Devon SEND update

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Children with SEND in Devon

2226 children **electively home educated** (EHE)

637 if these children have SEND (29%)

179 have an EHCP

Attendance for all children 91.9%

Children with SEND 87.6%

Children with EHCP 85.6%

101 **Children Missing Education** (CME)

42 children have SEND (42%)

22 children have an EHCP

3863 children **suspended**

1998 children had SEND (52%)

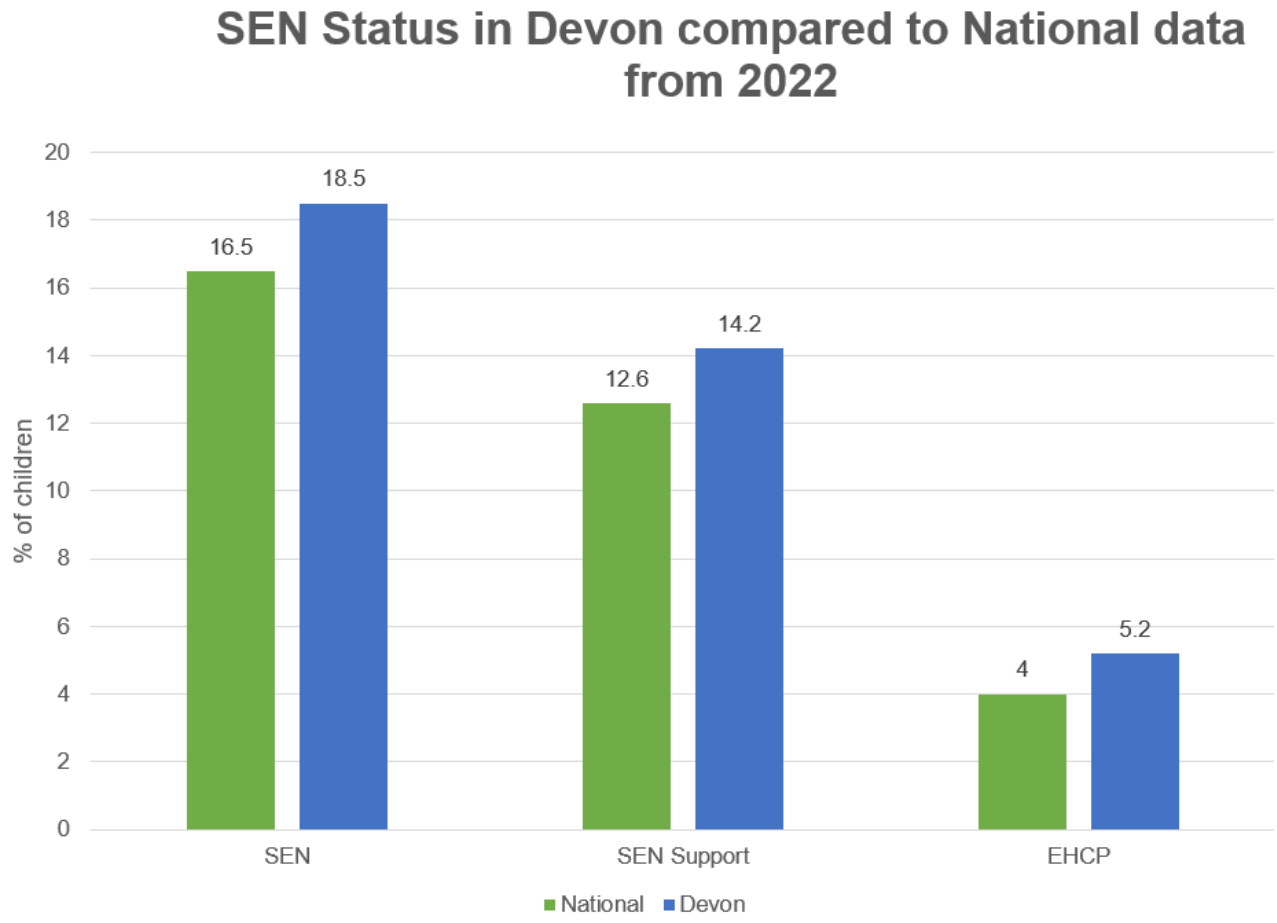
480 children have an EHCP

150 **permanent exclusions**

104 of these children had SEND (69%)

