



SPECIAL EDUCATIONAL NEEDS

Our Strategy for Wiltshire

April 2008 – March 2009

Every Child Matters/Change for Children requires all agencies to have regard for the needs of vulnerable children. Children and young people with special educational needs are a significant part of Wiltshire's population of vulnerable children.

Ensuring appropriate educational arrangements for individual children and young people, and, developing effective inclusive special educational needs systems and provision relies upon educational settings, a range of agencies and Wiltshire County Council developing a shared understanding of, and, acknowledging joint responsibility for, meeting special educational needs .

This document sets out Wiltshire County Council's priorities for special educational needs developments. It will support dialogue with educational settings and a range of agencies to enable us to work together for the benefit of vulnerable children and young people in our county.

Strategy for Special Educational Needs

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Wiltshire's Strategy for Special Educational Needs

The Department for Children and Education (DCE) has six key objectives that underpin special educational needs (SEN) developments across Wiltshire¹ which are fully compatible with the four areas for action within the Government's national strategy for SEN, 'Removing Barriers to Achievement' (2004) – early intervention, embedding inclusive practice, raising expectations and achievements, and, working in partnership.

Six Key Objectives for SEN

- 1.** To work with mainstream schools and Early Years settings to develop their capacity to provide for as wide a range of individual needs as possible and to raise achievement.
- 2.** To work with and develop special schools and specialist learning centres to enable them to provide directly for some pupils and to support mainstream schools and Early Years settings in their work.
- 3.** To develop alongside other agencies pro-active and preventative strategies to ensure that needs are identified at as early a stage as possible, and action is taken to provide services as quickly as possible.
- 4.** To work in partnership with all stakeholders.
- 5.** To promote the confidence of parents /carers and children and young people.
- 6.** To manage resources effectively, efficiently and transparently.

¹ Endorsed by stakeholders in January 2003

National Strategy Removing Barriers to Achievement Four Areas for Action	Wiltshire's Key Objectives for SEN
<p>Early intervention to ensure that children who have difficulties learning receive the help they need as soon as possible and that parents of children with SEN and disabilities have access to suitable childcare</p>	<ul style="list-style-type: none"> • To develop alongside other agencies proactive and preventative strategies to ensure that needs are identified at as early a stage as possible, and action is taken to provide services as quickly as possible.(3)
<p>Removing barriers to learning by embedding inclusive practice in every school and early years setting</p>	<ul style="list-style-type: none"> • To work with mainstream schools and Early Years settings to develop their capacity to provide for as wide a range of individual needs as possible and to raise achievement. (1)
<p>Raising expectations and achievement by developing teachers' skills and strategies for meeting the needs of children with SEN and sharpening our focus on the progress made by children with SEN</p>	<ul style="list-style-type: none"> • To work with and develop special schools and specialist learning centres to enable them to provide directly for some pupils and to support mainstream schools and Early Years settings in their work. (2)
<p>Delivering improvements in partnership taking a hands-on approach to improvement so that parents can be confident that their child will get the education they need</p>	<ul style="list-style-type: none"> • To work in partnership with all stakeholders (4) • To promote the confidence of parents /carers and children and young people. (5)

- To manage resources effectively, efficiently and transparently. (6)

This, the sixth of Wiltshire's objectives, underpins all our activity.

All SEN services and developments are based on realising the five outcomes for children and young people in Every Child Matters : Change for Children (2004):

The Five Outcomes	
✓	Stay Safe
✓	Be Healthy
✓	Enjoy and Achieve
✓	Achieve Economic Well-being
✓	Make a Positive Contribution

Later in this document, specific areas of SEN development are described and specific actions are set out.

Inclusion in Wiltshire

Some children and young people in Wiltshire who have special educational needs may still experience barriers that can impact negatively on their educational achievements.

The Department for Children and Education (DCE) maintains that inclusion is about identifying and eliminating barriers to progress in order to ensure equality of opportunity and outcomes for all of Wiltshire's children and young people.

A clear understanding of inclusion and its importance, that is shared with other agencies, enables developments for SEN to be planned, implemented and evaluated appropriately in order to realise Wiltshire's key objectives for SEN, p3, improving the outcomes of children and young people.

