

SEN Handbook



BARNSLEY
Metropolitan Borough Council
EDUCATION SERVICES

SEN HANDBOOK: CONTENTS

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PART 1

POLICY, STRATEGY AND PROVISION

FOREWORD

The SEN Handbook for Barnsley Education Authority is an important tool for colleagues in schools and within the Local Authority to enable quality support to be provided for children and young people with special educational needs and their families.

Barnsley is making good progress on developing inclusion and our approach is clearly defined in the LEA Inclusion Statement and within the LEA SEN Policy and Strategy. The SEN Action Plan clearly articulates how the policy is put into practice.

The Handbook aims to accurately describe the roles and responsibilities of schools and the LEA, who work in partnership to provide for all children and young people with special educational needs.

This Handbook provides a focus for promoting inclusion and raising achievement for those with SEN. It is set within the context of the Revised Code of Practice, which was published in November 2001. The Code promotes a consistency of approach to meeting children's SEN. The focus is on preventative work to ensure early identification of need and early action to meet those needs.

This Handbook sets out Barnsley LEA's response to working with regard to the SEN Code of Practice and outlines a framework of effective school based support with less paperwork for teachers and an emphasis on monitoring the progress of children with SEN towards identified goals, including specific targets to ensure good achievement.

The Code and Handbook provide a framework for developing partnerships between parents, early years settings, schools, LEAs, health and social services and voluntary organisations that are crucial to achieving our goals.

The guidance notes are brief and informative and cross-referenced to the SEN Code of Practice and the Toolkit.

I trust you will find the Handbook helpful and your comments on further inclusions or revisions would be valuable.

Janine Muller
Acting Inclusion Support and Development Manager

INTRODUCTION

Barnsley LEA is committed to improving the learning opportunities for all and to developing structures, systems and practices that promote school improvement within a culture of inclusive educational provision. The LEA schools and services and a wide range of partners have embraced the philosophy of inclusive schooling, whilst recognising the need to offer specialist provision for those with the most severe and complex needs.

This Handbook details the current structure of SEN provision within Barnsley and identifies how this supports the development of inclusive practice. It does this through:

- explaining what educational inclusion means within the Barnsley context
- clearly articulating the LEA's policy and strategy for SEN
- identifying LEA/non LEA services available and setting out what these services can offer schools, children and young people with SEN and their parents/carers and how they can be accessed
- having clear decision-making processes with regard to identification, assessment and provision for those with SEN
- transparent and equitable funding arrangements for SEN
- clearly identifying the role and remit of schools, specialist provisions and special schools
- reviewing and evaluating SEN provision.

This document will draw together information already available in a range of other documents as well as providing additional information to provide a comprehensive guide to Special Educational Needs provision in Barnsley.

PART 1

Section 1

Statement of Inclusion

STATEMENT OF INCLUSION

Barnsley has identified a number of statements that highlight what educational inclusion means within the authority.

To ensure equality of access to good learning experiences for learners of all ages and abilities, the authority has adopted the following statement for inclusion.

Inclusive educational settings and services celebrate diversity. The teaching and learning, achievements, attitudes and well being of every person matter. Their individual qualities, experiences, and cultural backgrounds will be recognized and valued.

People have a varied range of abilities, strengths and needs. They are entitled to the best learning experiences, to achieve their potential, develop relationships and equip them for life.

All educational settings and services are responsible for responding to the diverse learning needs of the people of Barnsley. Collaboration will take place to overcome barriers to learning and assessment and to meet learning challenges.

This will enable each local community to meet the needs of its learners with specialist support or provision where necessary.

Education services will seek to promote inclusion through:

- working in partnership with schools and other educational settings, parents and carers, the wider community and other agencies
- engaging and involving learners
- clear policy statements and guidance achieved through consultation
- providing resources to support inclusive practice
- providing and supporting continuing professional development to ensure that the necessary skills, knowledge and practice are in place
- enabling the sharing of good practice
- ensuring that Barnsley's needs are reflected in initiatives developed in response to government policies and legislation
- monitoring and evaluating the levels of engagement, the quality of provision and its impact on learning and achievement outcomes.

Inclusion is a process in which schools continually develop their ability to respond to the full range of individual needs.

Children are included when:

- they feel that they belong in their school
- they feel good about themselves and their achievements
- they are able to participate in and learn from all classroom activities
- they are able to engage in positive relationships with other children in the school
- they are able to make good progress and achieve their potential
- they play an active part in the development of their learning programmes
- they can take part in all aspects of school life.

Schools are inclusive when parents/carers:

- feel welcome and have positive relationships with staff
- are treated with respect and have their views taken into account
- are able to gain access to information and staff
- are kept well informed and have a shared understanding of what is happening with their child in school

Schools are inclusive when all staff and governors:

- welcome and respect the contribution of all children
- accept their responsibility to recognise and meet the individual needs of all children
- plan and work together to meet the range of different needs in the school's population
- listen and respond to the views of parents/carers
- work effectively with other professionals in responding to children's needs.
- have an active relationship with their local community

Staff and governors are included when they:

- are valued and supported
- recognise and understand the contribution of their different roles and responsibilities
- are actively involved in the decision making processes of the school
- promote effective communication and a positive working environment

PART 1

Section 2

LEA SEN Policy

SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

Barnsley Local Education Authority (LEA) works in partnership to raise attainment by promoting the inclusion of children and young people with Special Educational Needs (SEN) in all educational settings, respecting and valuing diversity and ensuring equal opportunities.

- **All children and young people are entitled to experience high quality education enabling them to raise their aspirations and achieve their potential. They will receive access to a broad and balanced curriculum suited to their needs and abilities.**

- **Wherever and whenever possible children and young people with SEN are included in mainstream schools whilst ensuring access to specialist provision for those pupils with significant and complex needs.**

- **The early identification and assessment of special educational needs, which is fundamental to the LEA's strategy to raise attainment, will be achieved through genuine partnership between the LEA, schools, parents, carers, children and young people and other professionals.**

- **Resources to support learning will be allocated equitably, effectively and efficiently on the basis of identified need. The balance of provision and funding will focus on early intervention and prevention.**

- **A programme of continuing professional development promotes high levels of expertise, knowledge and skills for all staff working with children and young people with SEN.**

- **All services to support children and young people with SEN, their parents/carers and schools will be delivered in accordance with Best Value principles.**

SPECIAL EDUCATIONAL NEEDS POLICY

Preface

Introduction

This policy pays due regard to the Authority's obligations under the 'Code of Practice on the Identification and Assessment of Special Educational Needs' (2002), the 'Education Act' (1996), the 'Children Act' (1989) and the SEN and Disability Rights in Education Bill (May 2001).

This SEN policy describes the principles and entitlements which direct and inform the identification, assessment and provisions for children with SEN in the context of Barnsley Local Authority's Equal Opportunities Policy.

In this policy the LEA recognises and seeks to develop and disseminate good practice relating to special educational needs which is evident in the borough.

All partners have responsibility for addressing children's special educational needs through the efficient and effective use of the total resources available.

Context

The Education Service in Barnsley aims to:

- raise levels of attainment for all pupils by creating an ethos of achievement, purpose and celebration;
- improve expectations, motivation and stimulation of pupils in the development of their learning through challenge and support;
- ensure equality of access to good learning experiences for pupils of all abilities;
- offer high quality, value for money services to help develop teaching and learning;
- encourage and support Lifelong Learning.

Some pupils experience barriers to learning and participation at some stage in their education. This policy refers to pupils whose learning needs are defined by education legislation as Special Educational Needs (SEN). The Education Act 1996, Section 3.12 provides the following definition:

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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a difficulty 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 education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so 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.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

This policy reflects the LEA's responsibility with respect to special educational needs on:

- identification and assessment
- provision
- monitoring and review

This policy reflects the international, national and local view that inclusion is not a simple concept restricted to issues of placement. Its definition encompasses access to education for all and a recognition of the importance of providing for diverse needs.

