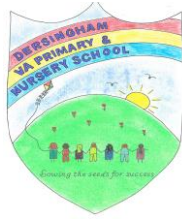




Smithdon High School



If children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes... local education, health and social care services should work together to ensure they get the right support.

DfE, Code of Practice 2014

Smithdon Cluster

Special Educational Needs toolkit

“Inclusion is about increasing participation for all children and adults. It is about supporting schools to become more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills”

Index for Inclusion, 2011,



St. ngoldisthorpe C. of E. Primary School





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 3-18.

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 2014 in response to the new SEND code of practice within the 2014 Children and Families Act and Norfolk County Council's new arrangements for the delegation of SEN finances to the cluster.

Within the current SEND framework 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. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

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.

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo. There are four broad categories of SEN:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

We have children in all these categories of SEN.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children.

The focus of this policy is upon the progress 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 2014 Code of Practice states the following as a definition of Special Educational Needs:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

2014 SEN Code of Practice: 0 to 25 Years, Introduction xiii and xiv

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 coordination
- 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 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 2014 SEN Code of Practice 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:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body of each individual school and cluster governance to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Inclusion is developed further by recognising that 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 Smithdon Cluster in liaison with other agencies, meets statutory obligations to children with special educational & disability needs and their families within the prescribed timescales
- Working with other agencies to implement the Family Support Process (FSP) 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 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, determine the Smithdon's 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 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 schools 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 SENCOs 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 SEND policy and provision in the school, in order to raise the achievement of children with SEND. 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 LA'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

The teachers' standards 2012 make it clear that it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils, this is referenced in the 2014 code of practice. 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 graduated 'assess – plan - review - do process.

Teaching Assistants (TAs)

The TAs work with the class teacher and SENCo in providing support for children with Special Educational & Disability Needs across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

The Role of Parents of Pupils with SEND

In accordance with the SEN Code of Practice, Smithdon Cluster believes that all parents of children with SEND 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.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

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 SEND 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.

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, the 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 SEND 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 pupil's 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.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

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 SENCo is qualified to undertake a range of standardised tests with children.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

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.

Special Education Needs Support [LEVEL 2](#)

When a teacher or the SENCO identifies a child with SEND 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.

Special Educational Needs Support (Enhanced) [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

Education Health Care Plan – [LEVEL 4](#)

Where a request for an EHCP 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 (IEPs) 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

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.

- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Complaints

All schools in the Smithdon Cluster work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through each individual school's Complaints Policy and Procedure.

Norfolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Norfolk's Local Offer is available from the website:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

In addition each school has their own local offer available from their website and we have a cluster local offer which provides clear, comprehensive and accessible information about the provision made for children with SEN within our cluster. This can be found at:

<http://smithdoncluster.org/sen/cluster-local-offer/>

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 2015

Review date: November 2016

Appendix 1

Assessment Strategies that are to be used within our cluster

Assessment Package	Assessment focus	Age Range	Resource Location

Appendix 2

Paperwork for children at SENS (SEN support) at Dersingham VA Primary School

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. **A pupil Passport.** This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile, is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- ½ Termly, at a progress meeting, smaller targets taken directly from the Individual Support Profile are discussed with children and parents and agreed next steps are recorded towards the longer term targets.
- Weekly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.