

<b>17<sup>th</sup> July 2014</b>		<b>ITEM</b>
<b>Thurrock Health and Well-Being Board</b>		
<b>Special Educational Needs and Disabilities reforms</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> No	
<b>Report of:</b> Malcolm W Taylor, Strategic Lead Learner Support / Principal Educational Psychologist		
<b>Accountable Head of Service:</b> Malcolm W Taylor, Strategic Lead Learner Support / Principal Educational Psychologist		
<b>Accountable Director:</b> Carmel Littleton, Director of Children's Services		
<b>This report is Public</b>		

### **Executive Summary**

The Children and Families Act 2014 introduces wide ranging reforms to the arrangements for supporting children and young people with Special Educational Needs and Disabilities (SEND). The new statutory assessment and planning arrangements come into place from 1st September 2014. The key areas of reform are the introduction of a new system of streamlined assessment leading to single Education Health and Care Plans for children aged 0-25. This is to include the offer of a personal budget to enable parents/carers greater choice and control of the support arrangements delivered as part of these plans. Local Authorities have to publish a Local Offer setting out clear information on services across education, health and social care for children and young people 0 to 25 years ; how to access specialist support ; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal. The Act introduces a requirement for Local Authorities and health organisations to commission services jointly to meet the needs of children and young people with SEN & disabilities. Thurrock Local Authority has a clear plan in place to meet the requirements of the Act with significant work having taken place to date.

#### **1. Recommendation(s)**

- 1.1 That the Health and well Being Board notes the report and endorses the actions of the Local Authority in meeting the new arrangements towards children and young people with Special Educational Needs and Disabilities introduced by the Children and Families Act 2014.**

## **2. Introduction and Background**

- 2.1 On 13th March 2014 the Children and Families Act (2014) received Royal Assent. It will reform the systems for adoption, looked after children, family justice and special educational needs. It sets out a clear intention to enable children and young people with special educational needs and disabilities (SEND) to achieve well in their early years, at school and in college; find employment; lead happy and fulfilled lives; and have choice and control over their support.
- 2.2 The SEND reforms will implement a new approach which seeks to join up help across education, health and care from birth to 25. Help will be offered at the earliest possible point, with children and young people with SEND and their parents or carers fully involved in decisions about their support and what they want to achieve. This will help lead to better outcomes and more efficient ways of working.
- 2.3 In June 2014 the *Special educational needs and disability code of practice : 0-25* was published jointly by the department for Education and the Department of Health. The statutory guidance sets out on the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and the associated regulations.

### **2.4 Main Changes from the previous SEN Code of Practice.**

The main changes from the previous SEN Code of Practice (2001) reflect the changes brought in by the Children and Families Act 2014. These are :

- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)

- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

## 2.5 **Key Principles underpinning SEND Code of Practice 2014**

The key Principles are that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **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 or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

## 2.6 **Improvements to SEND processes arising from principles**

The above principles are designed to support:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

### **3. Issues, Options and Analysis of Options**

- 3.1 The Local Authority Children's service has worked closely with the Commissioning Support Unit to the Clinical Commissioning Group, representative groups of parents, pre schools, schools, and colleges to develop the new systems to support the changes to Special Educational Needs being introduced through the Children and Families Act 2014.
- 3.2 A briefing paper on the Implications of the Children and Families Act across South Essex has been developed and circulated to the CCG's . This is attached as **Appendix 1** and includes information being taken by all three Local Authorities, Essex, Southend and Thurrock covered by South East Essex Commissioning Team. In particular this paper sets out the new statutory joint commissioning arrangements of the Local Authority and the Clinical Commissioning Group to deliver education, health and social care provision for children and young people 0-25 years.
- 3.3 **Thurrock's Implementation of the SEND reforms**

The strategic delivery of the SEND reforms across a range of services has been implemented through the Inclusion sub group of the Children's Partnership. There are now 6 key work streams to this project . These are as follows;

<b>1</b>	<b>Consultation and engagement of children / young people and parents</b>
<b>2</b>	<b>Joint commissioning / personal budgets</b>
<b>3</b>	<b>Local offer</b>
<b>4</b>	<b>Education, Health and Care Plan (EHCP)</b>
<b>5</b>	<b>Transition to adulthood</b>
<b>6</b>	<b>Early years</b>

3.4 The High Level Project Plan for the 6 Work streams is attached as **Appendix 2** of this report  
Relevant highlights are outlined below.

3.5 **Consultation and Engagement.**

Significant progress has taken place in the development of the Parent Engagement Group with the involvement of a Contact a Family consultant supporting the Parent Engagement Officer based in CVS. A range of consultation activities with providers from all sectors of Education, Care and Health have taken place with a clear programme of ongoing consultation and training in place. Early Support Principles setting out the key working family-centred approach are established within all service specifications as part of the commissioning arrangements.

3.6 **Joint Commissioning /Personal Budgets.**

Clear examples of joint commissioning arrangements are in place such as the joint placement panels leading to shared agreements concerning jointly funded specialist placements. Mechanisms are in place for the establishment of Personal Budgets, building on the existing arrangements for Direct Payments, through the Thurrock Access to Resources Panels, Continuing Care arrangements and Special Educational Needs panels. Close working has taken place with Commissioning Support Unit to the Clinical Commissioning Group to establish future commissioning arrangements.

3.7 **Local Offer**

There has been a process of consultation and development with parents groups on the principles and content of the Local Offer. The Local Offer is available through the Ask Thurrock, Family Information website with clear links to other sources of information including the SNAP directory , Schools , Pre Schools , SEN and Health information. A clear programme is in place to establish the full Local Offer from September 2014 which will be subject to ongoing review and development in line with Code of Practice 2014. There is a programme in place for the completion of the collection of information relating to the Local Offer to be ready for publication by September 2014. There are clear arrangements in place for the web publication of the Local Offer co-ordinating the new information on SEND systems and linking to all services including additional commissioned work on disability support through a single web portal.

### 3.8 **Education, Health and Care Plans**

A working document for the Education, Health and Care Plan and the process for assessment and reviews are in place with ongoing development through a wide range of consultation. There is an ongoing programme of training and support for pre-schools, schools and post sixteen providers in place to support their work in this area. Additional work is taking place in personalising and increasing the accessibility of this documentation. There is a clear programme of transition from Statements of Special Educational Needs and Section 139a assessments in place to meet the timescales set out in April DfE Guidance. The plan for the Transition of Statements to Education Health and Care Plans is attached as **Appendix 3**. The Thurrock EHCP pathway process is attached as **Appendix 4**.

### 3.9 **Transition to Adulthood**

The introduction of Education Health and Care Plans for young people aged over 16 and leaving school education to attend further or higher education is a significant change in that previously, Statements of Special Educational Needs would cease under these circumstances and young people's additional needs at college would be identified through a Section 139a Learning Difficulties Assessment supported by personal Advisors in Thurrock. The work in this area has been supported through the Thurrock Transition group which has built on the arrangements in the Transition Strategy including person centred planning, links between children's and adults services and clear mapping of learners needs and funding processes. A funding panel has been established and arrangements for the personal advisors to support the development of Education, Health and Care Plans alongside close links to colleges to support the development of the local offer.

