



Department
for Education



SEND Pathfinder Programme Report

March 2013

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Background to the report

The Special Educational Needs and Disability (SEND) Green Paper pathfinder programme was launched in September 2011, following a competitive application process to which all local authorities and their health partners could apply. Over the past eighteen months, twenty pathfinders, involving thirty-one local authorities and their health partners, have been working within existing statutory frameworks towards the following common objectives:

- to develop a new birth to 25 assessment process and a single Education, Health and Care Plan (EHCP);
- to explore how the voluntary and community sectors can introduce more independence to the process;
- to ensure the full engagement of children and young people and their parents and families;
- to ensure the full engagement of schools and colleges; and
- to improve choice, control and outcomes for children and young people through the use of personal budgets and direct payments.

The pathfinder programme is being independently evaluated by SQW and will run for a further eighteen months, until September 2014. Findings from the twenty pathfinders are informing the development of the Children and Families Bill, a new Special Educational Needs Code of Practice, and plans for national implementation.

This report presents a summary of recent progress across the pathfinder programme and includes headline results from a survey of sixty-five families with some of the first completed EHCPs.

Further examples of pathfinder progress, including case studies, draft EHCPs and links to developing local offers, are available from the 'Food for Thought' pages of the pathfinder website at www.sendpathfinder.co.uk.

Executive summary

Each pathfinder has approached the programme according to local circumstances and their own varying starting points but all are progressing along the same broad trajectory:

- **planning and initiation**, from September 2011 onwards (in particular, developing the systems, processes and partnerships needed to work effectively across services, and engaging parents, children, young people and voluntary and community sector organisations);
- **recruiting families and testing new approaches**, from spring 2012; and
- sharing early learning and informing the development of legislation through a programme of **policy working groups and action learning events**, and via the 'food for thought' section of the pathfinder website (www.sendpathfinder.co.uk).

Key highlights

- Strong progress has been made across the pathfinder programme over the past 15 months.
- All pathfinders have successfully set up representative governance structures and project delivery teams.
- There is a high level of positive engagement with parents.
- Very good progress has been made in mapping out a coordinated assessment and EHCP pathway and in all areas, testing with families is well underway.
- All pathfinders are actively engaged in developing their local offers, with first drafts due to be published in the spring.
- All pathfinders are testing person centred planning and key working approaches, involving a wide range of agencies and organisations.
- Work is progressing rapidly to develop approaches to personal budgets. The Department for Education is working with its delivery partners to support a group of pathfinders to accelerate testing in this area. Learning and case studies from the accelerated learning pathfinders will be available on the 'Food for Thought' pages of the pathfinder website from April 2013.
- Good progress is being made on activity to support preparation for adulthood and engaging young people, with twelve of the twenty pathfinders focussing specifically on this area of testing.
- The results of a survey with sixty-five families with completed EHCPs across eleven pathfinder areas suggest that the vast majority feel positive about their experiences of the pathfinder process.

Pathfinder progress

The SEND pathfinder programme is central to informing new legislation on special educational needs and disability. In his [letter to the Council for Disabled Children on 5 February 2013](#), Edward Timpson, Parliamentary Under-Secretary of State for Children and Families, set out how pathfinder learning is already reflected in the Children and Families Bill. Pathfinders' experience of person centred planning, for example, has influenced the design of clauses on assessment and EHCPs, ensuring that parents' and young people's views and aspirations are taken into account at all stages of the process.

In response to pathfinder feedback, a new clause has been added at the beginning of part three of the Bill outlining the overarching principles that apply throughout the SEN provisions. These require local authorities to take into account the views, wishes and feelings of children, young people and their families, and to ensure they have the information and support they need to actively participate in decisions about their support and care.

Over the coming months, pathfinder learning will continue to influence the drafting of detailed Regulations and will inform the new Special Educational Needs Code of Practice. Through networking events and the exchange of ideas, case studies and emerging practice, pathfinders are supporting one another as they move from small-scale testing to full implementation, and will support other areas to implement the reforms.

