

Appendix 1

All Consultation Questions and a Summary of Policy

Proposals:

Consultation Point 1 asked: Do you agree with the introduction of an inclusive framework based on the wider concept of additional need?
Proposals:
Place a clear emphasis on mainstream and special sectors to develop quality tailored provision.
A new inclusive model based on the concept of additional educational needs (3.7)
Consultation Point 2 asked: Do you agree with the key principles of the proposed Policy Framework?
Proposals:
Continued promotion of an inclusive ethos.
A 'whole school' approach.
An approach encompasses all children who face barriers to learning.
A continuum of support to meet a continuum of need.
Quality intervention and provision focused on outcomes.
Schools/educational settings providing appropriate and timely support for the vast majority of their children with additional educational needs
All learners given the same degree of focus.
All professionals have the skills and knowledge for early identification and intervention.
Greater collaborative working and sharing of information.
Education and related HSC professionals working together to support children.
Joint planning, commissioning and delivery by HSC and education.
Majority of funding being devolved to the lowest point of delivery possible.
Parents and carers will play a vital role to play.

Consultation Point 3 asked: Do you agree with the proposals relating to early identification and intervention?
Proposals:
Emphasis on schools and ESA for improved identification, assessment and intervention process.
Initial, lower level diagnostic testing to be carried out by the school LSC for those children facing barriers to learning.
School to draw up PLP detailing outcomes to be achieved for those children facing barriers to learning.
PLP's will be subject to regular review.
An electronic based record.
Consultation Point 4 asked: Do you agree with the proposals relating to pre-school settings?
Proposals:
PEAGS setting to work within the revised framework.
PEAGS settings able to avail of the full range of pupil support services provided by the ELBs/ESA e.g EWS and BST's
Early intervention officers (EIOs) to support the initial assessment of those children in PEAGS settings facing barriers to learning.
EIOs to provide support for a group or cluster of pre-school settings.
Consultation Point 5 asked: Do you agree with the proposals relating to primary and post primary?
Proposals:
ESA to ensure that schools are effectively meeting their responsibilities for children facing barriers to learning.
Greater collaboration and sharing across education settings.
Establish of nurture groups at primary level, where the need is identified and conditions are fulfilled.
Before placement in an AEP setting, the school must make every effort to sustain school placement.
School retain responsibility for the pupil in an AEP setting and be accountable for future outcomes.

Consultation Point 6 asked: Do you agree with the proposals relating to training and development?
Proposals:
ITE courses to include an awareness of differences and a practical understanding of how to tailor tasks to suit the ability of their pupils.
CPD for teachers should develop skill for meeting needs and focus on outcomes.
Awareness training for all school workforce on new framework.
Provision of guidance and quality indicators for schools.
Consultation Point 7 asked: Do you agree with the proposals relating to Learning Support Co-ordinators?
Proposals:
Learning Support Co-ordinator (LSC) to replace SENCO.
CPD for LSCs in skills in managerial skills, low level diagnostic testing and develop of intervention strategies.
Career pathway to access accredited professional qualifications for LSC's.
LSC part of the SMT.
For smaller schools, the LSC role may be required to operate across a number of schools.
LSC to be provided with sufficient non teaching time.
Consultation Point 8 asked: Do you agree with the proposals relating to Co-ordinated Support Plans (CSP)?
Proposals:
Statutory statements of SEN will be replaced by a statutory co-ordinated support plans (CSP).
CSP to include emphasis on expected learning outcomes.
CSPs only for children who face <u>complex or multiple barriers</u> and who require frequent access to multi-agency services.
CSPs will be reviewed at trigger points rather than annually.
Consultation Point 9 asked: Do you agree with the proposals relating to transitions points?
Proposals:
Timely sharing of information between school phases.

Life Skills Training programmes in schools for age 14+.
<u>Any</u> pupil with SEN should have the opportunity to access the Transitions Support Services.
Consultation Point 10 (a) asked: Do you agree with the proposals relating to the development of effective partnerships within schools and pre-school settings?
Proposals:
Collaboration between schools within a learning community.
A 'whole school' approach with all staff working towards a shared goal of reducing barriers to learning.
Any area requiring targeted external support included with school development plan (SDP).

