



## High Expectations for All

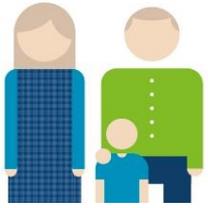
Improving outcomes for children and young people with special educational needs and disabilities

Shona Formby Principal SEND Officer / Plan Coordinator.

Matt Lowe Key Working Coordinator

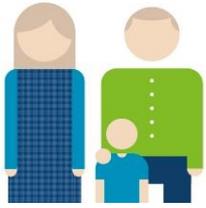
Chris Hamnett Embrace Wigan and Leigh

Confident Place, Confident People.



# Mantras

- Putting the family at the centre of the process
- Listen and understand
- Look at things from the family's perspective
- What can we do, NOT what do we do

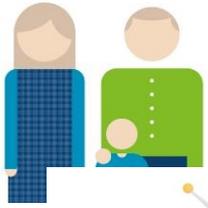


Is there a 'right' way to complete an 'all about me'?



Is there a 'wrong' way to complete an 'all about me'?





# Important 'to'



TV/Films



Music



Sports



Toys



Characters



Books/Reading



Outdoor Activities



Day trips



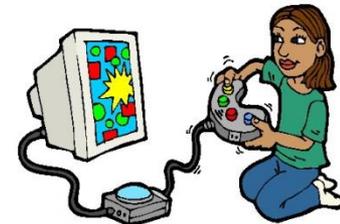
Parties



Indoor Activities



Holidays



Computer Games



# Important 'for'



Attending appointments



Medication



Specialist Equipment



Structure/Routine



Communication Methods



Managing Emotions



1:1/Group Support



Strategies/Approaches



Visual/Learning Aids



Danger/Safety Awareness

## RULES!

1. You **SHALL!**
2. You **WILL!**
3. You **MUST!**

Rules/Boundaries



Reward Systems

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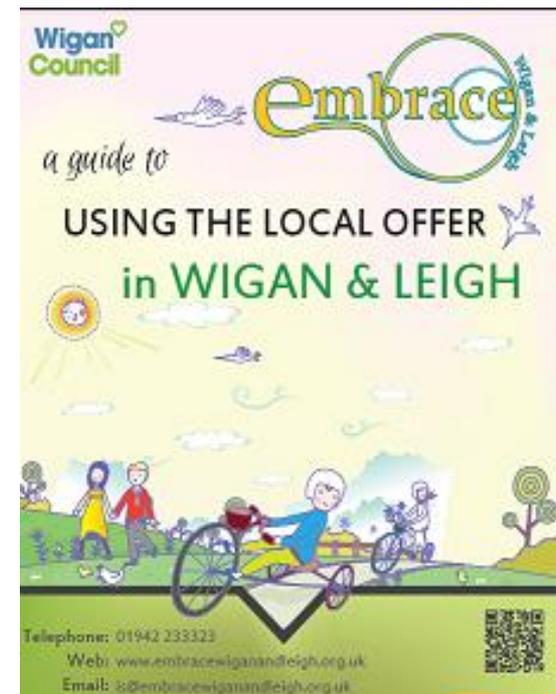
# The Local Offer

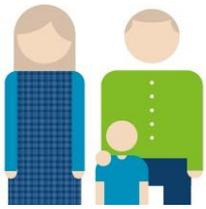
'The Local Offer sets out to transform the landscape of special educational needs and disability provision to ensure that all children with SEND can enjoy a high quality educational experience and work towards positive life outcomes and opportunities'.

The Local Offer is a central point of information for:

- Children and young people
- Parents, carers and families
- Professionals working alongside children, young people and their families

<https://www.wigan.gov.uk/sendlocaloffer>



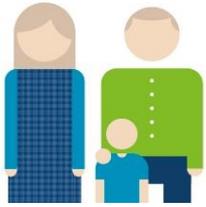


**Early years:  
guide to the 0 to 25  
SEND code of  
practice**

**Advice for early years providers that are  
funded by the local authority**

Download (415.26 KB of 426.53 KB) : [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/350685/Early\\_Y](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Y)

Start | 4 Microsoft ... | Wigan Council... | Wigan Council... | <https://ww...> | Microsoft Pow... | Quick Launch | 21:47



[www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer)

