



Department  
for Education

# **0-25 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, ALTERNATIVE PROVISION AND ATTENDANCE UNIT**

10 May 2018 Newsletter

Welcome to the May 2018 edition of the 0-25 SEND, Alternative Provision and Attendance Unit Newsletter.

In this Newsletter we are focusing on:

**Transfer of Statements to EHC plans**

**DfE consultation on elective home education**

**Supported internships in action**

**Education Select Committee SEND Enquiry**

**SEND School Workforce contract**

**The European Agency for Special Needs and Inclusive Education**

## **Transfer of Statements of SEN to EHC Plans**

Local authorities have been working hard with partners and families to complete the transfer of Statements of SEN to quality Education Health and Care (EHC) plans by 31 March.

Data published today shows that of the 236,225 statements at the start of the transition period on 31 August 2014, a total of 3,873 transfers had not been completed as at 31 March 2018. This indicates that local authorities have reviewed 98.4% of the 236,225 statements.

<https://www.gov.uk/government/publications/statements-of-sen-transferring-to-ehc-plans-31-march-2018>

The Department is in direct contact with those local authorities that have transfers remaining, and have received assurances that plans and resources are in place to complete the remaining transfers swiftly. Local authorities must have informed families when to expect their EHC plan and to provide guarantees that statements of

SEN continue to remain in force until a transfer review is complete and a decision made about future provision. The Department will continue to work with those LAs until all transfers have been completed appropriately.

See what the Minister for Children and Families, Nadhim Zahawi said about the transfers here: <https://www.gov.uk/government/news/boost-in-support-for-children-with-additional-needs>

## Consultation on elective home education

On 10 April 2018, the DfE published a consultation on elective home education. The consultation is in two parts. The first one is a call for evidence, covering issues such as the registration of children educated at home, monitoring of home education provision and support for home providers. The second part is seeking comments on draft versions of two DfE guidance documents, one is targeted at local authorities and the other for parents.

Please cascade this email to anyone in your organisation or in your networks who may have an interest. Among the points that may be of particular interest in relation to SEN are:

- Reports of schools encouraging parents to home educate as a response to behavioural or attendance issues
- The process for a parent wanting to move their a child out of a special school and into home education
- Material in guidance to local authorities and parents about the particular issues that arise if a child being home educated has SEN, complementing the material in the SEND Code of Practice

We would welcome your response to the consultation - particularly in relation to children and young people with special educational needs and disability who are home educated.

Both parts of the consultation can be found at this link:

<https://www.gov.uk/government/consultations/home-education-call-for-evidence-and-revised-dfe-guidance>

## Supported internships in action

Local authorities have recently been funded £9.7m to set up [local supported internship forums](#) and train more job coaches. We are hoping to gather information about how many supported internships are being delivered, any barriers to delivery, and what more we can do to support their increase. If you deliver supported internships (or are planning to), we would be grateful if you could spare a few minutes to fill in the survey: <https://www.surveymonkey.co.uk/r/K3VRHVY>. If you work in a local authority or supported employment provider, please would you encourage the education providers you work with to fill in this survey? The more information we receive, the better we can plan future support.

If you work in a school or college and would like help sourcing a supported internship placement or other work experience for students with SEND on a study programme, help is available from Mencap's [The Right Place](#) project, funded by DfE.

If you're interested in finding out more about supported internships, Manchester College have developed a supported internship programme with key partners across the city. These include Pure Innovations Ltd (supported employment provider) Manchester Airport, Salford Quays, Manchester University Hospitals and Manchester City Council. They currently have 54 supported internship placements running, with a recent success rate of over 80% interns going into employment.

The clips below will show you supported internships in action and if you want to find out more about how the college set up their supported internship, please contact Jodie Booth: [JBooth@tmc.ac.uk](mailto:JBooth@tmc.ac.uk)

Airport video	<a href="https://www.youtube.com/watch?v=EECBS0GOvXg">https://www.youtube.com/watch?v=EECBS0GOvXg</a>
Manchester Hospitals	<a href="https://www.youtube.com/watch?v=_j81I9GI9co">https://www.youtube.com/watch?v=_j81I9GI9co</a>
Alchemist cocktail bar	<a href="https://www.youtube.com/watch?v=a_yXhmYILHM">https://www.youtube.com/watch?v=a_yXhmYILHM</a>

## Education Select Committee

The Education Select Committee has announced an Inquiry into the SEND System. The Committee is inviting written evidence on the following by 14 June 2018:

- Assessment of and support for children and young people with SEND
- The transition from statements of special educational needs and Learning Disability Assessments to Education, Health and Care Plans
- The level and distribution of funding for SEND provision
- The roles of and co-operation between education, health and social care sectors
- Provision for 19-25-year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work

Details are on the Parliament website – see

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2017/special-educational-needs-and-disability-inquiry-17-19/>

## SEND School Workforce contract

Our new Special Educational Needs and Disabilities Schools' Workforce contract will bring together schools, condition specialist organisations and SEND focused school improvement experts to help equip schools to deliver high-quality teaching that supports children with all types of SEND. The contract with nasen and University College London on behalf of the Whole School Send Consortium, will create regional

hubs based around the eight Regional Schools' Commissioners (RSCs) to bring together local SEND practitioners, improve the exchange of knowledge and improve demand for and access to resources and training. The hubs will work to encourage schools to prioritise SEND in terms of school improvement and Continuing Professional Development and create better links between mainstream and special education.

The Whole School SEND Consortium aims to build a Community of Practice with the involvement of 10,000 schools by 2020 across the eight RSC regions. These schools will have signed up to a commitment to prioritising SEND in their own schools, supporting the prioritisation of SEND in other schools; working to build evidence based and effective practice into their school improvement plans, Continuing Professional Development and Initial teacher Training.

More information can be found at <http://wholeschoosend.com/>

## **The European Agency for Special Needs and Inclusive Education**

The European Agency for Special Needs and Inclusive Education, of which England and the other parts of the UK are members, has recently published a number of papers.

The following publications can be accessed here: <https://www.european-agency.org/resources/publications>

- Raising the Achievement of All Learners in Inclusive Education: Lessons from European Policy and Practice
- Raising the Achievement of All Learners: A Resource to Support Self-Review
- Evidence of the Link Between Inclusive Education and Social Inclusion: A Review of the Literature
- Early School Leaving and Learners with Disabilities and/or Special Educational Needs: Final Summary Report
- New Insights and Tools – Final Summary Report
- Inclusive Early Childhood Education Environment Self-Reflection Tool

We hope this newsletter reaches as many people and organisations as possible with an interest in SEND issues. Please feel free to pass it on to anyone who doesn't currently receive it and invite them to join our mailing list. However, if you no longer wish to receive this newsletter, please contact [SEN.IMPLEMENTATION@education.gov.uk](mailto:SEN.IMPLEMENTATION@education.gov.uk) and we will remove you from our mailing list.