There is a clear expectation within the Education Act 1996 that pupils with special educational needs will be included in mainstream schools. The DfEE stated that:

“We want to see more pupils with special educational needs included within mainstream primary and secondary schools. We support the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Salamanca World Statement on Special Educational Needs 1994. This calls on all governments to adopt the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise. This implies the progressive extension of the capacity of mainstream schools to provide for children with a wide range of needs”.

For the vast majority of children their special educational needs are met by their mainstream school in line with the school-based stages of assessment. School governing bodies have statutory responsibilities to ensure these needs are met.

In a minority of cases a child may have a special educational need of a severity or complexity which requires the LEA to determine and arrange the educational provision for that child by means of a statutory assessment and a statement of Special Educational Need. In such circumstances specialist provision may be appropriate.

Identification and assessment

Identification and assessment of children and young people with special educational needs

The SEN Code of Practice (2002) enshrines the principle that children and young people with special educational needs should be identified and assessed as early as possible. The Education (School Records) Regulations 1989 require that schools keep records on every pupil, including information on academic achievement, progress and on skills and abilities. This information must be brought up-to-date annually and disclosed to parents, carers and others who are entitled to have access to such records.

The LEA ensures that procedures and guidance are provided for its schools to enable them to identify those children and young people who may have special educational needs and to carry out an assessment of those needs with a view to addressing their needs, recognising that at all stages assessment is an integral part of teaching and learning.

The LEA has a duty to review and publish its guidance for decision making with regard to statutory assessment and ensure it is applied across all schools and settings in a consistent and fair manner.

The LEA aims to complete all statutory assessments within timescales and work co-operatively with parents and other agencies to achieve this.

When assessing a pupil's special educational needs the LEA:

- uses valid and reliable assessments
- recognises academic and personal achievement
- recognises social and behavioural development
- makes use of both formal and informal observations
- aims to maintain continuity between phases of education
- takes account of information from other agencies including Health and Social Services
- values the involvement of parents / carers and ensures that information is available to them at all stages of the process.

Provision To Meet Needs

Deployment of resources to meet the needs of pupils in mainstream schools

The Fair Funding formula for delegating SEN budgets to schools includes:

- an amount within the individual schools budget to meet the needs of all pupils with SEN
- an element delegated to meet the needs of pupils with SEN but without statements
- an additional element for pupils with statements of SEN.

Schools are accountable for all devolved and delegated funding. The LEA will monitor and evaluate how schools provide for children with SEN and the impact on the outcomes for children with SEN.

School resources may be supplemented by the LEA, to meet the needs and provision set out in a Statement. These may be in the form of personnel, materials or funds.

Funding Scheme for Special Schools

The LEA is required to have a funding formula for special schools. The LEA's Fair Funding Scheme for special schools is in accordance with the School Standards and Framework Act 1998. Details of the Funding Formula are contained in Section 52 Statements.

Early Years Provision

Planning and provision for early years education is the responsibility of the Early Years Development & Childcare Partnership (EYDCP). This Partnership contains representatives of the maintained, private and voluntary sectors, in addition to the LEA, Health, Social Services and parents. The Partnership produces an annual plan that is adopted by the Local Authority. The Partnership fully supports the inclusive practices of the LEA and reaffirms the right of every parent and child to attend provision of their choice, within their own locality. As such, appropriate support is provided for any child, regardless of the sector or the setting.

All providers of Government funded education, including those outside the maintained sector, are required to have regard to the SEN Code of Practice, including guidance on the role of the SEN Co-ordinator and on the use of Individual Education Plans. This duty is set out in section 313(2) of the Education Act 1996 (in relation to maintained schools) and section 4(1) of the Nursery Education and Grant Maintained Schools Act 1996 and section 123 of the School Standards and Framework Act 1998 (in relation to other early education providers).

These providers are required to have a written SEN Policy and to identify a Special Educational Needs Co-ordinator (SENCo). SENCos are provided with support and training in the implementation of the Code of Practice, in addition to support and guidance on the early identification of Special Educational Needs and appropriate intervention.

Pupils who are gifted and talented, pupils from ethnic minority groups and pupils in public care

The educational needs of these pupils are not normally considered as special educational needs under the Education Act 1996. However, sometimes these pupils may experience learning difficulties which meet the definition of a special educational need.

In such cases schools should follow the procedures and practices defined for pupils with SEN.

This SEN policy supports the Local Authority's policy on Equal Opportunities.

LEA Services which support children and young people with special educational needs.

The LEA maintains a range of services which support children and young people with SEN e.g., Educational Psychology, SEN Advisory Team, SEN Support and Development Service, to advise and assist schools in meeting the needs of pupils and to offer direct support to families and children or young people.

The structure and organisation of these services may change from time to time to enable the LEA to maximise efficiency and respond to changing patterns of need and initiatives / developments in local and national policy. Details of the current services are available to parents, schools and other agencies from the Local Education Authority.

Resourced provision

The LEA, in partnership with mainstream schools, maintains a number of specialist resourced provisions e.g. Resourced Provisions for Hearing Impaired pupils and pupils with Autistic Spectrum Disorder.

The range and function of these resourced provisions may change from time to time to enable the LEA to implement the SEN Strategy and to respond to changes in local demand for services. Details of the current provision are available to parents, schools and other agencies from the Local Education Authority.

Special school

The role and function of the school is to ensure access to a broad, balanced and relevant curriculum suited to meeting the needs of children and young people with significant and complex special educational needs aged 3 to 19 years.

The school has a range of specialist provision including a full range of multi professional services relevant to the needs of this diverse population. An admissions policy outlines the criteria for admission to the school.

The role of the school is complementary to that of mainstream in the development of provision for pupils with SEN in conjunction with other LEA services to promote inclusive practice.

Out of authority placements

The LEA seeks to maintain pupils in Barnsley LEA placements wherever possible.

Where a child has educational, social and / or medical needs that cannot be met locally, placements out of authority are made. Whenever appropriate the LEA seeks joint funding arrangements for these pupils.

Training and professional development

The LEA deploys resources to enable school staff access to appropriate professional development.

The LEA ensures access to appropriate professional development opportunities for all its staff, in order that they can fulfil their duties in relation to SEN.

Provision of transport

Pupils without a Statement of SEN fall within the Authority's transport policy.

Where a pupil has transport written in their Statement of SEN, and attends a school named by the LEA, the LEA funds transport arrangements.

Where attendance is not at the nearest appropriate school by parental preference the LEA does not fund transport.

Where a pupil has temporary medical reasons for transport these are considered within the scope of the Authority's transport policy and would not fall into the scope of the SEN Policy.

Post-16 students are included in this policy if they have a Statement of SEN.

Review and Evaluation of SEN Provision

Monitoring the progress of children with SEN

To ensure that needs are matched by appropriate provision the LEA works with schools to evaluate the effectiveness of their arrangements in supporting and raising achievement by:

- evaluating the effectiveness of their school funding arrangements in supporting and raising the achievement of children with SEN
- monitoring the admission of children with SEN to schools
- auditing, planning and monitoring the provision for SEN
- monitoring and reviewing the quality of services to schools in relation to SEN
- regularly reviewing the interventions for each child to assess their impact, the child's progress and the views of the child, their teachers and their parents
- assisting schools to recognise, develop and share best practice in relation to inclusion and SEN.

Schools conduct statutory reviews with reference to the guidance in the SEN Code of Practice. The process for conducting statutory reviews is monitored.

The LEA considers and responds to the recommendations of the annual review.