Consultation Point 10 (b) asked: Do you agree with the proposals relating to the development of effective partnerships across educational settings and learning community?
Proposal:
Financial incentives for evidence of collaboration.
Consultation Point 10 (c) asked: Do you agree with the proposals relating to the development of effective partnerships between mainstream and special schools?
Proposal:
Special schools to be recognised as centres of expertise in the provision of outreach and training services.
Consultation Point 10 (d) asked: Do you agree with the proposals relating to the development of effective partnerships between Education and Health and Social Care (e.g. ESA and RHSCB)?
Proposals:
Improved multi-disciplinary planning and working as the key to the successful delivery of a holistic support service which places the child firmly at the centre. It is proposed that this will be achieved by:(12.13)
More timely and effective means of identifying, assessing and delivering appropriate additional support.
Jointly HSC and education services which are child centred, easily accessible and consistently delivered.

Health and Social Care (HSC) Trusts to provide any therapeutic provision identified
MOU or SLA put in place between health and education for jointly planned and delivered for services.
Improved statutory duties on relevant health and education.
Consultation Point 10 (e) asked: Do you agree with the proposals relating to the development of effective partnerships between DE and DEL?
Proposals:
Close working relationships between the education sector and DEL.
Availability of information through the transition process.
Consultation Point 10 (f) asked: Do you agree with the proposals relating to the development of effective partnerships through the establishment of Multi-disciplinary Groups?
Proposals:
A network of multi-disciplinary groups (MGs) aligned to learning communities, ESA and local HSC structures
ESA and RHSCB jointly responsible for deciding the number, location and staffing requirements of MGs.
MGs jointly funded ESA and RHSCB MG co-ordinator.
MGs will disseminate good practice.
MG to determine multi-disciplinary support.
The MG to ascertain those children who require statutory assessment.
The MG to challenge schools about the level and effectiveness of support.
The MG to raise strategic issues with
Consultation Point 10 (g) asked: Do you agree with the proposals relating to the development of effective partnerships with parents and carers?
Proposal:
Partnerships between parents, schools, ELBs/ESA and other professionals are crucial.

Consultation Point 10 (h) asked: Do you agree with the proposals relating to the development of effective partnerships with children and young people?
Proposal:
Views of the child should be sought in line with current legislation.
Consultation Point 10 (i) asked: Do you agree with the proposals relating to the development of effective partnerships with voluntary organisations?
Proposal:
Education and health sectors involving the voluntary sector in training courses and the exchange of relevant information.
Consultation Point 11 asked: Do you agree with the replacement of the sequential stages 1- 5 of the current CoP by the proposed 3 strand model (Within School, Within School plus External Support, Co-ordinated Support Plans?)
Proposals:
Current 5 stages replaced by three strands:- Within School ;Within School plus External Support (other schools/ESA/ MGs); Co-ordinated Support Plans
Consultation 12 asked: Do you agree that the current informal appeal, dispute avoidance and resolution and formal appeal arrangements (SENDIST) for children with SEN should remain unchanged?
Proposals:
Provision of informal advice and resolution remains valid.
DARS to be considered in light of February 2008 ETI Survey.
Remit of SENDIST to include CSPs.
Consultation Point 13 asked: Do you agree with the proposals relating to funding?
Proposals:
Greater delegation of funding to mainstream schools.
Review of LMS formula.
More accountability for Board of Governors and Principal.
Mechanism for funding of special schools and ELB/ESA outreach services needs to be developed.
Consultation Point 14 asked: Do you agree with the proposals relating to monitoring, review, evaluation and accountability?

Proposals:
Further development of ELB EMS system.
No ring-fencing of funding.
Appropriate and transparent accountability arrangements.
Consultation Point 15(a) asked: Do you agree with the proposals relating to the roles and responsibilities for DE?
Proposals:
Guidance and quality indicators for schools, support and out-reach services.
A cyclical training programme for schools workforce.
A review of the CFF for the LMS.
The development of an information and communication strategy for parents.
Consultation Point 15(b) asked: Do you agree with the proposals relating to the roles and responsibilities for the proposed ESA?
Proposals:
ESA will have the responsibility for delivering the outworking of the proposed DE policy, by:
ESA to provide a range of educational settings.
ESA to establish support services and multi-disciplinary groups (MGs);
ESA to ensure a consistent level of service to all educational settings.
ESA to provide regional teams to train and support schools.
ESA to develop teaching and learning resources for teachers and pupils.
ESA to provide INSET programmes, EPD and CPD for teachers.
ESA to provide a trained LSC in every school.
ESA to ensure statistics and data are accurate and up to date.
ESA providing regularly monitoring and auditing of in-school provision.
Establishing robust monitoring and evaluating procedures to ensure that funding has been used effectively.
Holding schools to account for the discharge of their functions and challenging them, where necessary.