Multi-agency working

Based on reports from the independent evaluation team (which is led by SQW), and Mott MacDonald (the support team appointed to work alongside the pathfinders), we know that the pathfinder areas have made good progress in setting up **multi-agency partnerships involving education, health and care services**, with families fully involved at all levels. A number of pathfinders are implementing joint commissioning approaches – as in the Southampton and Solihull examples below.

In Southampton, pathfinder activity is being coordinated through a multi-agency Children and Young People Development Service (the CYPDS). The CYPDS brings together a wide range of professionals from across education, health and care to deliver integrated assessments and single EHCPs.

The core CYPDS assessment team will be jointly commissioned and co-located from April 2014. As a result of early work, duplication of assessments has been reduced by co-ordinating previous assessment information and joint visits. Fifteen integrated assessments have now been delivered and plans are in place to transition all children and young people with SEN Statements to EHCPs over the next 12-18 months. All young people will be offered an integrated assessment and EHCP instead of a statutory Learning Difficulty Assessment from April 2013.

Southampton's model has been designed to be sustainable beyond the pilot stage and to operate within current resources.

Solihull is building on its embedded culture of multi-agency collaboration to secure the health provision required for children and young people with learning difficulties, disabilities and mental health needs through a collaborative joint commissioning model. From April 2013, Solihull's Clinical Commissioning Group (CCG) has asked the local authority to commission the following services on its behalf: CAMHS, Speech and Language Therapy; Paediatric Occupational Therapy; respite care; multi-disciplinary assessment and multi-agency specialist placements. In all, the current contract value amounts to £4.77 million.

This model removes agency barriers by sharing responsibility and agreeing priorities. It enables the local authority and its partners to review and design services that meet the needs of children and families, including those with an EHCP. It also provides an opportunity to extend choice and control within the provider market and, where appropriate, will enable the provision of personalised budgets.

Engaging with children, young people and families

Evidence of excellent practice in **engaging with families** has been evident from the beginning of the pathfinder programme, with many areas establishing comprehensive co-production systems with parents and carers. Most pathfinders are also engaging and working effectively with children and young people and strong examples of good practice are beginning to emerge.

In **Calderdale**, the pathfinder is working with families in groups to build a community around disabled children, with a focus on what each child can do and how to make that happen. The involvement of parent carers as facilitators, supporting the process, is bringing about a change in expectations and ways of working and professionals agree that it is proving much more effective than the traditional model.

In **Manchester**, the Young People's Forum has been commissioned to seek the views of young people within and outside of the pathfinder cohort. At least thirty young people in the Manchester pathfinder are regularly consulted about their views on the EHCP and local offer and their views are feeding into the pathfinder governance structure.

Southampton has commissioned five of its Special Schools to undertake consultation projects with children and young people, concentrating on the coordinated assessment and EHCP and on personal budgets. Each of the consultations is approached in a bespoke way to meet the needs of the respective schools' pupils. Approaches range from 'Big Brother' style filming to family consultation or whole-school interview.

In **Darlington**, a Young Leaders Group from the Darlington Association on Disability (DAD) is providing ideas and suggestions for the development of the local offer and EHCP, looking particularly at ways of making the process more attractive to young people. The Young Leaders Group is made up of disabled young people aged fourteen to twenty-five and has been involved throughout the pathfinder process. Most recently they have commented on Darlington's emerging EHCP – the 'One Plan'.

Darlington Borough Council has made a financial commitment to the Young Leaders Group, recognising the value of this partnership. Young people have influenced how information is communicated, helped to set priorities for service delivery and ensured that planning uses person centred approaches and follows the Social Model. A small group of young leaders, supported by staff from DAD, has given a presentation to a local school on the importance of involvement and participation in the pathfinder process. The group is now dedicating one meeting each month to look at SEN web-based materials and help to shape a child-friendly version of the EHCP.

