

**NSPCC Response to Call for Views on Green Paper - Children
with Special Educational Needs and Disabilities.**

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The National Society for the Prevention of Cruelty to Children (NSPCC) is the UK's leading charity specialising in child protection and the prevention of cruelty to children. The NSPCC aims to end cruelty to children in the UK over future generations. In pursuit of our vision we will:

- create and deliver services for children which are innovative, distinctive and demonstrate how to enhance child protection most effectively
- provide advice and support to ensure that every child is listened to and protected.
- provide advice and support to adults and professionals concerned about a child and if necessary take action to protect the child
- work with organisations which work with children to ensure they effectively protect children and challenge those who do not
- campaign for changes to legislation, policy and practice to ensure they best protect children
- persuade everyone to take personal responsibility for preventing cruelty to children
- inform and educate the public to change attitudes and behaviours towards children
- use our statutory powers as necessary to protect children.

We welcome the opportunity to contribute to the Green Paper and have focused our response to the questions on which we have relevant practice or knowledge to offer.

Q1) Are the SEN and Disability statutory frameworks - including the SEN statementing process - helping children and young people to get what they need? If not, what changes could help?

Yes

No

Not Sure

Comments:

Any intervention has to be based on a holistic assessment of the individual child, and what they need in order to achieve an equality of opportunity in line with their peers who may not be disabled.

Our starting point is that children need to be safe. International research consistently shows that deaf and disabled children are some three times more likely to experience abuse than non-disabled children.ⁱ They are more likely both to be subjected to multiple abuse and more likely to endure multiple episodes of abuse. This increased risk applies to disabled children in all the impairment groups and to all forms of abuse. The current frameworks whilst recognising the health, social and educational needs of disabled children do so not explicitly recognise the safeguarding needs and the rights of children. As we note later it is important that any new framework is built around the child, listens to and involves them and clearly incorporates a children's rights perspective.

The Second Joint Chief Inspectors' Report on Safeguarding Childrenⁱⁱ and OfSTED's Review of Serious Case Reviewsⁱⁱⁱ identified a number of concerns in respect of disabled children with the review concluding that:

- *the safeguarding needs of disabled children are not always given sufficient recognition or priority*
- *there remain significant issues in identifying and acting on welfare concerns*
- *the child's disability can mask child protection concerns.*

Bullying is also a concern^{iv,v}. More recently Green et al^{vi} found in their study of bullying in schools that “*Young people with SEN were more likely than other young people to report all types of bullying at all ages, and were particularly likely to report having been forced to hand over their money or possessions.*”

In order to improve there needs to be a widening of scope to focus on the “whole child “ and a move away from a limited focus on the child's impairment and its implications for education and family support. OfSTED^{vii} has commented that “*the focus of support for parents of disabled children needs to be tailored to meet the individual needs of the child.*”

Services need to focus on the child and there have been some improvements in integration and coordination^{viii} for example OfSTED have commented on the positive role that lead professionals^{ix} and key workers have played. However this is not consistent across the country and this is one area that requires further development Having good coordination is vital and we would highlight the work of Care Coordination Network UK (CCNUK) in setting out standards for key working.^x as a useful model for developing consistency.

Q2) How can we identify children's special educational needs earlier, and make sure that they get the support they need as quickly as possible?

Comments:

Q3) How can we improve the processes for special educational needs and disability - in schools, in assessments, and across all services - so that professionals can spend more of their time with children and their families?

Comments:

Q4) How can we ensure all schools and colleges have high expectations for children and young people with special

educational needs and disabilities, including their future potential and contribution to society?

Comments:

Q5) How can we improve the choices of schools and services available to parents and improve opportunities for them to be involved in decisions that affect their family?

Comments:

Q6) How can we improve the transition from school to adult life for young people with special educational needs and disabilities and the support provided for their families throughout?

Comments:

Comments:

Q8) Please use this space for any other comments you would like to make.

Comments:

Q9) Please let us have your views on responding to this consultation (e.g. the number and type of questions, was it easy to find, understand, complete etc.)

Comments:

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<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Child/Young Person	<input checked="" type="checkbox"/> National Voluntary Organisation
<input type="checkbox"/> Children's Service	<input type="checkbox"/> Local voluntary Organisation	<input type="checkbox"/> School/College
<input type="checkbox"/> Local Authority	<input type="checkbox"/> Headteacher/Teacher	<input type="checkbox"/> SENCO
<input type="checkbox"/> Governor	<input type="checkbox"/> Other (please specify)	

Send by e-mail to: send.callforviews@education.gsi.gov.uk

ⁱ Sullivan P.M., and Knutson J.F. (2000) Maltreatment and Disabilities: a population based epidemiological study. *Child Abuse and Neglect* 24 10 1257–1273.

ⁱⁱ OFSTED et al (2005) Safeguarding Children: the second joint chief inspectors' report on arrangements to safeguard children. London: Commission for Social Care Inspection.

ⁱⁱⁱ OfSTED (2009) Learning Lessons from Serious Case Reviews: year 2. London: OfSTED.

^{iv} Mencap (2007) Bullying Wrecks Lives: the experiences of children and young people with a learning disability. London: Mencap

^v Office of the Children's Commissioner (2007) Bullying Today: a report by the Office of the Children's Commissioner, with recommendations and links to practitioner tools. London: Office of the Children's Commissioner.

^{vi} Green, Collingwood and Ross (2010) Characteristics of bullying victims in schools National Centre for Social Research NCSR

^{vii} Op cit at note 4.

^{viii} OFSTED et al (2008) Safeguarding Children: the second joint chief inspectors' report on arrangements to safeguard children. London: Commission for Social Care Inspection

^{ix} OFSTED et al (2008) Safeguarding Children: the second joint chief inspectors' report on arrangements to safeguard children. London: Commission for Social Care Inspection

^x Care Coordination Network UK (2009) Key Worker Standards
<http://ccnukorguk.site.securepod.com/ccnuk/body.asp?id=9>