Welcome to this e-learning awareness module on special educational needs and disabilities, usually referred to as SEND. This module will give you an overview on SEND and explore how Hertfordshire provides its SEND service.
What is SEND?

An overview of SEND and the law
Introduction

In September 2014 the biggest reform of Special Educational Needs and Disability (SEND) legislation for 30 years came into force. Included in this legislation was a new SEND Code of Practice and a wealth of guidance around new ways of working. For more information on the Code of Practice, please click here.
Overview / Setting the scene

The Vision for the new Code of Practice is encapsulated in the below Foreword in the SEND Code of Practice document.

From the Parliamentary Under-Secretary of State for Health and the Parliamentary Under-Secretary of State for Children and Families

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

This new Special Educational Needs and Disability Code of Practice will play a vital role in underpinning the major reform programme. For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Local authorities and their local health partners have been working together to prepare for the new arrangements, to jointly plan and commission services for children and young people who have special educational needs or are disabled. Those with more complex needs will have an integrated assessment and where appropriate a single Education, Health and Care plan for their support.

The Code of Practice is the product of extensive consultation, and draws on the experience of pathfinder local authorities which have been piloting new approaches with local communities. We have listened to a wide range of individuals and groups and the result is a Code which will help everyone working with children and young people with special educational needs and disability to secure for them the outcomes from education, health and social care which will make the biggest difference to their lives.

DR DAN POULTER
Parliamentary Under-Secretary of State for Health

EDWARD TIMPSON
Parliamentary Under-Secretary of State for Children and Families
Major reforms to how we deliver and improve special needs services in England were published in the form of the Special Educational Needs or Disabilities SEND Code of Practice to provide statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and its associated regulations. The code relates to children and young people with special educational needs (SEN) and disabled children and young people. A ‘young person’ in this context is a person over compulsory school age and under 25.

One of the key principles of the code is that local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision and that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.

**SEND code of practice: 0 to 25 years**
What we mean by Special Educational Needs / Disability

Special educational needs can affect a child or young person’s:
- ability to learn
- behaviour or ability to socialise and make friends
- reading and writing
- ability to understand things
- concentration levels
- physical ability

There are lots of legal definitions of disability, so it can be a challenge to be clear on who we are talking about. Using the legal language Hertfordshire has agreed that our definition is:

A physical and / or mental impairment that has long term and adverse effects resulting in significant impact on daily living and the child’s development. We are using the term ‘mental impairment’ to cover a range of conditions including:
- learning disability
- autism
- developmental delay
Children and Young People

According to the SEND Reforms: A child of compulsory school age or a young person has a learning difficulty or disability if he or she (correct answers in green)

- a) Has a significantly greater difficulty in learning than the majority of others of the same age
- b) Has a medical diagnosis
- c) Has a condition which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- d) If parents say so
SEND in Hertfordshire

Explore how Hertfordshire provides it’s SEND services
Professionals Promise

Hertfordshire County Council has developed a set of standards, together with young people, families and professionals, to build upon the standards that already exist and ensure that we're working in a person centred and transparent way as outlined in the SEND Code of Practice.

This is our ‘Professionals Promise’ - standards that everyone strives to achieve. Having this in place will mean that professionals will know how families want to be worked with and families will be confident to challenge professionals.

Our promise means that we will:

• be honest about what can be achieved
• aim to get it right first time and continue to learn from our experiences to inform changes
• have the skills to do the job or sign post elsewhere when needed
• work together in an open and honest way
• ensure the views of the child and young person and family will be at the centre of everything we do
• recognise the strengths and abilities of children, young people and young adults and we will build on these
• communicate clearly and appropriately and in the way that children and young people choose
• work together towards positive solutions and outcomes
• All professionals working in SEND children’s services such as the 0-25 Together team, Integrated Services for Learning team etc. will work in this way.
Hertfordshire’s Professional Promise

Our promise for how children, young people & young adults with special educational needs and / or disabilities and their families should be treated:

**We will be honest about what can be achieved**
We will be clear from the start about what we can do allowing for time, resources and the law. We will be clear why things are happening.

**We aim to get it right first time and continue to learn from our experiences to inform changes**
We will try hard to make things work and if they don’t we will try to understand what went wrong so that we can make sure it doesn’t happen again.

**We will have the skills to do the job or signpost elsewhere when needed**
We will make sure that all of our staff are well trained and that they know who is the most suitable person to help if they can’t.