The LEA will monitor and evaluate the continued effectiveness and appropriateness of the statement of SEN.

PART 1

Section 3

LEA Strategy for SEN

LEA STRATEGY FOR SEN

Foreword

The SEN Policy Statement in the preceding section was approved by Cabinet in March 2002 and provides the direction for our SEN Strategy and provision. This direction reflects both national and international priorities in meeting the needs of children and young people with SEN.

Barnsley Metropolitan Borough Council is committed to improving skills and attainment across all communities and all stages of life.

How we meet the special educational needs (SEN) of children and young people is an essential part of this commitment.

We wish to involve as many people as possible in delivering our strategy.

The LEA is required to keep under review the arrangements it makes for children and young people with SEN. This strategy document has been produced to demonstrate the ways in which Barnsley will ensure the development of high quality SEN provision and support school improvement through the creation and development of inclusive schools.

Providing high quality, inclusive SEN provision is not a cheap option. The financial implications of implementing the Strategy for SEN will be determined as part of the annual budget setting process of the directorate. Greater inclusion of pupils into mainstream school settings will require additional investment. Additional resources will need to be identified as well as the recycling of resources and savings made within SEN budgets and the use of grants.

The Strategy aims to ensure that pupils with SEN, in line with the LEA SEN policy are able to access educational provision in mainstream schools. The Strategy actively supports the requirements of the SEN Disability Act to ensure equality of opportunity for children with a physical disability.

Introduction

Meeting the needs of children and young people with SEN successfully requires partnership between all those involved – LEAs, schools, parents, pupils, health and social services and other agencies.

Partnerships can only work when there is a clear understanding of the respective aims, roles and responsibilities of the partners and the nature of their relationships, which in turn depends on clarity of information, good communication and transparent policies.

The Local Education Authority – School Relations Code of Practice DfEE February 2001 provides broad guidance on the relationships between LEAs, governing bodies and head teachers in their respective roles in achieving excellence for all children. This Code expects LEAs, in partnership with schools, to place the highest priority on their statutory duty to provide high standards of education for all children including those with SEN.

An essential function of the LEA is to make effective arrangements for SEN by ensuring that:

- the needs of children and young people with SEN are identified and assessed quickly and matched by appropriate provision
- high quality support is provided for early education settings and schools, including educational psychology and other specialist support services

- children and young people with SEN can benefit from co-ordinated provision – by developing close partnerships with parents, schools, health and social services and the voluntary sector
- strategic planning for SEN is carried out in consultation with schools and others to develop systems for monitoring and accountability for SEN
- LEA arrangements for SEN provision are kept under review as required under section 315 of the Education Act 1996
- the LEA works with schools to evaluate the effectiveness of their school funding arrangements in supporting and raising the achievement of children with SEN.

Context

In 1993 the general principle that children with SEN should, where this was what parents wanted, normally be educated at mainstream schools was enshrined into law. The Education Act 1993 (Section 160) subsequently consolidated in Education Act 1996 (Section 316).

The United Kingdom signed the Salamanca Statement, which was a statement drawn up by a UNESCO World Conference held in Spain in 1994. This statement called upon all Governments to “adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise”.

In 1997 the Government published “Excellence for all Children”. This set out a strategy to improve standards for pupils with SEN and promote greater inclusion.

“Meeting Special Educational Needs – a Programme of Action” was published in 1998. This undertook to review the statutory framework for inclusion in conjunction with the Disability Rights Task Force.

The report of the Disability Rights Commission Task Force, “From Exclusion to Inclusion”, published in 1999 recommended “a strengthened right for parents of children with statements of SEN to a place at a mainstream school, Education Act 1996 Section 324.

The Special Educational Needs and Disability Act 2001 further strengthened the right to a mainstream education for children with SEN. This Act amended the Education Act 1996 and transformed the statutory framework for inclusion into a positive endorsement of inclusion.

The Education Act 1993 placed a duty on the Secretary of State to issue a Code of Practice for SEN. The first Code came into effect in 1994. Since then the rights and duties contained in the 1993 Act have been consolidated under Part IV of the 1996 Education Act. A new SEN Code of Practice came into effect in January 2002, placing a duty on LEAs, schools, early education settings and those who help them, including Health and Social Services, to have regard to it.

Strategy

The council believes that the strategy for special educational needs should be based on a framework of 10 key strategic areas. This will enable the LEA and its partners to raise achievement and promote inclusion for children and young people with special educational needs.

(NB – where the word school/s is used, this also refers to other educational settings).

Strategic Area

1 Leadership

The elected Members and officers of the LEA will provide effective leadership on achievement and inclusion issues with regard to children and young people with SEN.

Strategic Area

2 Attitudes

The LEA will maintain and develop its commitment to overcoming barriers to raising achievement and promoting the inclusion of children and young people with SEN in mainstream schools whenever possible.

Strategic Objectives

- a) To articulate a clear and consistent vision, we will implement the revised LEA policy for SEN.
- b) To promote good practice, we will encourage schools to reward and celebrate a wider range of achievements other than those usually recognised.
- c) To challenge unacceptable practice, we will support schools in developing their capacity to meet a wide range of SEN.
- d) To manage the LEA's resources efficiently and effectively, we will establish and implement a clear monitoring and evaluation system with regard to resource allocation, implementation of funding policies and be committed to the professional development of all employees.

Strategic Objective

- a) To ensure that their contributions are equally valued we will work in partnership with pupils, parents, carers and a range of other professionals.
- b) To ensure the presence, participation and achievement of children and young people with SEN, we will ensure that aims and objectives relating to SEN are understood and pursued by everyone.
- c) To engage with parents as effective partners, we will empower them to play an active and informed role in their child's education.
- d) To develop staff in line with the organisation's aims and objectives we will implement a comprehensive induction and professional development programme.

Strategic Area

3 Policies, Planning and Processes

The LEA will engage with its schools to develop a shared commitment to inclusion as a means of raising pupil achievement.

Strategic Objectives

- a) To increase the school's capacity to meet the educational needs of pupils with SEN, we will promote and disseminate best practice in teaching, learning and school leadership.
- b) To prioritise the needs of children and young people with SEN as a focus for joint review, planning and development, we will identify and target support at this group ensuring equality of opportunity.
- c) To ensure that all statutory plans, statutory processes and strategic planning take account of this commitment, we will monitor and evaluate the progress and achievement of pupils with SEN.

Strategic Area

4 Structures, Roles and Responsibilities

The LEA will facilitate effective and efficient support and challenge to schools on achievement and inclusion issues with regard to children and young people with SEN.

Strategic Objectives

- a) To provide coherent and co-ordinated services to schools, we will develop effective strategies for collaborative working with early years settings, schools and other agencies.
- b) To ensure effective use of SEN resources to support and challenge the raising of achievement, we will clearly articulate respective roles and responsibilities of schools and services.
- c) To ensure that advice and support is available to educational settings, we will recruit, retain and invest in our employees.

Strategic Area

5 Funding

The LEA will review the management of resources which support improvement in raising levels of achievement and inclusion of children and young people with SEN.

Strategic Objectives

- a) To ensure that available resources are used to support learning and raise achievement of this group, we will allocate these equitably, effectively and efficiently on the basis of identified need.
- b) To ensure the balance of provision and funding focuses on early intervention and prevention, we will shift resources from reaction to prevention and early intervention.
- c) To deliver services more efficiently and effectively, we will identify opportunities for innovative working, using government initiatives and funding in ways which will enhance the resources available to support schools in raising achievement and promoting inclusion of pupils with SEN.

Strategic Area

6 Responding to Diversity

The LEA will ensure that pupils have access to a curriculum that is broad and balanced and suited to their individual needs and abilities.

