

Hevingham and Marsham

Primary Schools Partnership

SEND and Inclusion Policy

September 2016

Incorporating Special Educational Needs Information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)

And new regulations under the Children and Families Bill, September 2014.

To be read in conjunction with the school's Local Offer



Context and Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (Which takes account of the SEN provisions of the SEN and Disability act, 2001) September 2014
- Ofsted Section 5 Inspection Framework, September 2015
- Ofsted SEN Review 2010 “A statement is not enough”
- Equality Act, 2000
- Education Bill, 2001
- Children and Families Act, 2014
- This policy should be read in conjunction with the Aylsham Cluster Policy statement for SEND (Appendix 1) which sets out the cluster provision and funding arrangements.

Inclusion Statement

Hevingham and Marsham Primary schools aim to provide an inclusive curriculum that provides equality of opportunity and high achievement for all children regardless of age/ gender/ background/ disability. Our policy aims to enable pupils with SEND to reach their full potential and be fully included in their school community.

We agree with Ofsted (2006, Inclusion: Does it matter where pupils are taught?) that in meeting these children’s needs what makes the difference to higher outcomes for pupils with learning difficulties or disabilities is effective target-setting within the curriculum or personalised programme, as part of a whole-school policy on assessment. We therefore try, wherever possible, to support pupils with learning difficulties or disabilities through our regular whole school systems. Teachers provide differentiated learning opportunities for all children within the school and plan lessons appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum. We track the progress of each individual child and use this as our main indicator of success.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We strive to make a clear distinction between “underachievement” and Special Educational Needs. Some children in our school may be underachieving but will not necessarily have a special education need. These children will be identified at our half-termly pupil progress meetings. Interventions will then be put into place to help these children catch up. Other pupils will have a special educational need and this **may** lead to lower attainment (though not necessarily under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of their needs and carefully planned programmes, which address the root cause of any learning difficulty, are essential ingredients of success for these pupils. There will be provided, initially, through additional support funded from the devolved schools budget.

The Special Educational Needs (SEN Code of Practice, 2014) states that

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post 16 institutions.”

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he 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.”

We are committed to developing every child’s potential irrespective of any disability they have. We recognise that every child has different needs and we aim to ensure an appropriate education. We welcome visits to the school from any prospective children and parents, and feel this is especially important for children with disabilities so we can plan to meet their needs. At Hevingham all areas of the school are now accessible by wheelchair. Access at Marsham is more difficult but reasonable adaptations can be made. A detailed accessibility plan is available from the school offices.

It is our policy to write and review separate individual education plans (IEPs) only for children with low-incidence, complex learning difficulties or disabilities, where a number of different agencies are involved. We do not use IEPs for children with high-incidence needs. External research evidence and our own self-evaluation have shown us that these are not effective in raising standards for our pupils or promoting their wellbeing. Instead for these pupils we use a Learning Passport, and expect, in accordance with government guidance, teachers to make specific reference to these pupils and how their learning will be supported in their short term planning and target setting.

English as an additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Aims and Objectives of this Policy

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children’s self-esteem and emotional well-being and help them to form and maintain worthy relationships based on respect for themselves and others.

1. Information about the school’s policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

and

2. The school’s arrangements for assessing the progress of pupils with special educational needs

In agreeing these stated arrangements, the school has to take into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

*“Special Educational Provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.”*

SEN Code of Practice (2014)

“This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies, 2009)

“Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.”

Ofsted SEN Review, 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the progress of planning the right help at school level.”

SEN Code of Practice, 2014

Stage 1- Well differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 interventions. All vulnerable learners to be included on whole-school provision map

- All learners will have access to quality first teaching
- The routine of prolonged withdrawal from mainstream of children with SEND is not recognised as good practice and does not promote rapid language and skill acquisition. Language and skill acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by school (usually during pupil progress meetings) as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum- not a special intervention for pupils with SEN. At our schools, these pupils are called 'target children'.
- All target children will be identified on the detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - plan strategically to meet pupils' identified needs and track their provision.
 - audit how well provision matches needs
 - recognise gaps in provision
 - highlight repetitive or ineffective use of resources
 - cost provision effectively
 - demonstrate accountability for financial efficiency
 - demonstrate to all staff how support is deployed
 - inform parents, LEA, external agencies and OFSTED about resource deployment
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including EYFS baseline assessment, Assertive Mentoring assessments, reading and spelling ages, other whole-school pupil progress data (See the assessment policy for further details)
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries/ schools on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