**We will work together in an open and honest way**
We won’t let the fact that we are from different organisations stop us from working well together to help you achieve the best outcomes.

The views of the child and young person and family will be at the centre of everything we do
We will listen to what is important to you, build on your ideas and always remember that we are working to help you get the outcomes you want.

We will recognise the strengths and abilities of children, young people and young adults and we will build on these
We will focus on what works and what you are good at so that we can build on this.

We will communicate clearly and appropriately and in the way that children and young people choose
We will talk to you about how you like to give and receive information and together find a way that will work.

We will work together towards positive solutions and outcomes
We will be creative and open to considering new ideas to help you get the outcomes that you want.
SEND Local Offer

Hertfordshire's SEND Local Offer is a statutory requirement of the SEND reforms. It is the single place for professionals and families to find information, support, services and activities available for children and young people with special educational needs in Hertfordshire.

What can you find on the Local Offer?

- Advice on where to go for help if you are concerned your child or young person has SEND
- A comprehensive list of SEND health services
- Guidance for the pathway into adulthood - finding colleges, apprenticeships etc.
- Detailed description of the Education, Health and Care plan system
- Opportunities for children and young people in 'Things to do'
- SEND documents and guidance, including more about finance and benefits
- Regular news updates
SEND Local Offer

You can see more on this in the Local Offer film.

Hertfordshire's aim is that all professionals and families will trust the Local Offer as their recognised source of SEND and it will become the one platform to access SEND information.

All HCC SEND service providers are required to ensure that all SEND information, advice and guidance (IAG) is hosted on the Local Offer and should not maintain alternative sources of IAG.

Information for schools only will continue to be hosted on the schools Grid website.

Professionals and families can email localoffer@hertfordshire.gov.uk for any further information, copies of leaflets or postcards or event materials such as use of the Local Offer banner at events.
Continuum of Need

It's important to note that having a special need or disability does not automatically mean that the child or young person needs to access social care support. The Continuum of Need guidance sets out the 'Levels of Need' experienced by children, young people and families in Hertfordshire. It offers clarity and support to partners working with them and at what level they should be leading on early support.
Continuum of Need

- **Universal Services / Universal Plus** - Children, young people and family’s needs are met by Universal Services and are **thriving**
- **Emerging Needs / Universal Plus** - Children, young people and families who have additional unmet needs are **just coping**, therefore may be in need of early support services. To improve education, parenting and/or behaviour, or to meet a specific health or emotional need
- **Targeted Needs / Universal Partnership** - Children, young people and families are **struggling to cope** and need a coordinated targeted response. They are experiencing sustained and persistent problems that it ha not been possible to resolve at the previous levels
- **Intensive Family Support** - These children, young people and families are **not coping** and are more likely to need a response from a service able to provide intensive family support
- **Meets Threshold** - If you suspect a child is suffering or at risk of suffering significant harm and/or at high or very high risk of harm to self and others, follow Child Protection procedures - Safeguarding & Specialist
SEND Services in Hertfordshire County Council

Teams providing services for special educational needs or disabilities work across both children’s services departments - Education and Specialist Services.

Specialist Services
Services for Young People
Education
Specialist Service

**0-25 Together Service**
The 0-25 Together is Hertfordshire’s service for children and young people aged 0-25 years that have disabilities. 0-25 Together work with the child or young person from when they first need social care support up until the person with a disability is 25 years old.
Areas covered include:
- Assessments
- Direct Payments
- Nursing input
- Preparing for Adulthood
- Short Breaks
- Signposting to services
- Disabled Children and Young People Shared Care Service

Shared Care provide a range of family supports for Disabled Children and their Parent/Carers’. The team’s primary role is to recruit and support volunteers who are placed with disabled children and their families.

**0-25 SEND Commissioning Service**
The 0-25 SEND Commissioning Service is responsible for development and brokerage of services specifically for children and young people with Special Education Needs and/or Disabilities (SEND) aged 0-25, in line with the ‘Understand, Plan, Do and Review’ commissioning cycle and assessed needs.

**0-25 SEND Brokerage Team**
The 0-25 SEND Brokerage team sources packages of care for disabled children, young people and their families. Working closely with the 0-25 SEND Commissioning Team and the 0-25 Together Service to deliver personalized outcomes for children and young people, and to ensure an appropriate range of good services are available locally such as homecare, community based short breaks and overnight short breaks, as well as providing direct payments.

