Outcomes, standards and good practice with children and young people with autism in the context of the SEN Green Paper

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Outcomes, standards and good practice with children and young people with autism in the context of the SEN Green Paper

- A changing context: prospects arising from the Green Paper
- The importance of outcomes and standards
- This year's AET reports on good practice and outcomes
- The AET programme
- Opportunities and risks

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Support and aspiration: 2 year DfE vision in the SEN Green Paper

A radically different system that:

- supports better life outcomes for young people
- gives parents more confidence by giving them control
- transfers power to front-line professionals and to local communities

The Green Paper proposes:

- new approach to identifying SEN
- single assessment process and 'Education, Health and Care Plan'
- local offer of all services available
- parents to have the option of a personal budget by 2014
- giving parents a real choice of school
- greater independence to the assessment of children's needs

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1. Early identification and assessment

Children's needs should be identified as early as possible so that the right support is put in place for them and their family. Proposals to:

- **help professionals identify problems as they emerge**, with a robust system of early checks for children involving education, health and social care
- **put in place a reformed assessment process** for children with complex needs, with a single multi-agency approach and giving parents the same statutory protection as the current statement of SEN

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‘Education Health and Care Plan’

- By 2014, all children who would currently have a statement of SEN or learning for further education and skills training should have a single statutory assessment process and ‘Education, Health and Care Plan’, from birth to 25.
- Makes clear who is responsible across education, health and social care for which services and includes a commitment from all parties to provide their services.
- Like a statement sets out needs <u>but also</u> set out learning and life outcomes
- Would be transparent about funding for support package

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Local Pathfinders

- Two main purposes-to explore:
  - Less bureaucratic approach where agencies work together
  - whether the voluntary and community sector could coordinate assessment and bring greater independence to the process
- Plus looking at:
  - Personal budgets
  - Mediation
  - Transition between phases and areas

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2. Giving parents control

Parents to be at the heart of decisions made about their child and feel confident that support will be put in place.

DfE propose to:

- **make services more transparent for families**, with local services publishing a 'local offer' of what is available –change to *Provision of Information regs.* Includes information on **school provision**
- give parents **transparent information about the funding** which supports their child's needs
- strengthen the choice and control given to parents, with the option (with limits) of **personal budgets** by 2014 for all families with children with a statement of SEN or a new single plan
- **support families through the system**, with trained key workers to help parents navigate services-funding for voluntary sector to provide this training
- ensure parents have a real **choice of a range of schools**
- ensure that parents and local authorities **always attempt mediation** before making an appeal to the Tribunal***-will consult on how.***

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2. Giving parents control

To work towards this, DfE will:

- local authorities and health services will explore how to extend the scope of **personal budgets**
- we will give parents of children with statements of SEN the right to express a preference for **any state-funded mainstream or special school**, including Academies and Free Schools.
- Giving parents possibility of setting up their own **Free special school**

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3. Learning and achieving

All children must receive a high quality education whether in mainstream or special schools.

DfE propose to:

- **address over-identification** of SEN with a **new single early years- setting and school-based SEN category** to replace School Action and School Action Plus. New guidance for schools provided.
- **sharpen accountability** on progress for the lowest attainers, introducing a **new measure** into school performance tables
- better equip teachers and support staff to address SEN and poor behaviour through **training (including ITT) & CPD**
  - **ITT providers funded to place more trainee teachers in special schools**
  - **TDA online materials for SLD, PMLD and complex needs**
- **give schools more autonomy** to innovate and transform SEN provision, and allow special schools to become Academies.

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3. Learning and achieving- Special schools

- ensure that all maintained special schools will in due course have the **opportunity to become Academies**
- **Special Academies** more **freedom** to work with **other schools**
- Growing **Free special schools** plus consideration of “mixed” special and mainstream Free schools
- **Encourage** Free Special Schools to come forward in particular **areas of the country for particular needs**

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3. Learning and achieving

- introduce an indicator in **performance tables** that gives parents clear information on the progress of the lowest attaining pupils
  - Lowest quintile who make 2 levels KS1-2 and 3 levels KS2-4
- Working with Ofsted to identify Performance measures that would indicate need for inspection
- Remove advice on using **IEPs**
- Ensure new **National Curriculum** takes account of needs of all pupils
- Rolling out ***Achievement for All*** including developing a quality mark for innovative /excellent support

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4. Preparing for adulthood

DfE will take forward a programme of action so that by 2015 disabled young people and young people with SEN will have:

- **early and well-integrated support** for, and advice on, their future as part of the proposed ‘Education, Health and Care Plan
- access to **better quality** vocational and work-related learning options so that they can progress in their learning post-16
- **good opportunities and support** to get and keep a job
- a **well-coordinated transition** from children’s to adult health services.

DfE will set out **more detail** on these plans by the **end of the year.**

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5. Services working together for families

The Green Paper vision requires a strong role for local government alongside schools, health agencies and social care.

