – to ensure that welfare reforms, and in particular the development of the Universal Credit, are flexible enough to support young people with SEN or who are disabled as they attempt to find work
- Jobcentre Plus will ensure that disabled young people receive support to get back to work which is tailored to their particular circumstances, including access to the Work Experience offer, the Work Programme or, where their support needs are more complex, Work Choice
- DWP will explore how the role of Disability Employment Advisers might be used more effectively to help disabled young people and young people with SEN make a smooth transition from learning to the world of work
- DfE will explore whether we could introduce supported internships for those for whom an apprenticeship may not be a realistic aim, including enabling retirees to volunteer to train as job coaches
- In order to improve access to apprenticeships, developing ways in which disabled young people and young people with SEN can demonstrate their suitability for an apprenticeship through alternative forms of evidence, other than qualifications
- From 2013, the Disability Living Allowance will be replaced with a Personal Independence Payment, a new, more active and enabling benefit which will take account of changes in individual circumstances and the impact of disability
- Discussions about independent living to become a standard and early part of the transition process - this will be reflected in the forthcoming disability strategy

Services working together for families

By developing stronger local strategic planning and commissioning arrangements, local authorities and local health services will play a pivotal role in ensuring that children and young people with SEN or who are disabled receive high quality support, and that parents are able to make informed choices about what is right for their family

- As reforms of the school system and health services come into effect, the role of local authorities is likely to change.
- For children and young people with SEN or who are disabled and their families, there will be three core features of the local authority role: strategic planning for services that meet the needs of local communities; securing a range of high quality provision for children and young people with SEN or who are disabled; enabling families to make informed choices and exercise greater control over services
- Essential that local authorities work effectively and collaboratively with local health services; health reforms envisage new local Health and Wellbeing Boards bringing together leading local councillors, the NHS, public health services, and local authority education and social care services to develop and maintain a joint analysis of the needs of their local community (Joint Strategic Needs Assessment) to shape the development of health and wellbeing strategies and commissioning plans for local authorities and local GP consortia
- Modernise and improve the SEN Code of Practice by shortening it and incorporating into it other guidance that is considered helpful to professionals, and we will review and update the Code of Practice to reflect reforms introduced following this Green Paper.
- Need to reduce the burdens that are currently placed on our schools, particularly on SENCOs.
- Subject to parliamentary approval, the commissioning of highly specialised services, including alternative communication aids, will become a core responsibility of the NHS Commissioning Board
- The review of school funding will consider specifically how special educational provision for pupils with SEN can be funded in a transparent, integrated and cost effective way; the review will also consider how high quality specialist support for pupils with SEN or who are disabled in schools might be funded most effectively from 2012-13 onwards
- Enabling professionals to develop innovative delivery models such as mutuals, cooperatives and other types of employee-led organisations
- Proposals for transferring workforce functions from the Strategic Health Authorities to local healthcare providers, and that local workforce planning and development is coordinated through skills networks that will bring together all providers of NHS services to plan for the future
- New national body, Health Education England (HEE), will be established to provide national oversight and leadership for workforce planning and education and training. HEE will take on the role currently carried out by the Allied Health Professions Professional Advisory Board, and may also have a role in commissioning education and training for smaller professions
- DfE will work with local commissioners to review the future training arrangements for educational psychologists; the final year of the current training arrangements will be for those whose courses commence in September 2012.
- DfE is consulting on the ways in which educational psychologists can be deployed most effectively, the current and future roles of educational psychologists in supporting children,

young people and their families and the implications of this for local commissioning and service delivery.

- Following this Green Paper consultation DfE will explore how to encourage greater collaboration between local areas, such as: jointly commissioning and managing services, or combining services across a group of local authorities within a single management structure, for example, sensory support services or educational psychology services; jointly managing fair and equitable access to places in special resourced provision, special schools and special Academies across a number of local authority areas; and jointly commissioning places in independent and non-maintained special schools to deliver value for money and the right services for children.
- To facilitate greater collaboration between local services and across local areas, and to enable local leaders and professionals to plan and deliver responsive services, the freedom and flexibility with which funding can be used locally will be extended significantly
- Introducing Community Budgets in 16 local areas from April 2011 (a way of organising public spending through a place based approach, rather than through individual organisations or services): Barnet, Croydon, Islington, Lewisham, Westminster, Hammersmith and Fulham, Royal Borough of Kensington and Chelsea and Wandsworth
- Want to enable voluntary and community sector organisations to take on a greater role in delivering public services, including the reforms set out in this Green Paper.
- DfE to provide targeted funding to voluntary and community sector organisations that have a strong track record of delivering high quality services and the confidence of families and local communities.
- Proposal to explore how the voluntary and community sector could take on a central role in coordinating the assessment process and provide the support of a key worker for families of children with SEN or who are disabled
- Have already announced the award of grants for 2011-12 worth up to a combined £6.5 million to voluntary and community sector organisations that provide effective advice and support to children and young people with SEN or who are disabled, their families and local professionals.
- DfE will publish shortly a further national SEN and disabilities voluntary and community sector prospectus that will set out the key areas in which we will make funding available and guidance for voluntary and community organisations that wish to bid for grants or contracts
- Office for Civil Society has announced a new £100 million Transition Fund to help voluntary and community sector organisations to build their capacity to deliver local services; the sector will also be able to access funding from the Big Society Bank
- Develop a national banded framework for funding high-cost provision for children and young people with SEN or who are disabled, in addition to what is normally available in schools; will work with a group of local authorities to explore whether and how a national banded framework for funding provision for children and young people with SEN or who are disabled could improve transparency to parents while continuing to allow for local flexibility
- Will explore how the different funding arrangements for special educational provision pre-16 and post-16 might be aligned more effectively so as to provide a more consistent approach to support for children and young people from birth to 25
- From 2013-14 the Young People's Learning Agency (and later the new Education Funding Agency) will bring together the three different funding streams for children and young people with SEN or who are disabled aged 16 to 25

