

1 APPENDIX C- SEND CONTEXT AND FURTHER BACKGROUND INFORMATION

- 1.1 The SEND Capital Programme is one element in a wider strategic approach in transforming SEND and Inclusion services in Rutland. A SEND Strategic Group with representation from schools, parents Health services and Councillors was established in May 2017 and has a focused work plan to improve SEND systems and shape sustainable services which provide better outcomes for children with SEND.
- 1.2 The Government has committed £215 million of capital funding to help local authorities create new school places and improve existing facilities for children and young people with SEN and disabilities, in consultation with parents and providers. Rutland will receive £500k Capital between 2018 and 2021.
- 1.3 This funding is designed to develop or improve facilities or purchase specialist equipment at good or outstanding provision for children with an Education Health and Care plan (EHCP).
- enable children and young people to maintain their education and family life in Rutland when it is in their interest,
 - reducing barriers to inclusion and promoting independence for young people and in preparing them for adulthood from the earliest stage
- 1.4 Rutland County Council recognises these facts and drivers for change:
- 1.4.1 Ofsted 2010 report 'A Statement is not Enough' suggested that the best outcomes for pupils with a Statement of SEN (now an EHC Plan) were secured through enhanced resourced provision attached to mainstream schools.
- 1.4.2 The UN Convention on the Rights of Disabled Persons warned in February 2017 that the English Education System caused concern due to:
- " The persistence of a dual education system that segregates children with disabilities to special schools, including based on parental choice; The number of children with disabilities in segregated education environments is increasing because the education system is not geared to respond to the requirements for high-quality inclusive education, in particular the information about occurrences of school authorities turning down enrolment of student with disability who is deemed 'as disruptive to other classmates'.
 - 'Additionally, the education and training of teachers in inclusion competences is not reflecting the requirements of inclusive education.'
- 1.5 Parental preference and the SEND First Tier Tribunal- parents can accept or reject a named school within an EHC Plan, and have the right to appeal to the SEND Tribunal, which can place a pupil at a school for a range of reasons.
- 1.5.1 In November 2017, DfE published 'Good intentions, Good enough?' a report by Dame Christine Lenehan of the Council for Disabled Children, which looked at the cost of out of LA placements, and their longer term outcomes for children and young people placed there.
- 1.5.2 The report contains a series of recommendations for government and other

agencies, focusing on:

- ensuring children and young people with SEND get the services and support they need in their local community (in mainstream or special provision)
- ensuring that local areas have planned and commissioned provision strategically, so that it is available when required
- ensuring the accountability and school improvement systems enable schools and colleges to achieve the best possible outcomes

1.6 In making decisions regarding both the short term and longer term need for places, the expansion proposals need to support the best educational and wider outcomes for children and young people with SEND, which will prepare them for adulthood and employment, engagement and inclusion within the local community.

1.7 The particular needs of children with SEND in Rutland reflect national trends, and this is also mirrored in surrounding Authorities with increasing demand for provision for children and young people. This is in part as a result of increases in school aged children and young people, and increases in requests for statutory assessment since the introduction of the Children and Families Act 2014, part 3: SEND.