Professionals > Educational Support



**Educational support**

- Autism Pathway and Service**  
Support for children with a diagnosis of Autism Spectrum Condition
- Targeted Education Support Service (TESS)**  
Providing support where learning progress, social, emotional or mental health are causing concern
- Educational Psychology Service (EPS)**  
Providing psychological advice, assessment and training to support children and young people
- Schools' Outreach Service (SOS)**  
Promoting the inclusion of children with SEND in mainstream schools
- Specialist Sensory Education Team (SSET)**  
Support for children with hearing loss and/or visual impairment
- Ethnic Minority Achievement Service (EMAS)**  
For pupils whose first language is not English or who are of Gypsy and Traveller heritage
- Virtual School Team**  
Ensuring children in care get an appropriate education
- Special Educational Needs and Disability Service (SENDS)**  
Supporting children, families and the professionals who work with
- Early Years (SEND)**  
Support for Early Years children with special educational needs

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# Documentation now on local offer



The screenshot shows a Windows Internet Explorer browser window displaying the Wigan Council website. The address bar shows the URL: <http://www.wigan.gov.uk/Business/Professionals/SEND/Support-children-SEND-Early-Years.aspx>. The page title is "Support for children with SEND in Early Years".

The website header includes the Wigan Council logo, navigation tabs for "Resident", "Business" (which is selected), "Council", and "MyAccount", and a search bar. The main content area features the following sections:

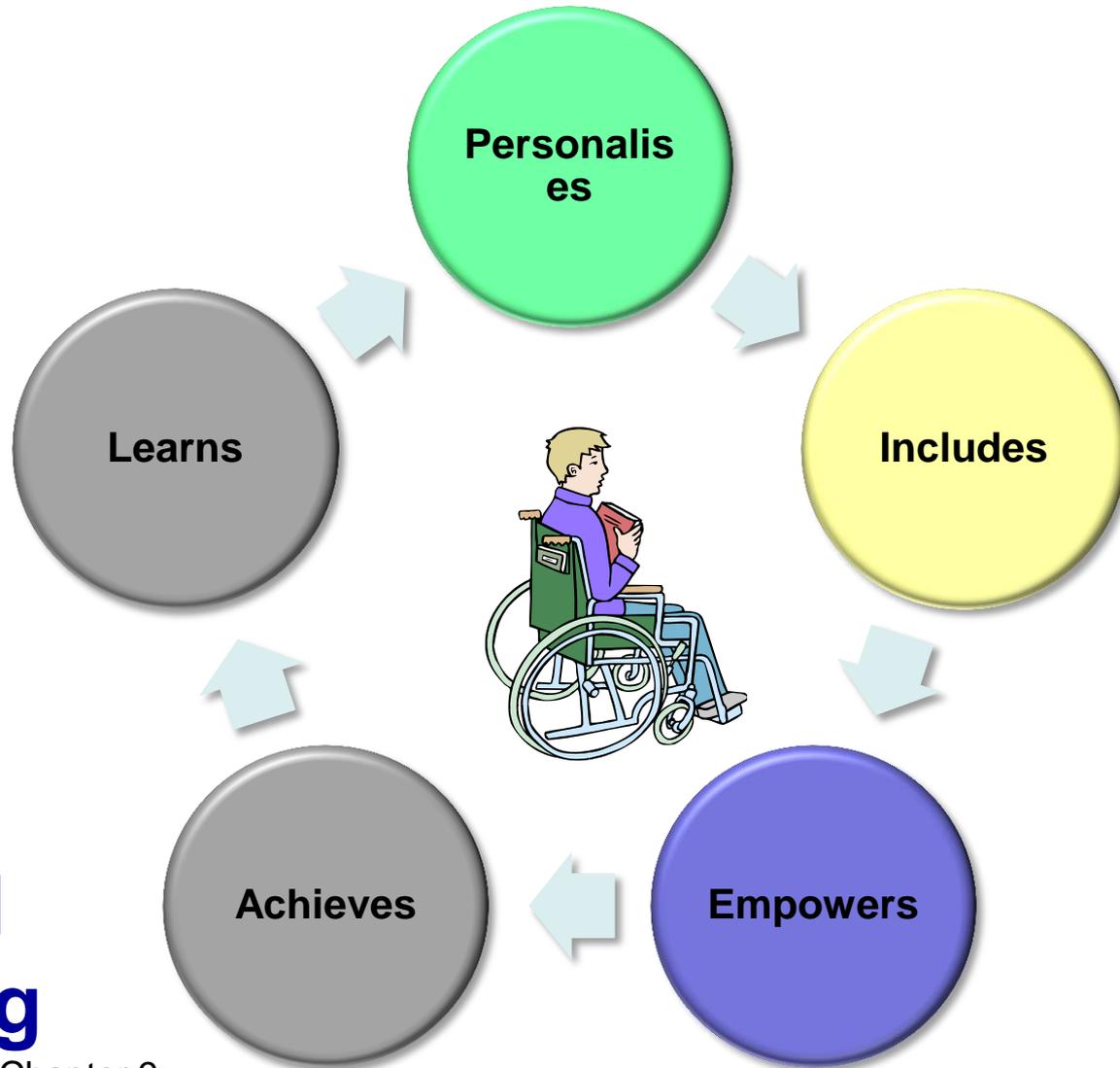
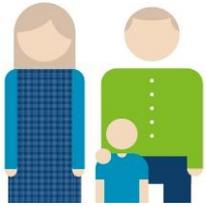
- Home / Business / Professionals /**
- Support for children with SEND in Early Years**
- Children with SEND in the early years are identified through a range of checks and assessments across education, health and care. Health staff have a duty to notify the Local Authority of any child under compulsory school age who they think may have SEN or disabilities (Section 3 of the Child and Family 2014 Act). Professionals across education, health and care work together to meet the needs of early years children.**
- From Birth to Two Years Old**
- Many of the more complex needs - developmental, sensory and physical - are identified at birth. Early health assessments, such as the hearing screening test for new born babies, enable very early identification of a range of medical and physical needs. Where the health services anticipate that a child will have SEND when they start school, they can refer the child to the Local Authority.**