**Brokerage Support Team**
Responsible for processing financial transactions relating to Children Looked After and Disabled Children (with the exception of some placement costs such as Independent Placements and In-House Fostering), preparing UASC Home Office data and recharging for Health contributions to care packages. The team also supports Children Looked After (CLA), High Needs Funding data and finance monitoring process.
Services for Young People

YC Hertfordshire (formerly Youth Connexions) operates county-wide under Services for Young people to offer young people with learning difficulties and/or disabilities (LDD) impartial information, advice and guidance up until their 25th birthday.

Young people can get advice on their post-16 options such as further education, training, employment and independent living.

The YC Hertfordshire learning difficulties and/or disabilities (LDD) team includes specialist personal advisers dedicated to working with young people with LDD, to help them make a smooth transition into adult life. The team works closely with schools, colleges and other learning providers. It also supports young people who attend schools and colleges outside of the county, as well as those not in education, employment or education.

Young people aged 13-18 with disabilities and learning disabilities are welcome at YC Hertfordshire youth projects. In addition, there are a number of projects across the county specifically for young people with learning disabilities. In order to support young people with learning disabilities between 19-25, YC Hertfordshire offers specific provision for this age group.
ISL is a multi-professional service within Children’s Services, working in four integrated area teams across the county helping schools, settings and families to improve outcomes for children and young people with additional and special educational needs. Four area teams across the county provide SEN support in Hertfordshire.

**Educational Psychology**
Educational Psychologists help schools, settings and families to understand and manage a wide range of developmental issues and special educational needs.

**Early Years SEND**
The team works with children age 0-5 with a range of developmental difficulties and complex needs following a multi-professional approach with families at the centre.

**Communication and Autism**
This team provides specialist advice and intervention for children and young people with autistic spectrum conditions and/or speech, language and communication difficulties.

**Physical and Sensory Impairment**
The team provides specialist advice and support for individual children with visual or hearing impairments or both, or physical disabilities.

**Access to Education for Refugees and Travellers**
The team supports families to access appropriate education for their children.

**Special Educational Needs**
SEN officers work with a range of people including parents, carers, professionals from education, social care and health agencies, to ensure that the individual educational needs of children are met.

**Attendance**
Attendance Improvement Officers work directly with children, their families and schools assessing difficulties and helping to develop practices and strategies to improve pupils’ participation in education.

Our central team carries out statutory functions in relation to children of compulsory school age including Children Missing Education and Elective Home Education, as well as advising on school age employment matters and issuing performance licenses.

**Education Support for Medical Absence**
The team supports children and young people who are unable to attend school temporarily because of medical reasons.

**Hertfordshire Steps**
This is a positive approach to positive behaviour management which is grounded on sound evidence based practice. It provides consistency across all education phases and settings and is already well established in many Hertfordshire education settings and services.
SEND Services in Hertfordshire

There are many other professionals and services in Hertfordshire that offer SEND support. Take a few minutes to think about who these may be.

Other services include:

• Health Services
• Education Services
• Short Break Services
• Independent Support Services
• Support groups and Parent networks
Assessment, Planning And Review

Learn about you must do and should do when assessing and planning for children with SEND
The graduated response

The graduated response is the process used by practitioners in Hertfordshire to identify a child/young person’s needs.

*When your child is identified as having SEN, the setting should use a graduated approach based on four steps. These are:*
The Graduated Response

**Assess:** Professionals should work with the Special Educational Needs Coordinator (SENCo) to assess the child or young person’s needs, so that they give the right support. They should involve parents/carers and, where possible, seek the views of the child.

**Plan:** If the professional decides that the child or young person needs SEN support, the parents/carer must be informed. The professional should talk with the parent/carer about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed. The outcomes will describe what the child or young person will achieve as a result of the additional support. The school should draw up a plan in writing and share it with the parents/carers.
The Graduated Response

**Do:** In a school the child or young person’s class or subject teacher is usually responsible for the work that is done with them and he/she should work closely with any teaching assistants or specialist staff involved. The setting should tell the parent/carer who is responsible for the support the child receives. The SEND Code of Practice says all those who work with a child or young person should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required (6.49).

**Review:** The professional should review the child or young person’s progress and what difference the help offered has made. This must be done by/on the date agreed in the plan. Parents/carers and the child or young person should be involved in the next step.