The above information is all discussed during half-termly pupil progress meetings. At this point, if a child is identified as underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions, within a small group or individually, as appropriate.
- Nurture support
- other small group withdrawal for intervention
- individual class support / individual withdrawal for intervention
- bilingual support/access to materials in translation
- further differentiation of resources
- SATs club (Year 6)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, Headteacher, Senior Leaders, subject leaders.
- On-going assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENCO
- informal feedback from all staff
- pupil interviews when setting new learning passport, IEP/PSP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Learning Passports, IEPs and IEP targets, PSPs
- evaluating the impact of Learning Passports, IEPs and PSPs on pupils' progress.
- attendance records and liaison with Attendance Officer
- regular meetings about pupils' progress between the SENCO/ SLT
- SENCOS report to governors

Stage 2- Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- These children will be added to the school's SEN register. This is split into 2 categories: children receiving SEN Support and children who have an Education, Health and Care Plan (EHCP- see Stage 3). Children will be identified as having a primary need in one of the following categories: 'communication and interaction', 'cognition and learning', 'social, mental and emotional health', 'physical and sensory'.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (SEN Register) (but will be on the school's provision map). This is in line with Cluster agreement.
- In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Cluster, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet

his or her special educational needs, an application will be made to the Cluster, with particular regard to the success criteria and SEN Descriptors published as part of the local offer (Norfolk)

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP)
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- IEPs are no longer prescribed in the SEN Code of Practice (2014) and the school acknowledges research that has shown the IEPs are an ineffective way of planning for Pupils with SEND when used injudiciously. The school has developed a system of Learning Passport instead, based on the work of Jean Gross. Most children at Stage 2 (SEN Support) who are on the SEN register will have a Learning Passport. The format for this can be found in appendix 2.
- The Learning Passport:
 - will be written by the class teacher and the pupil, with advice where necessary from the SENCo.
 - details the child's strengths, their areas of weakness and the support that should be offered by all adults working with the child. This might include specific instructions about seating or classroom layout, detail the scaffolds or specialist equipment to be used by the child and should list any interventions the child is receiving along with start/stop date.
 - are the property of the child and should be kept in a safe place in their own classroom.
 - should be taken to any intervention groups and the learning intention and outcome recorded by the child. It is the class teacher's responsibility to ensure this happens.
 - will be reviewed either when the provision made for a child changes or the child's need change. If no changes are needed, they will be reviewed in October and April.
 - Should be copied into the child's folder to form part of the discussion of the child's progress. These Learning Passport and IEPs form a vital part of the evidence of children's progress and will be used as evidence when making referrals to outside agencies.
- Pupils who have significant behavioural or nurture needs will have Pastoral Support Plan (PSP). PSPs are written in consultation with the child, their parents/carers, the class teacher and Nurture leader and work in much the same way as a Learning Passport. It is possible that where a pupil has a learning difficulty or disability as well as a need for nurture support they might have both a LP and a PSP. The nurture leader is responsible for the monitoring of PSPs. The PSP format can be found in Appendix 3.
- A few children with the most unusual or complex difficulties will have an Individual Education Plan. This will be a professional decision taken by the SENCo in conjunction with the class teacher.
- Our IEPs:
 - are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - will be based on informed assessment and will include the input of outside agencies,
 - have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - will be time-limited –they will be reviewed half-termly review and there will be an agreed “where to next?”
 - will have a maximum of four short SMART targets

- will have targets arrived at through discussion between teacher and SENCO, discussion, wherever possible, with parents/carers and pupil, discussion with another professional.
- If the school feels further support or identification is needed, the class teacher and SENCo may decide to request support from an outside agency. The school currently works with a number of outside agencies whose services they have bought into; either as part of the cluster arrangements or as an individual school, as well as statutory and voluntary services. These include, but are not restricted to:
 - Local Authority Core Offer for Child Psychology and Advice
 - The Short Stay School for Norfolk
 - The Virtual School for Sensory Support
 - Advisory Learning Support Teacher
 - Speech and Language Therapist
 - Social Services
 - NHS services and CAMHS

