

## CABINET ITEM COVERING SHEET PROFORMA

**AGENDA ITEM**

**REPORT TO CABINET**

**16<sup>th</sup> July 2015**

**REPORT OF CORPORATE  
MANAGEMENT TEAM**

### **CABINET DECISION**

**Children and Young People – Lead Cabinet Member – Councillor Mrs McCoy**

**Children and Young People with special educational needs and disabilities (SEND) –  
Special Educational needs reform - update.**

#### 1. Summary

The Children and Families Act received Royal Assent in March 2014. Part 3 of the Act introduced significant changes to the system for children and young people with special educational needs and disabilities (SEND). The changes were introduced from 1<sup>st</sup> September 2014 and are generally referred to as 'SEN reform'. A report on the reform was presented to Cabinet on 4<sup>th</sup> September 2014. This report updates on the implementation of the changes in the reform since September 2014, the current position, and the next steps to be taken.

The key areas of change are:

- There is one category of special educational need for children and young people in education settings who do not have an Education Health and Care (EHC) plan – this is known as SEN Support.
- Education, Health and Care Plans (EHC plans) have replaced statements of special educational needs and Learning Difficulty Assessments (LDAs) for children and young people aged 0-25. There will be an option of a personal budget for children and young people with an EHC Plan.
- The Local Authority has published and continues to develop a Local Offer setting out information about services available for children and young people with special educational needs and disabilities.
- Local Authorities and Clinical Commissioning Groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with special educational needs or disabilities (SEND).
- The Government is developing an accountability framework for special educational needs and disability which will include an inspection by OFSTED and the Care Quality Commission (CQC).

## 2. Recommendations

Cabinet is requested to:

1. Note the progress made in the implementation of the SEN reform legislation.
2. Note the planned next steps for work on the reform.

## 3. Reasons for the Recommendations/Decision(s)

SEN reform is introducing significant cultural and organisational change to the system for children and young people with special educational needs and disabilities which include statutory duties for the council and their partners.

## 4. Members' Interests

Members (including co-opted Members) should consider whether they have a personal interest in any item, as defined in **paragraphs 9 and 11** of the Council's code of conduct and, if so, declare the existence and nature of that interest in accordance with and/or taking account of **paragraphs 12 - 17** of the code.

Where a Member regards him/herself as having a personal interest, as described in **paragraph 16** of the code, in any business of the Council he/she must then, **in accordance with paragraph 18** of the code, consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest and the business:-

- affects the members financial position or the financial position of a person or body described in **paragraph 17** of the code, or
- relates to the determining of any approval, consent, licence, permission or registration in relation to the member or any person or body described in **paragraph 17** of the code.

A Member with a personal interest, as described in **paragraph 18** of the code, may attend the meeting but must not take part in the consideration and voting upon the relevant item of business. However, a member with such an interest may make representations, answer questions or give evidence relating to that business before the business is considered or voted on, provided the public are also allowed to attend the meeting for the same purpose whether under a statutory right or otherwise (**paragraph 19** of the code)

Members may participate in any discussion and vote on a matter in which they have an interest, as described in **paragraph 18** of the code, where that interest relates to functions of the Council detailed in **paragraph 20** of the code.

### Disclosable Pecuniary Interests

It is a criminal offence for a member to participate in any discussion or vote on a matter in which he/she has a disclosable pecuniary interest (and where an appropriate dispensation has not been granted) **paragraph 21** of the code.

Members are required to comply with any procedural rule adopted by the Council which requires a member to leave the meeting room whilst the meeting is discussing a matter in which that member has a disclosable pecuniary interest (**paragraph 22** of the code)

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Special Educational Needs reform - update.**

**SUMMARY**

The Children and Families Act received Royal Assent in March 2014. Part 3 of the Act introduced significant changes to the system for children and young people with special educational needs and disabilities (SEND). The changes were introduced from 1<sup>st</sup> September 2014 and are generally referred to as 'SEN reform'. A report on the reform was presented to Cabinet on 4<sup>th</sup> September 2014. This report updates on the implementation of the changes in the reform since September 2014, the current position, and the next steps to be taken.

