

## **Section E Appendices**

Appendix 1 Children and Families Bill, part 3 section 19

Appendix 2 Notes from focus group with parents

Appendix 3 Extracts from *Support and Aspiration* Green Paper

## **Appendix 1: Children and Families Bill, part 3 section 19**

### **Local authority functions: general principles**

#### Local authority functions: supporting and involving children and young people

In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular—

- (a) the views, wishes and feelings of the child and his or her parent, or the young person; 20
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable 25 participation in those decisions;
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

## Appendix 2: Notes from focus group with parents

There were seven parents present.

Parental perception of excellence of SEN in Gateshead on a score out of 10 ranged from 3 to 7, with a median and mode score of 6 and a mean average score of 5.5.

The best aspect of special education in Gateshead was seen as:

- The quality and commitment of some specialist staff.

The least satisfactory aspects of special education in Gateshead were seen as:

- The feeling that parents were not listened to and had to fight to get appropriate provision
- Some mainstream primary schools were perceived as not having the time / ability / knowledge / commitment to meet children's SEN. When asked to rate how well mainstream primary schools meet SEN on a ten point scale (1 low, 10 high) the scores ranged from 1 to 3 (average 2).

Finance was seen as impacting on all aspects of provision. When asked how much they thought Gateshead spent on SEN in total the answers ranged from £200,000 to £1,700,000 (averaging just under a million). There were also concerns expressed that no-one monitored the resources given to schools.

Although initially strongly positive on the importance of a diagnostic 'label' related to their child's needs, the discussion revealed a sophisticated appreciation of the limits of labelling. There was recognition that a label could reinforce an inaccurate simplistic stereotype, that it could cover a massive span of differences and so ultimately be a representation. Nevertheless there was a strong feeling that it was better to have a label than not. 5 out of 7 parents rated them as 'very helpful'.

In relation to specialist services there was a perception of a strong range of variation. Services were not seen as good but individuals' delivering the service were. A shared concern was about decision being made by people who did not know their child.

Another significant area of concern was that schools would not use their budgets to buy in such services if they were delegate. No examples were provided to support this hypothesis.

The importance of open and transparent working relationships with officers was seen as crucial. Good communication was seen as vitally important. The LA had to listen as well as tell, and it was seen as crucial that parents were kept informed of updates and changes. Those parents who had experience of the TranSEND pathfinder felt it was a better model. They had a clear idea of what resources were available and a clearer view as to what they could

achieve. However most parents felt they were regarded as a nuisance and that officers blocked and interfered rather than helped.

In order to be more empowered parents wanted:

- Better information of rights, available resources and who was accountable for what.

The outcomes parents wanted for children were:

- To be accepted in the society they live in
- To have independent life skills
- To have an opportunity to be appropriately supported
- To be respected by those who worked with them
- To show progress from where they started
- To have high aspirations for them.

Gateshead's current ability to identify the needs of children was rated very low. On the ten point scale (1 low, 10 high) the scores ranged between 0 and 4, averaging (mean and mode) at 2. The keys to improving this were identified by the parents as:

- Listening to parents
- A faster process
- Multi-disciplinary assessment.

Other issues parents raised included:

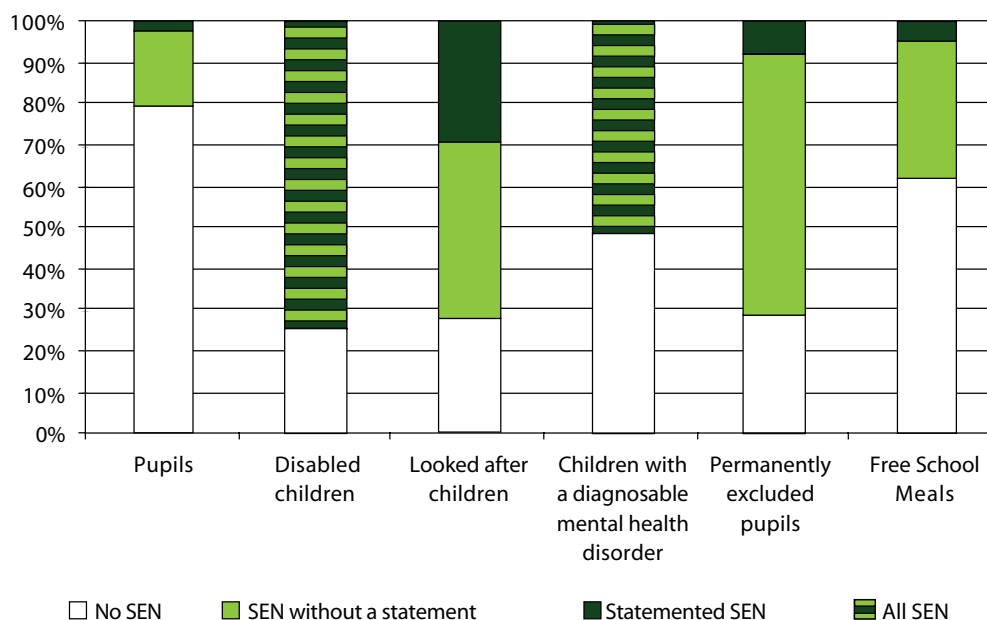
- Lack of provision from health
- Lack of quantification of provision in statements
- Lack of consistent contact with the same professional.

## Appendix 3: Extracts from *Support and Aspiration Green Paper*

### Children and young people's outcomes

47. Compared with their peers, children and young people who are disabled or who have SEN are considerably more likely to be at risk of poorer outcomes. They are less likely to achieve well at school and are four times less likely to participate in higher education. Pupils with SEN are more than twice as likely to be eligible for free school meals than their peers; and pupils at School Action Plus are 20 times more likely to receive a permanent exclusion and seven times more likely to receive a fixed-period exclusion than pupils with no identified SEN. Looked after children are three-and-a-half times more likely to have SEN compared with all children.