On the right side of the page, there are two sections:

- In this section**
  - Education, Health and Care Pathway
  - High Expectations for All
  - Transferring Statements to EHC Plans
- Related Documents**
  - EY 0-5 Pathway flowchart (PDF, 126 Kb)
  - Multi Agency Inclusion Meeting flowchart (PDF, 135 Kb)

The Windows taskbar at the bottom shows the Start button, several open applications (Microsoft Office, Internet Explorer, Microsoft PowerPoint, Document1 - Micros...), and the system tray with the time 21:51.

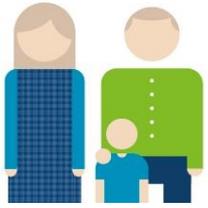
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# Person-Centred Planning

(Code of Practice Chapter 9: 9.20-9.26)

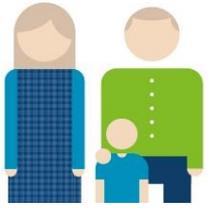
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# Outcomes

The benefit or difference made to an individual as a result of an intervention

(9.66; SEN Code of Practice 2014)



# Outcomes

(Code of Practice Chapter 8: 8.7-8.40)



## Community Participation



## Independent Living



# Outcomes



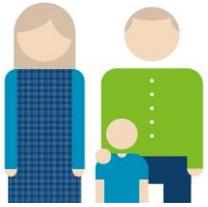
## Work



## Better Health

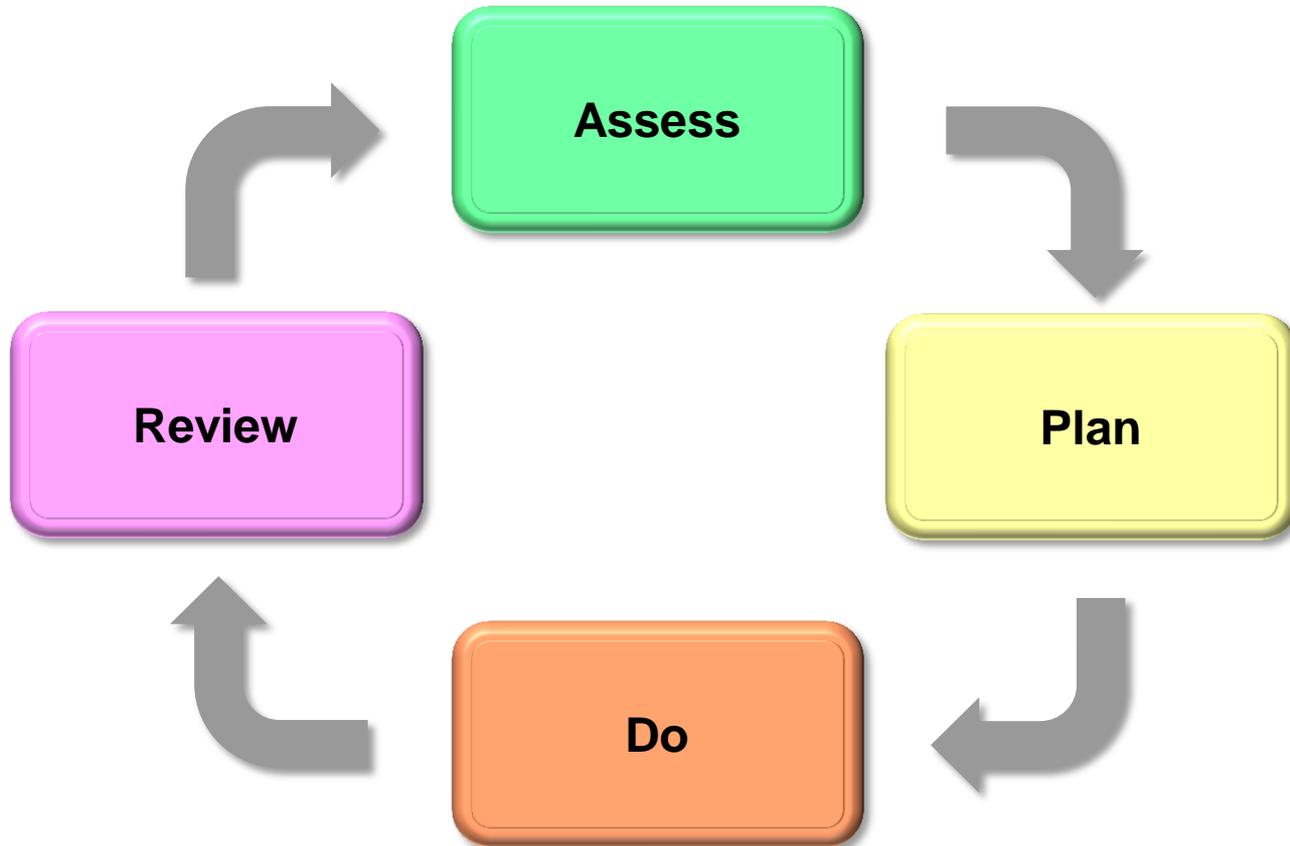