21 had an EHCP

Big SEND picture



Challenges

- Increasing number of CYP with SEND in our settings
- More complex SEND in mainstream schools
- Very high numbers of EHCP requests
- Timeliness and quality of EHCPs
- Significant waiting times for assessments
- Focus of EP service on statutory assessments
- Lack of specialist or alternative placements
- Recruitment and retention of staff (schools and LA)
- Lack of confidence from schools
- Lack of parental confidence in the SEND system

Devon SEND improvement plan

Between 23 and 25 May 2022, Ofsted and the Care Quality Commission (CQC) revisited Devon Local Area to decide whether sufficient progress had been made in addressing each of the areas of significant weakness (ASW) detailed in the inspection in December 2018.

This Improvement Plan, which will be monitored by the Department for Education and NHS England, will focus specifically on improvements in the four areas of weakness set out in the inspection findings:

- **A. Strategy –** The fact that strategic plans and the local area's SEND arrangements are not embedded or widely understood by stakeholders, including schools, settings, staff, and parents.
- **B. Communications –** The significant concerns that were reported about communication with key stakeholders, particularly with parents and families.
- **C. EHC Plans Timeliness and Quality –** The time it takes to issue Education, Health, and Care (EHC) plans and the variable quality of these plans.
- **D. Autism –** Weaknesses in the identification, assessment, diagnosis and support of those children and young people with autism spectrum disorder (ASD).

Strategic Action Ref	Strategic Action Description	Detailed Action Ref	Detailed Action Description	Outcome	Date
A1	Establish a clear Local Area governance structure including roles and responsibilities and lines of accountability to address the four areas of significant weakness identified in the Ofsted and CQC inspection.			Evidence of coherent action to improve the lives of children and young people with SEND and their families, and address the areas of significant weakness.	Jun-23
A1	Establish a clear Local Area governance structure including roles and responsibilities and lines of accountability to address the four areas of significant weakness identified in the Ofsted and CQC inspection.	1.2.1	Develop a strong local area governance to ensure there are defined structure roles and responsibilities, lines of accountability and commitment of resources to deliver and support the rapid delivery of the four areas of significant weakness identified in the Ofsted and CQC inspection.	The SEND Improvement Partnership Board has made an impact on improvements in the four areas of weakness. The Local SEND Area has a strong governance and clear lines of accountability. All leaders are clear about their roles and responsibilities, lines of accountability and are held to account.	Jun-23
A1	Establish a clear Local Area governance structure including roles and responsibilities and lines of accountability to address the four areas of significant weakness identified in the Ofsted and CQC inspection.	1.2.5	Establish reporting mechanisms, documentation, and schedule.	Reporting mechanisms are in place to track the progress of actions and the impact of actions for children and young people and their families	Mar-23
A1	Establish a clear Local Area governance structure including roles and responsibilities and lines of accountability to address the four areas of significant weakness identified in the Ofsted and CQC inspection.	1.2.3	Produce a programme structure for delivery of each of the 4 workstreams and any other groups needed to drive the programme i.e., workforce.	The programme structure has the child, young person and parent carer voice at the core of all workstreams and includes representation from across Education, Health, and Care.	Apr-23

[Devon Local Area SEND Improvement Plan 2023/24 - Education and Families]

Sections B, E and F
SEN - Cognition and Learning

- Section E Outcome/s: *- should be SMART (specific, measurable, achievable, realistic, time-bound)*

This is repeated for Communication & Interaction, Social, Emotional and Mental Emotional Health, Sensory and/or Physical.

