



Terms of Reference for Bedford Borough Council SEND Panel

The Special Educational Needs and Disability Code of Practice 0-25 years (June 2014) provided statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

It relates to children and young people with Special Educational Needs and Disability. A “young person” in this context is a person over compulsory school age and under 25 years.

Moderation supports transparency in decision-making. It can improve the consistency of decision making about whether to carry out an Education, Health and Care Needs assessment and whether to issue an Education, Health and Care Plan, and the placement and support of pupils with special educational needs. through sampling and retrospective comparison, moderation can help Local Authority practice become more robust and clearly understood by schools, early years settings, post-16 institutions, young people and parents (Ref: COP 9:60)

Purpose

- To consider requests for EHC needs assessment.
- To consider placement and funding, in addition to that already delegated to schools, for pupils for whom the EHC needs assessment process has just been completed.
- To consider special school or specialist provision placements and additional funding requests, following annual reviews.
- To consider support to schools for pupils displaying challenging behaviour.
- To consider requests for Outreach support from Special Schools.
- To moderate banding levels for pupils placed in Special Schools.
- To offer advice for pupils registered as Elective Home Education (EHE).
- To offer advice regarding pupils who demonstrate poor attendance at school.
- To consider requests for Assessment & Emergency Placements.
- To consider requests for pupils with EXCEPTIONAL medical needs.
- To consider requests for transport for young people with SEN and disabilities.

The *SEN Code of Practice* advocates the starting point that pupils will have their needs met in a mainstream setting, with the resource and support mechanisms necessary to make that placement successful. However, if a mainstream placement is not judged to be appropriate at that time, an in-Borough special school placement is considered. When all in-Borough options have been explored, an out-Borough placement might be recommended.

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All decisions relating to placement in a specialist provision including special schools, and specialist provisions within mainstream schools for pupils with autism, hearing impairment, speech and language difficulties and SEMH, are the responsibility of the SEND Team.

The SEND Panel's role is to advise the SEND Team. The Panel will make recommendations for placement or funding, to be either implemented by the SEND Team, on behalf of the LA, or referred, e.g. to the multi-agency Joint Allocation Panel (JAP) to consider funding for out of Borough placements.

Process

At the end of each EHC needs assessment, the following decisions are made:-

- whether to draft an Education, Health and Care Plan to provide information to inform how the outcomes for the child/young person can be achieved through Special Educational Needs and Disability provision made by the education provider (COP 9:59);
- if an Education, Health and Care Plan is to be written, either the level of funding which should be delegated to a mainstream school or the most appropriate special school/specialist provision place.

The SEND Panel will make all special school or specialist provision decisions. Requests for an increase in funding and other resource allocation will also be considered by the Panel.

The SEND Panel will meet fortnightly and the agenda and appropriate papers will be available to panel members.

This panel will have a multi-professional membership. The panel will consist of representatives from the following:

SEND Team Manager (Chair)
Psychology Team
Sensory and Communication Support Team
Early Years representative
Inclusion Support Team
Health - Community Paediatrician/other health representative
Special School Headteacher(s)/SENCo(s)
Mainstream School Headteacher(s)/SENCo(s)
Transport – Client Services Transport Officer

All recommendations will be recorded at the meeting by the SEND Caseworker. Each recommendation will be recorded on the preparation sheet, prepared by officers, and subsequently filed on the pupil's individual file.

Special School and Specialist Provision Placements

Pupils will only be admitted to special schools and specialist provisions within mainstream schools if they have an EHC Plan, or in exceptional cases as identified by the Code of Practice Paragraphs 1:29-1:38.

Where there is a recommendation from the panel for a special school or special provision place, the pupil's documents will be sent to that school's Headteacher for consideration.

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Out of Borough Placements

Very few EHC needs assessments lead to a school placement outside Bedford. The majority of Out of Borough placements are determined following an Interim or Annual Review where the current placement can no longer meet the needs of the child or the placement has broken down. In these cases the review documentation informs a placement decision. Requests for Out of Borough Placement will be passed for consideration by the Joint Allocation Panel (JAP).