DfE propose to:

- set out a strong role for **local authorities as champions** of families and vulnerable children: strategic planning, securing provision, enabling informed choices
- enable frontline professionals to have the freedom to work together to develop better services
- make **funding mechanisms** for services support **collaborative approaches, secure better value and be more transparent** –mutuals? Cooperatives? Employee led teams

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5. Services working together for families (contd)

- provide targeted funding to **voluntary and community sector** organisations and publish **a national SEN and disabilities voluntary sector prospectus** indicating where we will make funding available
- Explore with a group of LAs whether/how a **national framework** for funding specialist provision for children with SEN that **improves consistency** across areas, **transparency** and allows continued **local flexibility**.
- explore how the different **funding arrangements for special provision** pre-16 and post-16 might be better aligned.

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Implications of a changing context for school improvement programmes for autism education

- The key but emerging role of schools in delivering workforce development:
  - Teaching schools
  - Expand from
    - 37 Special NLEs,
    - 34 Special LLEs
    - new specialist Leaders in education (5,000 SLEs by 2014)
  - AfA and other national initiatives
- Work linked to deployment of pupil premiums
- LA's role as commissioners/champions for families
- Transparency of information and enhancement of choice for parents
- Realignment of support services

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What is Good Practice in Autism Education?

Research Team: Tony Charman, Liz Pellicano, Lindy V Peacey, Nick Peacey, Kristel Forward, Julie Dockrell (2011)

Centre for Research in Autism and Education (CRAE), Department of Psychology and Human Development, Institute of Education, University of London

Leading education and social research
Institute of Education
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AET/ IOE Report: What is Good Practice in Autism Education (2011)

(Charman, Pellicano, Peacey, Peacey, Forward, Dockrell)

A. Identify and record existing practice in schools perceived as providing excellent care and education for children and young people with autism.

B. Identify areas of commonality and difference between these providers.

C. Document a set of good practice guidelines based on existing practice in these schools

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AET/ IOE Report: What is Good Practice in Autism Education (2011)

(Charman, Pellicano, Peacey, Peacey, Forward, Dockrell)

- **Key findings: consistent themes**
  - High ambitions/aspirations
  - Hearing pupils voices and establishing strong relationships
  - an '*autism curriculum'* that went further than personalisation
  - Training was a priority
  - Strong school leadership that extended to the community
  - Multiple assessments and joined working with health specialists
  - Good communication with parents, support to families and partnership working

Echoes key themes from SEN Green Paper

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Key Recommendations

1. **If 'good practice' in autism education is practice that is informed by strong empirical evidence, then we need to address the considerable gaps in knowledge about *effective* practice.**
2. **We need further research on the fidelity or faithfulness of implementation of generic, and particularly specialised, practice and programmes.**
3. **We need to evaluate whether school staff are choosing the best measures to monitor progress, including progress in social and communication competence, well-being, and progress towards independence.**

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Key Recommendations

4. **We need to test the effectiveness on outcomes of education, health and social care professionals working jointly.**
5. **We need to evaluate the ways in which mutual partnerships between schools and families have beneficial effects for children and young people with autism in terms of learning, behavioural or well-being outcomes.**
6. **We need more research to develop and disseminate good practice on accessing the pupil's voice within both mainstream and specialist schools**

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Outcomes

Educational provision and outcomes for people on the autism spectrum

Full technical report

Research Team

Dr Kerstin Wittemeyer*
Prof. Tony Charman
James Cusack
Dr Karen Guldberg
Prof. Richard Hastings
Prof. Patricia Howlin
Dr Natasha Macnab
Dr Sarah Parsons
Dr Liz Pellicano
Dr Vicky Slonims

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The central questions asked as part of this research were:

1. What do stakeholders regard as "good outcomes" for adults from across the autism spectrum?
2. Are current policies and practices for educating children and young people with autism designed with planning for good adult outcomes in mind?
3. What assessment measures are currently being used in schools and are they measuring the right things to help children and young people reach a good outcome?

Outcomes Report: Key findings

What do stakeholders regard as a "good outcome" for adults from across the autism spectrum?

- **Individual needs**
- **Enabling person to make their own choices is key**

  "People keep asking me 'don't you feel lonely, wouldn't you like to meet more people?'… If they didn't keep asking me about having friends I would be fine but the more they go on about it the more useless I feel".

  [Adult with autism in her thirties]
- **Employment, somewhere to live, personal relationships were the biggest issues**

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Outcomes Report: Key findings

Are current policies and practice for educating children with autism designed with planning for good adult outcomes in mind?

- **Setting long term targets that are revised periodically after consultation**
- **Greater flexibility in the curriculum**
- **Early diagnosis and help plus understanding from peers and professionals**
- **Improved communication between teaching staff and between teaching staff and parents/carers**
- **More information for educators on student's long term outcomes**

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Outcomes Report: Key findings

What assessment measures are currently being used in schools and are they measuring the right things to help children and young people reach a good outcome?