The key areas of change are:

- There is one category of special educational need for children and young people in education settings who do not have an Education Health and Care (EHC) plan – this is known as SEN Support.
- Education, Health and Care Plans (EHC plans) have replaced statements of special educational needs and Learning Difficulty Assessments (LDAs) for children and young people aged 0-25. There will be an option of a personal budget for children and young people with an EHC Plan.
- The Local Authority has published and continues to develop a Local Offer setting out information about services available for children and young people with special educational needs and disabilities.
- Local Authorities and Clinical Commissioning Groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with special educational needs or disabilities (SEND).
- The Government is developing an accountability framework for special educational needs and disability which will include an inspection by OFSTED and the Care Quality Commission (CQC).

**2. Recommendations**

Cabinet is requested to:

1. Note the progress made in the implementation of the SEN reform legislation.
2. Note the planned next steps for work on the reform.

## DETAIL

### Background

1. The Children and Families Act received Royal Assent in March 2014. Part 3 of the Act introduced significant changes to the system for children and young people with special educational needs and disabilities (SEND). These changes are generally known as SEN reform.
2. The reform requires a new way of working as well as changes to the system. Parents/carers, children and young people are placed at the heart of the process and play a greater role in decision making. Section 19 of the Act sets out principles on which this change is based. Local Authorities (LAs) must have regard to:
  - The views, wishes and feelings of the child or young person and the child's parents
  - The importance of the child/young person and the child's parents participating in decisions
  - The need to support the child or young person and the child's parents to facilitate development.
3. The legislation applies to children and young people from 0 to 25 and has introduced one system for assessing and meeting special educational needs across the age range.
4. The legislation applies to Local Authorities and health partners as well as to a range of education providers and the Special Educational Needs and Disability Tribunal. A Code of Practice gives statutory guidance for organisations who work with and support children and young people with SEND, including the Local Authority. This can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> .

### SEN Support for Children with Special Educational Needs

5. The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. The Code of Practice sets out clear guidelines for early years settings, schools and FE providers on the process for appropriate identification, monitoring and securing further support for children with SEN. This is called SEN Support. For early years settings and schools this replaces the former categories of early years action/action plus and school action/action plus.
6. The aim of this change is to focus the system on the impact of support provided to a child or young person, rather than how children and young people access support according to the category they fit in. It will also challenge schools to improve the quality of teaching and learning for all pupils rather than inappropriately labelling some as having SEN.
7. There will be an expectation that education providers will ensure children and young people are supported through SEN Support before a request for an EHC assessment is made.
8. Training has been provided to education providers in Stockton-on-Tees about SEN support, delivered by officers from the Education Improvement Service. This has included information about the 'assess, plan, do, review' graduated approach which is essential to successful SEN support. Training has also been provided to Governors. Special Educational Needs Coordinators (SENCOs) have been provided with advice and support to enable them to implement SEN Support.

9. Over the last two terms school have been transferring pupils with special educational needs from the previous categories of school action and school action plus to SEN Support. In the school census of January 2015 11.1% of pupils were recorded in the Schools Census as being in the category of SEN Support.
10. Stockton United for Change (SUfC), Stockton-on-Tees' parent/carer forum has organized two events about SEN support to inform parent/carers. A piece of work is also ongoing with SUfC and a small number of SENCOs looking at how schools work and communicate with parent/carers whose children are receiving support in this way and this will result in planned opportunities for identifying, sharing and developing good practice over the next academic year.

### **Education, Health and Care (EHC) plans**

11. A key strand of the legislation is the replacement of statements of special educational need and Learning Difficulty Assessments (LDAs) with Education, Health and Care (EHC) Plans. EHC plans have the same legal status as statements and greater rights and protections than LDAs.
12. Following the introduction of EHC plans, the Local Authority is delivering three strands of work:
  - Introduction of the new system for Education, Health and Care (EHC) assessments
  - The transfer process from statements to EHC plans (see paragraphs 23 to 28)
  - Continuation of the previous system with annual reviews for children and young people with statements of SEN until they transfer to the new system.
13. As noted in paragraph 5 the majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. In Stockton on Tees it would be expected that a child or young person would need an EHC assessment and Plan if they needed to attend a special school or a specialist setting (e.g. the Early Support Nursery) or if they are over 19 and need special educational provision. It would not necessarily be expected that a child or young person would need an EHC assessment or Plan to received high needs top-up funding in mainstream education including further education. It would also not necessarily be expected that they would need an EHC assessment or Plan to access a place in one of Stockton on Tees' additionally resourced provisions in mainstream schools. However each case is considered individually before a decision is made.
14. Table 1 sets out the data about EHC assessments and plans in Stockton-on-Tees since the introduction of the legislation in September 2014.

