



SEND Reforms Competency Framework



About the SEND Reforms Competency Framework:

The skills and motivation of our workforce are **the** most important factors in delivering SEND Reforms. East Sussex County Council has a clear commitment to invest in the workforce involved in delivering SEND services to improve the outcomes for all children and young people with Special Educational Needs and disability through an outcome-focused and family centred approach.

This SEND Reforms Competency Framework describes the skills and knowledge that SEND staff need to deliver the reforms. It also provides a benchmark for staff to assess their competencies and to inform what training and development is delivered.

The Framework has been informed by the skills and knowledge that the SEND workforce requires to deliver the SEND reforms, through discussions with East Sussex stakeholders, information and practice in other local authorities and by a range of national policies and practice standards.

Many will be familiar with, and confident in, the skills and knowledge described in the Framework, but will also be able identify areas where they may need to further develop their practice.



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1. Family centred communication and engagement

Knowledge:

- Understand the importance of a person centred approach when communicating with children, young people and families.
- Understand how participation and choice can motivate and empower children, young people and families to make positive plans.
- Recognise the potential for conflict of interest in maintaining professional boundaries when working with children, young people and families.
- Understand the importance of children and young people's rights and entitlements, and act in accordance with legislation, policy and procedure, specifically understanding this within the context of:
 - Children and Families Act 2014 including the SEND Reforms and specifically the SEN Code of practice
 - Disability Discrimination Act 1995 and 2005 amendments and the Equality Act 2010.
 - Children's Act 1989 and 2004
 - UN Convention on the Rights of the Child (UNCRC)
- Understand the impact of a child or young person's SEND on parenting.

Skills:

- Ability to engage children, young people and families by using a range of person centred communication skills, including empathy, active listening, questioning and rapport building.
- Ability to interpret and record children and young people's views and aspirations.
- Ability to work in partnership (co-production) with children, young people and families to meet the needs of children and young people with SEND.
- Ability to communicate with children, young people and families in a form and manner which is supportive of their identified SEND and consistent with their level of understanding, culture and background.
- Ability to hold difficult conversations and challenge parents, carers and young people appropriately to recognise disability and risk.
- Ability to be aspirational with parents, carers and young people and support short and long term outcomes.
- Ability to develop and maintain an effective, bounded, professional relationship with children, young people and their families that is based on respect, support and constructive challenge.



1. Family centred communication and engagement continued

Knowledge:

Skills:

- Ability to effectively sign post parents, children and young people to the Local Offer.
- Ability to promote equality and diversity, inclusion and anti-discriminatory practice.
- Ability to work with families to empower them to make positive choices and changes.



2. Child and young person development, health and well being

Knowledge:

- Understand the wide range of expected achievements and behavioural and developmental milestones for children and young people.
- Understand how the personal, social, economic, historical and cultural factors that affect values and attitudes to SEND children and young people's development.
- Understand the impact and help needed around transitions.
- Understand the impact of physical and learning disability on children, young people and their families.
- Understand the impact of parenting on a child or young person's behaviour and development.
- Understand the 'social model of disability' (why impairments do not have to lead to disability unless society fails to take account of them) and the impact on children, young people and their families.
- A basic understanding of child development theory, including attachment and resilience.
- Understand the impact on the health and wellbeing of SEND children, young people and their families of:
 - family history
 - parent/carer's physical health

Skills:

- Ability to recognise and assess when a child or young person's development is/ or becomes a cause for concern.
- Ability to support children and young people during times of transitions.
- Ability to identify the key factors that will contribute to positive wellbeing and resilience when working with children, young people and their families.
- Ability to identify children and young people experiencing or at risk of experiencing mental health problems.
- Ability to identify adults experiencing or at risk of experiencing mental health problems.



2. Child and young person development, health and well being continued

Knowledge:

- parent/carer's mental health
- education engagement, access and attainment;
- social and educational exclusion
- poverty;
- environment including housing;
- domestic abuse;
- sexual abuse and violence;
- domestic health and safety issues;
- exercise and diet
- drug and alcohol misuse; and
- loss.
- Understand what 'good' educational outcomes are needed to improve long terms outcomes for Children and Young People with SEND.
- Understand how the school based PSHE curriculum supports Children and Young People with SEND in the school based environment.