Inclusion is not just about location: it is about the participation and achievement of all children and young people in the setting most appropriate for their needs–

Wiltshire is committed to ensuring that children and young people with SEN are educated as close to their own homes as possible, with the vast majority attending mainstream settings. Our vision includes strengthening and developing enhanced Early Years settings, special schools and specialist learning centres so that their expertise is built on and made available to all Wiltshire schools and Early Years settings. This will enhance the quality of the educational experience and the achievements of all children and young people.

Inclusion is concerned with the identification and removal of barriers -

Identifying barriers involves evaluating information in order to plan for improvements in provision, policy and practice. Removal of barriers includes adapting the curriculum, developing welcoming attitudes and targeting resources. The responsibility for change to enable inclusion lies with organisations, not with an individual child or young person. Early identification and rapid response to SEN is a priority.

Inclusion involves an emphasis on groups of learners who may be at risk of marginalisation, exclusion or under-achievement-

There should be equality of access to support and provision for all. Children and young people with SEN are one group of potentially vulnerable learners. Others at risk of marginalisation, exclusion or underachievement may include gifted and talented children and young people, Children Looked After, young carers, pupils for whom English is an additional language, Travellers, and children of Forces families.

These groups at risk should be monitored and steps taken to ensure their presence, participation and educational achievement.

Inclusion is about developing partnerships between stakeholders to shape and evaluate provision-

Stakeholders comprise children and young people, their parents or carers and statutory and voluntary agencies. Educational inclusion forms one part of a wider social inclusion.

Inclusion is a process-

Inclusion should be a child centred never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learn from difference.

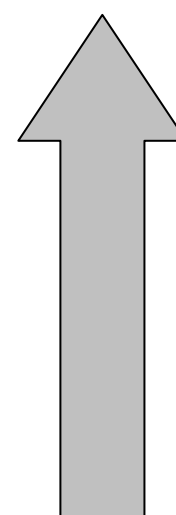
Within the Department for Children & Education (DCE), all activity relating to the identification and removal of barriers to potentially vulnerable learners is drawn together. Data, including the views of children and young people and their parents/carers, and the activity undertaken by different parts of the DCE is analysed to assess the impact on the opportunities and outcomes for individuals, so informing the development of improved ways of working. As having SEN is potentially a factor increasing vulnerability, the effectiveness of provision for children and young people is monitored and challenged as part of this process. This in turn supports the identification of SEN developments that are implemented via Wiltshire's SEN Strategy set out in this document and its associated action plans. For further information about equalities activity across the DCE contact should be made, in the first instance, with The Assistant Director, Resources, Improvement & Young People, DCE, Richard Parker.

Building Capacity to Support Inclusion

Building capacity to meet the needs of children and young people with SEN in mainstream settings and at as early a stage as possible is a significant factor in enabling effective inclusion.

Special educational provision will continue to be made across five tiers, described below. It is Wiltshire’s aspiration that increasingly special educational needs will be met within the county in the first three provision tiers.

Provision Tiers
<p>Mainstream setting: Able to meet SEN of most individuals to a minimum specified level across Wiltshire.</p>
<p>Mainstream setting with enhanced provision: Direct provision for individuals with a higher level of need and working to build capacity in mainstream schools and Early Years settings.</p>
<p>Wiltshire Special School: Catering for most complex needs and building capacity in mainstream schools.</p>
<p>External provider – Wiltshire and borders: Highly specialised provision, maintaining links with individuals’ home communities and Wiltshire services. Includes Independent Special Schools located in Wiltshire and special schools maintained by neighbouring local authorities.</p>
<p>External provider – outside Wiltshire: Highly specialised provision that cannot be made within Wiltshire. Includes Independent Special Schools located outside Wiltshire.</p>



Our SEN Strategy is focussed upon building capacity and increasingly moving towards meeting needs at higher tiers.

Building capacity to meet SEN needs at higher tiers equitably across Wiltshire is being achieved by:

- Developing partnerships with managers in educational settings that will lead to shared ownership of the responsibility to meet SEN and thus result in increased capacity within Wiltshire.
- Enhancing the skills of mainstream schools and Early Years settings across a range of needs and providing enhanced training for prioritised types of need identified in the SEN Strategy. This will be delivered via a secure, rolling, training programme that relates to a defined level of competence required in all settings for a range of needs.
- Developing the work of specialist centres and special schools as centres of excellence that in turn support mainstream settings.
- Implementing service developments eg uniform service access across the county, clear sources of information, consultation with parents/carers and representation of children and young people.
- Ensuring that financial support for SEN developments and services is planned to accurately reflect needs and that financial systems support flexible approaches to meeting needs and all decisions and systems are transparent.