Also **in Darlington**, a group of young people with learning impairments from the People's Parliament has put together a presentation to deliver to other young people, sharing their experiences of securing services and spelling out the importance of participation in developing their One Plan.

DAD has delivered self-esteem courses to children and young people, giving them the skills and confidence to engage. Some of the participants have put their new skills to use when preparing for their Making Sense meetings as part of the assessment process. DAD is also providing key working support to individual children and young people on request to help them prepare for these meetings.

In **Cornwall**, consultation events were held with young people in late 2011 and early 2012 to discuss current practice. Feedback has formed a key part of the development of the single assessment and EHCP planning process.

Further sessions were held by the Foundation for People with Learning Disabilities in autumn 2012 as part of holiday activity fun days and youth club events and the youth organisation, Active 8, has hosted online consultation events via Facebook, focussing on transition and accessibility. Representatives from this organisation attend all transition board meetings.

Cornwall's school and college clusters have worked closely with young people throughout the pathfinder's development, with findings from their action research fed back periodically to the board.

When developing and piloting the single assessment, young people have reported that they welcomed:

- being at the centre of the process;
- only having to give details and tell their story once in All About Me;
- being really listened to and having an influence over their future; and
- that the often confusing world of transition will be brought together in the plan and will ensure a more streamlined and effective pathway to adulthood.

Local offer

All pathfinders are actively developing their **local offer**, with a focus on fully involving parents and young people in drawing up the offer and ensuring it meets their needs. We expect pathfinders to begin publishing draft local offers in the spring, and progressively to develop them over the course of 2013 until they describe the full range of services for children and young people with SEN and how to access them.

In Greenwich, a draft template was tested with key services to identify the sort of information that should be included in a comprehensive local offer. A major stakeholder engagement event in the autumn, involving parents of disabled children, voluntary sector representatives and service providers, was used to refine the draft. As a first step, a draft local offer for Autism Spectrum Disorder services will be published by the end of March 2013.

Working with Darlington Association on Disability, the Project Manager and team have worked with over thirty schools in **Darlington** to support the development of their local offer. They are redesigning the Family Information Service website, which will act as Darlington's local offer hub and include links to health and social care. Three schools have already gone live with their local offers and a formal launch event will be organised in April.

The SE7 pathfinder covers seven authorities in the South East of England. It has developed a regional framework for the 'area wide minimum offer' which is now being implemented in each of the seven member authorities. Parent carers have been involved as co-producers at **all** stages of development.

The SE7 group began work on its local offer with educational settings, using questions developed by parents and young people and written from their viewpoints. These were tested by schools and colleges and amended in light of their feedback and that of parents and young people. SE7 have ensured that by responding to these questions, schools will be complying with their current information duties.

Working closely with commissioners and providers, SE7 then turned to the other main sections of its local offer: social care, health and towards adulthood. A set of overarching principles and essential features has been developed across all aspects of local offer work and is available at www.se7pathfinder.co.uk/se7-local-offer.

Education, Health and Care Plans

Pathfinders have made very good progress in developing their assessment and planning pathways with families and young people and in shaping the **Education, Health and Care Plan (EHCP)**. Families and young people have welcomed the opportunity to help design an EHCP which tells the child or young person's story and clearly sets out their needs, aspirations, the outcomes they want to achieve, and how services will work together with them to provide the support they need.

By the middle of February 2013, pathfinders reported that around 440 families had received completed EHCPs. The age breakdown for those receiving EHCPs was as follows:

0-3 years	15%
4-11 years	44%
11-16 years	24%
16-25 years	17%

In the SE7 pathfinder, a common regional Assessment and Planning Framework has been co-produced with parent carers and other partners in a series of workshop events. Under the Framework, assessment and planning must be:

- person-centred,
- clear,
- time-specific,
- prioritised,
- outcomes-focused,
- holistic,
- transparent,
- child and family-led,
- supportive of family resilience,
- empowering for practitioners and parent carers,
- clear about accountabilities, and
- creative in how it identifies the right solution.