In the first steps of following the graduated response of assess, plan, review, then do, there is an expectation on schools to support children with additional needs, and where relevant, access their government funding for SEN to support a child who is not necessarily in need of statutory assessments.
Plan

It's always best to have everything written down in one plan. However, where children and young people have both a special educational need and may need to be safeguarded from harm, they may need to have more than one plan in place.

This is OK as long as:

- we always check to see if things can be brought together into one plan to make things easier
- no one starts from scratch if there is an existing assessment or plan. This way we avoid asking families to tell their story again and again
- existing plans and assessments are shared between practitioners with the family's consent
- practitioners talk to each other and make sure things are joined up - for example, having joint review or assessment meetings
- actions in the plans don't overlap, duplicate or cause confusion
Types of plans

You may encounter different types of support plans. Where possible these will be combined but as long as they're shared appropriately, it's OK to have more than one.
SEN support

Most children with SEN will have their needs met through high quality, differentiated teaching and their progress will be monitored through an **SEN support plan** such as provision mapping. Some children or young people in educational settings may need more SEN support that has been planned for them as an individual.

The plan should set out the support the child or young person requires to achieve the outcomes all have agreed are desirable.

If the child or young person does not make the expected progress and needs more support than this then the SEN support plan will contain all the information necessary to request an Education, Health and Care Needs Assessment.

Education, Health and Care (EHC)

Children and young people with the most complex needs will require an **Education, Health and Care Plan**. i.e. Those who, despite the education provider having taken relevant and purposeful action to assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

The Lead Professional will be appointed to work with the child or young person and their families to help to create the plan and see that it reflects their aspirations and the outcomes they want in their life.

The Lead Professional will also make sure that everyone supporting the child works together, shares information and makes sure the family are clear about who is doing what and when.
Early Help
Early Help means support for families who need assistance to prevent problems and help them to manage in the future. A Families First keyworker will try to stop them needing social care intervention, or may support them after social care intervention has ended. These families will have an Early Help Plan. The keyworker will work with the families to decide what needs to be done to keep children safe and how the family can do it. He or she will support them to achieve their goals and try to empower them and build their resilience so they can cope better in the future.

Child Protection, Child in Need, Family Support
Sometimes families need more help to keep their children safe than can be provided through Early Help. This is where social workers step in. The social worker may decide that a family needs a Family Support Plan, a Child in Need Plan or a Child Protection Plan. These are all usually shorter term plans.
What is an SEN Support Plan?

The SEN Support Plan is used for children who need more personalised, targeted support in a mainstream setting in addition to differentiated, high quality teaching. Select the items in the list that you think will be in the SEN Support Plan and that are needed for the EHC Needs Assessment (correct answers in green)

- Child/young person and family information
- Education and setting details
- Local authority contact for the child/young person
- Health and Social Care Practitioners involved with the child/young person
- Primary area of need
- Priorities as well as the desired long and short-term outcomes
- Health and care information
What is in an EHC Plan?

All EHC Plans are broken up into sections.

• **Key Information** contains all personal information and also contact information for the professionals working with the child or young person.

• **All About Me** is a personal profile of the child or young person written by them and their family.

• Circles of Support have the child or young person at the centre. This shows all the people who can support the child in their journey towards their aspirations.

• Written by the parents and the child or young person, the **Aspirations** section sets out their long term aspirations for the future.

• **Summary Evidence** contains baseline assessments, strengths and skills and special educational needs that have been identified.
What is in an EHC Plan?

- **Additional Health and Care Information** contains material about on-going health and care needs.
- **Priorities** are based on the needs that have been identified. Some may be more important to the family than others.
- **Outcomes** include long and short term outcomes and the provision needed to achieve them.
- **Provision** details what resources are allocated to meet the child or young person's needs. This includes their educational placement. In the case of a young person this could include college, vocational training, apprenticeships and other pathways designed to move them into adult life.
- The **Reference List** is a list of all the advice that was used to write the plan. When the plan is shared, copies of this advice will be included.
Reviewing EHC Plans

EHC Plans should be used to monitor children and young people’s progress towards their outcomes. They must be reviewed by the local authority every 12 months as a minimum. The review must consider whether outcomes and supporting targets are still appropriate, and should also:

- gather and assess information that can be used to support progress and access to teaching and learning
- review the provision that is made to see if it is effective in ensuring access to teaching and learning
- review any health and social care provision that is being made
- consider whether the EHC Plan is still appropriate - does it need changing or should it be discontinued?
- review any interim targets that were set last year
- set new interim targets for the coming year and agree new outcomes if appropriate.