This range of activity enables even more individuals to have their needs met as close to their own homes as possible, with the vast majority attending mainstream settings. It will support the efficient use of resources with an increasingly higher proportion of funding for SEN being spent in mainstream schools and Early Years settings within Wiltshire.

Monitoring Progress and Setting Priorities for 08 - 09

Throughout the year a cycle of monitoring and assessment enables progress to be evaluated to inform SEN developments.

Assessing and reporting the progress made in implementing the SEN Strategy is initially the responsibility of each lead officer. The lead officers are members of the DCE's SEN Strategic Management Group. Group members have collective responsibility to ensure developments are implemented and performance assessed to inform the updating of the SEN Strategy each year.

Evaluating progress in implementing the SEN Strategy, setting future priorities and assessing the impact of developments is the role of the SEN Strategy Monitoring Board. Further information about the SEN Strategic Management Group and the SEN Strategy Monitoring Board can be found on p18 - 20.

During 07 – 08 particular developments undertaken, and reported upon, include:

- Review of primary behaviour support services undertaken and published. Review informing schools and LA jointly planning service developments.
- Publication of Wiltshire LA's position statements for Specific Learning Difficulties (SpLD) and Autistic Spectrum Disorder/Social Communication Difficulties (ASD/SCD).
- Under the auspices of the Children and Young People's Trust Board continued planning by health professionals, school and early year's setting representatives and the LA to draw together the future specification for speech and language therapy provision across Wiltshire.
- Implementation of Transition Inclusion Support Meeting (TISM), a new county wide system that includes new funding arrangements. This supports the transition of children with SEN from Early Years settings into school.
- Revision of guidance about Early Years/School Action and Early Years/School Action Plus undertaken by the LA in conjunction with settings, schools and other agencies.
- Arrangements established including training, standards and funding for all non-selective mainstream secondary schools to make Enhanced Learning Provision - equitable provision for high level Communication and Interaction, and, Cognition and Learning needs.
- Implementation of individual and multi-agency planning meetings to support the inclusion of children 0-5 (LISM's, DISM's).

In addition to reviewing current developments to inform future activity the SEN Strategic Management Group also considers a wide range of performance indicators and quality standards relating to special educational needs. Four thematic priorities were identified for 2007-08 (see Special Educational Needs Our Strategy for Wiltshire April 2007- March 2008).

1. Greater involvement of children, young people and their parents in planning, reviewing and developing services and provision.

2. Improved use of data, benchmarking and monitoring.
3. Increased partnership working with a particular emphasis on inclusion.
4. Enhanced transition between stages of education.

The continued importance of these four themes has been reconfirmed by the DCE's SEN Strategic Management Group. They inform each area of the SEN Strategy 2008-09.

- **Provision** – *Roles, responsibility and impact*
- *Enhancing approaches to* **Behavioural Difficulties**
- *Improving* – **Communication**
- **Data, Monitoring and Benchmarking** – *Gathering evidence of need and impact to inform action*
- **Joint Agency** – *Working with partners beyond the LA*
- *Ensuring appropriate* – **Training**

The six strategy areas are appropriately and necessarily interrelated. Grouping developments under six headings supports planning, monitoring and communication. Each area is a different facet of an integrated range of SEN developments in Wiltshire.

This structure enables the appropriate representation of the full range of SEN needs. Significant amounts of successful development activity have been undertaken for some aspects of SEN in recent years. In the SEN Strategy documents for the current year these aspects of SEN no longer have a separate dedicated heading but necessary developments have been prioritised and are being undertaken and recorded within the structure of the six strategy areas above. For example ASD/SCD had a separate SEN Strategy section in 2007-08 whilst in 2008-09 key developments for ASD/SCD are included in Provision and Training and represented in the activity relating to Communication, Training, and Data, Monitoring and Benchmarking.

