

These are the key perspective shifts that she has experienced:

- New relationship with parents
(listening to and meeting aspirations);
- Person centred planning
(needs of the person not the needs of service/centre);
- Voice of the child
(listening to and facilitating capacity in children);
- Outcomes planning for all
(all provision has to be purposeful and have measurable outcomes);
- Measuring progress of all SEN pupils
(setting out the unique journey and recognising success);
- Costing provision
(knowing and sharing what additional costs are incurred for Special Educational Needs, Health and Social Care budgets);
- Health provision including mental health
(being recorded with educational impacts evaluated);
- Family support recording and provision
(additional time being evaluated and shown);
- Co-ordinating external support
(request for specific input and feedback as added value);
- Transition planning
(using a 'continuous journey' approach where key information is shared not lost).