Strategic Objectives

- a) To evaluate the effectiveness of the provision, we will monitor the quality of teaching and learning across all settings.
- b) To reduce the risk of underachievement or exclusion of children and young people with SEN, we will facilitate the development of curriculum initiatives in all schools.

Strategic Area

7 Specialist Provision

The LEA will promote the inclusion of children and young people with SEN in mainstream school whilst recognising the importance of meeting individual needs and developing specialist provision to raise achievement.

Strategic Objectives

- a) To match the pattern of additional specialist provision to the known and anticipated pattern of need, we will audit individual needs, trends and outcomes.
- b) To implement and promote strategies to raise achievement, we will organise and deploy specialist services effectively and efficiently.

Strategic Area

8 Partnerships

The LEA will maintain and develop its commitment to work together in partnership with schools, parents, young people and other agencies to strengthen support for children and young people with SEN.

Strategic Objectives

- a) To enable parents to play an effective role in their child's education, we will actively seek to work with parents.
- b) To support schools, we will develop existing statutory provisions and promote best practice to improve the SEN framework.
- c) To promote improvements in partnership working, we will engage in joint strategic planning and the development of effective service delivery.
- d) To ensure pupil participation, we will enable children and young people to engage in the decision making processes that affect their access to education.

Strategic Area

9 Staff Development and Training

The LEA will maintain and develop its commitment to developing the professional capacity of all staff to meet the needs of children and young people with SEN.

Strategic Objectives

- a) To improve the performance of the organisation, teams and individuals, we will have effective performance management.
- b) To evaluate the impact of investing in the development of staff, we will monitor the progress of children and young people with SEN.

Strategic Area

10 Monitoring and evaluation

The LEA will exercise its functions in a way that promotes inclusion and raises achievement of children and young people with SEN efficiently and effectively.

Strategic Objectives

- a) To ensure that high expectations are set for pupils with SEN, we will develop and monitor the LEA and schools' SEN policies.
- b) To promote the inclusion of children within mainstream school wherever possible, we will have clear accessible information on the range of SEN provision, including how funding, equipment and personnel resources are deployed.
- c) To shift the focus in meeting SEN from procedures to practical support, we will continually monitor the quality of SEN provision.

PART 1

Section 4

SEN Funding

SEN FUNDING

This section is concerned with the distribution of resources for meeting the needs of pupils with special educational needs (SEN).

The development of inclusion and raising attainment for all pupils is a key priority for the government, the LEA and schools. The method by which resources are distributed has a significant impact upon both those factors. Strategies that provide resources to meet needs on a whole school basis, that are flexible enough to support individual pupils with severe or complex needs and that are closely linked to policy are associated with the development of inclusive education.

LEAs have to review their approaches to the allocation of resources for pupils with SEN to ensure those resources delegated to schools are closely matched to the patterns and levels of need in schools and the basis for the allocation is transparent and understood by schools.

Resources available for school-related purposes are known as the Local Schools Budget (LSB) and the amount delegated to schools as the Individual Schools Budget (ISB). In the Green Paper 'Modernising Local Government Finance' (2000) the government stated that the methods by which resources are distributed should reflect the respective roles and responsibilities of local government and schools. LEAs are able to retain, from the LSB, resources to cover expenditure related to SEN.

Rationale

The concept of distributing resources for SEN is based upon the fundamental principle that those with the greatest need will require additional targeted resources to support their learning.

Although pupils with SEN are required to be identified and assessed individually, in most circumstances it is not appropriate to identify children and young people in this way for funding purposes. Rather, the relative distribution of resources between schools needs to reflect the requirement to make appropriate arrangements for the different populations of pupils who attend the schools.

The distribution of funds for SEN is based on the need to:

- ensure pupil entitlements;
- support inclusive learning;
- minimise the need for statements;
- enable Headteachers to exercise management control over the deployment of resources in schools.

Principles for delegation of SEN Resources

- Demonstrates support for the inclusion of children with SEN in mainstream schools by distributing resources linked to LEA policy on SEN and inclusion.
- Adheres to the principles of whole school funding, enabling Headteachers and Governors to exercise management control over the use and distribution of the resources available to their schools in order to ensure that they are used as effectively and efficiently as possible.
- Supports early identification and intervention strategies in order to ensure best outcomes for pupils.
- Is flexible enough to meet the needs of pupils with complex needs.
- Distributes resources to meet the needs of pupils with SEN in mainstream settings whether or not a statement of SEN is held, minimising the bureaucratic burden on both schools and the LEA.
- Is developed in partnership with schools and other stakeholders, ensuring clarity on the respective roles and responsibilities of schools and the LEA.
- Distributes resources in such a way that avoids undue perverse incentives, as this makes budget control difficult and draws money away from other priority areas.
- Includes statement arrangements to ensure accountability including the monitoring of the use of resources and outcomes for pupils.
- Clearly outlines the relative roles, duties and responsibilities of schools and the LEA.
- Is transparent and equitable, with individual schools clear about the resources available to them and able to see how this relates to the allocation of resources to others.
- Safeguards the rights and entitlements of pupils with the most exceptional special educational needs, including those with statements to ensure that appropriate provision is available.
- Is open and transparent and distributes resources equitably between schools, thus minimising disputes over resources between schools and the LEA.
- Matches the allocation of resources with the responsibility for ensuring outcomes in terms of pupil progress and well-being.

SOURCES OF FUNDING TO SUPPORT PUPILS WITH SEN

Fair Funding

Fair Funding is the process by which LEAs distribute recurrent, day-to-day funding to schools.

The framework is underpinned by the Financing of Maintained Schools (England) Regulations produced annually.

LEAs must consult with schools if there are any proposed changes to the local funding arrangements.

LEAs are expected to direct as much resource as possible into schools' delegated budgets by reducing centrally held budgets.

LEAs can retain some funds centrally to support their role in four key areas:

- strategic management
- access
- LEA support for school improvement
- special education expenditure.

Retained funding for special educational needs would relate to:

- statutory assessment, administration and review of statements;
- services for pupils with SEN (with or without statements) who require extra support, or whose needs cannot be fully met through mainstream schools' normal provision.

For example, LEAs can retain funding to promote inter-school cooperation in relation to special educational needs or the inclusion of pupils with such needs e.g. preparing plans for taking inclusion forward, and funding to encourage links between special and mainstream schools.

The LEA's approach should be based on consultation and consensus among schools.

Standards Fund

For some grants, LEAs have to make a contribution, typically 47%; other grants require no additional funding from the LEA. This makes no difference to schools as they are free to spend the full cash value of any allocation received and to move it between priorities.

Significant changes were introduced into the Standards Fund in 2001/02:

- the Fund is managed in terms of six broad categories

School Improvement

Inclusion

Standards and Curriculum

Diversity and Excellence

Teachers and Support

Capital and Infrastructure

- allocations are ascertained by formulae rather than by bidding;
- with few exceptions, schools can move their Standards Fund money between different grants;
- the requirement for specific audit of the Standards Fund grant has been removed;
- schools may spend Standards Fund money over 17 months up to the end of the academic year (so schools will have until the end of August 2003 to spend the money granted to them for 2002/03);
- money will be paid according to a pre-set schedule rather than on receipt of claims.

The Inclusion category is subdivided into:

Special Educational Needs

Sick children and children in public care

Teenage Pregnancy

Drug Prevention

Study Support

Child Protection Co-ordinators

“... schools will wish to give high priority to expenditure on the professional development of teachers and other staff” Standards Fund Circular 2002/03, p7.

Purpose

To remove barriers to progress, address special educational needs and promote social inclusion. In particular, to narrow inequalities in achievement between advantaged and disadvantaged pupils, including those with special educational needs, to reduce exclusion, raise attendance, provide full-time education for children out of school, and address key social needs.