### 3.10 **Early Years**

Work on the early years aspects of the SEND reforms has built on the highly successful Early Support arrangements in place and links to the Portage, Health Visiting and outreach services. The support arrangements have included the development of a new panel to co-ordinate the various support arrangements in place bringing together the family centred approach central to Early Support, the 332 Notification referrals in place from Health, and the referrals from Early Years settings as the process for the development of Education, Health and Care Plans. A diagram representing these arrangements is included as **Appendix 5**.

### 3.11 **Funding for the reforms**

Two grants have been made available to support the introduction of the SEND reforms introduced through the Children and Families Act 2014. These are the Special Educational Needs and Disability (SEND) Implementation Grant (New Burdens) £173,678 and the Special Educational Needs Reform Grant reforms £ 232,600. These Grants are to be paid in instalments to support the additional resources required over the next three years to implement the reforms. Details of this are shown in **Appendix 6**

#### **4. Reasons for Recommendation**

4.1 For an information update

#### **5. Consultation (including Overview and Scrutiny, if applicable)**

5.1 There has been a wide spread process of consultation with parents/carers, pupils , schools and services impacted by these reforms.

#### **6. Impact on corporate policies, priorities, performance and community impact**

6.1 The introduction of the new arrangements for the identification and support of children and young people who have special educational needs utilising a single Education Health and Care Plan , and the new joined up commissioning responsibilities between the Local Authority and the Clinical Commissioning Group will impact significantly on delivery of services to meet our Corporate Priorities. In particular it will impact on our work in creating a great place for learning and opportunity and improving health and well-being. The work covered as part of the SEND reforms is set out in the Everyone Succeeding section of the Children and Young People's Plan which forms Part 2 of the Health and Well being Board Strategy.

#### **7. Implications**

##### **7.1 Financial**

Implications verified by: **Kay Goodacre**  
**Interim Finance Manager**  
**01375 652466**  
[kgoodacre@thurrock.gov.uk](mailto:kgoodacre@thurrock.gov.uk)

The Financial Implications of the SEND reforms are set out in the main body of the report including the additional Grant Income that will be received to support this process. The SEND reforms have been accompanied by significant changes to the national High Needs Funding regulations in schools that have been in operation since April 2013 to support clearer funding processes for placements across Local Authority Maintained Schools, Non Maintained Special Schools and Academies. These changes to the funding of High Needs have included new arrangements regarding the delegated funding available in schools to support all pupils with Special Educational Needs including those who have and do not have Education Health and Care Plans in place.

## 7.2 Legal

Implications verified by: **Lucinda Bell, Education Lawyer**  
[Lucinda.bell@BDTLegal.org.uk](mailto:Lucinda.bell@BDTLegal.org.uk)

The legislation covering the SEND reforms are contained in the Children and Families Act 2014 and the associated regulations ; The Special Educational Needs and Disability Regulations 2014; and The Special Educational Needs (Personal Budgets) Regulations 2014.

The report author asks the HWBB to note the contents of this report. The Board is not asked to make any decision, and there are therefore no legal comments. Details of the legislative framework are contained within the body of the report.

## 7.3 Diversity and Equality

Implications verified by: **Teresa Evans, Equalities and Cohesion Officer**  
[tevens@thurrock.gov.uk](mailto:tevens@thurrock.gov.uk)

The changes taking place within the systems of assessment and support for children and young people with special Educational Needs and Disabilities set out in this paper aims to strengthen individual's opportunities to achieve and lead independent lives. The delivery of these changes will need to be carefully monitored to ensure that the needs of all groups of children and young people particularly those with disabilities are being positively enhanced and that the Local Authority is fully compliant with its duties under the Equality Act 2010.

## 8. Background papers used in preparing the

- *Special educational needs and disability code of practice 0-25 years.* Department for Education, Department of Health June 2014.



## **9. Appendices to the report**

- Appendix 1 Implications of the Children and Families Bill for NHS Clinical Commissioning Groups
- Appendix 2 Special Educational Needs and Disability High Level Project Plan
- Appendix 3 Thurrock Transition Plan Special Educational Needs Statements to Education Health and Care Plans
- Appendix 4 Thurrock Education Health and Care Plan Pathway
- Appendix 5 Thurrock Early Years SEND Support.
- Appendix 6 Thurrock SEND Grant Briefing note.

### **Report Author:**

Malcolm W Taylor

Strategic Lead Learner Support / Principal Educational Psychologist

Children's Services




## Implications of the Children and Families Bill for NHS Clinical Commissioning Groups

April 2014

For: Decision       Discussion       Information

<b>For consideration by:</b>	CCGs (COOs, CFOs, Executive Nurses) Health & Well-Being Boards	
<b>Author:</b>	Claire Mitchell, SE Essex Locality Team Leader Children, Young People, Maternity & CAMHs Commissioning Team, Essex CSU	
<b>GP Clinical Leads:</b>	Southend CCG	Dr Kate Barusya
	Castle Point & Rochford CCG	No lead available at present
	Basildon & Brentwood CCG	Dr Sooraj Natarajan
	Thurrock CCG	Dr Henry Okoi
	Mid Essex CCG	Sarah-Jane Ward
<b>Early Support:</b>	Anna Gill, Regional Facilitator – Eastern Region	
<b>Executive summary:</b>	<p>The purpose of this report is to update Clinical Commissioning Group on the implications of the Children and Families Bill and the approaches being taken by our local LAs (Essex County Council, Southend Borough Council and Thurrock Council).</p> <p>The report details the new legal duties to be placed on Clinical Commissioning Groups in relation to children and young people with Special Educational Needs and Disabilities.</p> <p>These duties are due to come into effect September 2014.</p>	
<b>Key Documents</b>	Please see Appendix 1	
<b>Who has been involved/contributed from Essex CSU:</b>	Dan Stoten, Locality Commissioning Manager – South Essex Carolyn Lowe, Head of Children & Young People’s Continuing Care Commissioning Helen Forster, SW Essex Locality Team Leader Melanie Williamson, Programme Manager, Mid Essex Locality	
<b>Who has been involved/contributed from LA:</b>	Essex County Council: Southend Borough Council:  Thurrock Council:	Karen Jones, SEN Project Manager Sandra Bingham, Group Manager – SEN & Inclusion Malcolm W Taylor, Strategic Lead Learner Support, Principal Educational Psychologist

<b>Engagement and Involvement:</b>	Health representatives have been engaged with the three LAs in our area: Essex County Council, Southend Borough Council and Thurrock Council. Health representatives attend the relevant steering group and board meetings.						
<b>Financial Implications:</b>	<p>No funding has been made available to ‘health’ but the DfE have supported LAs.</p> <p>A government <b>SEN Reform Grant 14/15</b> is to be distributed to local authorities in order to implement the SEN Reforms element of the Children &amp; Families Bill. Our local share of this funding is estimated at approximately:</p> <table border="1" data-bbox="472 551 927 651"> <tr> <td>Essex:</td> <td>£1,613,486</td> </tr> <tr> <td>Southend:</td> <td>£220,574</td> </tr> <tr> <td>Thurrock:</td> <td>£232,600</td> </tr> </table> <p>Grant will be paid in four instalments of as near equal value as possible on, or by, 31 May 2014, 31 August 2014, 30 November 2014 and 28 February 2015.</p>  <p>2254_SEN_Reform__ Revenue__Grant_De</p>	Essex:	£1,613,486	Southend:	£220,574	Thurrock:	£232,600
Essex:	£1,613,486						
Southend:	£220,574						
Thurrock:	£232,600						
<b>National Policy/ Legislation:</b>	<p>The Government’s reforms of Special Educational Needs (SEN) provision will lead to significant changes in the way in which children and young people in England with SEN are provided for. The Children and Families Bill has been through Royal Assent and has become an Act on 13 March 2014. The final accompanying SEN Code of Practise and Regulations are expected to be published in April 2014</p> <p>Our local pathfinder is Hertfordshire and we have engaged with this LA and their workshop events to learn from their approaches to testing the full range of SEN reforms.</p>						
<b>Legal</b>	See Appendix 2						
<b>Equality &amp; Diversity:</b>	A key purpose of the SEND service is to ensure that the single assessment process is transparent and fair. The local offer will clearly describe the support available. Work is in progress to review a wide range of stakeholders to ensure all views are heard and involved in the design of a new way of working.						
<b>Risk Management</b>	There are risks associated with not funding statutory services and implementation of new legislation eg tribunals						
<b>Other External Assessment:</b>	<p>None for our area.</p> <p>The Department for Education (DfE) is monitoring the work from Hertfordshire as our Pathfinder area and in its current role as the Regional Pathfinder Champion.</p>						
<b>Next steps:</b>	From September 2014 the legislative framework will require these changes to supporting children and young people with Special Educational Needs and Disability to be implemented.						