Strengths

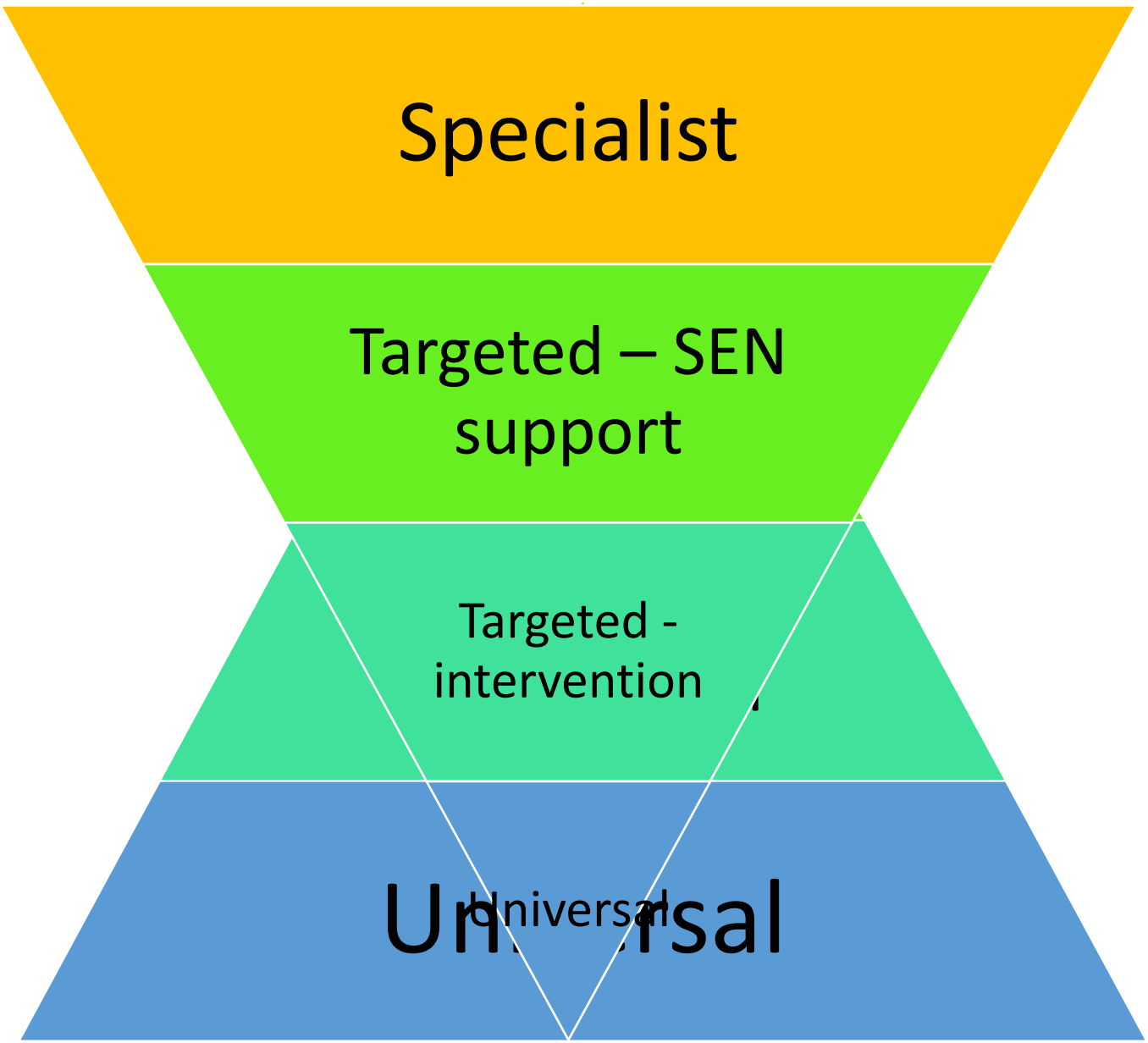
Section B - Special Educational Needs:
a. match needs to provision

