

# Every Deaf Child Matters Conference 2014

What opportunities do the  
SEND reforms offer to deaf  
children 0-4?

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# A good starting point...

“All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.”

## But bear in mind...

- This doesn't amount to a blank cheque: LAs will still be required to avoid unreasonable public expenditure.

## 3 groups to consider

- Children who are deaf but have no SEN
- Children who are deaf and have SEN but do not have an Education Health and Care Plan (EHC Plan)
- Deaf children who have an EHC Plan (according to the latest CRIDE survey, only 17% of deaf children/young people currently have a statement)

# 4 “opportunities”

- Equality Act 2010
- The local offer
- SEN support
- Personal budgets

# Who is covered by what?

	Deaf , no SEN	Deaf + SEN, no EHCP	EHCP
EQA 2010	✓	✓	✓
Local offer	✓	✓	✓
SEN support	N/A	✓	✓
Personal budget			✓

# Equality Act 2010

- Covers all children who meet the definition of disability, i.e. a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.
- Service providers (including independent schools) have a duty to make reasonable adjustments to ensure that deaf children are not at a substantial disadvantage.

# Opportunity for deaf children 0-4?

- Gives them the right to be included.
- Makes discrimination on the grounds of their disability unlawful.



# The Local Offer

“Local authorities must publish 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 SEN or are disabled, including those who do not have Education, Health and Care plans.”

4.1

# The Local Offer

- Must involve children with SEN and disabilities and their parents in planning the content, deciding how to publish it, reviewing it. 4.8
- Must be kept under review. This includes the sufficiency of the provision. 4.19
- LAs must publish comments about it received from or on behalf of children with SEN or disabilities. 4.21

# What must be included?

Amongst other things....

- Special educational, health and social care provision for children and young people with SEN or disabilities.
- Details of how to request an EHC needs assessment.
- Arrangements for identifying and assessing children and young people's SEN (including the arrangements for EHC needs assessments).

- Other educational provision, e.g. Sports or arts provision, paired reading schemes.
- Arrangements for travel to and from schools and EY providers.
- Support to help children move between phases of education (e.g. EY to school).

- Sources of information, advice and support in the LA's area relating to SEN and disabilities including information and advice provided under Section 32 of the children and families Act, forums for parents and carers and support groups
- Childcare, including suitable provision for children with SEN and disabilities
- Leisure activities 4.30

# The Local Offer: Early Years

LAs should publish information about

- free early education places and eligibility criteria
- relevant services from other agencies such as Portage, Health Visitors and Early Support
- Support available to parents to aid their child's development at home

- arrangements for reviewing children's progress, including progress checks and health and development reviews between the ages of 2 and 3.

4.38

# Opportunity for deaf children 0-4:

- Parents are better informed of the options available across education, health and social care to their deaf children.
- Parents have a chance to shape the local offer through consultation and feedback.



# SEN Support in EY

- “Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.” 5.36
- Settings must work in partnership with parents to establish the support the child needs. 5.37
- All settings should adopt a graduated approach with four stages of action: assess, plan, do, review. 5.39-5.46

- SEN support should include planning and preparation for transition to another setting or school. 5.47
- Practitioners must maintain a record of children under their care as required under the EYFS framework. These must be available to parents and must include how the setting supports children with SEN and disabilities. 5.50

- Maintained nursery schools must ensure that there is a qualified teacher designated as SENCO. 5.52
- Other EY providers are required to have arrangements in place for meeting children's SEN. 5.53
- New emphasis on outcomes (short, medium and long term).

# Starting early....



# Starting early 8.7-8.8

- “When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently and participate in the community. Health workers, social workers, early years providers and schools should encourage these ambitions right from the start.”

- “Early years providers and schools should support children and young people so that they are included in social groups and develop friendships.[....]Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.”

# Opportunity for deaf children 0-4:

- New emphasis on the importance of outcomes and transition to adulthood right from the start .
- Recognition of the importance of social inclusion.



# Personal budgets

- Parents and young people over the age of 16 have the right to request a personal budget during the planning or review process for an EHCP. 9.98
- LAs have a duty to consider any such request, but legislation allows local authorities to decide not to issue a personal budget for several reasons. 9.119-9.124



- If the LA believes that the use of a personal budget for that individual will have a negative impact on services to other families, it does not have to agree to provide one. 9.123
- Other reasons relate to fitness to manage the budget.

# What can a personal budget buy?

- Personal budgets can be used for any qualifying goods and services, i.e. any provision which has been included in the EHCP, but not for the purchase of a place in a school/post-16 institution. 9.119
- Won't normally be used for a service provided by a school or college from its own budget as part of the local offer.

# Opportunity for deaf children 0-4:

- Might give parents more control over the provision of their child's support.
- Example: could be used to pay for BSL support/tuition (where not available to them locally). The I-Sign project is due to publish case studies next year about families who have accessed personal budgets .