# Implications of the Children and Families Bill for Clinical Commissioning Groups

## 1.0 National direction of travel

In 2011, the government published a green paper, 'Special Educational Needs (SEN) -Support and Aspiration: A new approach to special educational needs and disability'. They set out proposals that would radically reform current systems for identifying, assessing and supporting children and young people who have disabilities or have a special educational need, and their families.

In the green paper the government made commitments that by 2014 they would:

- Implement a single assessment process and Education, Health and Care Plan supporting 0-25yr olds with SEN or a disability (SEND).
  - Essex is calling their plan an EHC plan. The process that happens before families are allocated an EHC plan is called the 'One Plan Environment'. In most cases families may not need an EHC plan if the 'One Plan process' is sufficient to meet the families outcomes through the Local Offer.
  - Southend are calling theirs 'Southend Education Health and Care Plan' and in;
  - Thurrock this is called Thurrock Education Health and Care Plan.
- Introduce an offer of a personal budget for families with an Education, Health and Care (EHC) plan

In addition to this the green paper calls for:

- Earlier intervention and prevention
- Giving control to parents and greater parental participation at both the individual and strategic level
- Changes to provide more effect support to prepare young people with SEN or disabilities for adulthood
- Health, social care and education services to work better together for families.
- Development and publication of a 'local offer' that describes in one place what support is available and by whom
- A focus on improving outcomes for children and young people with SEN or disabilities.

The vision for reform is that:

- SEN is identified early and support is routinely put in place quickly
- Staff are fully equipped to provide the right support
- Parents know what they can reasonably expect from their school, college, health service, Local Authority service etc and do not have to fight to access services
- Aspirations for disabled and SEN children are raised through an increase in focus on life outcomes
- Those with complex needs will have an Education, Health and Care Plan which will be in an integrated process from 0-25 years of age.
- Greater control for families, children and young people over the services they receive.

In February 2013 DfE published a Children and Families Bill 2013 which responded to evidence from pre-legislative scrutiny.

The [Children and Families Bill](#) takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption, Looked After Children, family justice and special educational needs. It will encourage growth in the childcare sector, introduce a new system of shared parental leave and ensure children in England have a strong advocate for their rights.

Part 3 of the Bill introduces a new single system from birth to 25 years for all children with SEND, (previously the system covered children aged 3 to 19). It will:

- Place a requirement for **Local Authorities and health organisations to commission services jointly** to meet the needs of children and young people with SEN & disabilities.
- Require Local Authorities to offer a personal budget for families and young people with a Plan, extending choice and control over their support
- Require Local Authorities, working with partners, to publish a clear, transparent 'local offer' of services for all children and young people with additional needs, **this includes health provision**, so parents can understand what is available.
- Offer a streamlined assessment process, **which integrates education, health and social care**, and involves children and young people and their families
- Require better co-operation between the Local Authority and partners and requires Local Authorities to involve parents and young people in reviewing and developing provision
- Ensure that children, young people and their families are at the heart of the legislation.
- Replace statements of SEN and specific Learning Difficulty assessments with a new 0-25yr
- Education, Health and Care Plan, which reflects the child or young person's aspirations for the future, as well as current needs by September 2014.

In March 2013 it was announced that the Government will bring forward an amendment to the Bill to place a **legal duty on Clinical Commissioning Groups** to secure health services that are specified in Education, Health and Care Plans.

Further detail about this legal duty can be found on the following website:

<https://www.gov.uk/government/news/children-and-young-people-with-sen-to-benefit-from-new-legal-health-duty>

Details of the draft Children and Families Bill, draft regulations and draft SEN code of practice can be found on the following website:

<http://www.education.gov.uk/aboutdfe/departmentalinformation/childrenandfamiliesbill/a00221161/children-families-bill>

Royal assent was granted on March 13 2014 and implementation is planned for September 2014.

In addition to this:

- The [NHS Mandate](#) published in November 2012 stated that 'The Board's **objective** is to ensure that they (children and young people with SEN and Disabilities) have access to the services identified in their agreed care plan, and that parents of children who could benefit have the option of a personal budget based on a single assessment across health, social care and education'.

- The [Children and Young People's Health Outcomes Forum](#) recommends that a composite indicator be developed to look at the provision of integrated care for children and young people with a long-term condition, disability or complex needs. Essential elements of this indicator [are] that each child or young person with a long term condition, disability or special educational needs, and each Looked After Child or young person or care leaver, has a coordinated package of care, including a quality assessment, access to key working and appropriate equipment; and that the individual's and their family's experience of the service is measured.

## 2.0 Implications for Local Authorities

The LA is responsible for a child/YP in their area who has or may have a Special Education Need. It is expected that the local authority works with partners to jointly commission and meet the special education needs of children. This includes governing bodies of maintained schools and nurseries in the area, academies, post 16 institutions, non-maintained schools in the area, children's centres, early years education providers, other schools, post 16 institutions attended by C&YP the LA is responsible for, and youth offending teams. In addition local authorities must work with children and young people with disabilities and their parents.

The current statements of SEND and Learning Difficulty Assessments (LDAs) are to be replaced with a new streamlined assessment process for 0-25 years which integrates Education, Health and Social Care Plan involving the young person and their family and reflects the child or young person's aspirations for the future, as well as current needs.

Actions include:

- To review assessment and planning processes in readiness for implementation of the new requirements with regard to assessments and EHC Plans.
- To prepare for the implementation of requirements to offer a personal budget for families and young people with an EHC plan, extending choice and control over their support.
- Work with partners, to publish a clear, transparent 'local offer' of services for all children and young people with additional needs, this includes health provision, so parents can understand what is available. The Local Authority must consult the Health and Wellbeing Board on the 'Local Offer'

## 3.0 Implications for CCG's and NHS Trusts

Health bodies have a vital role in collaborating and supporting education and care providers in meeting the needs of children with disabilities and special educational needs. CCG's and NHS commissioning boards are full partners in the new arrangements.

Clinical commissioning groups are to be placed under a legal duty to secure health services in education, health and care plans for children and young adults with special educational needs including specialist health services such as physiotherapy and speech and language therapy **whether or not they are provided under the NHS.**

CCG's must ensure that families can easily access information about services such as urgent and emergency care provision. This **must** be through the published local offer.