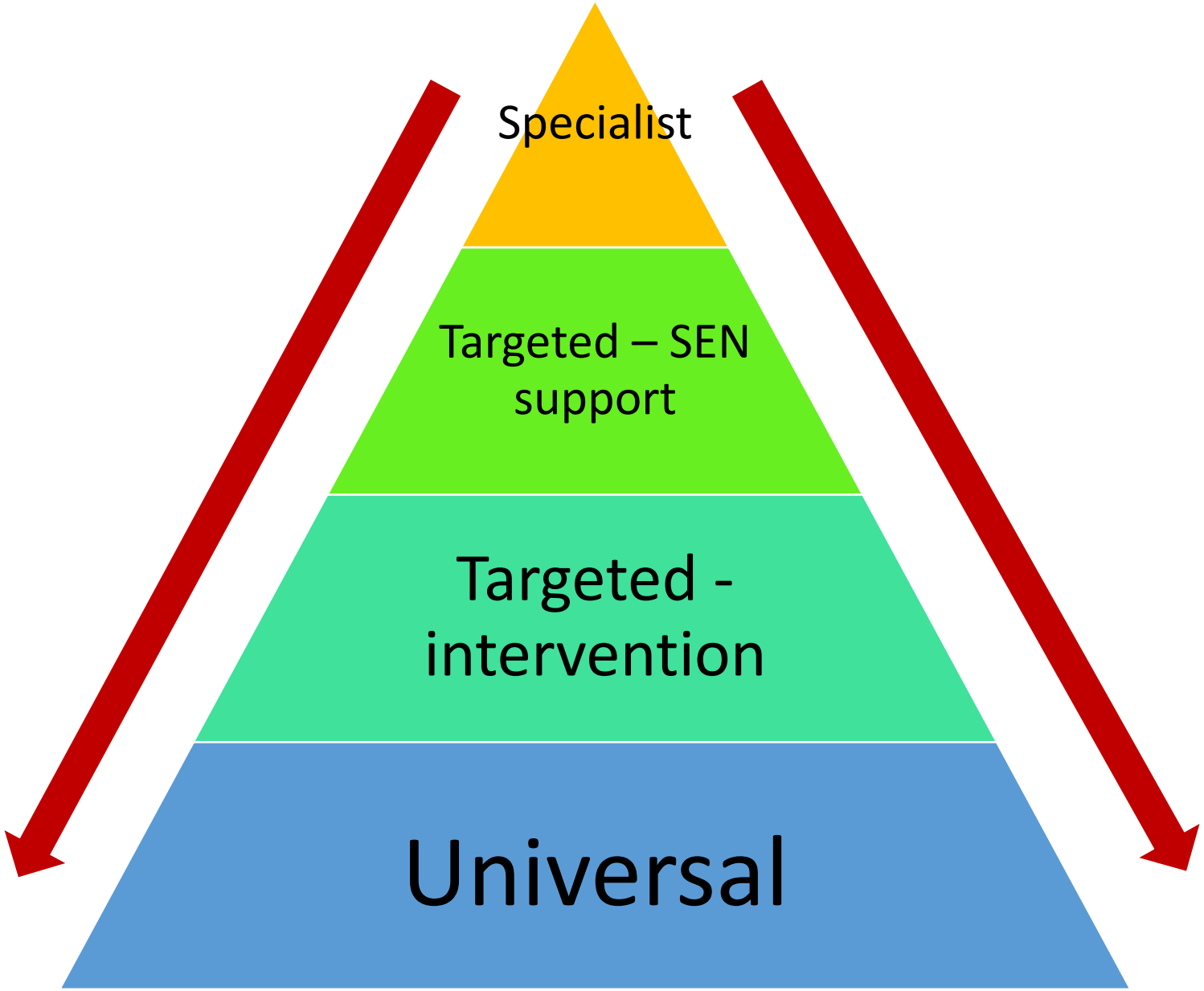
Section F - Special Educational Provision - **This is in addition to what is ordinarily available.**
a. match needs to provision

- *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget*
- *Provision must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes*
- *Where health or social care provision educates or trains a child or young person, it must appear in this section.*
- *There should be clarity as to how advice and information gathered has informed the provision specified.*

Who will provide this:	How often:	How/when will this be reviewed:

Please add additional rows to delineate clearly each additional need matched to special educational provision matched to need, who will provide this, how often it will be delivered, and how/when this will be reviewed.


