

SEND Review Green Paper

NatSIP Working Day - 11 May 2022

Towards national standards in England

Early identification of deafness, access to meaningful sound by suitable amplification or cochlear implantation, and timely, appropriate intervention, including communication support, are all essential foundations to language and future progress and attainment. The needs and development of children and young people should be the priority when deciding a school placement.

BATOD views the development of national standards as positive if they clearly set out accessible mainstream education and alternative provision for **all** learners. The proposal to include best practice in reasonable adjustments is welcomed.

Towards national standards in England

Specialist training, not basic deaf awareness, is required for low incidence SEND across all sectors in education, health and care.

Ofsted requires suitably trained staff with the skills and expertise to accurately recognise the needs of deaf learners *including those with additional needs*.

There should be more accountability on bodies to account for failings to *all* deaf learners who have not been professionally supported to achieve their potential.

Back on track?

Are the current remedies effective in putting children and young people's education back on track?

To answer that question an analysis of C and YP's outcomes is needed. Does the current system really work and provide value for money if the attainment gap for children with SEND remains so high?

How are local authorities, educational settings, the health and care services going to be held to account if they don't meet their legal duties?

Back on track?

How will previous work of Ofsted and the Care Quality Commission lead to new 'robust, realistic and achievable' SEND Local Area and Alternative Provision inspection plans and link National Standards with Ofsted's new strategy?

BATOD strongly feels the mandatorily qualified specialist Teacher of Deaf Children and Young People should be involved in the two-year-old progress check.



Symbolic Play



Locomotor Play



Recapitulative Play



Creative Play



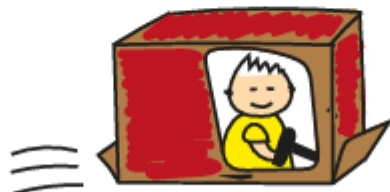
Exploratory Play



Communication Play



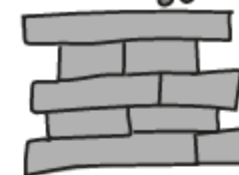
Socio-dramatic Play



Role Play



Fantasy Play



Deep Play



Object Play



Mastery Play



Rough and Tumble Play



Dramatic Play



Social Play



Imaginative Play

Right support

Right place

Right time

0 - 25

Concerns

Deaf children should not need to fail before moving to later stages of support.

BATOD is concerned that the provision of crucial specialist support services is absent from the document which is unfortunate as there is a mandatory qualification for these roles: *QT Deaf/VI/MSI*.

Should all settings evolve to become part of Multi-Academy Trusts?

Concerns

Like the Disabled Children's Partnership (DCP), BATOD is concerned by:

- A **tailored list** of settings which could limit choice and prevent a young person from accessing the school that is best for them.
- A **banding system** could restrict access to support – it should be based on individual need (Children and Families Act 2014). An average hearing loss ^{BSA} is not a good predictor of outcomes and is certainly not effective for banding.
- **Mandatory mediation will** add an extra step in an already arduous process. *“The way to reduce the number of Tribunals is to ensure that local authorities are meeting their statutory duties, not to put additional barriers in way of parents.”* DCP