SEN Developments April 08 - March 2011

When drawing up the priorities for SEN developments in Wiltshire the SEN Strategy Monitoring Board and the SEN Strategic Management Group² have considered all the information above – SEN inclusion, the importance of building capacity, Wiltshire’s six key objectives for SEN, the national strategy for SEN and the Every Child Matters:Change for Children outcomes.

This section of the SEN Strategy document describes the priorities for SEN developments, setting out the main aspects of a range of activity to be completed by March 2011. A one page summary is followed by more detailed information on the six Strategy areas. Wiltshire’s Strategy is updated annually and published in SEN strategy documents on paper and on the County Council website, copies of action plans are available on request.

Strategy Areas	Summary	Main links with Every Child Matters
PROVISION – <i>Roles, responsibility and impact</i>	Establishing current and future role of services, mainstream school settings, specialist centres and special schools. Setting transparent performance measures for services relating to impact, including specific role and effectiveness in relation to transfer between phases and types of educational provision.	E+A AEW
<i>Enhancing approaches to</i> BEHAVIOURAL DIFFICULTIES	Working with schools and settings to revise jointly the structures and priorities for BESD. Dual emphasis on early intervention and high quality robust provision and approaches for individuals with a significant level of needs.	E+A AEW S/S B/H MPC
<i>Improving</i> COMMUNICATION	Provision of wide range of accessible information to all stakeholders. Promoting clear communication – open dialogue, feedback, transparency. Enabling engagement of stakeholders in processes. Enhanced Pupil and Parent Voice. Improved internal communication across LA.	MPC S/S
DATA, MONITORING AND BENCHMARKING – <i>Gathering evidence of need and impact to inform action</i>	Indicators of success established at individual, school, setting and service level. Review of LA SEN outcome measures. Monitoring the provision made for vulnerable learners. Acting to raise attainment using information to respond to diverse needs.	E+A

² See Strategy Systems p20

JOINT AGENCY – <i>Working with partners beyond the LA</i>	Working with Health/Wiltshire PCT and schools and settings to establish high quality consistent provision across Wiltshire for the priority areas of: <ul style="list-style-type: none"> • Speech and language therapy (S&LT) services including alternative and augmentative communication (AAC) • Child and adolescent mental health services (CAMHS) • Physiotherapy and occupational therapy (physio + OT) 	B/H S/S E+A
<i>Ensuring appropriate</i> TRAINING	Building capacity with LA providing strategic lead acting proactively. Establishing the provision for training across different types and levels of SEN. Identifying priorities for training developments and acting upon them.	E+A

PROVISION – Roles, responsibility and impact

High quality consistent provision to meet SEN enables children and young people in Wiltshire to make appropriate progress whilst, at the same time, having positive educational experiences.

An excellent range of provision meeting different types and degree of need is reliant upon the roles, targets and accountability of settings, systems and services being agreed and monitored in conjunction with, a range of stakeholders.

There is significant value in being able to meet SEN in a range of different settings eg mainstream schools, enhanced provision in mainstream schools, and special schools. The pattern of provision enables children and young people to be taught as close as possible to their home, maintaining community contact and significantly reducing the need for any young person to attend an independent special school. The LA is responsible for ensuring geographical consistency across the county so that a suitable range of provision is available wherever a child or young person lives in Wiltshire.

A high quality programme of training, see p17, supports excellent, consistent provision by a well trained workforce across the county. An aspect of such provision is the services that work with Wiltshire’s range of settings, they need to add value and link clearly into the inreach and outreach arrangements being developed within enhanced provision and special schools.

Provision actions 08-09

- Drawing up LA map of provision showing arrangements in place across Wiltshire to meet the range and severity of SEN of children and young people of different ages.
- Establish and disseminate the vision for the county's special schools.
- Confirm the future configuration of SEN educational services in relation to Wiltshire's twenty community areas.

Provision activity by March 2011

- Wiltshire LA aspires that SEN provision will be equitable across the county in relation to levels of need, location and funding.
- There will be clarity about access to funding, practice and accountability of all SEN provision including specialist services.

