
In this edition...

Don’t miss the opportunity to have your say on our ‘reasonable expectations of mainstream schools for meeting SEND’ documents.

Every Local Authority has a duty to explain and publish the special educational provision it expects mainstream schools to make for children and young people with SEND. Our pair of documents will be finalised and shared in April, but if there are any comments you would like to make before they are published please just email saskia.rose@blackburn.gov.uk by the 31 March 2017.

This edition also includes advice on transfer reviews and updated transfer review paperwork, alongside the usual useful links to events and resources.

If you have any suggestions for future editions, training or activities please complete the feedback form that’s included in every issue.

Best wishes

Sue Hayward, Service Lead, SEND

RAG rating (Red=Really Important / Amber=Action if Possible / Green=Good to Know)

Reasonable expectations of Mainstream Schools – last chance to have your say (R)

Every Local Authority (LA) has a duty to explain and publish the special educational provision it expects mainstream schools to ordinarily make for children and young people with SEND. In response to this the LA drafted a suite of documents to communicate these expectations. It is also the intention that these documents will be developed to act as a reference resource to support the process of meeting the needs of individual children and young people with SEND effectively.

The draft documents were shared with schools (and other key stakeholders) last year and these have now been updated in-line with feedback received.
Both documents will be published in April, however if you have any comments you would like to make on the revised versions, please email these to saskia.rose@blackburn.gov.uk by Friday 31 March 2017.

Please click on the links below to view each document:

- **Reasonable Expectations of Mainstream Schools for Meeting Special Educational Needs and/or Disabilities (SEND)**
- **The roles and responsibilities of key school staff in meeting the needs of children with SEND**

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**Transfer of statements to EHC Plans (R)**

The Children and Families Act 2014 says that all existing **statements of special educational needs** must be transferred to EHC Plans (if required) by 1st April 2018.

For the remaining academic year, please continue to hold transfer reviews for the following year groups – Y2, Y6, Y9, Y11, Y14, in line with our transfer review guidance.

From September 2017 (for any remaining pupils with statements in any year group) please schedule their transfer review for the first half of the Autumn term 2017 and ensure that all documents from the review are sent to the statutory assessment team no later than 1st November 2017. This will enable us to meet statutory deadlines.

If you have any queries relating to the scheduling of transfer reviews, then please contact your SEN Officer or caseworker.

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**Changes to Transfer Review Paperwork (R)**

Our move to a one page profile, has also meant changes to the transfer review paperwork. Just to remind you, transfer reviews are only held for pupils who currently hold a statement of special educational needs (not an IPRA) when their statement needs to be transferred to an EHC Plan.

Transfer reviews take place for pupils when they are in Year 2, 6, 9, 11 or 14. If you have any queries about the transfer review process, please contact your school’s SEN Officer.

Please see attached updated documents to be completed for a transfer review.

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**IMPORTANT REMINDER (R)**

Please can ‘All About Me/One page Profile’ information (relating to EHC assessments & Statement Transfer Reviews) be e-mailed to the Statutory Assessment Team inbox, statutory.assessment@blackburn.gov.uk as detailed in the letter sent to you previously.

Please do not email this information to individual members of the statutory assessment team. This is important as it allows information to be accessed centrally by team members, at all times, which helps us to meet our statutory deadlines.
Thank you for your co-operation.

**A Dedicated Area for SENCOs on the Local Offer (A)**

The Local Offer now has a specific area just for SENCOs. Here you’ll be able to find the latest documents relating to SEND and the EHC process.

Over the next few months this area will be developed to provide an accessible ‘one stop shop’ for SENCOs. Visit the Local Offer at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk) and click on the ‘Education’ button. On the left hand side you will see a link ‘Information for SENCOs’.

If you have any ideas on information that should be included, or if you think we’ve missed any key information please let us know, email Farhana at Farhana.umarji@blackburn.gov.uk

**Useful links and resources (G)**

Please view this section of the newsletter for links to sites and resources that you may find useful. [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk) this site provides lots of excellent resources for schools to help support children with SEN.

**Keeping children safe in education**

Please read the attached guidance from the Department for Education, regarding keeping children safe in education. It provides information about what staff should know and do. All staff working in education and in schools and colleges must read this guidance to be aware of their responsibilities.

**A whole school framework for emotional well being and mental health**

The National Children’s Bureau (NCB) has created a new toolkit for schools to help them face the issue of student mental health and wellbeing. [Click to read and download](#).

**SEND: The Schools and Colleges Experience**

This report, from the Department for Education, presents research into how children with SEND and their parents feel about the process of dealing with schools and colleges.

**What children are telling us about bullying**

[NSPCC’s Childline report](#) collects children’s views and experiences of bullying. In it we see anecdotal evidence and data on disablist bullying with a focus on those on the autism spectrum. The report aims to help schools and other organisations working with children think about how to ensure that young people have confidence that reporting bullying behaviour will make a difference.

**Good Practice in Supporting Disabled Learners**

Disability Rights UK is developing a [toolkit of resources](#) for education providers to showcase good practice in supporting disabled learners to make the transition to internships and paid employment. Two sets of materials are now available, made in partnership with National Star College and Seevic.
Tell us what you think (G)

Please use the attached form to let us know of any ideas you have to make SEND News better, your suggestions for future articles and to highlight any SEND training needs you feel are needed locally. We will also use this section of the newsletter to invite you to take part in Blackburn with Darwen SEND consultation activities and to let you know of any national consultations you may want to take part in.