



## Response to Request for Information

Reference      FOI 0715113  
Date            21 July 2015

### ***Special Education Needs***

#### **Request and response in 'blue':**

I am writing to make an open government request for all the information to which I am entitled under the Freedom of Information Act 2000.

Please send me:

1. The number of full time equivalent members of staff employed centrally by the council with responsibility for Special Educational Needs (SEN/SEND) during each of the years: 2010, 2011, 2012, 2013, 2014, 2015 in the following:
  - a. working with more than one LA school and based in a Local Authority office  
The number of full time equivalent members of staff employed centrally by the council with responsibility for Special Educational Needs (SEN/SEND) during each of the years all based in LA office and working with more than one LA school  
2010 -11  
2011 - 8  
2012 - 8  
2013 - 8  
2014 - 13 (12 fulltime equivalent)  
2015 - 13 (12 fulltime equivalent)

Within the Early Help Service, the number of full time staff with SEN/SEND responsibility is as follows:

2014 – 9.5  
2015 – 7

(NB. these figures will need adding to any other responses that are received for this question)

Information prior to 2014 is not available.

- b. working with more than one LA school and based elsewhere
  - c. working in one LA school for that school
2. The numbers of full time equivalent members of staff who are dyslexia and literacy specialists employed by the council in each of the following years:

2010, 2011, 2012, 2013, 2014, 2015 in the following:

- a. working with more than one LA school and based in a Local Authority office

Within the Early Help Service, the number of full time staff who are dyslexia and literacy specialists is as follows:

2014 – 9.5

2015 – 7

(NB. these figures will need adding to any other responses that are received for this question)

Information prior to 2014 is not available.

- b. working with more than one LA school and based elsewhere
  - c. working in one LA school for that school
3. The amount of hours contracted to external specialists (for example but not limited to consultants/educational psychologists etc) employed by the council in each of the following years: 2010, 2011, 2012, 2013, 2014, 2015. **The Council does not record this information.**
  4. The job specification for the person responsible for:
    - a. Managing SEN/D provision for the LA, **see below.**
    - b. Compiling the Local Offer for the LA. **There is no specific job specification for this role as it's covered under other areas of work.**
  5. The qualifications held by the person responsible for the following role in each of the following years: 2010, 2011, 2012, 2013, 2014, 2015:  
**The responsible person/s for the period in question are appropriately qualified.**
    - a. Managing SEN/D provision for the LA
    - b. Compiling the Local Offer for the LA

I would like the above information to be provided to me electronically.

If this request is too wide or unclear, I would be grateful if you could contact me as I understand that under the Act, you are required to advise and assist requesters. If any of this information is already in the public domain, please can you direct me to it, with page references and URLs if necessary.

If the release of any of this information is prohibited on the grounds of breach of confidence, I ask that you supply me with copies of the confidentiality agreement and remind you that information should not be treated as confidential if such an agreement has not been signed.

**Wolverhampton City Council**  
**Education and Enterprise**

**Job Description**

<b>Post Description:</b>	<b>SEN Manager</b>
<b>Division:</b>	<b>Schools, Skills &amp; Learning</b>
<b>Responsible to:</b>	<b>Head of School Challenge, Intervention &amp; Support</b>
<b>Grade:</b>	<b>PO (d/e) 41- 47</b>
<b>Location:</b>	<b>Civic Centre</b>

**Job Purpose and Role**

1. To manage and lead the Special Educational Needs Statutory Assessment and Review Team in enabling the LA to fulfil its statutory duty in procedures relating to the identification, referral, assessment and placement of children and young people with special educational needs in the context of the Education Act 1996, SEN & Disabilities Act, 2001, the SEN Code of Practice, SEN Regulations and any related and subsequent legislation.
2. To ensure that statutory requirements are met in a timely fashion and that communications and liaison are maintained with all those having legitimate involvement in the special educational needs of children and young people, for whom Wolverhampton City Council is responsible.
3. To secure the effective transition of pupils into and between special educational provision, including those educated in schools outside the City and looked after children who are placed in other local authority areas and have statements of special educational needs.
4. The post holder is responsible for managing the SEN Inclusion Panel budget on behalf of the LA and SIP Board and for the expenditure on placements of pupils with special educational needs in schools outside the City (independent, non-maintained and other LA maintained schools).
5. The post holder will act as the LA's representative at meetings to review a statement of special educational needs to ensure that the LA fully meets its statutory requirements for Annual Reviews and Transition Plans.
6. The post holder will co-ordinate and facilitate SEN Inclusion Panel meetings, including advising and guiding SEN panel representatives (Head teachers, Educational Psychologists and Area SENCos) to ensure that considerations are based on the specific needs of each individual area according to evidence submitted.
7. The post holder will consult, negotiate and agree SEN Matrix values, (the LA's funding formula that regulates the SEN Budget) with Head teachers on an annual basis.
8. To support Governing Bodies and Head teachers in fulfilling their duties in having regard to the SEN Code of Practice, SENDA and the Disability Discrimination Act 2005.