CCG's and NHS Trusts **must** inform parents and the LA that they consider that a child under school age has or probably has special educational needs and to give parents information about advice and assistance. GPs are able to refer a CYP to the LA for an EHC Plan assessment.

Appointment of a **Designated Medical Officer (DMO)** for children with special education needs: responsibilities of this role include coordinating the role of health in the statutory assessment process, working strategically across health and the local authority and ensuring that local health services inform the local authority of children who they think may have a special education need. It is unclear at this stage whether this person should be a GP or Paediatrician.

In addition the NHS Mandate from the Government to the NHS Commissioning Board published in November 2012 identifies the need for significant improvement in supporting disabled children and young people with special educational needs. It states “The Board’s objective is to ensure children and young people have access to the services identified in their agreed care plan and that from April 2014, their parents are able to ask for a personal budget based on a single assessment across health social care and education”

The current [0-25 SEN Code of Practice](#) is in draft form but due for imminent implementation. The Code provides statutory guidance for organisations who work with and support children and young people with SEN on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. The Code provides practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs (SEN).

Alongside the publication of the Indicative Special Educational Needs Code of Practice, a new legal duty was introduced for Clinical Commissioning Groups. This duty means that Clinical Commissioning Groups will now by law have to secure services and provision set out in individual Education Health Care Plans. This will ensure the full integration of SEN provision across education and health and strengthens the principle of joint planning and commissioning of services as set out in the Green Paper.

#### **4.0 Joint commissioning responsibilities**

Local authorities and CCG’s are each placed under a duty to make joint commissioning arrangements to deliver education health and social care provision for children and young people aged 0-25 years that the local authority is responsible for.

The joint commissioning arrangements **must** include arrangements for considering and agreeing

- The educational, health and care provision reasonably required to meet needs identified
- What education, health and care provision is to be secured and by whom
- What information and advice is to be provided, by whom and to whom and how such advice is provided
- How complaints about education, health and care provision are to be made and handled
- Procedures for resolving disputes between parties to joint commissioning arrangements.

Joint Commissioning arrangements should inform the ‘Local Offer’ and **must** include arrangements for securing EHC assessments, EHC provision in EHC plans and agreeing personal budgets.

LA’s and CCG’s **must** have regard to the joint commissioning arrangements in the exercise of their functions and keep them under review.

The joint commissioning duty will ensure that the local authority and health professionals come together to organise services and set out clear expectations of what parents children and YP with SEN can expect. This information **must** be included in the local offer.

The joint commissioning approach will ensure that appropriate services are commissioned to meet individual needs of children as well as plan strategically drawing on the needs identified by health and well-being boards, in the joint strategic needs assessment and the agreed priorities of the H&WB strategy.

### ***Local Offer***

The Local Offer **must** include information about the provision the local authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children and young people for whom it is responsible, regardless of whether or not they have Education, Health and Care Plans.

*The Local Offer will cover:*

- education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it);
- arrangements for identifying and assessing children and young people with SEN, including arrangements for requesting an EHC needs assessment;
- other education provision (outside of schools or colleges such as sports or arts provision);
- training provision, including apprenticeships; arrangements for travel to and from schools, post 16 institutions and early years providers; and
- support to help children and young people in moving between phases of education and to prepare for adulthood.

### ***Personal Budgets***

Personal budgets are one element of a personalised approach to supporting children and young people with SEND. They should not be seen in isolation but as an integral part of the coordinated assessment and Education, Health and Care planning process, aligned to and with a clear focus on improving outcomes for children and young people with SEND.

From April 2014 anyone receiving [NHS Children and Young People's continuing care](#) will have a right to ask for a personal health budget and this will become a 'right to have' from October 2014. The right to ask for a personal health budget will be extended to individuals who have a long term condition from April 2015. Currently there is no guidance available to determine what will be considered as a long term condition.

A personal health budget is a defined amount of money to support an individual's health and wellbeing needs. For children and young people this will be jointly planned and agreed with the child/young person and their family, social care and education with the aim of giving greater choice and control over the care and support they receive.

## **5.0 Needs analysis**

### ***National Context***

- There are 0.8 million disabled children and young people aged 0–18 yrs in the UK, 6% of all children
- Around 20% of school aged children have a Special Educational Need
- The most common functional limitations reported concern mobility (18%), communication (22%) and memory, concentration or learning (24%)



## ***Local Context***

### **a) Essex**

There are some 35,455 children and young people identified by schools as having SEND in Essex, representing 17.0% of the schools population. Despite being below the national average of 18.7%

### **b) Southend**

The numbers of children with an identified Special Educational Need or disability have also increased significantly by 5.4% from 4825 in 2008 to 5084 in 2012. However at 18.45% this is broadly in line with national expectations that envisaged that up to 20% of all children would have SEN at some point of their schooling. In Southend, approximately 3.2% of children have a statement of special educational needs (approximately 850 children). This is higher than national expectations. Over half of the children with a statement of Special Educational Needs attend a special school or specialist setting with the majority attending local mainstream schools.

### **c) Thurrock**

There are 4,900 children and young people identified by schools as having SEND in Thurrock out of a school population of 25,025, representing 19.6% of the schools population. This figure is based on the 2013 data published by the DfE in the same manner as the Essex figures above. There have been considerable increases in the numbers of pre-school children identified with special educational needs over the past three years and Thurrock faces significant challenges in relation to high levels of placement request for its two special schools both of which are rated as Outstanding and have National reputations for excellence.

Collaborative working is increasingly a vital part of the planning so that the needs analysis reflects local needs across education, health and social care and that provision can be developed together to produce better joint solutions between education, health and social care and across borough boundaries.

## **6.0 Planning & Implementation**

CCGs are represented at the regional meetings where Pathfinders share their progress. The Government have announced further funding in 2013/14 to the Pathfinder champion to provide advice, support and ideas on implementation of the reforms.

Locally we have undertaken the following to date:

- SEND reform was included within CCG commissioning intentions in August 2013
- Personal Health Budget Pilot – Carolyn Lowe and Essex County Council were highlighted as an area of best practice although not a pathfinder area. A pilot of 5 CYP developed personal budgets and extended personalisation of services to move away from using Social Care and Health block contracts, towards much more of a mixed economy approach. This means using alternative and smaller providers, alongside larger suppliers, to ensure family demands for services can be more easily and flexibly met. In addition to this approach Essex has developed a combined Resource Allocation System which demonstrates multi-agency approach to the allocation of resources.