Within the SE7 pathfinder, **West Sussex** has developed an approach based on early years multi-agency planning meetings. Nearly thirty families have been involved and report that the new approach is more supportive, holistic and human.

Medway has undertaken a single coordinated assessment for a small number of younger children, including a five year old born prematurely with a hearing impairment. In this case, a video play assessment was used as a tool to bring professionals and parents together to gain a shared understanding of the child's needs. A single assessment report and Education, Health and Care Plan was written in clear and jargon-free style and a decision-making panel agreed to a placement in a unit attached to a mainstream school. Professionals said the assessment was more meaningful than previous models and put the child at the centre of the process. The parents are delighted with the progress their child is making, and have opted to take up a personal travel budget, enabling them to take their child to school every day rather than depending on school transport.

In Surrey, work on the EHCP is building on the experience of the Transition Team on person centred reviews and on the work of the Young People's Forum, set up and led by Barnardo's.

An early draft of the new coordinated assessment process and plan was taken to a meeting with members of the Barnardo's forum. Their ideas and suggestions were used to inform the review process and the way in which information was presented, with children and young people strongly in favour of a personalised and flexible review schedule agreed as part of the planning activity rather than an annual review.

Forum members are helping to develop a pictorial version of the plan. In the last month, young people have re-designed the pathfinder's Family Information Sheet, rejecting a written version in favour of a diagrammatic one. This suggests they are feeling positive about their active involvement in co-design.

Representatives from the Kids charity visited the group recently to talk about their experiences and the pathfinder is now paying for two members of the Barnardo's team to facilitate the attendance of a small number of young people at regional pathfinder consultation events organised by Kids.

The **Trafford** pathfinder has committed to taking 20 families through a new pathway that offers a transparent approach, a combined assessment and EHCP and the option of a personal budget. The children involved in testing are identified as having needs in all three areas of education, health and social care.

Work on the Trafford assessment process and EHCP is being taken forward by a multi-agency Single Integrated Plan (SIP) task and finish group. The group is chaired by a senior manager and includes two parents who have contributed significantly to the design and testing of the process and EHCP template. One parent in particular worked through her own specific situation in order to test out how the plan might work with other cases.

Panel meetings have been opened up to parents and feedback on the new plans has been mainly positive, with parents feeling that they describe their children 'in the round', rather in relation to one aspect such as education. The SIP group is now testing a workplace IT solution that will support multi-agency working and enable cases to be managed more effectively.

Trafford have now completed ten EHCPs, with the remaining ten due to be completed by the end of March. Post-March, the pathfinder will be focusing on the development of a more consistent approach to objective-setting for EHCPs, and on ensuring that plans sit comfortably alongside existing multi-agency working processes such as the Common Assessment Framework.

In February 2013, SQW (the lead evaluators of the pathfinder programme) submitted headline results from **a survey of parent carers** whose children had received an EHCP. The findings were based on the views of sixty-five families across eleven pathfinders. Families had agreed their EHCPs by the end of October 2012 and were interviewed by Ipsos Mori six to eight weeks later, so the report focussed on families' impressions of the process, rather than tracking changes in outcomes.

The survey found that families were generally positive about their experiences of the pathfinder process, with the vast majority reporting that:

- they had been encouraged to think about what they wanted to get out of the support for their child;
- the family's views were being taken into consideration;
- their suggestions about what they wanted to get out of their support were being listened to;
- they were able to understand the processes;
- different people and organisations had shared information well; and
- they were satisfied with the process they had gone through to receive support.

Those who were less happy reported not being convinced that decisions about the amount and type of support offered were fair, taking into account the money available locally. Some felt that decisions were not explained clearly enough while others were unhappy with the coordination of support planning across services, feeling that they still had to explain their child's needs on too many separate occasions.

