



SMITHDON CLUSTER

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

**Adopted by the Smithdon High School
Curriculum and Outcomes Committee
February 2013**

THE SMITHDON CLUSTER

SEND POLICY

Rationale

The Smithdon Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all students and families in our care.

Context

The Special Educational Needs & Disability (SEND) Policy is a key element of Smithdon Cluster's policy framework for supporting the needs of all children and young people between the ages of 3 and 18. The Smithdon Cluster promotes the following ethos:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution.

The Smithdon Cluster Policy for Special Educational Needs & Disability was written in 2013, in response to Norfolk County Council's new arrangements for the delegation of SEN finances to the Cluster.

Currently, the statutory framework for SEN has not changed and the SEN Policy must, therefore, continue to respond to legal requirements with regard to assessment and provision. The policy, however, must also be responsive to significant changes which are transforming children's services in response to the new Ofsted framework and the coalition Government's proposals for change to education. There is a sharpened focus on the needs, aspirations and engagement of children and young people with learning difficulties and/or disabilities, and their families.

There is an emphasis across the public sector upon more collaborative and partnership working between local authorities and the Primary Care Trust (PCT), through the development of joint commissioning, Child and Adolescent Mental Health Services (CAMHS) and the transition into adulthood.

The focus of this policy is upon the progress which children and young people make throughout their school life and through transition into adulthood and promotes their well-being, learning and achievement.

Smithdon Cluster's Vision and Aims

- To provide the best quality of life possible to the most vulnerable children and young people in our society.
- To value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.
- To empower all children and young people so that their voice is heard and heeded in decisions made about themselves.
- To ensure all parents and carers are partners in meeting the needs of their children.
- To recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision.
- To make certain that there is a transparency in the provision of services for children and young people who are disabled or who have SEN.

The Definition of Special educational Needs (SEN)

The Code of Practice 2001 states the following as a definition of Special Educational Needs:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority; or
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.”

The Definition of Disability

The Equality Act (2010) defines a disabled person as someone who has ***“a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”***.

In the Act:

‘physical impairment’ includes sensory impairment’

‘mental impairment’ includes learning difficulties as well as an impairment resulting from or consisting of a mental illness.

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not **of itself** mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Discrimination arising from disability (Equality Act 2010)

(1) A person (A) discriminates against a disabled person (B) if:

- A treats B unfavourably because of something arising in consequence of B’s disability, and
- (b) A cannot show that the treatment is a proportionate means of achieving a legitimate aim.

(2) Subsection (1) does not apply if A shows that A did not know, and could not reasonably have been expected to know, that B had the disability.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website: <http://homeoffice.gov.uk/equalities/>

Admission arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Smithdon cluster schools will empower parents to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

Objectives

All recommendations are made in line with the SEN Code of Practice (2001) and The Equality Act (2010).

The quality of provision for children with special educational needs and/or disabilities is maintained and improved wherever it is delivered, by:

- self evaluation of special educational & disability needs and inclusion practices and monitoring the quality of all SEND provision
- setting targets for children and young people with special educational & disability needs to ensure that progress is tracked and achievement identified and celebrated
- providing staff with training, support and opportunities to share good inclusive practice, so that they are confident in meeting the needs and securing the progress of all children and young people. Where possible training will be organised within the cluster
- developing the capacity of governors to understand and meet the needs of children with special educational & disability needs and remove barriers to access and participation.

Inclusion is developed further by recognising that the Smithdon Cluster and supporting services collectively provide for the needs of all children in the community by:

- working with children, young people, parents/carers, headteachers, governors, education staff, colleges and voluntary and statutory agencies, to embed inclusive practices
- identifying and addressing with other statutory and voluntary agencies any barriers to inclusion that prevent a child or young person's placement within our schools
- matching levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them
- taking opportunities to improve and develop provision for children and young people with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships.

Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:

- encouraging parents/carers and the Smithdon Cluster to work together to recognise and support children's special educational & disability needs at the earliest stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision
- ensuring that the Smithdon Cluster in liaison with other agencies, meets statutory obligations to children with special educational & disability needs and their families within the prescribed timescales
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- working with other agencies to implement the Common Assessment Framework (CAF) as part of a coordinated and staged approach to early identification and intervention.

Partnerships with children, parents/carers and other stakeholders, work effectively, by:

- consulting with and involving children, young people, parents/carers, voluntary and statutory agencies in the strategic planning, policy development and service delivery of inclusive SEND provision in the Smithdon cluster
- providing integrated delivery of support for children, young people and their families through close collaboration with statutory and voluntary agencies and local/regional partnerships ensuring that advice and support is available for parents/carers and that they are informed about the SEND policy, special educational provision, the implementation of the SEN Code of Practice and statutory assessment processes
- maintaining and improving parent/carer satisfaction, as indicated by the data gathered from SEND parental questionnaires and views shared at the termly SEND Parent Forum
- making arrangements to ensure smooth transition when children transfer between schools
- working closely with families, colleges and other agencies, to plan transition arrangements towards further education, training and/or employment
- working closely with all settings to increase opportunities for young people with special educational needs to enjoy the benefits of joint cluster working.