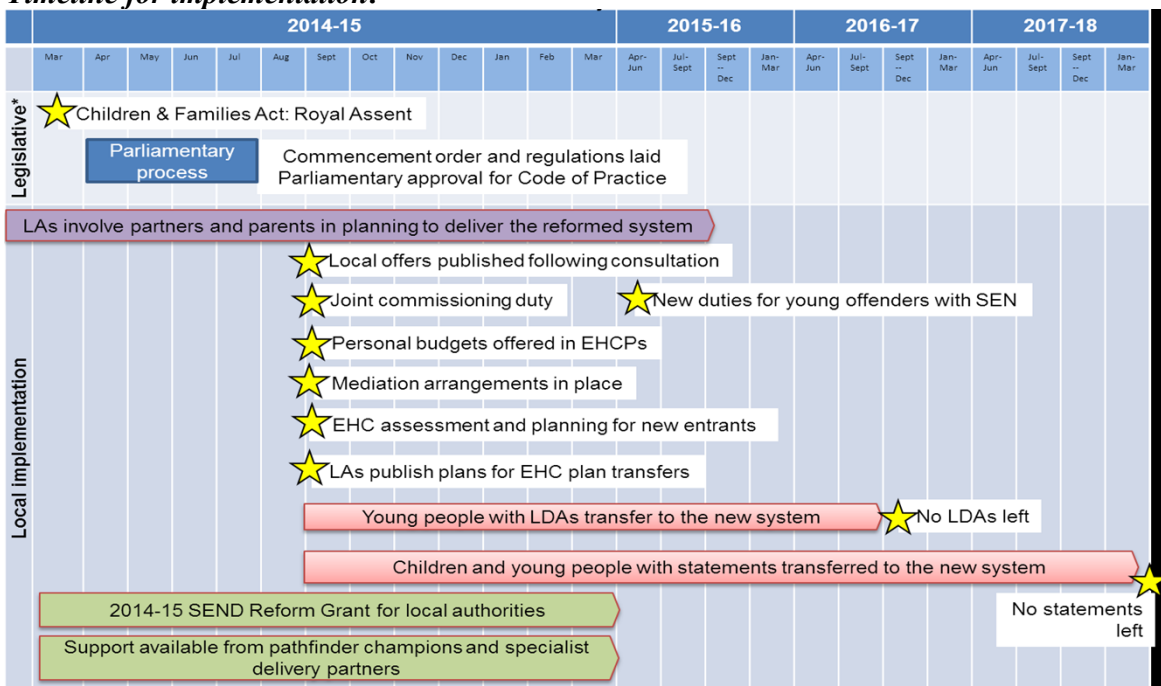
Across Essex and Herts a wider pilot of Personal Health Budgets has taken place incorporating Adult Continuing Health Care. This pilot has scoped and mapped out a pathway for the delivery of Personal Health Budgets outlining the additional resources and skills required for delivery. Personal Health Budgets do not form part of the current commissioned services provided to Essex CCG's. This Business case is due for presentation at Essex CCG boards during March 2014.

Bespoke arrangements by CCG's for the delivery of Personal Health Budgets will need to develop a pathway that incorporates the connections between traditional continuing care provision and Personal Health Budget to effectively manage clinical risk to the recipient.

- Within each provider's contract we have included the 10 Early Support Principles, Key working functions are embedded within the service specifications or SDIP, we have developed new KPIs, new information requirements, embedded SEND reform information within SDIP & DQIP including undertaking a MAPIT audit/ review of services.
- Essex CSU has worked with the 3 LAs to provide health service information to inform the local offer.
- Paediatric CEG briefing commissioners, clinical colleagues and providers on 19 March 2014
- Essex CSU engaging with ECC re: Health Awareness Raising events.
- Briefing papers made available to CCGs.
- SEND Reforms Cluster meetings convened by Early Support in its SEND Delivery Partner. CSU have been very involved and presented at the recent meeting in March 2014. DfE are carefully monitoring the successes of these and are reportedly pleased with this regions progress.

## 7.0 Next steps

### Timeline for implementation:



**Legislation:**

This is indicative and subject to Parliamentary procedures and approvals:

- March 2014: Children and Families Bill received Royal Assent.
- Late spring 2014: Commencement Order laid; personal budgets regulations laid; Order for transitional arrangements laid; other regulations laid. SEND Code of Practice published for Parliamentary approval\*<sup>1</sup>.

**Local implementation:**

- April 2014 – September 2015: local authorities involve partners and parents in planning for implementation and delivery of the reformed system.
- From September 2014: local offers published following consultation; joint commissioning duty commences; new assessment and planning starts (for new entrants); personal budgets offered as part of Education, Health and Care (EHC) plans; mediation arrangements in place; local authorities should publish plans for EHC plan transfers.
- September 2014 – September 2016: young people with Learning Difficulty Assessments (LDAs) transfer to the new system.
- September 2014 – April 2018: children and young people with statements of SEN transfer to the new system.
- April 2015: New duties for young offenders with special educational needs commence.

**Broader context:**

- Spring 2014 - New burdens allocations for local authorities announced.
- April 2014 – March 2015: SEND Reform Grant provides additional money to local authorities in 2014-15 (within Early Intervention Grant).
- April 2014 – March 2015: support available to local authorities from SEND advisors, pathfinder champions, and CDC strategic partner and specialist delivery partners.

Children & Young People Commissioners will continue to work jointly with our local authority partners on the following areas:

- Local Offer
- EHC Planning and New Ways of Working
- Joint Commissioning and Personal Budgets
- Preparation for Adulthood
- ICT and Information Governance
- Engagement of Stakeholders

A detailed business case is currently in development and will be circulated to CCGs for comment and approval soon.

**8.0 Challenges**

- 0-25 pathway and working across Children's and Adult health services
- Financial implications
- Local protocols for the effective sharing of information which addresses confidentiality, consent and security of information.

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<sup>1</sup>\*Commissioners have heard that the Code of Practice may be delayed and a final date for publication has not been announced.

- Geographical boundaries and the linkages between all CCGs, LAs & providers
- Transferring children and young people with statements of SEN and Learning Difficulty Assessments to EHC plans



As part of the business case a risk log is being developed to capture project challenges and mitigating actions.

## 9.0 Recommendations/ Conclusion

We would like the Clinical Commissioning Group to consider the report and to note the following key points:

- The CCG should consider nominating a **finance representative** to participate in the strategic working group to implement the SEND reforms.
- The new requirement for **Local Authorities and health organisations to commission services jointly** to meet the needs of children and young people with SEN & disabilities
- The development by the Local Authority, with partners, of a clear, transparent **‘local offer’ of services** for all children and young people with additional needs, **this includes health provision**
- Development of a streamlined assessment process, **which integrates education, health and social care**
- The Act places a **legal duty on Clinical Commissioning Groups** to secure health services that are specified in Education, Health and Care Plans
- The NHS Mandate ‘to ensure that they (children and young people with SEN and Disabilities) have **access to the services identified in their agreed care plan**, and that parents of children who could benefit have the **option of a personal budget** based on a single assessment across health, social care and education’.
- To acknowledge the challenges the new duties and ways of working will pose across Children’s and Adult health services.

## Appendices

<p><b>Appendix 1</b></p>	<p><b>Key Documents in relation to SEND Reform</b></p> <p>a) Council for Disabled Children; Key Documents to Support the implementation of the Children and Families Act</p>  <p>CDC_ChildrenFamiliesAct_KeyDocsFeb14.</p> <p>b) DfE and DH (April 2014) Implementing a new 0 to 25 special needs system: LAs and partners; Further Government advice for local authorities and health partners</p>  <p>Implementing_a_new_0_to_25_special_ne</p>
<p><b>Appendix 2</b></p>	<p><b>Legal</b></p> <p>A summary of the relevant legal implications of the Children &amp; Families Bill:</p> <p>The Bill (Part 3 Clauses 19-71) and explanatory notes can be viewed at:  <a href="http://www.education.gov.uk/a00221161/children-families-bill">www.education.gov.uk/a00221161/children-families-bill</a></p>

The Draft Regulations and an Indicative Code of Practice can be viewed on:  
<http://www.education.gov.uk/a00221161/>

S 195 Health and Social Care Act 2012 places a duty on the Health and Wellbeing Board to:

- a) encourage persons who arrange for the provision of any health or social care services in that area to work in an integrated manner for the purpose of advancing the health and wellbeing of the people in the area and
- b) to provide such advice, assistance or other support as it thinks appropriate for the purpose of encouraging the making of partnership arrangements under [section 75](#) of the [National Health Service Act 2006](#) in connection with the provision of such services.