Stage 3- Education Health and Care Plan (previously Statement of Special Educational Need)

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance
- A child may be referred for assessment by the school, the parent/carers, or by another agency working with the child.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide as much support as possible to assist with understanding school documentation. On admission, the pupil will have access to a welcome and induction

programme which recognises their linguistic needs and provides a safe and secure start to their learning. Support will always be sought from the LA.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and/ or SENCO and/or SLT.
- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners (target children) in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care (LAC)

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers

- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented (Gifted and Talented)

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

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| ● Physical talents | sports, games, skilled, dexterity |
| ● Visual/performing abilities | dance, movement, drama |
| ● Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| ● Outstanding leadership | organiser, outstanding team leader, sound judgements |
| ● Social awareness | sensitivity, empathy, |
| ● Creativity | artistic, musical, linguistic |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher identification
- assessment results
- parental nomination
- peer nomination
- self-nomination

Each year, the school will draw up a register of a very able and/or talented children, called the 'Gifted and Talented' Register. This list is kept under constant review.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.
- the opportunity to take a 'leader' role- supporting others, peer mentoring, teaching skills

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation. Any provision required above class differentiation is tracked on a separate provision map.

Additional challenges and projects are given to children on the Gifted and Talented register throughout the year.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

3. The name and contact details of the SEND Co-ordinator; Mrs Debbie Leahy, contactable via the school.

The name and contact details of the Designated Teacher for Looked-After pupils; Mrs Lydia Board, contactable via the school.

The name and contact details of the coordinator for Gifted and Talented children; Mrs Lydia Board, contactable via the school.

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- Ensuring the SEN Register is up to date and identifies pupils on the SEN Register, which is split into those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers

- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Cluster Working Party to request High Needs funding and to the Local Authority for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Monitoring the school's system of Pupil Learning Passports, ensuring all staff who teach or support learning are aware of pupils with specific passports which identify their needs and preferred climate for learning.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

Additional Roles for SENCO if Ethnic Minority pupils are on roll:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information

Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing quality first teaching, with differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

5. Information about how equipment and facilities support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the cluster for additional Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All permanent staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.
- The school values the close ties and working relationship that have been forged by the cluster SENCo network and with the SEND working party and will follow the agreed cluster policy with regard to information sharing and funding.

6. The role played by the parents of pupils with special educational needs (and other learning needs)

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

8. The contact details of supportive services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 are accessible via the school website or office.

9. Information on where the local authority's local offer is published:

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



Aylsham Cluster of Schools
SEND Statement of Procedure and Practice
September 2015



“Making change happen is difficult. So, however, is the everyday job of SENCOs/ Inclusion co-ordinators and class room teachers as they struggle to implement the bureaucratic procedures that currently occupy most of the time and energy available to meet the needs of children with SEN or disabilities. Because of this, change is essential.”

(Gross 2008 page 163)

The Aylsham Cluster of SENCO’s firmly agrees with the identified quotation highlighted by the LA; change can and should equal progress, improvement and so improved outcomes for children. However, change needs to be understood, its purpose made clear so all stakeholders ‘buy into it’. This has been the challenge of implementing the changes to SEND funding since January 2012.

In January 2012, Norfolk County Councillors made the decision to change the way they distribute funding for learners with Special Educational Needs and disabilities (SEND) in mainstream settings. Instead of retaining funds for learners with Statements quantified with 20 hours or more support, the decision was made to distribute this fund to SEND focused clusters of schools. It was agreed to devolve the fund, previously known as ‘Pupil Specific Funding’ to clusters in 2012-13 and fully delegate this fund in 2013-14 and thereafter.

Mainstream schools in Norfolk, have for many years, received the delegated funding for learners with SEND at School Action, School Action Plus and with Statements of less than 20 hours, this was reduced to 2 categories of SEND in school under the implementation of the Children and Families Act September 2014. Now schools have pupils with SEND and pupil son Statement or Education Health and Care Plans. The decision to distribute the remaining funding to clusters was based on the principles of achieving early intervention and greater flexibility of resource allocation.