Next steps

1. Many of the problems identified in this Green Paper are long-standing. Successive reviews have drawn attention to them and our Call for Views has given us a clear and comprehensive view of what needs to change.
2. The proposals we set out offer a commitment to long-term change to better support parents, the voluntary and community sector, early years settings, schools, colleges, health and social services and their partners in improving outcomes for children and young people with SEN or who are disabled and their families.
3. This Green Paper marks the start of a four-month period of consultation. We want to make sure that we have the views of all those who will be affected by our proposals before we publish detailed plans.
4. By June, we will invite expressions of interest from groups of local authorities to start piloting, from September 2011, a new approach involving a single assessment process and plan for children and young people and their families. The assessment and plan pathfinders test the key changes we want to see, including how the voluntary and community sector can support this process and bring greater independence to assessment, and exploring a right of appeal for children, so we can be confident they will work and have lasting impact.
5. By June, we will also invite expressions of interest from local authorities to join the existing Individual Budget Pilots from September 2011 and test how the scope of personal budgets might be increased to reflect the wide range of support in an 'Education, Health and Care Plan'; in particular, to identify the costs of providing funding in this way, the cost of provision, and the cost of supporting parents properly and appropriately.
6. We will work with local authorities and other partners to test a system of banded funding to bring about greater transparency of funding and to compliment the work on personal budgets.
7. And we have further work to do across government, particularly in relation to ensuring that disabled young people and young people with SEN have good quality opportunities and support as they prepare for adulthood.
8. We will look to take forward any legislative changes needed from 2012 to secure the delivery of the new 'Education, Health and Care Plan' and the offer of a personal budget, and any other necessary improvements to the system identified by pilots.
9. A summary follows of the Questions we are asking in this Green Paper. We welcome your views on the issues they raise and the proposals we make.

Consultation Questions

Question 1: How can we strengthen the identification of SEN and impairments in the early years, and support for children with them?

Question 2: Do you agree with our proposal to replace the statement of SEN and learning difficulty assessment for children and young people with a single statutory assessment process and an 'Education, Health and Care Plan', bringing together all services across education, health and social care?

Question 3: How could the new single assessment process and 'Education, Health and Care Plan' better support children's needs, be a better process for families and represent a more cost-effective approach for services?

Question 4: What processes or assessments should be incorporated within the proposed single assessment process and 'Education, Health and Care Plan'?

Question 5: What is the potential impact of expanding the scope of the proposed single assessment process and plan beyond education, health, social care and employment?

Question 6: What role should the voluntary and community sector play in the statutory assessment of children and young people with SEN or who are disabled? How could this help to give parents greater confidence in the statutory assessment process?

Question 7: How could the proposed single assessment process and 'Education, Health and Care Plan' improve continuity of social care support for disabled children?

Question 8: How could the arrangements for provision of health advice for existing statutory SEN assessments be improved?

Question 9: How can we make the current SEN statutory assessment process faster and less burdensome for parents?

Question 10: What should be the key components of a locally published offer of available support for parents?

Question 11: What information should schools be required to provide to parents on SEN?

Question 12: What do you think an optional personal budget for families should cover?

Question 13: In what ways do you think the option of a personal budget for services identified in the proposed 'Education, Health and Care Plan' will support parents to get a package of support for their child that meets their needs?

Question 14: Do you feel that the statutory guidance on inclusion and school choice, Inclusive Schooling, allows appropriately for parental preferences for either a mainstream or special school?

Question 15: How can we improve information about school choice for parents of children with a statement of SEN, or new 'Education, Health and Care Plan'?

Question 16: Should mediation always be attempted before parents register an appeal to the First-tier Tribunal (SEN and Disability)?

Question 17: Do you like the idea of mediation across education, health and social care? How might it work best?

Question 18: How can we ensure that the expertise of special schools, and mainstream schools with excellent SEN practice, is harnessed and spread through Teaching Schools partnerships?

Question 19: How can we ensure that we improve SEN expertise, build capacity and share knowledge between independent specialist colleges, special schools and colleges?