Objectives and targets

Allocations in this category are intended to:

- enable LEAs and schools to meet their unauthorised absence targets; and to contribute towards achieving the national target to cut unauthorised absence by 10% between 2002 and 2004;
- achieve LEA targets for reducing exclusions, including drug-related exclusions. (National target: one-third reduction by 2002 compared to 1996/97);
- improve pupil behaviour, provide quality full-time education for those pupils who are excluded and reduce absence;
- ensure the provision of full-time and appropriate education to all pupils of compulsory school age excluded from school for more than 15 days by September 2002 and thereafter;
- achieve new national targets for the proportion of schools having drug education policies consistent with DfES guidance and Drug Action Team prevention plans (100% secondary schools and 80% primary schools with such policies by 2003);
- support of school drug, alcohol and tobacco advisers and/or to address gaps in the quality and coverage of drug, alcohol and tobacco education;
- provide specific support for the education of children in public care and increase the proportion of care leavers who attain 5 GCSEs at Grades A*-C (to 15% by 2004);
- support SEN training and professional development for teachers and other staff;
- help develop home/school assistance in strategies to support the needs of pupils with SEN or disabilities;
- support the implementation of the SEN and Disability Codes of Practice;
- develop and support inclusive education systems, by enabling more SEN (including EBD) placements in mainstream settings, and supporting special schools' outreach provision;
- improve therapy provision for children, in conjunction with the National Health Service and the voluntary sector;
- develop equality of access to education for pregnant girls and mothers of school age, reintegrating them into education and helping them overcome barriers to learning;
- improve education for children unable to attend school because of illness or injury;
- maintain and develop arrangements for study support;
- support the employment of child protection coordinators to support work on behalf of groups of authorities.

Schools Access Initiative

Supports projects to help LEAs in England improve access to mainstream schools for pupils with disabilities, including those in wheelchairs and/or with physical or sensory impairments (with or without a statement).

What the grant funds

Projects can involve:

- enhancing the continuation of access across foundation, primary and secondary phases e.g. planning better transition arrangements for pupils between primary and secondary schools, or turning a secondary school into a centre for a group of feeder primary schools;
- reducing travel time for pupils e.g. making a nearer school accessible to the pupil(s);
- improving physical access to the school e.g. setting down and picking up points, ramps, handrails, lifts or improvements to escape provisions;
- improving physical movement around the building e.g. adaptations for sensory disability such as improved colour schemes, and access to social areas, dining rooms, and so on;
- improving access to the National Curriculum e.g. specialist furniture and information and communication technology (ICT) equipment;
- improving accommodation within the building e.g. toilets for disabled pupils, medical rooms, sound proofing for pupils with hearing disabilities.

Projects are determined by each LEA's current access policies, plans and priorities. The DfES expects LEAs to take account of:

- the capacity of a school to take advantage of the access improvements, including the school's current SEN policy, teaching practices and ethos;
- the degree to which the new facilities may be used by the wider community.

BECTA – British Educational Communications and Technology Agency

Communication Aids Project

This project seeks to help pupils who have communication difficulties by providing technology to:

- help them access the curriculum and interact with others
- support their transition to post-school provision.

There are a range of technological aids which can help pupils access the curriculum. The principal aim of this project is to identify equipment which will meet the needs of individual pupils.

The Communication Aids Project will run over two years (March 2002 – 4) and involves £10 million.

It is intended to augment LEA and school funding by providing additional equipment and technology for pupils who have significant communication difficulties.

Funding covers assessment of the pupil's needs, provision of hardware and software, training for teaching staff, the pupil and his or her parents, and ongoing review.

An application can be made by anyone who plays a significant role in the provision of support and/or services for a pupil who has communication difficulties.

Referral forms are available on the BECTA web site: <http://www.becta.org.uk/cap/>

BARNESLEY LEA'S MODEL FOR SEN FUNDING

Early Intervention Funding Formula

The formula allocates resources on the basis of eligibility for free school meals (50%), and the base-line entry data to school (50%).

The 50% free school meals allocation is based on the numbers of pupils eligible for free school meals. The unit cost is derived by dividing the amount allocated for free school meals eligibility by the total number of eligible pupils.

Nursery pupils are equated to FTE pupil numbers and are then subjected to the same ratio for free school meals eligibility as the remainder of the school. For example, in a school with 100 pupils on roll, (of whom 30 are eligible for free school meals), and 52 half-day pupils in the nursery unit, the formula allocation would be calculated as follows:

$$\frac{\text{Pupils entitled to free school meals } 30}{\text{Number of pupils on roll } 100} = 30\%$$

Number of pupils on roll in the nursery unit = 52. This equals 26 full time places.

The allocation of funding for the school generated by the nursery unit would be based on 30% of 26 places = 7.8 pupils.

The allocation of funding for the whole school would be based on 30 + 7.8 pupils = 37.8 pupils.

The Base-line entry allocation is distributed as follows:

Primary number of pupils achieving below level 'x' on a base-line entry data
(currently end of reception PIPs, to be reviewed following the
implementation of the national base-line in 2002/2003 academic year)

Secondary number of pupils achieving below level 'x' at Key Stage 2.

The unit cost is derived by dividing the amount allocated for base-line entry by the total number of eligible pupils as calculated in the above method. Each school is then allocated the unit value times the number of eligible pupils.

The early intervention funding supports pupils with high incidence SEN e.g. some pupils with EBD, generalised learning difficulties, the majority of pupils with specific learning difficulties, some pupils with speech and language difficulties and pupils with non-complex physical and medical difficulties. Those children with identified low incidence needs e.g. profound sensory impairment, severe learning difficulties, complex communication difficulties, autistic spectrum disorders, complex physical and medical difficulties and some pupils with EBD may require the protection of a statement of SEN.

Formula for the Delegation of Resources Within Statements

Primary Schools

Each child in receipt of a statement of SEN with additional resources, is placed within a band according to the level of need, with Band 5 indicating the highest level of need.

Formula for distribution to individual schools

- i. Children with statements are profiled according to year groups.
- ii. Where there is only one child in a year group 100% of the funding relating to their banding level will be allocated to the school.
- iii. In year groups with more than one child, the allocation of resources will be determined by use of a decreasing scale according to the number of children in the year group and their banding levels. This scale allocates a percentage of the full unit cost.

Example Appendix A

In year 3, 3 children with varying banding levels will accrue 7.7 units. (11 units x 0.7% weighting).

- v. The units allocated are totalled and converted into the delegated budget based on the determined unit of resource (the unit in this example £1,678).

e.g. 32.30 units with a unit value of £1,678 (Sept 2002) = £54,119.40 delegated to the school budget.

Primary schools are allocated funding with effect from April 1 for the forthcoming financial year. Schools are required to determine how to utilise the funding in order to meet the SEN of pupils with statements.

Adjustments to the school allocations take place in year when

- Pupils with statements of SEN transfer between Barnsley schools
- New statements are issued
- Increase or reduction in provision results from the recommendations of annual reviews
- Statements are ceased
- Pupils transfer out of the school.

Secondary Schools

Each child in receipt of a statement of SEN with additional resources is placed within a band according to the level of need, with Band 5 indicating the highest level of need.

The school allocation is calculated by multiplying the number of pupils in each band by the band value (i.e. unit cost).

Secondary schools will receive the total delegated budget. Secondary schools use the total resources available to them to meet the needs of all statemented pupils during the course of the year and have amendments made to their delegated budget for 1 April each year to take account of changes from their previous situation.

PART 1

Section 5

SEN Provision

SEN PROVISION

Special Educational Needs (SEN)

The SEN section of the Social Inclusion Division of Education Services has been reorganised during 2001/2002 and from 1 April 2002 consists of:

- SEN Assessment, Monitoring and Review Services;
- SEN Support and Development Service; and
- SEN Parent Partnership Service (see Part 2 Section 5).