Overall, more respondents expressed positive than negative views about the new system, feeling that it delivered better support, was more straightforward, had professionals working more closely together and encouraged family involvement.

It remains to be seen whether these early findings above will be representative of the full pathfinder experience or whether views will change as models develop further and staff and families become more familiar with the new approaches. Therefore, the results at this stage should be viewed as indicative and caution employed in interpreting and generalising them.

Key working

All pathfinders are testing person centred planning and **key working** approaches. A range of agencies and organisations, including a number from the voluntary and community sectors, are involved in supporting families and young people through the assessment process. A key priority for pathfinders is to develop approaches which are sustainable beyond the life of the pathfinder programme, for example by looking at how key working support functions can be incorporated into a range of existing professional roles.

In Gateshead, a key working approach is being taken involving the voluntary and community sectors to support families involved in the pathfinder. Skills for People are leading on person centred planning and advocacy support, while Children North East are providing a Systems Navigator to support families during the assessment and review process.

System Navigators make the initial contact with families, gather information and explain the processes behind the coordinated assessment and EHCP. Once this has taken place, Pupil and Parent Services within Gateshead Council are responsible for coordinating the gathering of assessments and reports. A key worker is identified once the EHCP is in place to ensure that ongoing support is delivered and continues to meet the needs of the family.

In Calderdale, the draft EHCP was developed by parents and practitioners from across health, education and social care. It is designed to focus on what children or young people feel is working or not working well for them and on what they themselves want to achieve. Families are working together in groups to develop their individual plans, helping to develop peer support, and group sessions are facilitated by person centred planners who are also parents of disabled children.

In **Wigan**, there was no established Parent Carer Forum at the start of the pathfinder programme. The pathfinder provided the opportunity for Wigan to radically rethink its parental engagement strategy, leading to the development of a sustainable and effective forum, with parents involved in all pathfinder sub-groups.

One parent (who is part of the Integrated Working: Pathways, Plans and Assessments group) said:

"I think one of the most important aspects of participating as a pilot family is that the professionals involved understood my perspective. I never felt embarrassed by my sometimes over-emotional responses; being a parent is hard sometimes for anyone and I think being a parent to a child who is viewed as different can sometimes be a bit overwhelming.

Having a key worker has been a massive support during the process. She has helped me access training that I didn't think I'd get, she has attended meetings with me and been there to help with the paper work. It has made the process less stressful - I feel like she's on my side!

The process of getting our daughter into school, and for us all to feel good about her being there, is still ongoing but I do feel more positive about where we are now. I think in terms of her EHCP and the process so far we have been very much involved and that has been very important for us as parents. There was a point when we had a meeting in school to go over our daughter's Summary Document and I looked round the room at all these people, all wanting the best for my child. It made me feel very hopeful for her and it was a wonderful opportunity to say thank you to them; it was just so nice to feel so supported. I hope other families have the same experience".

In **Bromley**, the pathfinder is working closely with Early Support to roll out the already-successful pre-school model up through the age range from five to twenty-five.

Parents appointed through Bromley Parent Voice have been trained to act as key workers and Bromley Mencap has been commissioned to undertake further research on key working, particularly at key transition points for older children and young people. Key working is embedded throughout the assessment and planning process and families report the importance of having a named person to help them navigate complex systems. For the older age range, each young person has a Preparing for Adulthood coordinator.

Personal budgets

Work is now progressing rapidly to develop approaches to **personal budgets**. By February 2013, fourteen pathfinder authorities were reporting the use of personal budgets, with some examples including an educational element for families and young people with EHCPs. Reports indicate that we will see a significant increase in both the number of pathfinders with live budgets and the overall number of personal budgets by April 2013. We also expect to see an increase in the scope of the personal budget offer such that pathfinders, who are already offering personal budgets for health and social care, are able to extend their offer to education.