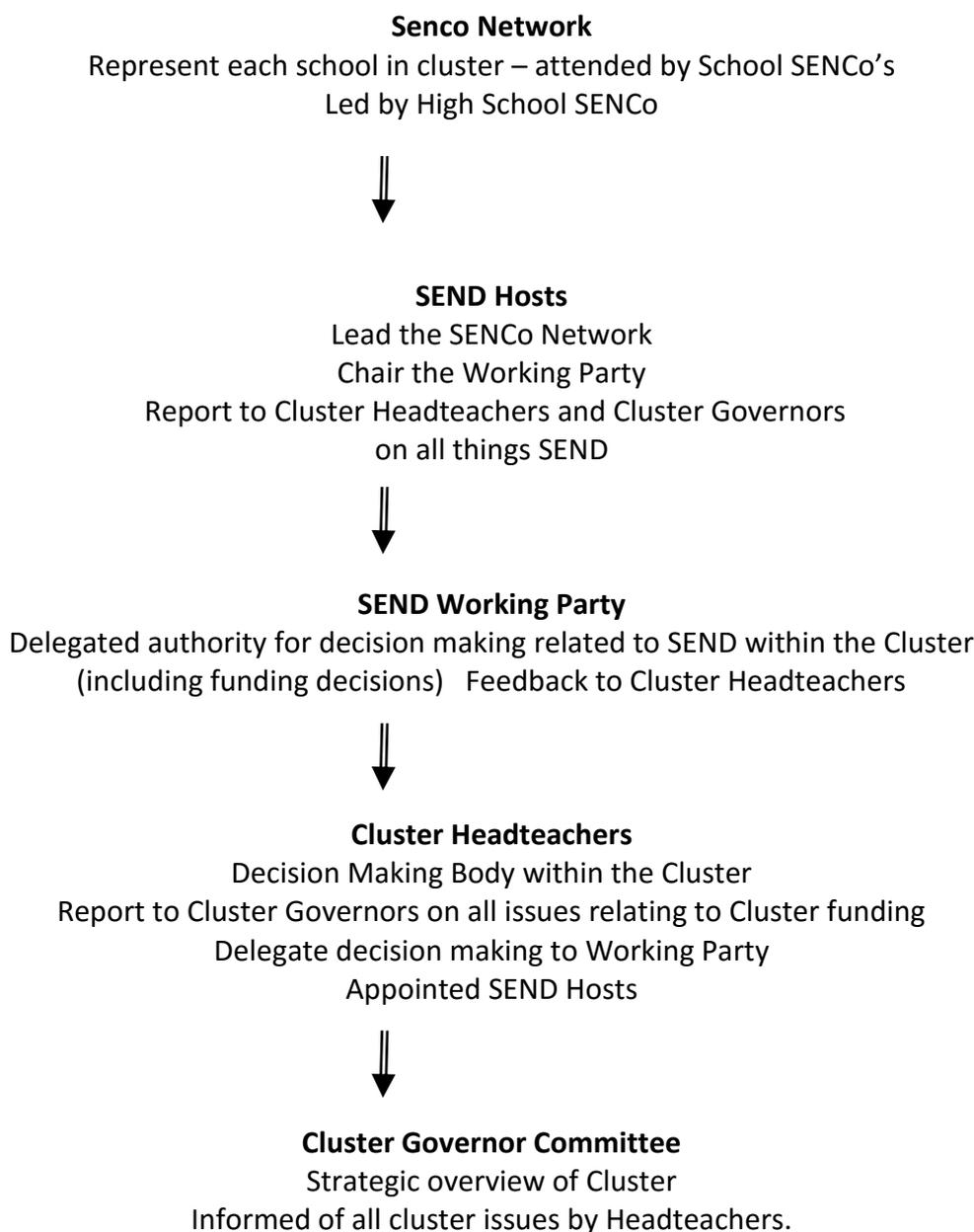
The Aylsham Cluster of Schools is in full agreement with the principles of the change, and indeed, despite a disparity over funding amounts, have devised a system of funding distribution between schools which promotes equity and fairness, and is also transparent to any scrutiny. The success of these systems has been, and continues to lie, in the unity within the cluster, the joint approach taken when introducing these changes to staff and parents – and children/students.