Table 1 EHC Assessments and plans September 2014 – May 2015 (based on requests considered by EHC Panel)

No. of EHC assessments requested	170
No. of EHC assessments agreed	107
No. of EHC assessments declined	63
No. of EHC assessments ongoing	43
No. of EHC plans agreed	56
No. of EHC plans declined	8

15. The number of requests for EHC assessment in this period is 170 compared to 114 requests for statutory assessment under the previous system from September 2013 to May 2014. This is an increase of 49%. The main factor contributing to this is a rise in the number of requests for assessment for pre school children due to the revised procedures for access to the Early Support Nursery, where a child now needs to be undergoing an EHC assessment or have an EHC plan. Requests for pre school children are being made earlier. It is likely that this increase will only affect the academic year 2014-2015. It was noted in a recent summary of the national SEND Implementation Survey that in February 32% of LAs stated that they had received more requests than in the same period the preceding year.
16. The assessment process leading to an EHC plan should take no longer than 20 weeks. Nationally as reported in the Statistical First Release: Statements of SEN and EHC plans England 2015 (May 2015) 64.3% of new EHC plans were issued within the 20 week time limit excluding cases where an exception to the 20 weeks could be applied. Where exception cases were included 61.5% were issued in timescales. It should be noted that not all LAs reported numbers of EHC plans at this point. Currently internally Stockton-on-Tees is reporting that 50% of new EHC plans were issued within 20 weeks between September 2014 and May 2015. All plans where exceptions can be applied were issued outside the 20 weeks timescale.
17. In the previous system statements of special educational need had to be completed in a 26 week timescale. The national figures for the previous system in the Statistical First Release referred to above were 89% of statements issued in 26 weeks without exceptions and 79.1% including exceptions. Stockton returned figures of 94.9% of statements issued in 26 weeks without exceptions and 70.5% with exceptions.
18. There are significant differences between the previous system and the current one in addition to the time scales:
  - The previous statutory assessment system (26 weeks) was essentially a paper based system. Once a request for an assessment had been agreed, advice (information) was requested from parents/carers, the pupil's educational placement, an Educational Psychologist, health services and other relevant involved professionals. This was collected by the Local Authority and considered, then a decision made whether a statement of special educational needs should be issued. A statement would be written based on the advice provided, and generally statements would be around 6 to 8 pages long. All the advice provided would be included as appendices. During the process it would be highly unlikely that an LA SEN Officer would meet parents/carers and seek their views, or meet the pupil. Views would only be received on paper. The statement would generally be written by someone who had never met the pupil or their parents/carers. A statement would focus wholly on educational needs and provision. An example of a pro forma for a statement of SEN is included at Appendix 1.
  - Under the new system (20 weeks), parents/carers, children and young people, education providers and other professionals have far more direct involvement in the assessment process. Once an EHC assessment has been agreed an EHC Coordinator is assigned to the case. The EHC Coordinator works with the family and child/young person to secure their views, and to coordinate the process. There will usually be three meetings with parents/carers and ideally children and young

people through the process: a pre planning meeting, a person centred planning meeting and a draft plan meeting. These meetings enable everyone to come together as part of the process to consider the child or young person's education, health and care needs, the outcomes that will be worked to, and the provision needed. In addition, where necessary, up to date written advice is requested and professionals have 6 weeks to complete this. An EHC plan covers education, health and social care needs and plans can be between 15 and 20 pages long. A pro forma for an EHC plan is included at Appendix 2, and a flowchart of the 20 week process at Appendix 3.