## **Principal duties and responsibilities:**

1. To work in close collaboration with parents/carers and a range of multi-agency professionals in identifying and meeting the needs of children and young people with special educational needs and those who have a statement of special educational needs.
2. To act as Chair and facilitator of the multi-agency Statutory Assessment Moderation Panel which includes providing advice to the Panel on matters relating to SEN legislation and the LA's policy and practice in order to inform the Panel's recommendations.
3. With reference to recommendations of the SAM. Panel, to decide (as the designated officer) whether the Authority will accede to or decline requests for statutory assessment and disseminate those decisions appropriately.
4. To oversee the placement of children and young people in special educational provision outside the City in liaison with the Commissioning Unit, and/or Connexions as appropriate to age.
5. To participate in, administer and disseminate decisions and information relating to the effective running of the SAM Panel, including any follow up negotiations with parent/carers and/or schools.
6. To provide advice and guidance to parents, head teachers, governors, other staff in the directorate, parent partnership service and others on statutory assessment procedures, legislation on SEN, and matters relating to SEN provision and placements.
7. Timely preparation of statements of special educational needs within the bounds of the Education Act 1996 and its attendant regulations.
8. To inform Head teachers, on a termly basis, of the requirements to conduct Annual Reviews for identified pupils.
9. To support schools in identifying relevant personnel required to attend Annual Reviews.
10. To attend targeted and significant Annual Review meetings, both in and outside of the City, having regard to the SEN Code of Practice.
11. To seek to maintain good levels of communication with parents and carers on all aspects of the Statutory Assessment and Annual Review process.
12. To receive relevant information from Annual Review meetings and prepare the LA's response to this.
13. To make and disseminate the decision to maintain, amend or cease to maintain a statement as necessary, within statutory timescales laid down by the 1994 SEN Regulations.
14. To liaise with Head teachers and Special Educational Needs Co-ordinators (SENCo's) on matters arising from the Annual Review of the statement.
15. To respond in a timely and efficient manner to enquiries and complaints which may arise from the Annual Review process.
16. To liaise with relevant Support Services, Social Care, Connexions, Primary Care Trust, Safeguarding and Voluntary Organisations with regard to Statement and Annual Reviews in

order to improve the effectiveness of partnership working in line with recommendations of Every Child Matters and the Education Act 2004.

17. To oversee the maintenance of accurate records on statemented pupils (ONE database, Trend Analysis, Fair Funding analysis etc.)
18. To arrange and liaise with relevant officers and partners regarding availability of places and transfer of pupils into and between provision, including specialist provision, PRUs and New into City.
19. To conduct an annual audit of Matrix information.
20. To consult, negotiate and agree SEN Matrix values with Head teachers in order to allocate funding on the basis of identified need for each pupil.
21. As the budget holder, to monitor and have regard for the implications for funding relating to the centrally held SEN budgets.
22. To advise the Head of Service of resource implications for centrally held SEN budgets. (SEN Inclusion Panels and Out of City placements.)
23. To co-ordinate, facilitate and attend SEN Inclusion Panel meetings consisting of Area Head teacher representatives, Area Educational Psychologists and Area SENCo.
24. To monitor, evaluate and report on the effectiveness of SEN Inclusion funding arrangements and early intervention programmes, being mindful of value for money indicators and performance measurements.
25. Analyse termly SEN Inclusion Panel spending, monitor claims from schools and ensure that Central Services Finance Team receive accurate data.
26. To liaise with the Central Services Finance Team to ensure timely and efficient recoupment, ensuring best value for Wolverhampton.
27. To be responsible for maintaining accurate data in order to produce and check reports for the National Indicator sets.
28. To respond to Child Protection, Safeguarding and Common Assessment Framework issues appropriately and attend Multi-agency meetings and External Placement Panel when required
29. To work with the arbitration and mediation services to resolve disputes, i.e. involvement with Legal department, Parent Partnership and Mediation services.
30. To provide relevant, accurate information in regard to appeals made through the SENDIST and to lead in compiling the LA's response and, when appropriate, to attend Tribunal hearings.
31. To work in close collaboration with colleagues from the Quality and Improvement Directorate in supporting schools to meet their duties in terms of SEN and Disabilities.
32. To assist the Head of Service in the preparation of the Service Plan.
33. To attend regular Service meetings and work in collaboration with the other Team Leaders to ensure an efficient, effective and comprehensive Service that achieves best value outcomes for Children and Young People.