Enhancing approaches to **BEHAVIOURAL DIFFICULTIES**

The DCE has a Behaviour and Attendance Strategy. It includes a range of activities and priorities, which are target-linked, relating to different aspects of behavioural, emotional and social development, for example emotional literacy, exclusions and attendance. This provides a cohesive structure supporting schools and the DCE in working in partnership, to improve outcomes for children and young people working towards improved, integrated provision for behavioural, emotional and social development difficulties.

In the Early Years early identification and support for children with social, emotional and behavioural needs is co-ordinated through inclusion support meetings. The aim is to reduce exclusions through a positive transition into school.

Groups of headteachers are working with representatives of the LA to develop consistent, effective provision for children and young people with behavioural, emotional and social development difficulties. The Primary Group is planning and implementing the agreed adjustments to service provision agreed in response to the primary behaviour review undertaken in 2007 (Special Educational Needs Our Strategy for Wiltshire April 2007-March 2008). The Secondary Group is considering what is best practice across Wiltshire, processes to support inclusion including collaborative groups, and equitable provision arrangements eg for YPSS. Special schools are engaging with both the primary and secondary groups for behaviour as well as the vision for special schools, see Provision p12.

The aim is to provide a continuum of support across all ages and levels of need that is equitable across the county with a particular emphasis on points of transition.

Behavioural, emotional and social development actions 08 - 09

- Primary phase action plan drawn up and 08-09 actions implemented.
- Secondary phase key priorities established and further developments undertaken on collaborative groups and the work of YPSS.

Behavioural, emotional and social development activity by March 2011

- Integrated provision for BESD difficulties across all ages and levels of need will be established – Early Years, primary, secondary collaboratives, 14-19 provision - and its effectiveness assessed in relation to the five outcomes of Every Child Matters : Change for children.
- Targets for fixed term and permanent exclusions will be achieved.

Improving **COMMUNICATION**

Effective communication with partners and stakeholders is essential because it supports access to appropriate services, allows developments to be informed by stakeholders and promotes confidence.

Communication about SEN includes information provided about SEN practice and strategy and the provision of communication channels between all stakeholders and the Local Authority.

The LA's aim is that all information provided to stakeholders is easily accessible, of high quality and available through a variety of media. Information is being made available on an increasingly wide range of topics and further developments will be undertaken in line with the needs of stakeholders. A high priority is being given to strengthening two-way communication channels to enable open and effective dialogue between parents and carers, children and young people, schools, settings, educational professionals and the Local Authority. Activities that enable individual vulnerable children and young people to have a voice contribute to them staying safe.

The Local Authority is committed to maintaining and building upon already established areas of good practice in communication such as the SEN Parents' Forum, which enables face to face communication with parents and carers, supporting clearer mutual understanding of issues around SEN.

Activities to develop shared understanding and joint ownership with all stakeholders, for example stakeholders' representation in service monitoring and design, are an essential part of effective SEN practice and developments.

Communication actions 08 - 09

- Publication of directory of SEN publications.
- Maintaining and developing SENCO networks.
- Analysing practice re children and young people's voice.

Communication activity by March 2011

- A co-ordinated, consistent approach will enable the development of secure, accurate, up to date communication with stakeholders, across agencies and internally.
- A wide range of clear, up to date, consistent information relating to SEN will be available from a variety of sources in different formats.
- A co-ordinated multi-agency approach to the identification and embedding of good practice in the representation of children and young people and parents/carers will result in all future SEN developments being informed by them.

DATA, MONITORING AND BENCHMARKING – *Gathering evidence of need and impact to inform action*

Measurement of performance enables appropriate provision to be made and improvements in practice to be implemented. Giving appropriate attention to evidence that identifies needs, the setting of suitable but challenging targets, and the monitoring of performance are essential aspects of making good SEN provision. . This is true at all levels: the individual child or young person; a school, setting or service; and across Wiltshire LA.

The LA will continue to provide guidance and support for schools and settings to enable them to evaluate the performance of individuals and aspects of their organisation in relation to SEN eg working with primary and secondary mainstream schools on the use of the LDD and SEN Self-Evaluation Tool, approaches to tracking pupil performance, guidance on provision mapping. The LA will support schools and settings in working with each other, and the LA, to benchmark SEN performance, a key role of the SENCO networks see Communication p14.

Standards for all services working with schools and settings will be confirmed and communicated to stakeholders as part of the Provision developments see p12.