19. The new EHC process therefore requires more involvement of parents carers and professionals, more coordination and a more detailed plan – but only 20 weeks are set for completion. In order to improve the number of EHC plans completed in 20 weeks the following are in place:

- The Children's Services Review has resulted in a reconfiguration of teams with the creation of the 0-25 SEN Team which will increase staff capacity both for the EHC Coordinator role and sign off of plans.
- Training is ongoing with professionals about their duties under the Act to provide advice and will be reinforced and repeated. It is anticipated that performance management information will include receipt of advice in timescales from different services, including health and care.
- A review of the process and paperwork for the EHC assessment and plans will ensure that formats for providing advice and writing the plan are clearer and easier to complete.
- Information provided to parents/carers and the work of the EHC coordinators will support their involvement in the process. The use of other means of support for parent/carers such as the Special Educational Needs Independent Advice and Support Service (SENDIASS – formerly Parent Partnership) and Independent Supporters will also be promoted.

20. A quality assurance process is being developed for EHC plans. This has drawn from the experience and built on the good practice from quality assurance of personal education plans for Looked After Children. This will be implemented from September 2015.

21. Where a child or young person has an EHC plan there is the option for the parent/carer or young person to request a personal budget. The availability of a personal budget will be based on the support a child or young person needs to achieve their agreed outcomes in the EHC plan. Currently there are no children or young people with personal education budgets as part of their EHC plans. Where these have been requested the child or young person has not been eligible to take a personal education budget. This is because the element of education funding (high needs 'top up' funding) which can be taken as a personal budget did not apply in the funding arrangements for these cases. Some children and young people have social care personal budgets included in their plans, and some have health personal budgets. Nationally, of 1,360 new EHC plans issued in 2014, 165 had personal budgets taken up.

22. Stockton-on-Tees' Personal Budget Policy can be found at <http://stocktoninformationdirectory.org/kb5/stockton/directory/site.page?id=TywB1p-5ikY> .

Further work is ongoing on personal budgets and will continue as the implementation progresses.

### **Transition from Statements and LDAs to EHC Plans**

23. The LA has to transfer all statements to EHC plans by April 2018 and all LDAs by September 2016. The process for this is slightly different for each. For children and young people with a statement a transfer review will be held to make the transition. Young people with LDAs can choose to request an EHC assessment at any point during the transition period.
24. The LA published a transition plan in September 2014 setting out how the transition from statements and LDAs would take place and consulted a number of groups including parents/carers and education providers in drawing up the plan. The plan must follow certain guidelines issued by the government. Stockton-on-Tees decided that as part of the transition plan the following would take place:
- Front loading the work so that a higher number of transfers of statements and LDAs took place in the first year (September 2014 – August 2015).
  - Prioritising Looked After Children with statements for transfer in the first year.
25. An EHCP transition team was created in September 2014 to carry out transfer reviews for those children and young people with statements and will continue working until the end of March 2016. Table 2 shows data relating to the transfer reviews.

Table 2 – Transfer reviews September 2014 – May 2015

No of transfer reviews carried out	293
No of transfers to EHC plans agreed	186
No of transfer to EHC plans declined	14

26. The team has carried out the transfer of all pupils in year groups where there was a statutory requirement to do so. They have also completed transfer reviews for all Looked After Children and those in out of area placements. A number of other reviews have also been completed for pupils in year 6 and Year 9 The team will complete approximately 350 out of the 450 planned reviews. The full number of transfers was not achieved due to the following:
- The EHC assessment process required for transfers has taken longer than expected to complete in order to ensure quality evidence to underpin plans.
  - The team has ensured parents/carers comments are fully considered which may have meant the process has taken longer.
  - Changes in staffing in the team have meant that new staff have had to be recruited.
27. A revision of the 2014-15 plan is underway and will be consulted on during July for publication by September 2015. The following actions have been taken to address the issues in paragraph 24:
- Work has been undertaken with schools where there is a high number of reviews to ensure the process works smoothly, the right evidence is provided and parents/carers are well informed.
  - Paperwork is being streamlined to make the provision of advice easier
  - Training event is planned for schools early in the Autumn term to revisit the transfer review process and introduce the 2015/16 plan.



- Further recruitment has taken place to the team and an additional post of EHCP transfer review officer created.
- Information has been provided about transfer reviews during an event organised by Stockton United for Change for parents/carers.

28. Feedback has started to be gathered from parent/carers on the transfer reviews and so far this has been positive overall. Stockton United for change will also be collecting feedback from parents/carers on the experience of transfer reviews.

### **Mediation and the SEND Tribunal**

29. There is a right of appeal to the SEND Tribunal for parents/carers and young people over certain aspects of the EHC assessment process and plan. However there is a new requirement that parents and young people who wish to make an appeal may only do so after they have contacted an independent mediation adviser and discussed whether mediation may be a suitable way of resolving the disagreement.