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# Outcomes: SEN Support

(Code of Practice Chapter 6: 6.1-6.7 & 6.36-6.56)



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# Writing SMART Outcomes

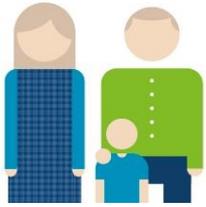
**S**pecific

**M**easurable

**A**chievable

**R**ealistic

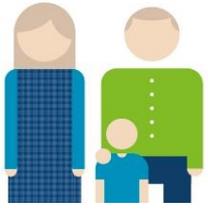
**T**imebound



# Writing SMART Outcomes

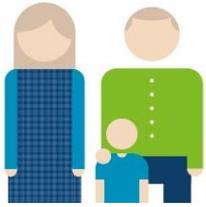
(Code of Practice Chapter 9: 9.64-9.69)

- Focus on progression towards aspirations
- Benefit/difference made by an intervention
- What is important to/for child or young person
- Personalised, not a service description/process
- SMART – specifies what achieved by when
- Completion: phase/stage of education



# Developing Outcomes – Key questions to ask

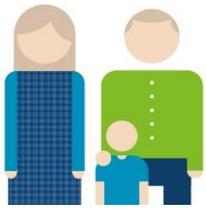
- What do you want to do that you can't do now?
- What support would you need to achieve it?
- Who is best placed to give you that support?
- Does it keep something that is working (maintain)?
- Does it change something that isn't working?
- Does it move towards a future that you want?