These services support children and young people from 0 – 19 years, their parents/ carers, early educational settings and schools.

SCHOOL BASED PROVISION

Mainstream schools

The needs of the majority of children with SEN, with or without a statement, are met by and within the authority's mainstream schools. For pupils with a statement, additional resources to support their inclusion in the mainstream school are fully delegated to the schools.

Resourced provision in mainstream schools

As a result of the LEA's policy to provide for children wherever possible within mainstream schools, a number of centrally funded specialist resourced provisions have been established under the SEN Support and Development Service. The range of specialist resourced provisions that currently exists in mainstream schools is as follows:

- one primary resource for pupils with a hearing impairment located at Longcar Primary School
- one secondary resource for pupils with a hearing impairment located at Holgate School
- two primary resources for pupils with autism located at Royston Meadstead and Hoyland Springwood Schools
- one secondary resource for pupils with autism located at Royston High School
- one primary resource for pupils with language and communication impairment located at Oakhill Primary School.

Special School

The role and function of Greenacre School is to ensure access to a broad, balanced and relevant curriculum suited to meeting the needs of children and young people with significant and complex SEN aged 3 – 19 years.

Out of Borough placements

The LEA's policy is to reduce the number of out of authority placements. Currently they fall into three main categories:

- children who attend mainstream schools in neighbouring LEAs. For these children, Barnsley's direct funding responsibility is limited to the cost of any additional support allocated through the statement. The LEA has a responsibility to monitor and review the provision for these children;
- children who are placed in non-maintained or independent special schools or in special schools belonging to other LEAs. For placement in non-maintained or independent special schools, the LEA pays full costs, or in particular circumstances negotiates joint funding of placement with social services and/or health;
- for placement in other LEA special schools, Barnsley pays the cost of provision for individual pupils.

SERVICE PROVISION

The LEA maintains a range of services that support children and young people with SEN, to advise and assist schools and settings in meeting the needs of pupils and to offer direct support to families and children or young people.

Assessment, Monitoring and Review Service

This service enables the Authority to fulfil its statutory duties in respect of the assessment of pupils with special educational needs and responsibilities in respect of monitoring the effective use of delegated financial resources for SEN.

The statutory duties for Special Educational needs include carrying out the assessment of SEN, producing statements of Special Educational Needs, making the arrangements for the delivery of Special Educational provision within the Statement and ensuring that the Statement is subject to an annual review. The Review Officers act as a point of contact for both schools and the parents/carers. The Review Officers act as the designated link officer for schools within a designated geographical area of the borough to give advice and support on all aspects of the statutory SEN assessment and annual review process. Review Officers meet with parents/carers and they visit schools and give support to annual reviews.

The SEN Monitoring Officers each have the responsibility to link with schools within a designated geographical area of the borough to ensure the compilation of a profile of allocation and deployment of SEN resources. The SEN Monitoring Service engages in an active dialogue with head teachers and SENCOs to elicit feedback for the Authority on key, resource driven issues relating to SEN and the effectiveness of the formula funding arrangements. This area of the service maintains an overview of the profile of pupils with identified special educational needs across mainstream and special schools and contributes to an analysis of the implications for both current and future provision. An overview is maintained of outcomes identified in annual reviews and school visits, including those relating to the effectiveness of services provided to schools by both the LEA and other agencies such Health and Social Services. Through this work, the SEN Monitoring Service reports on Special Educational Needs provision made for Barnsley pupils in order to enhance opportunities for inclusive education and raise attainment through the use of delegated resources, individual funding and service provision that operates within the framework of the LEA's SEN Policy, SEN Strategy, Fair Funding Scheme and obligations under the SEN Code of Practice.

The SEN Support and Development Service

The SSDS has a peripatetic service of teachers and support workers and provides the teaching and non-teaching staffing for resourced provision in mainstream schools. The role of the SEN Support and Development Service is:

- to develop the capacity of educational settings in meeting the individual needs of children and young people
- to provide services to parents whose children have special educational needs in order to assist them in supporting their children

The service is organised into four areas:

- Learning and Cognition

The Learning and Cognition Areas provides specialist advice and support for children and young people with severe and complex needs between 0-19 years of age. The team includes both Portage Workers and Specialist Teachers who provide assessments, advice, training and support to parents/ carers and staff in the full range of educational settings.

- Sensory and Physical

The Sensory and Physical Area provides specialist advice and support for children and young people with hearing impairment, visual impairment and physical/medical needs. The team is made up of Specialist Teachers who provide assessments, advice, training and support to parents/carers and staff in the full range of educational settings.

- Communication and Interaction

The Communication and Interaction Area provides specialist advice and support for children with autistic spectrum disorders and specific language and communication impairment. The team is made up of Specialist Teachers who provide assessments, advice, training and support to parents/carers and staff in the full range of educational settings.

- Early Years Area Co-ordinators

The Early Years Area Co-ordinators (SEN) work within all early years settings in both mainstream and the private and voluntary sector.

The overall role of the Early Years Area Co-ordinators (SEN) is to enable all those working in early education settings to respond to the diverse needs of children in their care.

They provide advice, practical support and training on the application of the graduated approach to identification, assessment and intervention within the SEN Code of Practice in order to meet the needs of the young child with SEN.

Working in partnership with other LEAs, Social and Health service staff they disseminate information on local and national initiatives with regard to SEN.

A copy of the referral form for the Learning and Cognition Team, the Sensory and Physical Team and the Communication and Interaction Team is included in this section.

Please note that there is one form for use by schools and one for use by medical professionals.

The Parent Partnership Service

The core activities of the Parent Partnership Service are:

1. Working with parents to provide:

- Access to an Independent Parental Supporter for all parents who want one;
- Practical support to parents, either individually or in groups, to help them in their discussions with schools, LEA's and other statutory agencies;
- Accurate neutral information on parental rights, roles and responsibilities within the SEN processes, and a wide range of options that are available for their children's education;
- Information about other agencies such as Health Services, Social services, and Voluntary Sector organisations, that can offer information and advice about their child's particular special educational needs.

2. Information and publicity:

- Ensure that information about the available services is publicised widely in the area using a variety of means;
- Provision of neutral, accurate information for parents on all SEN procedures as set out in legislation and the SEN Code of Practice;
- Interpretation of information publicised by schools, LEA's and other bodies interested in SEN.

3. Training, advice and support:

- Ensure that advice on SEN procedures is made available to parents through information, advice and training;
- Recruit independent parental supporters to meet the needs of parents in Barnsley, including appropriate training for Independent Parental Supporters;
- Provide training on communication and relationships with parents to schools and SEN sections of the LEA.

4. Networking and collaboration:

- Work with schools, LEA officers and other agencies to help them develop positive relationships with parents;
- Establish and maintain links with voluntary organisations.

5. Informing local policy and practice:

- Enable parents' views to be heard and understood, and inform and influence the development of local SEN policy and practice;
- Regularly review the effectiveness of the service including seeking feedback from service users.

The Educational Psychology Service

As part of Barnsley Education Services, the Educational Psychology Service, through the application of evidence based psychological and educational practice endeavours to offer the following service to schools and the wider community:

- A borough wide service to schools which supports the principles embedded in the LEA's Inclusion / Special Educational Needs Strategy
- Advice to schools to assist them in providing quality education for all learners
- Advice to the Director of Education Services concerning the educational and psychological needs of children and young people
- Staff development for professionals directly involved with children and young people
- Psychological expertise to children and young people, their parents and teachers.