Specialist
Targeted – SEN support
Targeted - intervention
Universal


Specialist
Targeted – SEN support
Targeted - intervention
Universal

Sainsbury's
Welcome
Click & Collect
Automatic door
Automatic door
NO SMOKING
UNDER 25?
Please be prepared to show proof of age when buying age restricted products
drinkaware.co.uk
for the facts
RASG

SEN Support Services

Communication and Interaction

[Communication and interaction - Support for schools and settings (devon.gov.uk)]

Cognition and Learning

[Cognition and learning - Support for schools and settings (devon.gov.uk)]

Social, emotional and mental health

[Social, emotional and mental health (SEMH) - Support for schools and settings (devon.gov.uk)]

Sensory and/or physical

[Sensory or physical needs - Support for schools and settings (devon.gov.uk)]

[Request for access to SEND support - guidance - Support for schools and settings (devon.gov.uk)]

Request for access to SEND support – guidance

Contents

Schools' legal duties relating to special educational needs and disability (SEND)

What support is available for schools?

The SEN Support Outreach Service (SSOS)

How do schools request support?

Published 10/08/2022 11:22am

Last Updated 06/06/2023 2:19pm

Document resources

These files may not be suitable for users of assistive technology.

Downloads

Schools' legal duties relating to special educational needs and disability (SEND)

All schools have clear duties in regard to the support of children and young people with special educational needs (SEN) and disabilities under the Children and Families Act 2014 and SEN and Disability Code of Practice 2015.

Schools must 'have regard' to the code. This means that they should do what it says or be able to explain why they have not done so, and what alternative action has been taken. The law is underpinned by the principle that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting, this must not be denied on the basis

Request for access to SEND support

Identified area of need – **please indicate area of need requiring support**					
Communication and Interaction		**Social, Emotional, Mental Health**		**Physical and Sensory***	**Cognition and Learning**
Communication and Interaction Needs	☐	SEMH	☐	Hearing Impairment ☐ Visual Impairment ☐ Multi-Sensory Impairment ☐ Physical Difficulty ☐ ICT SEND ☐	SpLD (Dyslexia) ☐
*If requesting support for HI, VI or MSI please ensure this is a confirmed diagnosis and include the latest medical report with the request.					
What would you like to achieve following this request (desired outcomes)?					
1. 2. 3.					

Documentation	Included
Current school based plan	
Evidence of clear identification of need supported by the Graduated Response Tool indicators of need or similar screening tool (e.g. Boxall profile, SLCN screeners, SLCN/SEMH toolkit)	
Cognition and Learning (SpLD - Dyslexia) pupils must meet the Service's 'Eligibility Criteria' downloadable from: https://www.qe.devon.sch.uk/school-information/partnerships/devon-dyslexia-service/ Evidence must be attached to the referral.	
Parental Consent	

Signed…… (Referrer)

Print Name…… Date ……..

Please return this completed form to:
send@devon.gov.uk

What other support is available?

- SEND updates [SEND updates - Support for schools and settings (devon.gov.uk)]
- SEND helpline [SEND helpline - Support for schools and settings (devon.gov.uk)]
  Every Tuesday 12-4pm 01392 287248 sencohelpline@devon.gov.uk
- SEND network meetings [SEND network meeting | DES (devoneducationservices.co.uk)]
- NASENCo Award [The National Award for SEN Coordination (NASENCo) - Support for schools and settings (devon.gov.uk)]
- Strategic SEND support [SEND strategic support consultancy | DES (devoneducationservices.co.uk)]
- New to SENCo role training [New to role - SENCo training | DES (devoneducationservices.co.uk)]

SEND profile tool

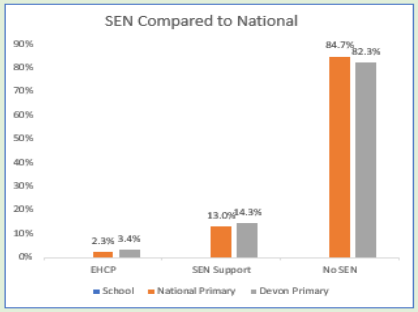
[SEND profile tool workshop | DES (devoneducationservices.co.uk)](#)