Roles and Responsibilities

The Cluster Governing Body

The Cluster Governing Body, in co-operation with the Headteachers, determines the Smithdon Cluster policy and approach to provision for children with SEND. The cluster governance oversee the spending arrangements recommended by the cluster chair as a result of a group decision. Individual School's Governing Bodies must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCo and report back to the full Governing Body.

The Cluster SENCO Host

The Cluster will nominate a 'host' SENCO, who will attend half termly meetings organised by county to support the development of cluster working. The cluster host will chair half termly meetings to ensure the framework for cluster operation and systems to delegate SEN funding are in place. The host will keep an overview of the current spending for SEND, facilitate discussion on self evaluation and value for money, evidenced in impact and outcomes for individual learners.

The decision making for distribution of funding is equally shared amongst all schools.

The cluster host will organise the agenda for cluster SEN meetings and ensure paperwork is distributed.

An annual process of provision mapping across the schools will be carried out to project the level of need, identify any patterns of provision and be proactive in resource implications.

The Headteacher

The Headteachers in the Cluster will form the decision making group regarding funding and Resourcing. The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep their school's Governing Body fully informed and also work closely with the SENCo. The Headteacher will take recommendations and reports to the cluster SEND network meetings where additional funding is requested.

The SENCo

The SENCO's in the Cluster will form the implementation or operational group. The SENCo, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN. Key responsibilities are:

- Overseeing the day to day operation of the schools SEND policy
- Co-ordinating provision for children with Special Educational & Disability Needs
- Liaising with and advising other teachers
- Managing Teaching Assistants/ SEN team
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Working with the cluster SENCo's to support all learners within our community of schools

The Teaching Staff

All teachers actively seek to adapt the curriculum to meet the needs of pupils with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Teaching Assistants (TA's)

The TA's work with the SENCo/ Second in SEN in providing support for children with Special Educational & Disability Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

The Role of Parents of Pupils with SEND

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential'

(2:1 SEN Code of Practice 2002)

In accordance with the SEN Code of Practice, the Smithdon Cluster believes that all parents of children with SEN should be treated as equal partners. The cluster has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents are involved in supporting the target setting process for Individual Education Plans (IEPs) and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEN will be provided with a booklet giving additional information about Special Educational Needs. Additional information and/or leaflets are available on request. In accordance with the school's 'Open Door' policy, parents are encouraged to contact the SENCo as needed either by telephone or appointment.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- ✓ Pupil interviews
- ✓ Questionnaires
- ✓ Self-evaluation (pictures, written answers)
- ✓ Pupil set targets

Relationship with Outside Agencies

Involvement with Educational Support Services

The Cluster subscribes to the services of Norfolk County Council and asks for the advice of specialist advisory teachers as and when necessary. Where necessary, a school will refer a child to an external specialist after consultation with parents.

Links with medical, social and voluntary organisations

The Cluster believes in multi-agency; working and with health professionals, such as the school nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Links with Special/Mainstream Schools

Whenever any pupil transfers to another school, including special schools, the home school will pass on all relevant information. In addition, for SEN pupils, there will also be dialogue between the class teacher and/or SENCO and /or Head Teacher and a senior member of the other school's staff.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, and of key stage SATs, reading ages, Optional SATs assessments in key stage 2
- the pupil in context profile
- teacher concerns
- following up parental concerns
- pupil self referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings

The SENCO maintains a record of pupils identified through the procedures listed. This record is reviewed at least twice a year with individual teachers.

For some pupils a more in depth individual assessment may be undertaken by the school. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire. The Cluster has adopted levels of intervention, based on the code of practice.

LEVEL 1 – Quality first teaching

At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

School Action - LEVEL 2

When a teacher or the SENCO identifies a child with SEN, the teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

School Action Plus/EY+ LEVEL 3

At level 3 a request for help from external services is to be made, in consultation with parents. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. At level 3, external support services will usually see the child, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform

planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Children would remain at level 3 for at least 3 terms:

Term 1 – external professional in or request made
Term 2 } trialling intervention
Term 3 } staying at level 3
Term 4 – child has made good progress and can move to level 2 or another external input may be appropriate or statement referral

Statement – LEVEL 4

Where a request for a statutory assessment is made by a school to Norfolk LA, the child will have demonstrated significant cause for concern. Norfolk County will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

The school should be able to provide written evidence of or information about:

- the school's action through level 2 and level 3
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service

Monitoring and evaluating the success of the policy

The policy will be monitored and evaluated by:

The SENCos, governors, teachers and Headteachers from each school.

This policy should be read in conjunction with all other school policies, in particular Equal Opportunities, Teaching and learning, and Assessment.

Policy date: February 2013

Review date: November 2013

Appendix 1

Assessment Strategies to be used within our cluster

Assessment Package	Assessment focus	Age Range	Resource Location