## Appendix 2

Special Educational Needs and Disability Reforms									RAG Key:
High Level Project Plan - July 2014 onwards - V15									R
									A
									G
X	<i>Cross indicates expected / actual completion date</i>								Complete
WS	Action	Progress	Lead	Pre July '14	July '14	Aug '14	Sep '14	Oct '14 onwards	RAG STATUS
<b>1</b>	<b>Consultation and engagement</b>								
<b>1a</b>	Parent representation to be established as co-producers on all working groups	Complete: Parent steering group recruited to. New Chair and ToF Ref established. Contact a Family Consultation support in place. Carers and Parent (CaPa) Participation Group established. Parent Participation Worker recruited and working.	MWT	X					Complete
<b>1b</b>	Mapping and contact to be established with all existing parent groups and gap analysis completed for additional groups		MWT		X				G
<b>1c</b>	Communication Plan on reforms to be established	Project Partner Engagement group established - see minutes of last mtg 02.07.14.	MWT		X				G
<b>1d</b>	Timetable of consultation events to be developed	Various events have been undertaken / are booked. Need to bring together to one all encompassing plan. Intention for a launch event in Sep 2014 to include health, schools (mainstream & special), transition teams etc.	MWT		X				Complete
<b>1e</b>	Parent & school participation events to be delivered - ongoing	Parent consultation events in place: 14th July - meeting at Treetops. 17th Sep - meeting at Harris to outreach some mainstream parents. All schools contacted re: parental engagement. Consultation events re: ECH plan undertaken - version 10 current. Consultation re: Local Offer undertaken.	MWT					X	G
<b>1f</b>	Pupil participation to be undertaken re: Local Offer and EHC Plan	Pupil Voice' activity undertaken as part of larger project. Further pupil participation activity being undertaken mid July.	MWT		X				G
<b>1g</b>	New links with FE and Training Providers to be established through Transition Strategy	2 consultation events with parents and FE providers have taken place.	MWT		X				Complete

1h	Programme of training on Code of Practice to be established	Workshops for SENcos and Headteachers underway - due to complete programme mid July 2014. Governor training on reforms completed July 2014. Additional training for Early Years SENCos and Portage completed.	MWT		X				Complete
1i	Programme of training on personalised planning to be established	Outreach and Early Support staff trained in person centred working. Workshop on 9th July 2014 for SENCos to include person centred approach.	MWT		X				G
2	<b>Joint commissioning / personal budgets</b>								
2i	<b>Joint commissioning</b>								
2a	Carry out mapping and review of all services from Education, Health and Social Care supporting SEND services to establish fully co-ordinated joint commissioning plan for approval at Health and Well Being Board	Review of jointly commissioned services with Health underway. Examples of joint work in place e.g. development of the Southend, Thurrock and Essex Continuing Care Policy; the joint Local Authority / Health Authority Speech and Language Strategy and joint commissioning through the Thurrock Access to Resources Panel (TARP).	CM			X			G
2b	Review and develop new opportunities for joint commissioning for all support for SEND 0-25 including new FE and Training Provider support	Joint Placement Panel for all Specialist Placements in operation for joint commissioning of specialist places. Consultation and planning meetings have taken place with CCG and Commissioning Support Unit. Joint LA and Health workshop for all service providers and commissioners planned 14th July 2014	CM			X			G
2ii	<b>Personal Budgets ('PB')</b>								
2c	Review all areas of support that could be provided through a PB	Review of jointly commissioned services with Health underway. Elements of PBs in place through use of Direct Payments for parents of Children with Disabilities. High level of parent participation in place for the commissioning of short break services. Workshop planning on Personal Budgets supported by Pathfinder took place in December 2013. Initial services gap analysis completed with parents.	CM			X			G
2d	Create, with Health, a PB policy and process for agreeing and administering PBs	Shared pilot case for Personal Budget covering Education, Health and Care needs in place jointly between LA and Health.	CM			X			G
2e	Funding models and financial processes to be established for EHCP developing from Direct Payments model.	7 Jointly agreed LA and Health Continuing Care complex support packages in place.	CM			X			Complete
2f	Ensure all PB information is agreed through co-production and in Local Offer		CM			X			G

2g	Publish PB policy and process		CM			X			A
2h	Communicate to parents / young people re: how PB will work		CM			X			A
3	<b>Local Offer</b>								
3a	Review all services to take place through extensive consultation events with parents/carers, children and young people.	3 consultation events taken place Local Offer. Initial work on updating Thurrock Special Needs and Parents (SNAP) directory of current disability support services completed. Key Principles of Local Offer established. 2 training events attended by a range of staff and parents led by SEND Pathfinders. Review of all Independent Specialist Placements completed. Mapping of local SEN services completed.	JF			X			G
3b	Analysis of census and SEND data to be completed to inform priority areas for service development.		JF			X			A
3c	Establish IT group to support web publication of the Local Offer.	IT working group established - initial work completed on systems and potential role of Core and Directory web site with links to outside Directory.	JF	X					Complete
3d	Initial Local Offer home page to be launched linking to external sites	Health services information for Local Offer collated, draft web site in operation. Further online questionnaire in place re accessing Local Offer.	JF			X			Complete
3e	Full Local Offer to be published on web site	Clear IT plan established linking corporate web site information and additional Local Offer with one page portal.	JF			X			G
	Schools to be provided with template for use on school website with relevant information	Questionnaire for schools to show on website completed, but needs to be adapted for special schools. Special schools template to be developed for use on website.							Complete
3f	Establish mechanism for parents and young people to feedback on services through the Local Offer					X			G
4	<b>Education Health and Care Plan ('EHC Plan')</b>								
4a	Develop Framework documentation to establish EHC Plan	Draft EHC Plan developed and initial consultation events taken place. New draft (version 10) completed taking into account consultation feedback. This draft is being adjusted in order to be more user friendly. To be presented to schools at workshop on 9th July 2014.	GT			X			Complete
4b	Develop various versions of EHC plan for different audiences e.g. different age groups								G



4c	Carry out piloting consultation process with parents on new plan	Well established process of Family centred Team. Around the Child process being delivered in Early Years both through Early Support and Portage arrangements. Fully co-ordinated system of joined up EHC planning in place as part of Early Years multi professional assessments led by Educational Psychology Service (EPS). Further drafting of EHCP has taken place in response to feedback. Trialling of EHCP plans with Early Support in place for 3 children from the 7 <sup>th</sup> July. Further developments in place to ensure EPS work with 19-25 age group. EHC plan trial to be undertaken with more families July 2014.	GT			X			G
4d	Develop and Publish agreed new assessment process, protocols and plans in line with principles of co-production	Process maps developed and circulated at Project Partner Engagement meeting 02.07.14. Process map for 16+ to be developed.	GT			X			G
4e	Referral form for EHC Assessment to be developed	First draft being developed	GT			X			G
4f	New systems of integrated assessment to be established with joint working protocols tailored at individual needs and age of child/young person.	Personalised learning plans in place as part of Transition. New funding systems agreed with School Forum and panel established for High Needs Funding arrangements for all services 0-25.	GT			X			Complete
4g	Develop 14-25 EHC plans building on Transition Plan ensuring new opportunities for personalised planning, employment and training		GT			X			G
4h	Develop paperwork and process for Annual review		GT		X				G
4i	Develop Synergy Suite with Tribal for EHC plan generation		GT		X				G
4j	Recruit for transition to EHC plans - EHC Plan Co-ordinators, Key Workers		GT			X			A
4k	Provide training to parents and key workers on the new EHC plan		GT			X			G
5	<b>Transition to Adulthood</b>								

