

LONG STRATTON CLUSTER POLICY FOR SPECIAL EDUCATION NEEDS & DISABILITY 2014

(Review – Sept 2014 – when new framework comes into law)

Rationale

The Long Stratton Cluster of schools is committed to providing a full and effective education for all its pupils and embraces the concept of equal opportunities for all. We have developed this policy as a cluster in order to give a consistent response to all pupils and families in our care.

Context

The Special Educational Needs & Disability (SEND) Policy is a key part of The Cluster's framework for supporting the needs of all children and young people between the ages of 3 and 16. Each individual school will publish its own SEND information report and local offer in line with this policy by September 2014.

The cluster schools work together to:

- Place the child, their needs and their family at the heart of their work
- Ensure the safety and security of all
- Maximise pupil well-being and achievement
- Remove barriers to opportunity and improve choice for all
- Plan for and invest strategically in the future, ensuring transparency & clarity
- Encourage partnerships, participation and contribution.

The cluster policy for special educational needs & disability was produced in response to Norfolk County Council's new arrangements for the delegation of SEND finances to the cluster which began in September 2012.

The SEND Policy must respond to legal requirements identified in the Special Educational Needs and Disability Act 2001 with regard to assessment and provision. The policy is also responsive to the new Ofsted framework and the coalition Government's proposals for change to education. This includes 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 children and young people make throughout their school life and through transition into adulthood and it promotes their well-being, learning and achievement.

The Definition of Special Educational Needs (SEN)

The Code of Practice 2001 (to be replaced in September 2014) 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.*
- 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 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) (See Appendix A)

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. The 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 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.
- Inclusion is developed further by recognising that the Cluster and supporting services collectively provide for the needs of all children in the community.
- Effective assessment systems are implemented as early as possible, in conjunction with other agencies. (See Appendix B)

- Partnerships with children, parents/carers and other stakeholders, work effectively. (See Appendix C for protocol)

Roles and Responsibilities

The Cluster Governing Body

The Cluster Governing Body, in co-operation with the head teachers, determine the Cluster's policy and approach to provision for children with SEND and oversee the spending arrangements recommended by the Cluster Lead as a result of a quorate decision. Individual School's Governing Bodies must report to parents annually on the school's policy on SEND and produce an annual SEND report. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENDCo and report back to the full Governing Body. The decision making for distribution of funding is equally shared amongst all schools, although the Cluster Governing Body may take a decision to delegate this.

The Cluster SEND Host

The cluster will nominate a 'host' for SEND, who will organise the agenda and chair cluster SENDCo meetings each half term to ensure the framework for cluster operation and systems to delegate SEND funding are maintained 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 patterns of provision and act proactively in resource implications. A termly assessment of impact will be made by each school receiving funding which will be analysed and reported to Cluster Governors to ensure accountability and value for money.

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 SENDCo ensuring that they have all the information needed to work efficiently and effectively (N.B. in the Long Stratton Cluster, many head teachers are also SENDCos). The headteachers will support SENDCos to make recommendations and collate reports to submit with applications for cluster funding. Headteachers will ensure their school's Local Offer for learners with SEND is publically available along with their annual SEND Information Report. Headteachers are responsible for ensuring an inclusive approach that adheres to the 2010 Equality Act and ensures that no discriminatory or illegal actions are taken, such as 'unofficial' exclusions in relation to any SEND or indeed any other child in their school.

The SENDCo

The SENDCos in the cluster will form the implementation or operational group. The SENDCos in collaboration with the head teacher and Governing Body play a key role in determining the strategic development of the SEND policy and provision in school, in order to raise the achievement of children with SEND. Key responsibilities delegated by the head teacher may include:

- Overseeing the day to day operation of the school's SEND policy and Local Offer
- Co-ordinating provision for children with Special Educational & Disability Needs

- Liaising with and advising other teachers
- Managing Teaching Assistants/ SEND 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 SENDCOs to support all learners within our community of schools

The Teaching Staff

Teachers are responsible for providing an inclusive classroom which delivers quality-first teaching to all their pupils. They should adapt the curriculum and plan appropriate work to meet the needs of those with SEND and maintain records of strategies used and their impact. Teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, they write IEPs and are actively involved in the review process as well as in feeding back to parents & carers at regular intervals and acting on their views.

Teaching Assistants (TAs)

The TAs work with the SENDCO and class teachers to provide 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 & Carers of Pupils with SEND

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEN to achieve their potential' (2:1 SEN Code of Practice 2001)

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

Parents & carers are invited to positively contribute to the target-setting process for Individual Education Plans (IEPs) or other provision plans and their views are sought for reviews and for impact assessments. We encourage the active participation of parents & carers by providing guidance on how they can support their child's learning at home.

Pupil Participation

Pupils with SEND often have great knowledge and understanding of their own needs and circumstances, and have 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 wherever possible including the setting of learning targets and contributing to their IEPs etc. 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) and pupil set targets. Those unable to speak for themselves will be offered advocacy by their carer or someone who knows them well in order to gather evidence of their feelings.

Relationship with Outside Agencies

The cluster believes in collaborative multi-agency working with educational and health professionals, such as educational and behavioural support services, educational psychologists, 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.