30. Local authorities must make arrangements for mediation to be available for parents/carers and young people, and it must be independent of the LA. Stockton-on-Tees has commissioned mediation services in order for the LA to meet this requirement of the new legislation. This has so far been used in ten cases. Currently there are four appeals to the SEN tribunal.

### **The Local Offer**

31. The LA has published a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs and/or disabilities including those who do not have EHC plans. This can be found at [www.stockton.gov.uk/localoffer](http://www.stockton.gov.uk/localoffer) .It is an ongoing process to develop and update the offer and it is being co-produced in partnership with parents/carers and partners. A focus group meets regularly to comment and suggest updates on the offer and there is a feedback mechanism on the website.

32. Feedback on the Local offer has started to be collected through both the website and through the focus group. The 'top 10 hits' on the website are identified for each month and analysis will take place to identify popular topics and how the information can be improved as well as gaps. The work of the focus group has led to a 'you said we did' document being produced which shows the progress of the development of the offer since September 2014. An excerpt from this document is included at Appendix 4 and will also be included in the next SEN reform newsletter.

33. The LA will publish feedback information on the Local Offer website by 31<sup>st</sup> August 2015.

34. Schools have a duty to cooperate with the LA to inform, develop and review the Local Offer. Schools are also expected to publish on their own website their arrangements for identifying, assessing and making provision for pupils with special educational needs and disabilities. All schools have published their school SEN offer (school information report) and these are monitored by the LA as well as by OFSTED during inspections.

## Joint Commissioning

35. Local Authorities and Clinical Commissioning Groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with special educational needs or disabilities. The Children and Young People's Health and Well Being Commissioning Group takes strategic responsibility for joint commissioning in the context of the SEN reform.
36. Four areas have been identified for further scoping work on joint commissioning: children's equipment; speech and language therapy; occupational therapy and personal budgets. This work will take place over coming months.

## Other areas of SEN reform

37. The following points describe other work which has taken place as part of the implementation of SEN reform:
- Protocols and procedures are in development for young people in custody who have SEN and EHC plans
  - Information advice and support is delivered by the SEND Information Advice and Support (SENDIASS) Service (formerly Parent Partnership) and by the Families Information Service in Stockton. Parents/carers can also access independent advice and support from Independent Supporters. Independent Supporters are government funded and are independent of the LA being recruited by the private, voluntary and community sector. The organisation delivering Independent Support in Stockton-on-Tees is called Aspire and they can be accessed by referral from the SENDIASS service.

## Support and capacity

38. The LA has received grants from the government to support the implementation of the legislation as follows:
- |                               |                 |
|-------------------------------|-----------------|
| • 2013/14 Grant               | £75,000         |
| • SEN Reform Grant 2014/15    | £242,000        |
| • SEND Implementation 2014/15 | £182,782        |
| • SEND Implementation 2015-16 | £110,965        |
| <b>Total</b>                  | <b>£610,747</b> |

In addition in March 2015 the Government announced a SEND Preparation for Employment Grant. Stockton-on-Tees has been allocated £28,728 to be used to:

- Increase the number of supported internships offered by FE colleges and schools.
  - Build relationships with employers and strategically co-ordinate activity at a local and regional level on behalf of schools and colleges, leading to work experience for young people with SEND, including extended supported internship work placements.
  - Improve schools and colleges offer of preparation for employment activities through personalised study programmes for all young people with SEND.
39. Proposals for the use of the first four grants have been taken to Children's Board and agreed there. They are being used to cover the following broad areas:
- Staff capacity to deliver the implementation of the reforms – particularly in respect of the transition plan, the Local Offer and information advice and support. The 2015/16

grant in particular will support the continuation of the EHCP transitions team until the end of March 2016 in order to deliver the transition plan.

- Mediation and dispute resolution
- IT back up for the reforms (EHC plans and Local Offer)
- Implementation of the training required and provision of guidance materials
- Parent participation
- Communications/consultation

40. Work is taking place to agree proposals for the use of the SEND Preparation for Employment Grant.

41. As noted in paragraph 17 the Children's Services Review has resulted in a reconfiguration of teams with the creation of the 0-25 SEN Team. This team will have a focus on the delivery of the statutory processes and procedures around children and young people with SEN including the elements of the SEN reform. The team has been structured to deliver these processes and ensure capacity for this.