Skills:



3. Safeguarding and Child Protection

Knowledge:

- Understand the Continuum of Need and the Social Care threshold for intervention – (Level 4).
- Understand the potential impact of parental risk factors on children (domestic violence, parental mental health, learning and physical disabilities and alcohol and substance misuse).
- Understanding of national guidance and legislation and East Sussex policies and procedures in relation to child protection and safeguarding.
- Understand the importance of information sharing between agencies, protocols, confidentiality and consent.
- Understand best practice in record keeping.
- Basic awareness of pan Sussex adult safeguarding procedures.

Skills:

- Recognise the potential indicators of child (or individual) maltreatment, – physical, emotional, sexual abuse and neglect.
- Ability to follow Sussex Child Protection and Safeguarding Procedures and local policies.
- Identify the difference of the impact of SEND on Child and Young People’s development and behaviour in the context of identifying child protection concerns.
- Ability to communicate and evidence child protection concerns to Social Care.
- Ability to document safeguarding and child protection concerns, maintain appropriate records, handle and share information appropriately.
- Communicate concerns effectively to families as they arise.



4. Person centred assessment, planning, reviewing and evaluation

Knowledge:

- Understanding of appropriate assessment frameworks and understanding of own role in initiating and implementing these.
- Understanding the 20 week planning process and its implications in own work.
- Understand how the commissioning process links to individual job functions and outcomes for Children and Young People.
- Good understanding of the adopted Resource Allocations System (RAS) assessment tool used by Social Care and how this can be integrated in the EHC or School/College based plans.
- Understand the range of information required in order to adequately assess Children and Young People's needs.
- Understand own role and responsibilities in creating, supporting and implementing and reviewing:
 - Early Years, Schools and College Based Plans; and
 - The Education, Health and Care Plan (EHCP) where necessary.
- Understand the importance of reflective practice and supervision.
- Understand Personalised Budgets and how they will contribute to the planning and co production process.

Skills:

Assessment and analysis:

- Use appropriate assessment methods to assess the special educational needs of children and young people including regard to their health and wellbeing.
- Ability to analyse and contribute information that will inform conclusions, priorities and intended outcomes in the Children and Young People's or the Education, Health and Care Plan (EHCP) or School Based Plan.

Planning:

- Ability to develop a plan with the family that is focused on prioritising needs and desired outcomes.
- Ability to develop SMART targets in achieving outcomes within the identified resources, where allocated.

Reviewing and Evaluating Plans:

- Ability to record appropriate service information.
- Ability to measure, monitor and review outcomes.
- Ability to reflect on practice.
- Ability to use supervision and recording to aid reflective practice.



5. Working together across education, health and care

Knowledge:

- Understand the benefits of integrated working with other services.
- Understand and participate in effective partnership work in order to both support and manage expectation for children, young people and their parents/carers during stages of transition.
- Understand the essential elements of key working function.
- Understand the roles, responsibilities and limitations of own and other partner services' (including statutory obligations) within the context of the 'Local Offer'.
- Understand the referral mechanisms of other partner services including criteria and cost.
- Know about the potential conflicts of interests and tensions that can exist between services.
- Have up to date knowledge of local services and trends (short breaks, local offer, housing, employment, benefits, dentists, GPs, citizen's advice, children's and young people statistics).

Skills:

- Ability to build and maintain effective working relationships with other professionals (based on shared understanding and language)
- Ability to challenge others respectfully to ensure the interests of children and young people remain central.
- Ability to chair and facilitate groups effectively.



6. Supervision (for frontline managers)

Knowledge:

- Understand own responsibilities as a frontline manager within the supervision process.
- Understand supervision systems that are appropriate to own role and organisation.
- Understand basic coaching techniques.
- A basic understanding of the change process.
- Understand how to monitor progress and the practice of individual staff and services (quality assure).
- Understand how training and development opportunities can contribute to service and individual staff development.
- Understand processes for conflict resolution.
- A basic understanding of strategic national, regional and local drivers that impact on children’s services.
- Understand how to manage risk within the context of own role and people managed.

Skills:

- Consistently implement supervision systems and processes.
- Ability to listen, reflect, challenge and help decision making.
- Ability to apply basic coaching techniques in supervisory practice.
- Ability to recognise, manage and promote the cultural changes required to implement the SEND reforms.
- Ability to recognise and manage conflict.
- Ability to keep staff motivated when working in challenging situations.



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