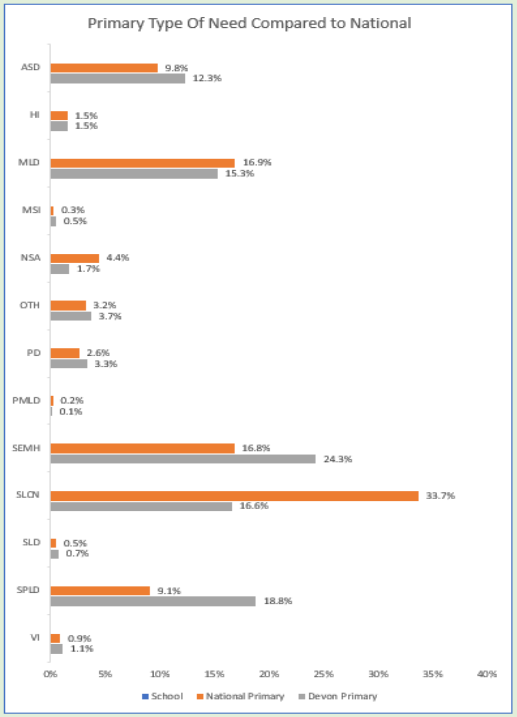
2023 SEN Profile (Primary Phase)

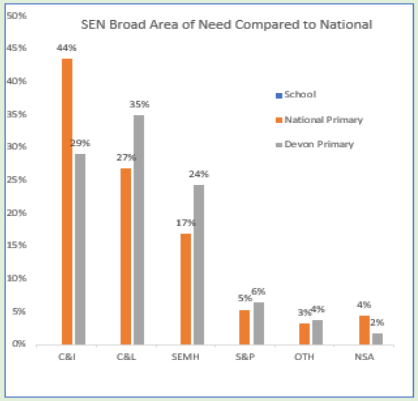
Last updated by the school

DFE: 0

School Name: 0







SEN Overview

Examples of Universal Provision / High Quality Teaching for All

Examples of how we adapt the curriculum for pupils with SEND

Examples of how we are ambitious for pupils with SEND

Examples of reasonable adjustments promoting inclusion within our setting

Examples of how we are developing whole staff knowledge, skills and

Strengths and Areas for Development

Examples of how we are supporting pupils with SEND and their families

Examples of how we are strengthening leadership of SEND

Our key strengths in SEND

Our key areas for development in SEND

Key Stage 2 - % Reaching the expected standard

	All		SEN Support		EHCP	
2022-202	National	School	National	School	National	School
Reading						
Writing						
Maths						
RWM						

Key Stage 2 - Progress

	All		SEN Support		EHCP	
2022-202	National	School	National	School	National	School
Reading						
Writing						
Maths						

Key Stage 1 - % Reaching the expected standard

	All		SEN Support		EHCP	
	NCER National	School	NCER National	School	NCER National	School
2022-202						
Reading						
Writing						
Maths						

Phonics - % Year 1 Working at expecting standard

	All		SEN Support		EHCP	
	NCER National	School	NCER National	School	NCER National	School
2022-2023						

Early Years Foundation Stage - % achieving Good Level of Development

	All		SEN Support		EHCP	
	NCER National	School	NCER National	School	NCER National	School
2022-2023						

Rate of Exclusions in Primary Schools - Suspensions

	No SEN		SEN Support		EHCP	
	National	School	National	School	National	School
2021-2022						
2022-2023						

Rate of Exclusions in Primary Schools - Permanent Exclusio

	No SEN		SEN Support		EHCP	
	National	School	National	School	National	School
2021-2022						
2022-2023						

Overall Attendance % - Primary Schools

	No Sen		SEN Support		EHCP	
	National	School	National	School	National	School
2021-2022						
2022-2023						

Thank you!

Please feel free to contact me if I can help or support you in any way