- **Data not always collected with planning in mind**

"Capturing and reporting progress appropriately is probably one of the most challenging parts of special education, particularly with children who have autism". *(SEN Academic)*

- **Need to have broader view of progress**

"It is demoralizing as a teacher to see the children make huge progress in skills that are vital to their life but yet not show as progress because it's not on the NC or P levels". *[Teacher from an autism resource base]*

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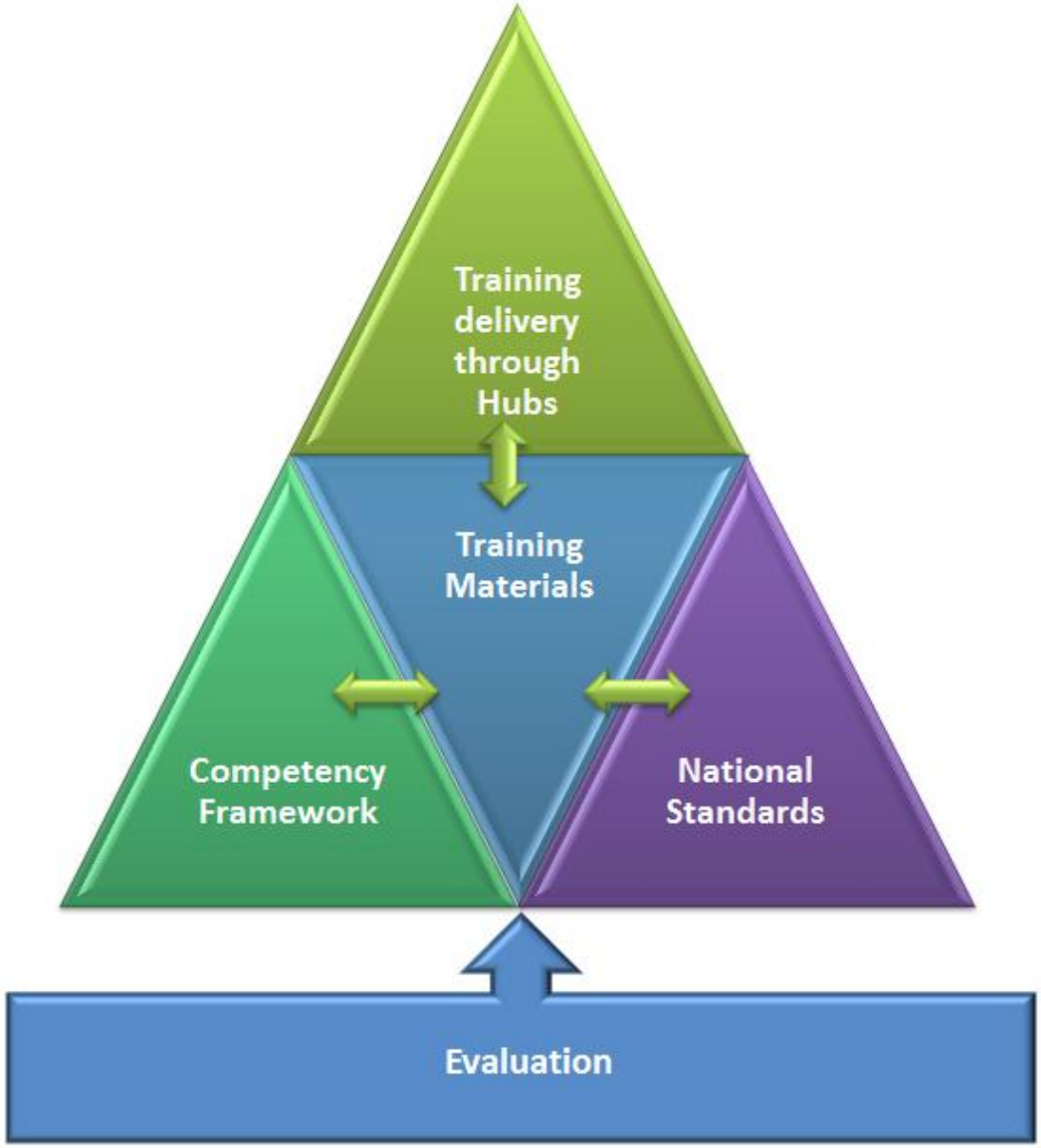
AET DfE (theme 3) Programme for 2011-13



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Scary timescales!

Deliverable	Date
All providers selected	October/November 2011/12
Hubs recruited/materials development starts	November 2011
Level 1 programme piloted Level 1 programme training started	March 2012 May 2012
National standards finalised	March 2012
Competency framework finalised	May 2012
Level 2/3 programme started	September 2012
Programme completed! Elements of programme continue on a self funded basis	March 2013

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Track progress and developments

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http://www.autismeducationtrust.org.uk

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Opportunities and risks

Opportunity	***Risk***
Opportunity to sustain recent developments and embed initiatives in practice and provision.	Different initiatives are uncoordinated and impact is reduced
A once in a generation window to influence the national context	Any changes are superficial and that forces that sustained system act to minimise change
Opportunity to put outcomes centre stage	Difficulties using outcomes practically leads to drift back towards process
Opportunity for different interest groups to work together	Different groups marginalise the impact of their own work by operating independently

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