Transfer to another school

Whenever any pupil transfers to another school, including special schools, the home school will pass on all relevant information. In addition, for pupils with SEND, there will also be dialogue between the class teacher and/or SENDCo and /or head teacher and a senior member of the other school's staff to ensure a smooth transition.

Identification and Assessment

We accept the principle that pupil's needs should be identified and met as early as possible. (See Appendix B)

Intervention to support children with additional needs

The Cluster has adopted levels of intervention, based on the current Code of Practice (See Appendix D).

Monitoring and evaluating the success of the policy

The policy will be monitored and evaluated annually by the SENDCos, governors, teachers and head teachers from each school.

Policy date: May 2014

Review date: September 2014 following implementation of the new legislation.

Appendix A

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/>

Appendix B

Assessment of need

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, end of Key Stage SATs, reading ages, Optional SATs assessments in Key Stage 2, and cognitive ability tests
- 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

Assessment strategies that are currently used within our cluster

British Picture Vocabulary Scales (BPVS 3)

Cognitive Ability Test (CAT3)

Raven's Matrices Cognitive abilities 5 to 16

GL Dyslexia Screening

Catchup Literacy & Numeracy assessments

Phonics Screening Materials

Sounds Discovery assessments

Diagnostic Reading Analysis NFER group reading

Single Word Reading Test (SWRT)

Reading & comprehension

Salford Sentence reading & comprehension 5 to 10+

Single Word Spelling Test (SWST)

Spelling 5 to 14

Basic Number Screening Test (Hodder)

Number Diagnostics test (Hodder)

Appendix C

Protocol for partnerships with children, parents/carers and other stakeholders

In accordance with the SEN Code of Practice, the cluster believes that all parents of children with SEND should be treated as equal partners. The cluster 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 invited to positively support the target setting process for Individual Education Plans (IEPs) and their views are sought for reviews & impact assessments. 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 SEND will be provided with information about Special Educational Needs. Additional information and/or leaflets are available on request. Parents will be encouraged to contact the school's SENDCo as needed either by telephone or appointment.

Appendix D

Levels of need and intervention based on the Code of Practice (2001)

Pupils with low level special educational needs or with low levels of attainment

Provision made in class (Wave 1)

- Attaining below nationally expected levels for age.
- Unable to maintain concentration/focus for periods appropriate to age
- Difficulties with independence, organisation and following instruction
- Displays some disruptive/inappropriate behaviour that requires management
- Some difficulties with friendships/relationships
- Some delay in fine and/or gross motor skills
- Some communication and/or language difficulties although is understood by known people
- Requires some support/supervision for care/mobility/medical needs through a health/care plan
- Requires some small group work to ensure progress

Pupils with moderate level special educational needs

Needs met by school with Wave 2 and/or 3 provision up to a cost of £6,000 per year

- Known to one or more services/agencies
- Attaining below nationally expected levels for age for a prolonged period (2 terms) despite Wave 1 intervention
- Require some adult support/1:1 work/specialist equipment to facilitate access to the curriculum
- Delay in fine and/or gross motor skills requiring specialist equipment
- Experience social difficulty that requires support
- Some communication and/or language difficulties hinders access although can make needs known

- Reduced participation in and contribution to learning activities
- Evidence of stress and/or anxiety responses to identified situations
- Displays behaviour that frequently disrupts own or peers' learning opportunities
- Requires intervention for care/self-help/mobility/medical needs through health/care plan
- Sensory needs generate a requirement to modify information and materials

Pupils with high level special educational need

Possible application for funding from cluster for provision costing over £6,000

- Known to a number of services / agencies with high level of involvement from at least one
- Attaining well below nationally expected levels for age (reaching P5-8 by end of KS2 or L2 by end of KS4)
- Very slow progress resulting in a widening gap between their own and age appropriate attainment despite support
- Delayed fine and/or gross motor skills require adult support
- Significant difficulties with organisation and/or communication inhibit access to classroom activities
- Require a highly adapted or personalised curriculum, able to participate in limited classroom activities
- Experiences extreme social difficulties and frequent social isolation despite support
- Reduced attendance and/or engagement
- Display behaviour that persistently disrupts attendance, own or peers' learning opportunities, progress and/or repeatedly causes harm or damage
- Extreme stress and/or anxiety responses generated by identified situations
- Requires extensive intervention to develop age appropriate self-help/daily living /personal care skills

Pupils with a significantly higher level of special educational need

Possible request for statutory assessment (Single assessment of Education, Health and Care from September 2014)

- High levels of involvement from a number of services
- Achieving significantly below nationally expected levels for age (≤ 2 nd percentile)
- Unable to access classroom activities or formal learning situations despite significant support
- Show minimal progress or even regression despite high levels of support
- Socially isolated, vulnerable and/or disengaged
- Motor skills require high levels of adult support and specialist equipment to access the curriculum
- Wholly dependent upon adult support for care needs
- Display extremely inappropriate behaviour that consistently disrupts own or peers' learning opportunities
- Behaviour causes damage to property and / or danger of harm to him/herself and / or others
- Disengaged from learning with imminent risk of exclusion

Specific Learning Difficulty (SpLD)

Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Specific learning difficulties include:

Dyslexia

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Moderate Learning Difficulty (MLD)

Pupils with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).