To support this work, the Department for Education is working with its delivery partners to support a group of pathfinders in accelerating their testing on personal budgets, with a focus on the use of direct payments for special educational provision.

West Sussex has thirty-two personal budgets – most of these are for social care but a small number also cover health provision and there are three education direct payments. Development of an integrated personal budget approach began with a draft Resource Allocation System, which has already been tested and is now being refined for wider use. Parents in SE7 said:

‘Niall is eleven and has limited communication, learning disabilities and at times, behaviour concerns. Through a personal budget he has been able to swim and have a personal assistant to attend social activities such as bowling with his classmates. But to me the mainstream afterschool club has made most impact as children of his age are getting to know Niall. It also allows for me to spend time with his sister. Niall is starting to develop relationship outside the family - he is one step closer to doing things that 11 year old boys should be doing.’

‘The best thing about having a personalised budget is that it is flexible and totally appropriate for your child. It has enabled our son to try new things that he would never have done before, with the appropriate level of support and therefore reassurance for us. It has allowed him to access services in the local community as well as some more specialist services like music therapy, which have really contributed to his progress and all round well-being... Personalised budgets are surely the best way forward.’

‘The experience of producing and managing our son’s personal budget has [also] made us think differently about how we might approach his longer term care and support needs and the role we could play in this, to the extent that we are looking into setting up a parent-led residential care service for him and other young adults as a long term venture...’

In Southampton, the pathfinder is offering families more choice and control over home to school transport by offering a 'Personal Travel Budget' (PTB). PTBs are being offered in two special schools; one where the majority of children have physical disabilities and use wheelchairs and one where the children are more mobile and have learning disabilities and/or autism. This has allowed the pathfinder to test its approach with families whose children have different travel needs.

Information about the PTBs was sent out to parents in August 2012 and consultation events were held at each school in September. Ten families began receiving a PTB in January 2013. The attendance of those with PTBs is being monitored by schools and the transport team is ensuring that alternative travel arrangements are safe. For some children and families, having a PTB has supported independence skills, for example by allowing a young person to ride their bike to school.

In Wigan, a young man with a holistic EHCP, covering his needs both within and outside of the school day, now also has a personal budget.

The personal budget is in two parts: the educational element is notional and covers the cost of his teaching assistant and he also has a direct personal budget that covers health and social care jointly. One of the most important outcomes of the EHCP process has been to allow his support in school to be used more flexibly. For example, when he is unable to attend school, as a result of his medical needs, his teaching assistant provides additional support for him at home.

Cornwall credits the success of its personal budget activity to the commitment shown by parents and professionals in supporting its development.

Work on personal budgets began with consultation meetings, facilitated by Cornwall's Parent Carer Council, to communicate what was being proposed and to listen to parents' views. Following consultation and early testing, the key success factors identified were participation, choice and control, co-production and person centred planning. What works well, they say, is keeping children at the centre of service development. In Cornwall, five pathfinder families are now in receipt of a personal budget, with further families identified. Consultation with families, young people and professionals is continuing on an ongoing basis to ensure that learning informs further refinements to the process.

Preparing for adulthood

All pathfinders are covering transition through the coordinated assessment process and the development of their 0-25 EHCPs but twelve areas are focussing specifically on **preparation for adulthood**. This group is undertaking work with mainstream colleges and independent specialist providers to develop more flexible packages for young people that will prepare them for further learning and employment.

The Department for Education is funding the National Development Team for Inclusion (NDTI) to support pathfinders on the preparing for adulthood strand of their work. NDTI is developing a tailored programme of work with pathfinders aimed at engaging families and young people, developing the 0-25 EHCP, increasing local provision, focusing on outcomes and using resources effectively to ensure that young people move into adulthood ready for employment, independent living, good health and social inclusion.

NDTI have put together a 'Menu of Support' for pathfinders to help them develop and test their approaches to preparing young people for adulthood and monitor their progress. The menu is available from the Preparing for Adulthood website at www.preparingforadulthood.org.uk.