The Cluster Headteachers made two key decisions when implementing these compulsory changes: they nominated ‘two’ SEND Hosts for the cluster, and delegated decision making responsibility to a designated Working Party. The SEND Hosts come from the Primary and Secondary sectors, and work collaboratively. Kathryn Leeks (Aylsham High School SENCO) brings SEND expertise and knowledge, and confident Leadership of the cluster SENDco Network. Deborah Leahy (Headteacher Buxton Primary) brings primarily the strategic leadership knowledge required to lead a major change.

The SEND Working Party is made up of 3 primary Headteachers, Secondary Deputy Headteacher, High School SENCO, High School Finance Manager and the High school’s Director of Business and Community Strategy. The SEND Hosts undertake all the operational duties that enable the Working Party to make informed strategic funding decisions. The working party has delegated responsibility from the Cluster Headteachers for all cluster SEND decisions.

On an operational level, the Cluster Hosts are supported by the strong Cluster Network of SENCOs. This network involves all SENCO's from each of the cluster schools – they are responsible for the implementation of new systems and procedures at an individual school level. Together they have undertaken a cluster wide provision map, ensured a uniformed approach to identifying additional needs in pupils, identified key resources and expertise within the cluster, collated a cluster SEN Register and they will continue to ensure that the SEND provision across the cluster is as good as it can be so that all children/students achieve as well as they can

Hierarchy of SEND responsibility within the Cluster.



DELEGATION OF FUNDING

Annually each school is allocated a dedicated SEND budget, directly into their school budget. This constitutes an amount to support all SEND in school for school action, school action plus and statemented pupils. School Budgets are also allocated an additional £10,000 for high level SEND. It is expected that schools will be able to show how this additional £10,000 has been used to meet pupil need before application for additional SEND funding can be made to the cluster.

In addition to the school allocated SEND funding, the cluster receives SEND funding also, which is to be used to support high level SEND in schools and across the cluster. Our cluster SEND allocation is for supporting ALL SEND in schools in a varied way: resources, buying in advise and support and implementing specific interventions, for example.

Currently, the working party agreed that each school with statemented children or children with an EHCP, will be entitled to a proportion of the Cluster SEND allocation. This year we extended the provision to include ALL pupils on the SEND Register. The Cluster Headteachers agreed.

When a school requires additional funding, the Working Party has devised (based on LA recommendations/examples) application forms, impact forms and response forms. An application form should be completed for each intervention that a school wishes to implement to support pupils. This application is checked by the SEND Host, and submitted for consideration to the Cluster Working Party. The SENCO network has been trained in completing these forms (completed examples provided) and is aware of the deadline dates for application submissions.

After funding has been allocated to a school(s) for an intervention, at the end of the intervention period the working party will receive an impact form which details – in a measurable way – the success (or not) of the intervention. This information is collated by the working party and shared with cluster headteachers. A summary of impact is also shared with Cluster Governors – showing value for cluster delegated money.

Produced by D Leahy and K Leeks

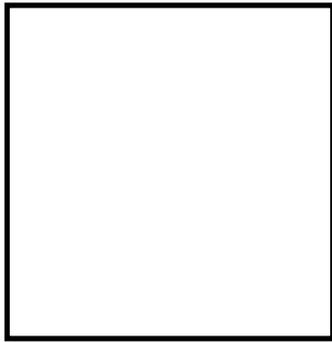
Aylsham Cluster SEND Hosts

September 2013

Updated January 2015

Updated Sept 2015

Appendix 2- Learning Passport



Name:

D.O.B:

Passport issue No:

Areas of Concern

What am I good at?

What do I find hard?

What should teachers and other people in school do to help me?

For official use only!

SEN/D stage:

Date support began:

Appendix 3- IEP format

Hevingham and Marsham Primary School Partnership Individual Education Plan and Progress Sheet		Start date:	End date:
		Sheet number:	
Name	Area of concern	COP stage: School support	EH&CP
SMART Target: Activities: <ul style="list-style-type: none"> • • • 			
Date	Evidence- from teacher, TA,MSA, Pupil etc		
Next steps/new target			