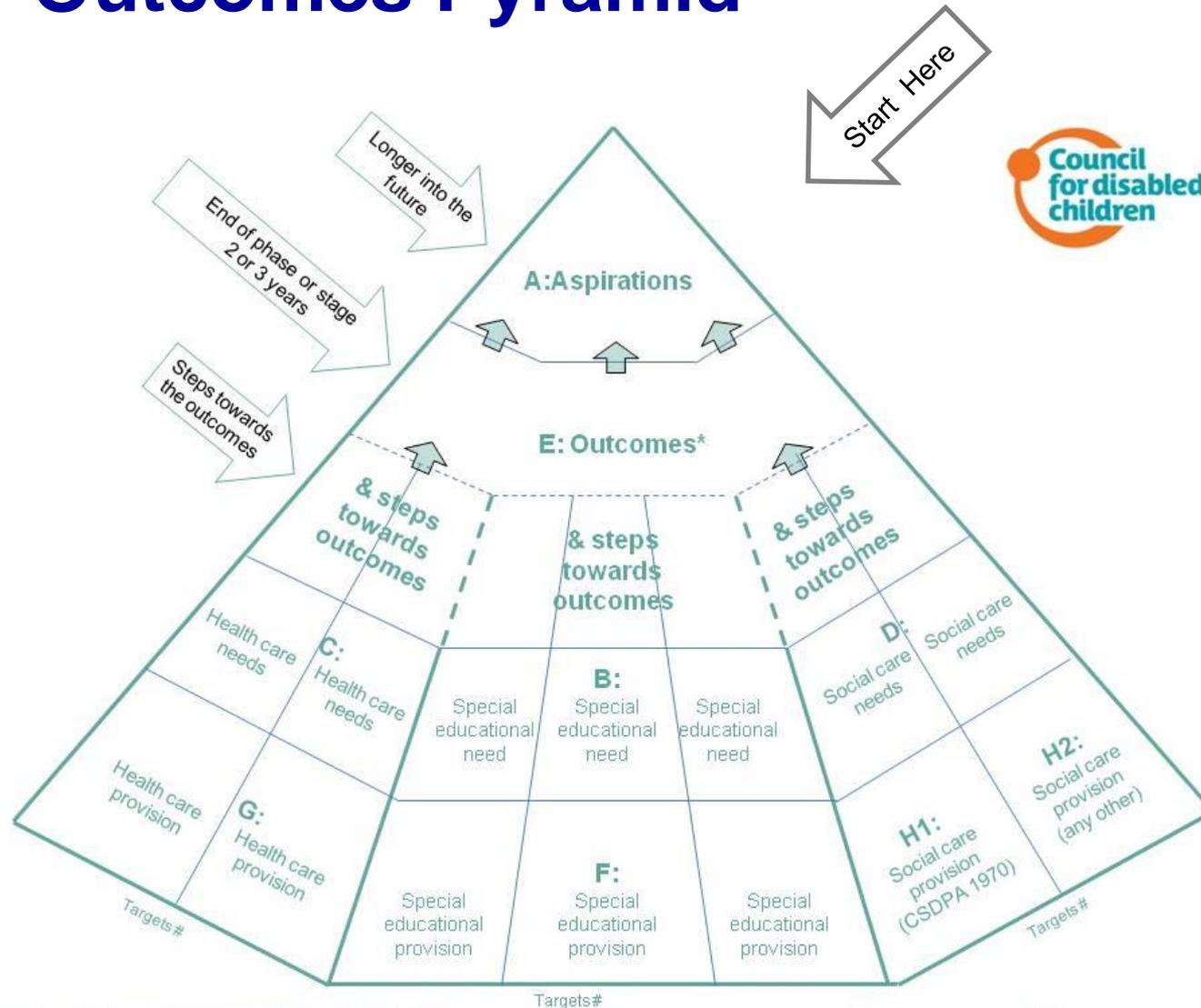
# Outcomes: Three Top Tips

- Write outcomes as though already achieved – it makes it more compelling
- Write outcomes as moving towards something positive, not away from something negative
- Don't embed the solution in the outcome





# Outcomes Pyramid



# EHC plan should specify the arrangements for setting shorter term targets at school, service or institutional level.

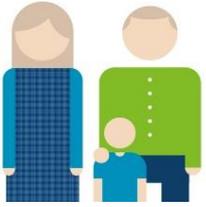
\* For young people over 17, the education and training outcomes need to be separately identified.

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# Activity

When will the outcome be achieved by?	By the end of Nursery /Reception / Key stage 1
What do you want to achieve? (What will it give the child?)	Child will be able to communicate
What will it help them to do? (What will it give the child?)	Opportunities to express what they want
How will we know when it has been achieved? (What will it make possible for the child?)	There will be a reduction in the levels of frustration shown as people will know what the child wants.
<b>Outcome:</b>	

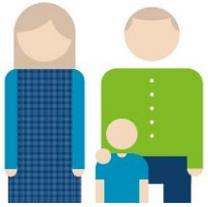


## Outcome:

- By the end of Key Stage 1, I will be able to communicate in sentences containing 3 key words to make my needs known without getting frustrated at not being understood.



- Your input doesn't stop at the referral.
- This is a journey that will continue for you, the child / young person and their family, and the professionals involved.
- Continued coordinated input and communication will be vital



# Contact Details

- Shona Formby EHC Plan Coordinator, Early Years Lead 01942 486230
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- Chris Hamnett Embrace 01942 233323
- Mellissa Birch EHC Assistant Plan Coordinator 01942 486135 (Mon- Wed)
- Kim Nicolson EHC Assistant Plan Coordinator 01942 486734 (Tues – Thurs)
- Belinda Jones EHC Plan Coordinator 01942 486297 (Tues – Thurs)