The current outcome measures for the LA were established with stakeholders several years ago. They have been amended over time, as appropriate, but in the main part maintained to enable assessment of progress over time. It is now timely for them to be reviewed and for Wiltshire's SEN performance to be benchmarked with that of other LAs.

Monitoring and evaluation actions 08 - 09

- Revised outcome measures for SEN will be established, benchmarked and shared with stakeholders.
- Performance standards for all services will be published that enable measurement of impact.
- Guidance will be provided to primary and secondary schools on approaches to provision mapping.

Monitoring and evaluation activity by March 2011

- There will be clear information about the standards that schools and settings, services and the authority as a whole are working towards. These will be reported upon, inform future practice and be subject to review in conjunction with stakeholders.

JOINT AGENCY – *Working with partners beyond the LA*

The agenda and work plan of Children and Young People's Trust Board should reflect its commitment to support the objectives of the SEN Strategy, ie the commitment to develop a continuum of provision through joint planning and commissioning and to agree the volume of service and the thresholds for access. The protocols and management of services will be clear and joint management and pooled or aligned budgets will be implemented wherever this is judged to be beneficial.

Key to the SEN Strategy is the development of joint commissioning of speech and language therapy and occupational therapy. However, in order to support a continuum of provision, it is also necessary to progress the joint commissioning of residential provision and family support to children with severe and complex needs in liaison with other joint working groups.

Joint assessment and planning is essential to ensure the delivery of the Five Outcomes for children and young people and their families who are at risk of educational non-inclusion and/or family breakdown.

The Children and Young People's Trust Board agenda and the Every Child Matters change programme should support the delivery of the SEN Strategy and take into account the needs of children and young people with SEN. For example, Shared Processes, the Common Assessment Framework and Lead Professional should work effectively within services which support children and young people with SEN.

Joint agency work actions 08 - 09

- Plan published for joint commissioning of speech and language therapy including AAC.
- Contribution to establishment and publication of county wide CAMHS Specification.
- Establish shared preferred model for co-location of services for children and young people, to be informed by preferred model for education services see 'Provision' p12.

Joint agency work activity by March 2011

- Some jointly commissioned services will be in place.
- With Health/Wiltshire PCT the consistent provision of physiotherapy and occupational therapy for children and young people will be established across the county.
- Actual or virtual integrated local, area and county level services will be in place across Wiltshire within the structure of the twenty community areas.

Ensuring appropriate **TRAINING**

Training that is targeted, structured, high quality and progressive builds the capacity of EY settings, schools and services effectively to include children and young people in Wiltshire's provision. See Building Capacity to Support Inclusion, p7.

A wide range of training is necessary to address the full spectrum of SEN experienced to varying degrees by members of Wiltshire's population of children and young people.

Training ranges from providing clarity and support about strategies that are good practice and applicable in all schools and settings to courses at Master's level. It has to be available to a wide range of people involved with meeting the needs of children and young people eg TAs, teachers, governors.

The LA is committed to building upon established training that has been demonstrated to impact upon practice and the progress of children and young people eg Postgraduate qualification in SCD/ASD (Social & Communication Difficulties/Autistic Spectrum Disorders), University of Bristol, WESforD for all primary schools.

As well as continuing to monitor and maintain aspects of training, as appropriate, the LA is working with stakeholders to develop new priority training and support effective engagement with national initiatives eg training programme for speech, language and communication needs in conjunction with schools, settings and Wiltshire PCT, the national Inclusion Development Programme from April 2008 onwards.

Training actions 08 - 09

- WESforD updated and re-issued.
- SEN Training provision map published.
- Guidance on the use of Inclusion Development Programme and how it links with other training will be issued to schools.

Training activity by March 2011

- Minimum expected training standards for different types of provision will be established and a rolling programme of quality training to maintain the skills of Wiltshire's workforce will be in place.

Outcomes

The SEN Strategy Board regularly considers a range of indicators in order to assess how the implementation of SEN developments is contributing to the realisation of Wiltshire's six key objectives for SEN and the Every Child Matters : Change for Children outcomes³.

The current outcomes include the:

- academic performance of the bottom 20% of the school population
- use of educational placements outside Wiltshire
- distance travelled to educational settings by children and young people who have Statements for SEN
- rate of permanent and fixed term exclusions
- number of statutory assessments undertaken
- percentage of SEN funds delegated to schools
- number of appeals to the SEN and disability tribunal.