34. To deputise for the Head of Service when required.
35. To produce an annual Team Plan and Annual Report evidencing outcomes.
36. To facilitate and lead regular team meetings in order to maintain a coherent and accurate overview of current legislation with regard to SEN casework and to ensure that priorities are effectively met.
37. To manage the Special Educational Needs Statutory Assessment and Review Team on a daily basis, allocating and agreeing workloads and ensuring a high quality service.
38. To lead regular supervision and EPR interviews for the Special Educational Needs Statutory Assessment and Review Team.
39. To contribute as required to performance data that informs local, regional and national inspections, e.g. CAA, N.I.s etc.
40. To represent the LA at local, regional and National fora as appropriate.
41. To be involved in continuing Professional Development / training.
42. To support, advise and offer training as appropriate to Head teachers, Governing Bodies and SENCos on matters arising around SEN and Disabilities Policies and practice.
43. To support the LA in monitoring schools in their effective delivery of support and provision for SEN and Disabilities.
44. To comply with the Data Protection Act (1984), Regulation and Access to Information (1985) requirements.
45. To undertake these duties with an awareness of, and in compliance with, the Council's policies regarding:
  - Equal Opportunities
  - Health and Safety policies.
  - Safeguarding
46. To liaise with the Departmental Management in a regular review of this job description.
47. To carry out any other duties, which are commensurate with the grading and designation of the post, subject to any reasonable adjustment under the Disability Discrimination Act 1995.

**THE JOB DESCRIPTION REFLECTS THE CURRENT RESPONSIBILITIES OF THE POST. AS SERVICES DEVELOP AND CHANGE, THE JOB DESCRIPTION WILL BE REVIEWED AND AMENDED IN CONSULTATION WITH THE POST HOLDER.**

# WOLVERHAMPTON CITY COUNCIL

## CHILDREN AND YOUNG PEOPLE PERSONNEL SPECIFICATION

### SEN Manager

#### Job Purpose and Role:

To manage and lead the Special Educational Needs Statutory Assessment and Review Team in enabling the LA to fulfil its statutory duty in procedures relating to the identification, referral, assessment and placement of children and young people with special educational needs in the context of the Education Act 1996, SEN & Disabilities Act, 2001, the SEN Code of Practice, SEN Regulations and any related and subsequent legislation.

The post holder will co-ordinate and facilitate Area SEN Panel meetings and have responsibility for managing the total SEN Inclusion Panel budget. S/he will consult, negotiate and agree SEN Matrix values with Head teachers on an annual basis.

	Essential	Desirable	Identification
Qualifications	A relevant Higher Education qualification.	<ul style="list-style-type: none"><li>• SEN knowledge and experience</li><li>• Use of databases.</li><li>• A qualification in management or integrated working practices.</li></ul>	<ul style="list-style-type: none"><li>• Application form.</li><li>• Appropriate certification.</li></ul>
Experience	<ul style="list-style-type: none"><li>• Knowledge and understanding of the roles and responsibilities of the LA with regard to SEN / Disabilities and its relationship with schools.</li><li>• An excellent working knowledge of SEN particularly in the areas of the SEN Code of Practice, Every Child Matters and the Disability Discrimination Act, 2005.</li></ul>	<ul style="list-style-type: none"><li>• Leading a project and/or department.</li><li>• An awareness of the efficient use of LA funding.</li><li>• Previous experience of working in a LA, school or education environment.</li><li>• Experience of participating in a Performance Management scheme.</li></ul>	<ul style="list-style-type: none"><li>• Application form, references and interview.</li></ul>
Skills and Knowledge	<ul style="list-style-type: none"><li>• Detailed knowledge of legislation relating to SEN particularly the SEN Code of Practice, Every Child Matters and the Disability Discrimination Act 2005.</li><li>• The ability to lead, manage and motivate team members.</li></ul>	<ul style="list-style-type: none"><li>• Ability to interpret specialist educational, psychological and medical evidence presented as part of a multi disciplinary assessment.</li><li>• IT skills including word processing and data base</li></ul>	<ul style="list-style-type: none"><li>• Application form, references and Interview.</li></ul>

	<ul style="list-style-type: none"> <li>• A working knowledge of the management of LA finances relating to SEN.</li> <li>• The ability to chair meetings in a multi-professional context.</li> <li>• Excellent organisational skills.</li> <li>• Effective communication and presentation skills, both oral and written.</li> <li>• Ability to work effectively with multi-professional teams and in partnership with schools, parents, service users and other key agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• experience.</li> <li>• Ability to work on own initiative and as a supportive team member.</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Good interpersonal and negotiation skills.</li> <li>• Ability to work under pressure and resolve conflicting demands.</li> <li>• Ability to lead, manage and motivate a team.</li> <li>• A firm commitment to inclusive practice.</li> <li>• A firm commitment to high standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Self reliance and reliability.</li> <li>• Flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form, references and interview</li> </ul>
Commitment	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Equal opportunities.</li> <li>• Team work.</li> <li>• Continued professional development.</li> <li>• Providing a quality service to children and young people, parents and professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form, references and interview.</li> </ul>
Special Conditions	<ul style="list-style-type: none"> <li>• Full driving licence and car available for work, (Alternative arrangements will be discussed with disabled candidates).</li> </ul>		<ul style="list-style-type: none"> <li>• Application and interview.</li> </ul>