Question 20: How can we continue to build capacity and SEN specialist skills at each tier of school management?

Question 21: What is the best way to identify and develop the potential of teachers and staff to best support disabled children or children with a wide range of SEN?

Question 22: What is the potential impact of replacing School Action and School Action plus and their equivalents in the early years with a single category of SEN in early years settings and schools?

Question 23: How could changing the school- and early years setting-based category of SEN embed a different approach to identifying SEN and addressing children's needs?

Question 24: How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties?

Question 25: Is the BESD label overused in terms of describing behaviour problems rather than leading to an assessment of underlying difficulties?

Question 26: How could we best ensure that the expertise of special schools in providing behaviour support is harnessed and shared?

Question 27: What are the barriers to special schools and special Academies entering the market for alternative provision? Consultation

Question 28: What are the ways in which special Academies can work in partnership with other mainstream and special schools and Academies, and other services, in order to improve the quality of provision for pupils with SEN and disabilities?

Question 29: What are the barriers to special Academies becoming centres of excellence and specialist expertise that serve a wider, regional community and how can these be overcome?

Question 30: What might the impact be of opening up the system to provide places for non-statemented children with SEN in special Free Schools?

Question 31: Do you agree with our proposed approach for demonstrating the progress of low attaining pupils in performance tables?

Question 32: What information would help parents, governors and others, including Ofsted, assess how effectively schools support disabled children and children with SEN?

Question 33: What more can education and training providers do to ensure that disabled young people and young people with SEN are able to participate in education or training post-16?

Question 34: When disabled young people and young people with SEN choose to move directly from school or college into the world of work, how can we make sure this is well planned and who is best placed to support them?

Question 35: Do you agree that supported internships would provide young people for whom an apprenticeship may not be a realistic aim with meaningful work opportunities? How might they work best?

Question 36: How can employers be encouraged to offer constructive work experience and job opportunities to disabled young people and young people with SEN?

Question 37: How do you think joint working across children's and adult health services for young people aged 16 to 25 could be improved?

Question 38: As the family doctor, how could the GP play a greater role in managing a smooth transition for a disabled young person from children's to adult health services?

Question 39: Do you agree that our work supporting disabled young people and young people with SEN to prepare for adulthood should focus on these areas: ensuring a broad range of learning opportunities; moving into employment; independent living; and transition to adult health services? What else should we consider?

Question 40: We have identified three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families: strategic planning for services, securing a range of high quality provision, and enabling families to make informed choices and exercise greater control over services. Do you agree that these are the three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families, or are there others?

Question 41: How can central government enable and support local authorities to carry out their role effectively?

Question 42: What would be the best way to provide advice to GP consortia to support their commissioning of services for children and young people with SEN or who are disabled and their families?

Question 43: What would be the most appropriate indicators to include in the NHS and public health outcomes frameworks in the future to allow us to measure outcomes for children and young people with SEN or who are disabled?

Question 44: What are the ways in which the bureaucratic burdens on frontline professionals, schools and services can be reduced?

Question 45: In addition to community nursing, what are the other areas where greater collaboration between frontline professionals could have the greatest positive impact on children and young people with SEN or who are disabled and their families?

Question 46: What more do you think could be done to encourage and facilitate local services working together to improve support for children with SEN or who are disabled?

Question 47: How do you think SEN support services might be funded so that schools, Academies, Free Schools and other education providers have access to high quality SEN support services?

Question 48: What are the innovative ways in which new models of employee-led organisations, such as mutuals and cooperatives, could improve services for children and young people with SEN and their families?

Question 49: In addition to their role in the assessment process, what are the innovative ways in which educational psychologists are deployed locally to support children and young people with SEN or who are disabled and their families?

Question 50: How do you envisage the role and service structures of educational psychologists evolving to meet local demands?

Question 51: What are the implications of changes to the role and deployment of educational psychologists for how their training is designed and managed? Consultation

Question 52: What do you think can be done to facilitate and encourage greater collaboration between local authorities?

Question 53: What do you think are the areas where collaboration could have the greatest positive impact on services for children, young people and families?

Question 54: How do you think that more effective pooling and alignment of funding for health, social care and education services can be encouraged?

Question 55: What are the ways in which a Community Budget approach might help to improve the ways in which services for children and young people with SEN or who are disabled and their families are delivered?

Question 56: What are the ways in which we could introduce greater local freedom and flexibility into the ways in which funding for services for children and young people with SEN or who are disabled is used?

Question 57: What are the areas where the voluntary and community sector could have the greatest positive impact on services for children and young people with SEN or who are disabled and their families, and what are the ways we can facilitate this?

Question 58: How do you think a national banded funding framework for children and young people with SEN or who are disabled could improve the transparency of funding decisions to parents while continuing to allow for local flexibility?

Question 59: How can the different funding arrangements for specialist provision for young people pre-16 and post-16 be aligned more effectively to provide a more consistent approach to support for children and young people with SEN or who are disabled from birth to 25?