**Figure 1: Children and young people with SEN or who are disabled and other factors<sup>24</sup>**



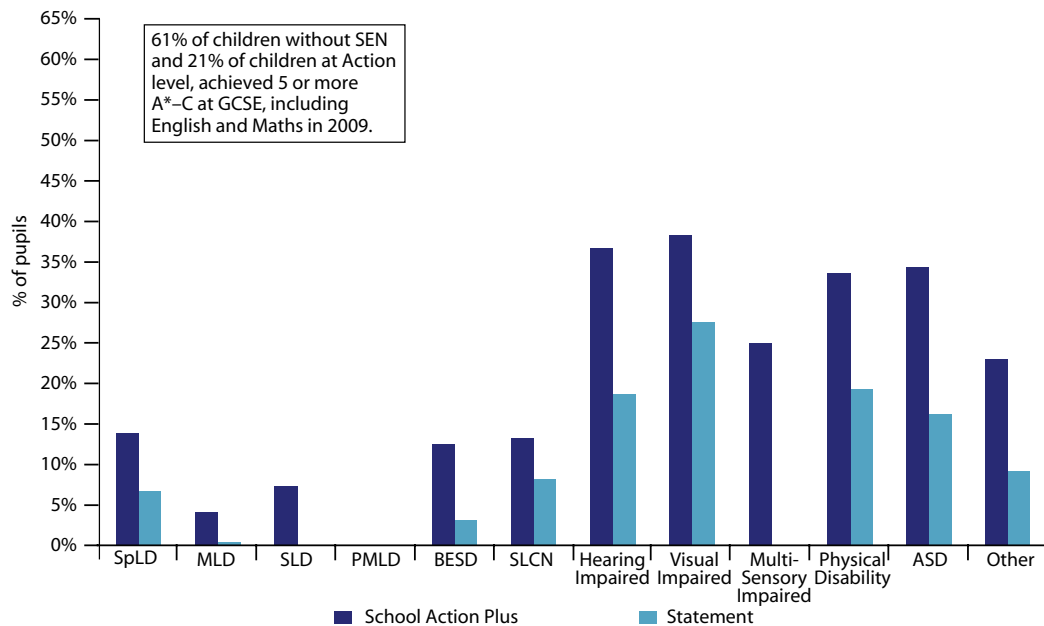
Note: 'All SEN' has been used when the data could not be split into stated or without statement.

### **Education**

48. Evidence suggests that pupils with SEN are less likely to achieve five or more A\*–C grade GCSEs or equivalent (Level 2 qualification) by the age of 19 than pupils with no identified SEN. Some groups of pupils with SEN are much further behind (see Figure 2).

49. If more effective support of disabled children and children with SEN prompted greater achievement, it could result in higher productivity gains and growth for the economy, thereby benefiting both the individual and society. For example, men with between one and four GCSEs at A\*–C are expected to earn around £85,000 more over their working lives than those who do not achieve any GCSEs at grades A\*–C, for women this figure is £60,000.

**Figure 2: Percentage of pupils achieving five or more A\*-C grade GCSEs, including English and maths, in 2009<sup>26</sup>**



### Exclusion

50. School Census data from the academic year 2008/09 show that 64 per cent of all permanently excluded pupils were pupils identified as having SEN without a statement and 8 per cent were pupils with a statement of SEN. Research evidence shows that the estimated cost of lost lifetime future earnings as a result of exclusions is approximately £14,000 in 2005 prices. If wider costs are included, the estimated total cost to society of one exclusion is £64,000 (this includes estimated costs of lost earnings plus health, education, crime and social services costs).

### Young people not in education, employment or training

51. Young people with SEN are more than twice as likely not to be in education, employment or training. Analysis in 2009 showed that 30 per cent of those who had statements of SEN at Year 11 and 27 per cent of those who were identified as SEN without statements were not in education, employment or training at the age of 18. This is compared with 13 per cent for those with no special provision at Year 11. This study also found that disabled young people are more likely not to be in education, employment or training at 18 than others.

### Crime

52. Research suggests that young people with statements are over-represented in the population of young offenders: 15 per cent of young offenders have a statement of SEN compared with approximately 3 per cent of the general population.

### Health and wellbeing

53. Parents with disabled children have higher levels of stress and lower levels of wellbeing than parents with non-disabled children. There are a

number of preventable costs that could be saved if the stress involved in caring were eradicated. These costs amount to around £5,600 per year per disabled child (made up of lost earnings, sick days, GP visits, residential care, foster care and family breakdown costs).

54. For example, short breaks can provide a number of benefits to a disabled child and their family, and wider society, mostly through costs avoided. Research has estimated approximately £2,500 of economic benefits per year per disabled child from preventing lost earnings, sick days, GP visits, school costs for siblings, residential care, foster care and family breakdown.

55. Due to the demands of caring and the accompanying stress, in 2000, the average weekly income of households with disabled children was £50 less than that of households with no disabled child.

56. Children and young people with SEN are more likely to live in poverty than their peers. Free school meals eligibility is used as a proxy for deprivation, and, in January 2010, 28 per cent of children with an identified SEN were eligible for free school meals compared with only 13 per cent of children without SEN.

57. Children and young people who report being disabled are less likely to say that they are happy (59 per cent said they felt happy compared with 67 per cent of other children and young people). A greater proportion of these children are worried about being bullied (38 per cent compared with 25 per cent of other children and young people) and are less likely to say they have friends (59 per cent compared with 92 per cent). SEN status is the strongest predictor of a deterioration in wellbeing for boys and girls.