These outcomes are to be reviewed in 08-09, see Data, Monitoring and Benchmarking p15.

Full details of the outcomes and performance over time are available by contacting Julie le Masurier, SEN Strategy Development Manager at julielemasurier@wiltshire.gov.uk.

³ These are set out on p3 and p4

Strategy Systems

There is a detailed action plan for each area of SEN development that underpins the description in this document. Each area is led by an officer of the DCE who is a member of the SEN Strategic Management Group but many individuals and groups are necessarily involved in the different steps required to enable developments to be planned and implemented. Initial enquiries about any area of SEN development should be directed to Julie le Masurier, SEN Strategy Development Manager at julielemasurier@wiltshire.gov.uk.

The SEN Strategic Management Group reports on SEN developments to the SEN Strategy Monitoring Board. The SEN Strategy Monitoring Board comprises a range of stakeholders; it meets three times a year. The purpose of the Board is to:

- ensure that the action plan for each area of SEN development is implemented with the involvement of key stakeholders
- provide advice and support to the Strategy Group particularly in relation to revising the strategy and addressing issues that may be impeding its effective delivery
- ensure that appropriate links are made with other bodies that may have an interest in the SEN strategy, for example, the Children and Young People's Trust Board.

SEN Strategic Management Group

Fiona Boxley Lang	Principal Educational Psychologist (C&F Branch)
Mark Brotherton	Head of Collaborative partnerships (LCP) (Schools Branch)
Heather Clewett	Head of Area Services (C&F Branch)
Jimmy Doyle	Assistant Director (C&F Branch)
Angela Everett	Early Intervention Manager (Schools Branch)
Karina Kulawik	Central SEN Team Manager (C&F Branch)
Julie le Masurier	SEN Strategy Development Manager (C&F Branch)
Lindsay Long	Advisor, Learning Difficulties & Disabilities Vulnerable Children (Schools Branch)
John Matthews	Head of Special Needs (C&F Branch)
Lindsay Palmer	Advisory Teacher/TACT (Schools Branch)
Phil Ward	Interim Manager for Disability & SEN (DCE)
Liz Williams	Finance manager (RI&YP Branch)
Merfyn Williams	Head of Connexions Wiltshire & Swindon (RI&YP Branch)

SEN Strategy Monitoring Board

Avis Ball	Primary Head
Nancy Bryant	Elected member
Maurice Clay	Parent Partnership Service
James Colquhoun	Secondary School (WASSH)
Stephanie Denovan	Assistant Director DCE
Jan Downie	Learning and Skills Council
Angela Everett	Early Years DCE
Jimmy Doyle	Assistant Director DCE
Carolyn Godfrey	Director DCE
Netta Hemmins	Primary Head
Julie le Masurier	SEN Strategy Development Manager
Sarah Lund	Early Years
John Matthews	Head of Special Needs Services
Richard Parker	Assistant Director DCE
Pat Rugg	Elected member
Val Scrase	Health
Bridget Wayman	Elected member
Trystan Williams	Special School Head & Secondary Schools Rep

Glossary

AAC	augmented and alternative communication
AEW	achieving economic well-being
ASD	autistic spectrum disorders
BESD	behaviour, emotional and social development
B/H	being healthy
CAMHS	Child and Adolescent Mental Health Services
DCE	Department for Children and Education
DISM	District Inclusion Support Meeting
DSC	District Specialist Centre
E+A	enjoying & achieving
educational settings	schools, early years settings, education other than at school
EY	early years
IEP	individual education plan
LA	Local Authority
LDD	learning difficulties and disabilities
MPC	making a positive contribution
OT	occupational therapy
PCT	Primary Care Trust
SCD	social and communication difficulties
SEN	special educational needs
SENCO	special educational needs co-ordinator
SLD/PMLD	severe learning difficulties/profound and multiple learning difficulties
SpLD	specific learning difficulties
S/S	staying safe
TA	teaching assistant
TISM	Transition Inclusion Support Meeting
WCC	Wiltshire County Council
WESforD	Wiltshire Early Screening for Dyslexia
YPSS	Young People's Support Service