### **Accountability**

42. The Government has recently published 'Special Educational Needs and Disability: supporting local and national accountability' in March 2015. This can be found at <https://www.gov.uk/government/publications/send-supporting-local-and-national-accountability> . The document sets out a framework for SEND comprising:

- Local roles and responsibilities.
- National roles and responsibilities.
- Independent assessment.

43. The independent assessment will include OFSTED/CQC inspections of local areas – LAs and CCGs. Inspection will look at:

- Effective identification of need.
- Effectiveness in meeting needs.
- Local arrangements to achieve better identification and outcomes.

Consultation on proposals will take place from late spring 2015 and there will be two sets of pilots for late spring and autumn 2015, with the first inspections taking place early in 2016.

44. The Government will develop a set of key indicators to enable the progress and impact of the SEND reforms to be measured at both local and national level. These will be an integral part of local performance monitoring.

### **Next steps**

45. An implementation team is in place to take forward the operational implementation of the reform and reports to Service Group Management Team. Reports on progress are also taken to Children and Young People's Health and Well-being Commissioning Group and Children and Young People's Partnership.

46. The following are the next steps for the implementation of the reform:

- Ongoing implementation of the 20 week EHC process and review and monitoring of this. This will include the process for annual reviews in the new system.
- Review of the transition plan and the continued delivery of the plan.
- Further development of the Local Offer, collection and analysis of feedback on the Offer and the publication of feedback on the Offer.
- Development of internal performance management systems, data collection and analysis in line with local and national requirements, and informing preparation for inspection. This will include quality assurance of EHC plans.
- Scoping work on the four possible areas for joint commissioning.
- Further development and implementation of arrangements for those in youth custody.
- Further development of Information, Advice and Support Services.
- Development of preparing for adulthood approaches including use of the SEND preparation for employment grant.
- Maintaining and developing stakeholder engagement.
- Continued workforce development, including specific training for social care and health.

## **FINANCIAL IMPLICATIONS**

47. The SEN Reform Grant and SEND Implementation Grants (see paragraphs 38-40) are being used to support the implementation of the legislation. Proposals will be developed for the use of the SEND Preparation for Employment Grant (paragraph 38-40).
48. The impact of the legislation on budgets otherwise will be monitored.
49. As the availability of further grant funding is not known it is probable that there will be further budget pressures in future.

## **LEGAL IMPLICATIONS**

50. The Children and Families Act Part 3 places statutory duties on LAs and partners in respect of children and young people with special educational needs and disabilities. These are set out in regulations and the Code of Practice.

## **RISK ASSESSMENT**

51. The implementation of SEN reform is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.
52. As part of the management of the project for preparation for SEN reform implementation a risk register was maintained and updated and reported to SGMT. A new register is being developed for the implementation stage of the project.

## **COUNCIL PLAN THEMES**

Children and Young People  
 Health and Wellbeing  
 Adults

## **EQUALITIES IMPACT ASSESSMENT**

53. An equality impact assessment was carried in February 2014 in relation to the SEN Reform and was judged to have a positive effect. No remedial actions are required. The document has been placed in the Members' Library. A summary version of the EIA will be published on the Council's website, following Cabinet.

## **CORPORATE PARENTING**

54. For children in care who have special educational needs and/or a disability the council needs to ensure that the responsibility as Corporate Parent is undertaken as this legislation is being implemented.

55. During the transition from statements and LDAs to EHC plans those children in care with statements and plans have been prioritised for transfer in the first year (2014-15) as noted in paragraph 24.

## **CONSULTATION INCLUDING WARD/COUNCILLORS**

56. Members have been provided with briefings on the reform and copies of the SEN newsletters.

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Education related? Yes

Background Papers

Special educational needs and disability code of practice: 0 to 25 years January 2015  
(revised May 2015)

Implementing a new 0-25 special needs system: LAs and Partners March 2015

Special Educational Needs and Disability: supporting local and national accountability March 2015

Statistical First Release: Statements of SEN and EHC plans: England 2015 May 2015

Ward(s) and Ward Councillors:

Not applicable

Property

No implications