In practice all schools in Barnsley have access to a named Educational Psychologist from the Barnsley Educational Psychology Service who delivers in the first instance a consultation based service to a named contact within each school – usually the headteacher or SENCo, where children causing concern in school can be discussed. Following consultation a plan of action is devised which may include:

- Staff training
- Working directly with families
- Direct work with pupils
- Working collaboratively with other agencies to provide a co-ordinated response to children and families.

The Educational Psychology Service also provides psychological advice to the LEA, as part of the statutory assessment of a child / young person's Special Educational Needs under the provision of the 1996 education Act and works to the guidance as outlined in the DfES Code of Practice.

The Behaviour Support Service

The BSS provides the following support to schools;

- Mainstream programmes. Primary and secondary School can refer pupils with behavioural support needs to the BSS. A small team of teachers and social inclusion support workers are deployed to provide advice and guidance and, when necessary, give direct support to pupils. Prior to referral, schools will have developed an IEP or PSP and have extensive documentation about the pupil's progress and the relative impact of additional resources.
- At-risk of permanent exclusion programmes. These are a development of mainstream programmes and are actioned in extreme cases where a pupil is at immediate risk of permanent exclusion. In most cases the pupil will have been involved in a serious single incident with no prior PSP.
- Rapid reintegration programmes. For pupils permanently excluded from school it is vital to re-integrate them as quickly as possible. To facilitate this process the BSS coordinate their rapid return to mainstream education or when necessary, secures a place on an alternative to school programme.
- Managed moves. Occasionally pupils experience an irretrievable breakdown in relationships with peers and/or teachers and their emotional disposition produces significant barriers to learning. A carefully managed move to an alternative school, when agreed by all concerned, can be supported by the BSS.
- Primary behavioural resource provisions. The BSS, has established two primary provisions based at the Hill Primary and SEAL Centre at Worsbrough Common which enable pupils to temporarily receive intensive support in an alternate school. These extend the options available for supporting primary aged pupils at risk of exclusion. Placements are arranged through staff involved in mainstream programmes so that entry, placement and exit planning is effectively managed.

The Education Welfare Service

Barnsley Metropolitan Borough Council believes that regular attendance and punctuality at school is a major factor in raising achievement and reducing disaffection across the Borough. The local authority has a duty to bring prosecutions against the parents of pupils with poor school attendance records, to apply for Parenting or Education Supervision Orders in appropriate circumstances and to provide support for schools, parents and pupils on matters relating to pupil attendance and welfare.

The Education Welfare Service is the agency through which the local authority discharges these responsibilities within the context of a socially inclusive education system.

The Education Welfare Service maintains practice and procedures designed to ensure the effective discharge of the local education authority's responsibilities in relation to all aspects of pupil welfare. These include matters relating to child employment, child protection and the exclusion of pupils from school.

Full service descriptions can be found in the document 'Promoting Good School Attendance: Guide for Schools' issued by the Education Welfare Service in April 2003.

**The SEN Support and Development Service
Inclusion Services, Worsbrough Common Primary,
Bruce Avenue, Worsbrough Common, Barnsley S70 4EB**

Service use only.
Date received:

Date of initial response:

REQUEST FOR SERVICE

by educational setting / school

(Please return this form to the **appropriate team** at the above address in an envelope marked 'Referral')

REFERRER'S DETAILS:		
REFERRER'S NAME:	Status: Head Teacher/ Head of Setting / SENCO (Please delete those that do not apply)	
SCHOOL/SETTING ADDRESS:	DATE REFERRAL SUBMITTED: / /	
REASON FOR REFERRAL (please tick)		
A. Advice and Development for staff on a specialist area of SEN		<input type="checkbox"/>
B. Specialist Support for staff working with an individual child/pupil		<input type="checkbox"/>
I would like the following issues to be addressed by this referral: 		
SERVICE IS REQUESTED FROM: (please tick)		
The Learning and Cognition Team – Telephone Barnsley (01226) 296500		
Specific Learning Difficulties	<input type="checkbox"/>	
Severe Learning Difficulties	<input type="checkbox"/>	
The Sensory and Physical Team		
Hearing Impaired	<input type="checkbox"/>	Telephone Barnsley (01226) 296500
Visually Impaired	<input type="checkbox"/>	Telephone Barnsley (01226) 296500
Physical and Medical	<input type="checkbox"/>	Telephone Barnsley (01226) 296500
The Communication and Interaction Team – Telephone Barnsley (01226) 296500		
Significant Speech and Language Difficulties	<input type="checkbox"/>	
Autistic Spectrum Disorder	<input type="checkbox"/>	
If you have any queries regarding this request please telephone the appropriate service team listed above or, for general enquiries, please telephone Barnsley 785212 for assistance.		
B. Complete this section if specialist support is required for staff working with an individual child.		
Name of Child:	Date of Birth	Year Group
Pupil No:	Ethnicity	Gender
Name of Parents / Carer		
Address:		
Tel. No. Home:		Tel. No. Work:
Parent/ Carer signature consenting to Service involvement. I agree to the SEN Support and Development Service becoming involved with my child (Signed) _____ Date: _____		

This pupil is being monitored within the Code of Practice at: (please tick)

Early Years Action School Action (Early Years: Sensory, Physical, Medical **only**)
Early Years Action Plus School Action Plus
Statement Resource Band **(3, 4, 5)**

Brief Description of Child's Difficulties:

Please enter the following information as appropriate:

Teacher Assessment of current levels - please use 'P' levels, PIVATS or B-Squared as appropriate

Literacy Levels - Reading Writing Spelling Speaking and Listening

Mathematics Levels: - Data Handling Shape, Space and Measure Number

Using and Applying

Please tick the box if the following information is attached

Last IEP and Review Current IEP

Other useful information – e.g. other agency reports

OTHER AGENCY INVOLVEMENT - (please tick)

Speech and Language Therapy

Occupational Therapy

Physiotherapy

Educational Psychology

Other, please state:

Any other information you think would be helpful:

For office use only

Initial Response with date(s):

Outcome of the discussion with the school/setting with date(s) on this request for service:

**The SEN Support and Development Service
Inclusion Services, Worsbrough Common Primary,
Bruce Avenue, Worsbrough Common, Barnsley S70 4EB**

Service use only. Date received:
Date of initial response:

**REFERRAL TO SERVICE
by medical professionals**

(Please return this form to the appropriate team at the above address in an envelope marked 'Referral')

CHILD'S NAME:	D.O.B.:																				
REFERRED BY:	STATUS:																				
CONTACT NUMBER:	DATE: / /																				
REASON FOR REFERRAL																					
I would like the following issues to be addressed by this referral:																					
SERVICE IS REQUESTED FROM: (please tick)																					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">The Learning and Cognition Team</td> <td style="width: 50%; text-align: right;">Barnsley (01226) 296500</td> </tr> <tr> <td>Dyslexia</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>Severe Learning Difficulties</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>The Sensory and Physical Team</td> <td></td> </tr> <tr> <td>Hearing Impaired</td> <td style="text-align: right;"><input type="checkbox"/> Barnsley (01226) 296500</td> </tr> <tr> <td>Visually Impaired</td> <td style="text-align: right;"><input type="checkbox"/> Barnsley (01226) 296500</td> </tr> <tr> <td>Physical and Medical</td> <td style="text-align: right;"><input type="checkbox"/> Barnsley (01226) 296500</td> </tr> <tr> <td>The Communication and Interaction Team</td> <td style="text-align: right;">Barnsley (01226) 296500</td> </tr> <tr> <td>Significant Speech and Language Difficulties</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>Autistic Spectrum Disorder</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table>		The Learning and Cognition Team	Barnsley (01226) 296500	Dyslexia	<input type="checkbox"/>	Severe Learning Difficulties	<input type="checkbox"/>	The Sensory and Physical Team		Hearing Impaired	<input type="checkbox"/> Barnsley (01226) 296500	Visually Impaired	<input type="checkbox"/> Barnsley (01226) 296500	Physical and Medical	<input type="checkbox"/> Barnsley (01226) 296500	The Communication and Interaction Team	Barnsley (01226) 296500	Significant Speech and Language Difficulties	<input type="checkbox"/>	Autistic Spectrum Disorder	<input type="checkbox"/>
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Significant Speech and Language Difficulties	<input type="checkbox"/>																				
Autistic Spectrum Disorder	<input type="checkbox"/>																				
Please ask parents / carers to complete this section:																					
Name of Child:	Date of Birth:	Year Group:																			
Educational setting / school (if appropriate):	Ethnicity:	Gender: M / F																			
Name of Parents / Carer:																					
Address:																					
Home Tel:		Work Tel:																			
Parent/ Carer signature consenting to Service involvement.																					
I agree to the SEN Support and Development Service becoming involved with my child																					
(Signed) _____ Date: _____																					