Reviews must be undertaken in partnership with the child, their parent/carers or the young person and must take their views, wishes and feelings into account. They must also consider any requests for a Personal Budget.

For young people approaching 18, any review must take special care to consider their transition and preparation for adulthood.
Personal budgets

Find out about different types of personal budgets and how decisions are made
What is a Personal Budget?

A personal budget is a sum of funding available for children and young people where it is clear that they need additional provision i.e. Element 3 funding for SEN learners, above that available to most children and young people through local services.

Personal budgets are an allocation of funding made by the Local Authority, and where appropriate, the CCG, to secure provision to meet all or some of the outcomes identified within an EHC plan where the young person or the child’s parent knows how much money is available and is involved in securing the provision.

A personal budget gives families more choice and control about what services they might want to use.
What's in a personal budget?

There are several different elements that can make up a personal budget. These will be considered during the EHC planning if a family has requested it and/or professionals have identified this is the most appropriate way to meet specific individual needs.

In all cases, the option of a personal budget is based on the support a child or young person needs to meet their outcomes. A child or young person may have a personal budget from more than one source, such as social care, SEN and/or health. It will be different each time as it will be designed around the needs of the child or young person and their family.
Education

Education for a personal SEN budget should be drawn from the local authority's 'high needs block'. This is made available when it is clear that without this additional (top-up) funding it would not be possible to meet the learning outcomes identified.

The school/college involved will already have funding available to support Special Educational needs. Only where resources are needed for support that is additional and different will a personal SEN budget be considered.

In some circumstances a school or college/learning provider may choose to offer some of the SEN budget if this best supports the outcomes agreed in an EHC plan.
Care

A personal social care budget will be allocated if a young person or child is assessed by the 0-25 Together Service as needing additional support at home and when out and about in the community. The service has specific criteria to determine whether children who are assessed as requiring support will be offered a personal budget, or services up to the allocated amount.
Health

Children who are eligible for 'Continuing Healthcare' funding have a right to request a personal health budget. This will be offered by NHS Clinical Commissioning Groups (CCGs) when a child or young person has needs arising from disability, accident or illness that cannot be met by existing universal or specialist services alone. A personal health budget is an amount of money or resources to deliver the outcomes set out in a child's health plan. The total personal health budget will be made clear to parents/carers so that they can be involved in choosing the right provision to best meet the outcomes identified in their child or young person's care plan.
Transport

A personal transport budget (PTB) can help to arrange your child or young person's travel to school or college in a way which suits the family's personal circumstances and which might offer freedom and flexibility.

The amount the family receives is based on the distance for a return journey from home to the child or young person's nearest suitable school/college. The PTB is given regardless of how the child is safely taken to school, and can work flexibly - for example, around attendance at breakfast and after school clubs.

If a learner's continual punctuality or attendance at school is judged to be adversely impacted by the award of a PTB, the arrangement will be subject to review by the Council.
Personal budget

One or more of these elements go together to create a personal budget. It will be different each time as it will be designed around the needs of the child or young person and their family.
How can a Personal Budget be managed?

A personal budget can be managed in a number of ways:

- a direct payment received and managed by the young person (aged 16 or over) or their parent or representative
- a third party budget received and managed by a separate individual or organisation on behalf of the young person – this could be a brokerage service or a service provider.
- a notional or arranged budget held by the Council, or a school or college managing delegated local authority funding, and/or CCG to secure services through commissioned providers on behalf of the young person, with their involvement.
Who is eligible and how much can they receive?

Everyone with an EHC plan has the right to ask their local authority to consider a personal budget. The request for a personal budget can be made at any time during the period in which:

- The draft EHC plan is being prepared
- The EHC plan is being reviewed or re-assessed.

How much funding can be included in a personal budget depends on the needs identified by the child's assessment linked to the expected outcomes agreed in the EHC plan, and where there are options within the funding arrangements to have a personal budget. Refer to Personal Budgets guidance for more information. [insert link when published]
Useful Links

SEND Code of Practice
SEND Local Offer
HfL: SEN & Disability
Contact a Family