5a	Review all 14-25 education, training and employment opportunities as part of Strategy	Transition Strategy has been developed and is being implemented led by the Transition team situated in Adult Social Care. Informed by the principles of personalised planning evidenced by Beacon Hill school who were used as case example in the Green Paper.	FL			X			G
5b	Develop comprehensive joined up approach to access wider range of options including improved access to the new South Essex College through the EHC plan for 14-25 year olds.	Ongoing work with post 16 providers in developing a broad offer for all students. Successful Examples of Apprenticeship / supported employment leading to employment in place. Further Consultation between South Essex College, Thurrock, Essex and Southend has taken place to establish mechanisms for EHCP requests, reviews of support arrangements and the Local Offer. Plans developed for the work of Personal Advisors and links to Transition Social care Team to support the conversion of post 16 LDA assessment into EHCP. Mapping of number of college High Needs Funding underway.	FI			X			G
6	<b>Early Years</b>								
6a	Confirm representation on Early Years Case planning panel - clarify responsibilities of this and any other relevant panels	Clarify statutory roles of Early Years Case Planning Panel - who approves the need for an EHC Plan	KF			X			A
6b	Develop adapted paperwork suitable for Early Years	Early Years process paperwork in place has been implemented to meet Team around family approach.	KF			X			G
6c	Develop referral form for case planning panels	Form developed from multi professional team assessment paperwork already in place.	KF			X			G
6d	Harmonise All About Me documents into one process	Documentation collated, initial editing of this taking place.	KF			X			G

## **Appendix 3**

### **Thurrock Transition Plan Statements of Special Educational Needs to Education Health and Care Plans 2014 – 2018 (Version 2)**

- 1.0 This draft transfer plan has been devised in accordance with the Draft guidance on transition to the new 0-25 special educational needs and disability system (June 2014)
- 2.0 Conversations have taken place with the Special Educational Needs Co-ordinators in schools, the Special Educational Needs Service and other Local Authority colleagues. Further discussions will take place with parents in the next few weeks, before the end of the Summer Term 2014. This work will be facilitated through the Parent Participation Officer and the Senior SEN Caseworkers.
- 3.0 A final version of this plan will be published through the Thurrock website, and will be distributed to all early years settings, maintained primary and secondary schools and academies and colleges in Thurrock and also those out of the borough that have Thurrock pupils attending. Parents will also receive a copy of this plan alongside more detailed information individual to their child's/ young person's proposed transfer date.
- 4.0 The attached excel spreadsheet identifies the number of Statements of Special Educational Needs in each year group and the proposed academic year in which a Transfer Review will be held. The order reflects the need for Statements of SEN to transfer to Education, Health and Care Plans prior to Phase transfer. Thurrock currently has 1038 Statements, with approximately a further 50 in the statutory assessment process.
- 5.0 The Special Educational Needs Service will also advise schools and parents of other Transfer Reviews as the need arises – i.e. if a child moves from a mainstream school to a special school or vice versa.
- 6.0 For the children/young people currently with a Statement of Special Educational Needs (contained within the attached document) the parents and schools will be notified in advance which month the Transfer Review should take place. The early years setting/school/ college at the beginning of the academic year will receive a list of Transfer Reviews that must be held in the forthcoming year and the month it should be held. At the beginning of each term the Transfer Reviews to be held during that term will be highlighted again to the school. Schools will be required to identify the date the Transfer Review will take place so that the 14 week timescale can be monitored and adhered to.
- 7.0 The educational setting will be responsible for setting the date of the Transfer Review in consultation with the parents and others required to attend the meeting, The SEN Caseworker will be responsible for co-ordinating the process, monitoring the progress of the case and ensuring the Education, Health and Care Plan is of high quality and robust.

8.0 Independent SEN information and advice can be sought from the Parent Partnership Service, which is based at The Culver Centre, South Ockendon. The Parent Partnership Service in turn will also be able to signpost to other sources of advice which are relevant to the individual case.

9.0 Parents and Young People can contact SEN Services on 01375 652555 or by email on [sen@thurrock.gov.uk](mailto:sen@thurrock.gov.uk) if there are any queries about transition to the new system or if they have not been transferred in accordance with the local transition plan.

Order of Transfer to the new 0-25 Special Educational Needs and Disability System - Version 2 June 2014

Year Group as of 09.14	Statements	1st year	2nd year	3rd year
N1				
N2	2	√		
YR	15	√		
Y1	57		√	
Y2	60	√		
Y3	63	√		
Y4	76			√
Y5	62		√	
Y6	75			√
Y7	74			√
Y8	79		√	
Y9	82	√		
Y10	103		√	
Y11	108	√		
Y12	114		√	
Y13	38	√		
Y14	26	√		