Regularly providing DE with detailed information relating to the above. (17.3)
Consultation Point 15(c) asked: Do you agree with the proposals relating to the roles and responsibilities for DHSSPS?
Proposals:
Within available resources, health and social care sector will be responsible for ensuring:
Appropriate assessment and support by relevant HSC professionals working in collaboration with the education sector.
Improved provision of services through joint collaboration between the various agencies and the education sector.
Regulation and Quality Improvement Authority (RQIA) and the ETI may carry out integrated approaches to inspection supported by joint protocols. (17.6)
Consultation Point 15(d) asked: Do you agree with the proposals relating to the roles and responsibilities for multi-disciplinary groups?
Proposals:
Each MG will have the responsibility for:
MGs assisting in problem solving, sharing expertise, facilitating joint working.
MGs to considering referrals for support from schools using an agreed criteria.
Consultation Point 15(e) asked: Do you agree with the proposals relating to the roles and responsibilities for mainstream schools and other educational establishments?
Proposals:
Each principal will be responsible for:
Placing a strong focus on addressing the barriers to learning.
Assessing the level of need and putting in place timely and appropriate interventions, based on identified targets.
Building the capacity of the workforce to address the diversity of need.
Initiating collaborative working practices with other schools and services, for example, through their local MG.
The principal, the SMT and the governors:
Ensuring that needs are met and children are not discriminated against

because of a disability (SEND0).
Identifying triggers causing exclusion from school or a child excluding themselves.
Investing in workforce training to provide skills and knowledge needed to support the diverse needs of children.
Maintaining appropriate expertise within their schools at all times.
Participating and sharing expertise within their learning community.
Making effective use of data and other information to evaluate progress of individual and groups of pupils.
Enhancing their self-evaluation and accountability procedures.
Teachers responsible for supporting all learners whatever their individual needs.
Board of Governors will be responsible to ELBs/ESA for:
The delivery of quality provision through effective resource planning and mapping.
Effective monitoring of the educational outcomes achieved by all children.
Accounting for the use of funding and resources allocated.
Opportunities for some special schools to achieve recognition as centres for expertise in the provision of specialist outreach and training services.
Consultation Point 15(f) asked: Do you agree with the proposals relating to the roles and responsibilities for ETI?
Proposals:
ETI will be responsible for:
Inspecting all aspects of provision for children experiencing barriers to learning.
Evaluating the effectiveness of any inputs (use of all resources and funding) against outcomes.
Reporting their findings to DE, ESA, the principal and teachers, the Board of Governors and parents.
Consultation Point 15(g) asked: Do you agree with the proposals relating to the roles and responsibilities for Children’s Services Director’s?
Proposal:
Collaboration between key ESA/ELB and RHSCB officials for Children’s

Services in planning and delivery of services.
Consultation Point 16 asked: Do you agree with the proposed phased Introduction of the policy?
Proposals:
Implementation of the policy over a three year period.
Pace of the change linked to delivery of INSET, EPD and CPD and to any structural or support services changes resulting from of ESA.
Phased introduction of Co-ordinated Support Plans (CSPs)
No new statements issued from operative date of the new framework.
From operative date any child undergoing statutory assessment considered for a CSP.
Children with a statement, immediately prior to the operative date, will be deemed as having special educational needs.
Within 2 years of the operative date ELB/ ESA to establish if those children with a statement: require a CSP; do not require a CSP; or there is a significant change in the child's needs.
Until a decision is taken on whether a CSP is required ELB /ESA must maintain the provision contained in the statement.
Where CSP is required, ELB/ESA to prepare a plan including the complex or multiple factors; the educational objectives; the additional support required.
Where CSP not required, the transitional arrangements set out in legislation will allow for the provision to be preserved for a minimum of a further 2 years from the date of the ELB or ESA decision.