

## **NORTH TYNESIDE POST 16 PANEL**

### **Terms of Reference**

#### **Background**

The SEND reforms within the Children and Families Act 2014 supports children with Special Educational Needs and Disability (SEN) from birth to 25.

The approach to the Post 16 Panel is aligned to the Council's Target Operating Model (TOM) and will ensure that children and young people with SEND achieve the best possible Outcomes.

#### **Purpose**

The Post 16 Panel supports the Local Authority (LA) in making decisions with respect to requests for Statutory Assessment and the placement and provision for young people with SEND Post 16.

The Panel also has a training/information raising function, raising awareness of service roles within SEND and the EHCP process.

The Panel also has a monitoring function, monitoring the quality of EHCP advice across Education, Health and Care.

#### **Principles**

- Understanding of Statutory duties with respect to SEND, in line with the SEND Code of Practice including: understanding of local education, social care and health service, to local arrangements and activity.
- Children and Families legislation
- SEND Strategy

#### **Consideration should be given to the following:**

- Is all evidence timely with clear authorship
- How has the provider responded to the requirements of the learner, especially providing effective learning opportunities for all?
- How does the provider currently use its delegated SEN funding?
- What has been the level and nature of particular targeted support received by the young person?
- Has the provider actively sought the views of the young person as appropriate to their understanding?
- Are there at least three IEPs/Provision Maps that, in line with the SEN Code of Practice, describe clear, appropriate targets and support arrangements in addition to a copy of the SEN Support Plan and evidence of implementation and review?
- What progress has been made during the past twelve months against the targets in the IEP/Provision Map/SEN Support Plan/ EHC Plan?

- Where appropriate, have whole-provider arrangements (such as staff awareness/training, physical adaptations, consistent management strategies etc.) been put in place?
- Has the provider explored the use of information technology?
- How have Local Authority services and the Local Offer resources been involved/used and to what effect?
- Have other relevant external agencies been involved e.g. health, social care?
- Has advice received from the external agencies been reflected in the arrangements made for the young person, e.g. in the IEP/Provision Map/SEN Support Plan/EHCP?
- Is there evidence of unmet need despite the provider using the totality of its delegated resources and co-ordinating the involvement of parents/carers and appropriate external agencies?
- Are the young person's needs complex?
- Are the young person's needs severe relative to other young people of the same age within the Local Authority?
- Is there evidence that the young person's needs are long-term i.e. likely to present difficulties for the young person for the duration of his/her life?
- Are there expensive resource implications for the provider in meeting the young person's needs?
- Does the evidence point to under attainment rather than SEN?
- Are there alternative and more appropriate ways to support the young person's access to learning?

### **Panel Membership**

Senior Manager, SEND (Chair)  
 Educational Psychological Manager (or representative)  
 Service Manager, Whole Life Disability  
 Designated Clinical Officer  
 Programme Manager, Education to Employment

### **Meetings and Administration**

Meetings are held every two weeks during school term time  
 Papers are circulated in advance of the meeting  
 Action points will be taken at the meeting and circulated to members  
 A schedule of meetings will be published for the 12 month period