

DRAFT POLICY FOR SPECIAL EDUCATIONAL NEEDS

Guidance

All statements in black are suggested text which you can use if you wish. All text in blue is guidance for you to shape this policy in the context of your school.

You are required to have:

An SEN Information Report on your website – this should be written from the perspective of parents and families, and address the questions they may ask you. This should be updated and amended regularly to reflect changes in provision.

An SEN Policy – this explains what the school does to meet its statutory duties and links to other guidance and policies that may be relevant. It should be available to everyone, but you may wish to direct parents to the SEN Report on the school website if they have specific questions about provision.

When developing your SEN Policy and SEN Information Report schools, you should refer to the LA Guidance – SEN Guidance – School Based Support. This guidance sets out LA expectations for Kirklees schools in accordance with the Children & Families Act 2014 and it is designed to assist schools in their development of detailed information about arrangements for identifying, assessing and making provision.

1. Introduction

An opening paragraph that states the school/setting's beliefs and values about SEN: the right of every child/young person to a broad curriculum that meets their needs; every teacher is a teacher of SEN; your commitment to ensure that every child/young person is included in all aspects of school life, etc.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- [List any others here](#)

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: [List those who have been consulted/involved – staff \(SENCO, Senior Leadership Team\), Governing Body \(SEN Governor\), parents, families, etc.](#)

2. Contacts

Special Needs Coordinator (SENCO) – insert name and contact details; indicate whether or not they have the National Award for SEN (NASENCo award).

If the SENCO is not a member of the Senior Leadership Team (SLT) – give the name of the SEND champion on the SLT.

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

- [Describe your expectations of the role of teachers and support staff](#)
- [A brief description of what quality first teaching means in your school](#)
- [A statement to show how this is evaluated in the light of SEN](#)
- [A link to other policies where appropriate.](#)

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

[The Code no longer allows for the identification of behaviour to describe SEN. Any concerns you may have about a child/young person with behavioural needs would form an underlying part of a wider need \(above\) which you have recognised and identified clearly. Insert here a statement to link the processes of your Behaviour Policy and SEN Policy. You may need to adapt your Behaviour Policy in the light of this.](#)

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

Describe how your school reviews the quality of teaching for all children/young people, including those at risk of underachievement. Describe the strategies the leadership team adopt to ensure a whole school teaching approach in relation to SEN.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**.

Now describe the process by which you decide that additional provision is needed, and the decision is taken to place pupils on SEN Support. This should include:

- Involvement of the teacher
- The range of information you consider (alongside national expectations of progress): formative assessments; assessment materials; specialised assessments from external agencies
- Involvement of the child and their family in this process.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

This section will depend on the way in which you manage the child/young person's needs within your school/setting. It may be that you have organised your assess-plan-do-review arrangements in table or provision map format to show the whole school graduated approach. These could be included in the appendix with a briefer description here.

Questions to consider:

- Describe your system for assess-plan-do-review, and who is responsible at each stage: whole school responsibility (and the teacher's responsibility for evidencing progress); SEN Team (SENCO) responsibility; external agency involvement and responsibility. Within this, include your recording systems (IEPs, provision maps, etc.), time scales, responsibility for updating these.
- How does this process link with your whole school pupil progress system/meetings?
- How do you decide upon a level of provision? (You can include the SEN report as a reference here, and include as an appendix). You can also outline the types of provision you offer (you could include a provision map in the appendix and refer to that)
- If the school/setting is unable to fully meet the needs of a child/young person through your own provision and arrangements, what evidence would you use to show this? You should make reference to the Support Plan here and could include this in your appendix.
- Explain the process for engaging additional support or specialist services, the involvement of the child and their family in this process, and the monitoring of these arrangements. If there are cost implications, you should refer to those here as part of the Support Plan. You should also refer to the Single Point Referral and the Specialist Provision Referral here. You may wish to include those documents in your appendix.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school ([refer to your provision map](#)). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

[Describe your process for this](#)

[Does your school offer any further support for children and young people who do not meet the criteria for SEN Support?](#)

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements ([say where these are or provide a link](#))
- Our links with other agencies ([if these are not included in your SEN Report, say how you would do this](#))
- Our arrangements for examination and assessment access ([say how you do this and who is responsible for it](#))
- Our transition arrangements ([from class to class, school to school, etc.](#))
- Our school policy on managing medical conditions of pupils ([this policy is on One Hub – you can provide a link to it here or on your website](#)). Please note that this is a new requirement placed on schools from September 2014.

8. Supporting Pupils at School with Medical Conditions

At School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

Now describe any arrangements in place in your school to support children and young people with medical conditions, making reference to the Managing Medical Conditions Policy.

9. Monitoring and Evaluation of SEND

Describe the school's monitoring and evaluation cycle. If you have included the assess-plan-do-review provision map in your appendix, refer to it here. Your description must include the monitoring of the quality of provision of all children and young people. Explain how you do this:

- How are parent/carers' views captured?
- How do you obtain the views of children and young people?
- What is the role of the Governing Body in the evaluation process?
- What do you do with the information you gather?

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

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|---|---|
| Element 1 Core Educational Funding | Mainstream per pupil funding (AWPU) |
| Element 2 Schools Block Funding | Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget. |
| Element 3 High Needs Top Up | Top Up funding from the LA to meet the needs of individual children and young people with EHC plans. |

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Funding of Specialist Provisions In Maintained Schools

To be included by those schools which have a Specialist Provision

Specialist Provisions are funded on an agreed number of places as agreed with the DFE on an annual basis. There is also an additional element of top up-funding allocated to school to meet the needs of the actual pupils in the Specialist Provision. All funding for the SP pupils comes from the High Needs Budget.

Adapt the statements below to your context. Please bear in mind that these are based on best practice.

a) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this (**specify any training relating to SEND**)

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND

Specify any other organisations that you belong to, e.g. NASEN, NDCS, etc.

Specify any other support networks, e.g. Additional Needs Partnerships if you belong to one

11. Roles and Responsibilities

- The SEN Governor is They meet with the SENCO (**state how often**) and monitor the progress of pupils/students with SEN
- The school employs (**number**) of support staff. They carry out a range of roles across the school (**specify**) and are line managed by They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is
- The member of staff responsible for Looked After Children is
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored

If you have a school policy on Information Management, refer to it here.

If you have a school policy on Confidentiality, refer to it here.

If not, include here:

- What you keep
- How long you keep them
- Your arrangements for passing on information during transitions.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle – say what this is.

You may wish to review this policy more frequently initially in the light of the legislation changes.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

You can attach your Accessibility Plan as an appendix and refer to it. This should show work previously undertaken to remove barriers.

Parents/carers can contact key staff by

15. Dealing with Complaints

Refer here to your Complaints policy and procedures. Are there any specific ways in which parents of children with SEN can make a complaint?

16. Bullying

At School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. We do this by:

List any specific arrangements you have in place.

Refer to your Behaviour Policy and Safeguarding Policy here.

17. Appendices

In order to make this Policy as accessible as possible, consider what can be included as an appendix. You can include the policy or a link to your website. Some suggestions:

- SEN information report
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- Any other policies you have mentioned in this Policy, if appropriate
- Provision map or other that explains your assess-plan-do-review process

Try to ensure that all terminology used is clear – this should reduce the need for a glossary.