In Bromley, the 'Raising Aspirations and Improving Choice' project is building flexible learning and support packages for a small cohort of young people with higher support needs to enable them to remain within their local community and to access the local FE college. Each young person has a Preparing for Adulthood coordinator who works with them and their family to develop their EHCP and to support their long term goals across four key pathways: work opportunities, independent living, good health, and community inclusion.

Bromley's special schools and colleges are also working together to develop common information for young people as they move from school to FE, enabling more effective transition and more appropriate assessment techniques which avoid repeating the whole process.

The pathfinder lead said:

"As a result of working in partnership, with a shared vision and common language, Bromley College is developing personalised programmes, not courses. Together we are beginning to develop a comparable offer (as far as possible) in borough to that of out of borough residential specialist services, which have for a long time been seen as the 'gold standard'.

The visibility of the local FE College at partnership events has been very powerful. The college has also taken a much more personalised approach with each young person and their family. This has been very well received by families – it is changing the perception and will also start to change the culture in Bromley.”

In Nottinghamshire, the pathfinder is working with a small but diverse group of post-16 learners in a range of settings, including mainstream Further Education, supported employment, Independent Specialist Providers (ISPs), Special Schools and Higher Education. The pathfinder has developed two bespoke hybrid educational packages between a mainstream college and an ISP to support the needs of young adults and nine young people are now actively involved in the pathfinder testing phase.

Next steps for the pathfinder programme

The pathfinder programme has been extended until September 2014 and pathfinders will be refining their assessment pathways and EHCPs to support scaling up of new approaches to whole areas over the course of 2013. This will provide vital learning to refine draft Regulations and the new SEN Code of Practice before they are finalised.

From April 2013, a number of 'pathfinder champions' will begin work to support non-pathfinder areas in every region of England as they prepare to implement the reforms. Champions have been drawn from the twenty pathfinder areas, with selection based on a mix of skills, experience and regional factors. Each region will have its own pathfinder champion but in some areas, the role will be carried out by a partnership of pathfinder local authority areas. A full list of pathfinder champions is provided at Appendix 1.

The work of the pathfinder champions will be informed by a set of 'principles of emerging practice', (the next version of which will be available on the pathfinder website - www.sendpathfinder.co.uk - from the end of March). These principles set out ways of working that pathfinders and DfE delivery partners have found to be the most effective practical steps to implement the reforms.

Two further SQW evaluation reports will be published at the end of May and September 2013.

The May 2013 report will include:

- findings on progress against a Common Delivery Framework throughout the course of first 18 months of the programme;
- qualitative feedback from ten case study areas on the approaches that they have developed and the lessons emerging; and
- a final update on the progress made by the SEN Direct Payments Pilot Programme.

The September 2013 report will include:

- further information from the family survey;
- feedback from family case studies, conducted through in-home interviews in all case study areas;
- an indicative assessment of the costs of reform; and
- the results of a staff survey addressing ways of working and job satisfaction.

Findings will be shared widely with pathfinders to enable them to be taken into account in refining and scaling up new approaches.

Appendix 1: Pathfinder champions

London	Bromley & Bexley
South East	SE7 (consortium of seven LAs) and Southampton
South West	Wiltshire
North East	Hartlepool
East Midlands	Leicester City
East of England	Hertfordshire
West Midlands	Solihull
Yorkshire & Humber	North Yorkshire & Calderdale
North West	Greater Manchester Group (Wigan, Trafford and Manchester)

The Department for Education is grateful to the pathfinders highlighted in this report for their contributions. Fuller versions of some of the case studies will be published at the end of this month on the 'Food for Thought' pages of the pathfinder website at www.sendpathfinder.co.uk. The pathfinder website contains a range of other examples of pathfinder progress.

Further information about the pathfinder programme is also available on the Department's website at <http://www.education.gov.uk/childrenandyoungpeople/send/b0075291/green-paper/pathfinders>



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