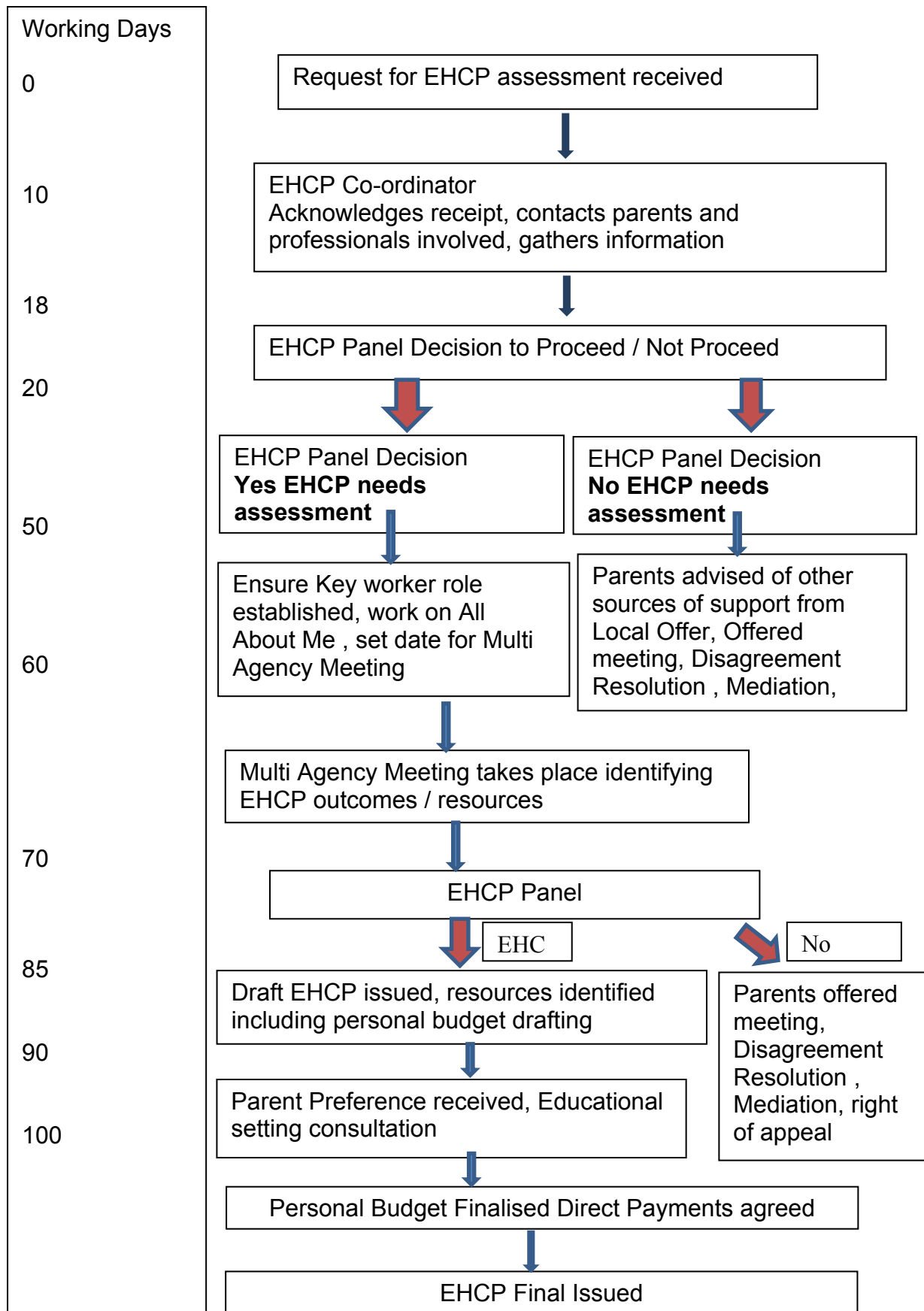
1st year ~ Academic year 2014-15

2nd year ~ Academic year 2015-16

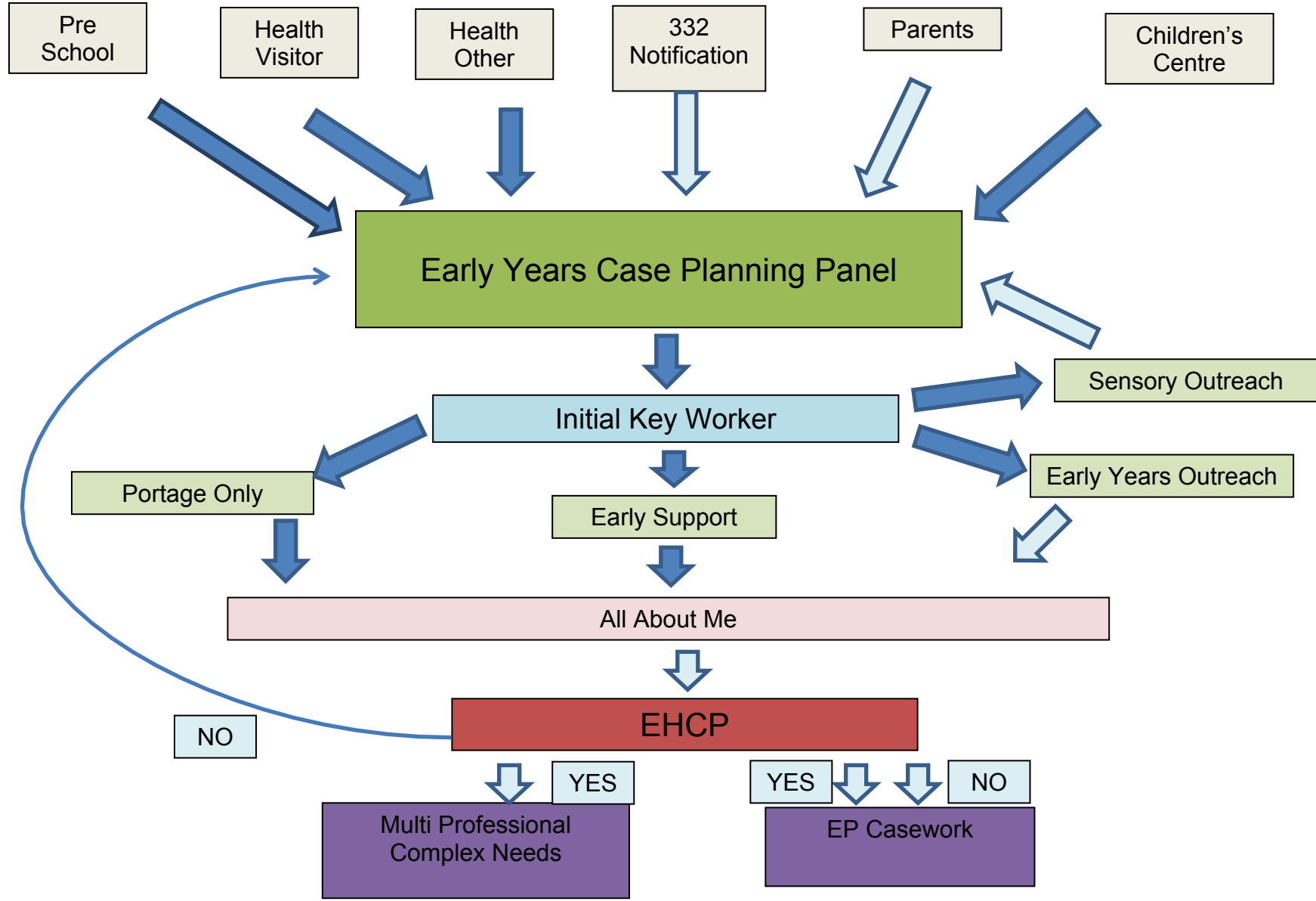
3rd year - Academic year 2016-17

## Appendix 4

### THURROCK EHCP PATHWAY



**Appendix 5**  
**THURROCK EARLY YEARS SEND SUPPORT**



## Appendix 6

### **Briefing Note: Special Educational Needs and Disability (SEND) Implementation Grant (New Burdens) , Special Educational Needs Reform Grant**

**Purpose of the briefing note:** To provide brief update on use of the new grants made available to support the local authority in introducing the SEND reforms including the transfer of children /young people from Statements of SEN/post 16 Learning Difficulty Assessments to Education Health Care Plans.

#### **Background**

Two grants have been made available to support the introduction of the SEND reforms introduced through the Children and Families Act 2014. These are the Special Educational Needs and Disability (SEND) Implementation Grant (New Burdens) and the Special Educational Needs Reform Grant reforms.

- 1.1 Special Educational Needs and Disability (SEND) Implementation Grant (New Burdens)  
£173,678 to be paid in four instalments.
- 1.2 Special Educational Needs Reform Grant  
£ 232,600 to be paid in four instalments.
- 1.3 The above grants will enable the funding of additional staffing capacity to support the transfer of Statements of Special Educational Needs and Learning Difficulty assessments to the new Education Health and Care Plans.
- 1.4 A clear transition plan for this process has been established to ensure the transition takes place within the agreed timescales.
- 1.5 The additional staffing will include secondments from SENCO staff in schools to support the establishment of the EHCP process in Thurrock , it will further include additional personal adviser staff to support the transition of Learning Difficulty assessments and funding being made available to Special schools to support the process within these schools. In addition to these staff the SEN department will be recruiting fixed term contracted staff to support this transfer over the next three years. This funding will also be used for the development of the Local Offer and for costs in relation to the new EHCP.