Please attach the following information if appropriate

- Medical Diagnosis
- Audiogram
- Ophthalmic / Optometrist Report
- Other useful information
(e.g. other agency reports)

OTHER AGENCY INVOLVEMENT - (please tick)

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Audiologist
- School Health Advisor
- Other, please state:

Any other information you think would be helpful:

For office use only

Initial Response with date(s):

Outcome of the discussion with the school/setting with date(s) on this request for service:

PART 1

Section 6

Accessibility Strategy

BARNSELEY LEA ACCESSIBILITY STRATEGY 2006 – 2009

A draft Accessibility Strategy 2006 – 2009 has been prepared by the Principal Adviser for Inclusion Services. This strategy document updates the LEA Accessibility Strategy 2003 – 2006 and reflects the work of the LEA Accessibility Strategy Group.

This strategy sets out the proposals of the Local Authority to increase access to school education for disabled pupils, in the schools for which it is responsible. The Strategy covers the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The document should be read in conjunction with the SEN Handbook, the Children and Young People's Strategic Plan, the Remaking Learning – Leading Change for Success Strategy and the Portfolio of Inclusive Practice.

During the consultation period with schools the document is available as an appendix.

Following approval it will be included in the SEN Handbook, which is accessible on the Intranet. Copies in alternate formats will be available

BARNSLEY LEA

ACCESSIBILITY STRATEGY 2003 – 2006

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Barnsley LEA Accessibility Strategy 2003 – 2006

Planning to increase access to schools for disabled pupils.

i. Introduction

The Special Educational Needs and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 (D.D.A.) by introducing new duties on LEAs and schools in relation to disabled pupils and prospective pupils. LEAs are required to prepare an Accessibility Strategy and individual schools are required to formulate their own Accessibility Plan with the overall objective of increasing the accessibility of schools over time for pupils with a disability.

ii. Roles and Responsibilities

The LEA has a responsibility to set out and implement the Strategy for improvements to the accessibility of its schools. The LEA needs to ensure that its strategy takes into account and also informs schools' accessibility plans. Each school must produce and implement an Accessibility Plan, which may be inspected by Ofsted. Governing bodies are required to report on their Accessibility Plan in their annual report to parents. Both the LEA strategy and the Schools' Plans should include a policy statement, targets, resource implications and monitoring arrangements.

iii. Definition of Disability

Legislation states that a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities. Physical impairments include those affecting sight and hearing, and mental impairments include learning difficulties and mental illness (if it is recognised by a respected body of medical opinion). An impairment is seen to affect normal day to day activities if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Coherence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Memory
- Ability to concentrate, learn or understand
- Perception of physical danger

Many children who have special educational needs will also be defined as having a disability under current legislation. Not all children, however, who are defined as disabled will have special educational needs. For example, those with severe asthma, diabetes or arthritis may not have special educational needs but may have rights under the Disability Discrimination Act. Similarly, not all children with SEN will be defined as having a disability under the D.D.A. To be covered by the legislation, the impairment must be more than minor (i.e. outside the normal range of differences in ability which exist) and must last for at least 12 months.

Statutory Responsibilities

The LEA has a legal duty to prepare an accessibility strategy for the schools for which they are responsible under the Act.

Maintained schools, independent schools and non-maintained special schools must produce their own accessibility plans. The Act places the duty to do so on the responsible body for the school i.e. the Governing Body in the case of LEA maintained schools.

An Accessibility Strategy or plan is for the purpose of:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable amount of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

Accessibility strategies and plans must be in writing, reviewed, revised if necessary and implemented. LEAs and schools are required to allocate adequate resources for implementation.

LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

Schools have a duty to publish information about their accessibility plan in their governors' annual report to parents.

The Act provides for OFSTED inspections of LEAs and schools to cover the discharge of their responsibilities to prepare, revise, review and implement an accessibility plan, the publication of the plan. The Secretary of State can intervene where an LEA or school is not complying with the planning duty and can direct an LEA or school to do so.

Regulations prescribe that strategies and plans should run for an initial period of 3 years from 1 April 2003 until 31 March 2006. LEAs and schools can also dovetail plans with existing planning procedures.

The LEA's Strategy for Increasing Accessibility

The LEAs current strategy for improving Accessibility of Mainstream Education to Pupils with Disabilities is integral to the development of inclusive practice within the boroughs mainstream schools and in the development of the special school sector.

The strategy complements a range of policies to raise standards and to support parents.

The resources available to the authority (including the Access Initiative money) have been and are being used to support this work.

The LEA does support and advise colleagues in schools in all of the areas covered by the new duties, that is, in improving access to the curriculum to the physical environment of schools and to written information in alternative formats. Substantial and positive progress have already been made in the areas and the new requirement for an Accessibility Strategy will enable Barnsley to formalise this area of development. The LEA through its support to schools is making schools more accessible and enhancing their ability to meet the individual needs of pupils with SEN and / or who are disabled by:

- Ensuring that individual children's needs are quickly and accurately identified and matched by appropriate provision;
- Providing additional specialist support for some children with specific learning needs and for those with more complex needs;
- Running high quality education psychology and specialist support services, linking with social and health services;
- Planning and utilising resources so that individual children can benefit from co-ordinated provision within their educational setting;
- Developing close inter-agency partnerships with health and social services to ensure that children who are disabled and / or have special educational needs and their families receive co-ordinated services focused on their needs;
- Securing fair school admission policies;
- Ensuring the availability of school and pre-school places;
- Managing major spending on school building in accordance with the D.D.A. within the asset management plan;
- Arranging suitable transport for those who need it;
- Monitoring the performance of all schools, ensuring that information is available for all groups of children;
- Ensuring that the LEA targets and school targets and the LEA contribution to meeting them are in the EDP and reflect the needs of children who are disabled and / or have SEN;
- Ensuring suitable provision for all children, including providing additional advice and resources to schools, where appropriate through resource based provisions in mainstream / special schools;
- Having policies and action plans which set out clearly what will be done for those children who are disabled and / or have SEN as defined by the Act.

The following proposed actions will support this policy and strategy by enabling children who are disabled and / or who have SEN to attend mainstream schools and / or specialist provisions, and will improve the accessibility to physical resources and to the curriculum for individual children, thereby raising the standards of achievement of all children who are disabled and / or have SEN.

Increased Access to Written Materials

This part of the LEAs duty covers planning to make written information normally provided by the LEA and its schools to their pupils available to disabled pupils. This duty may relate to pupils with hearing and visual impairments, autism, speech and language disorders and specific learning difficulties.

The LEA's provision for children with these particular needs is well established and generally recognised as being of quality. There are enhanced resource provisions for hearing impairment and autism and peripatetic teams for the full range of needs, available to provide advice and support to LEA schools, families and children from 0-19 years.

There are, however, certain areas where pressure is evident and increasing and where the LEA is responding by planning and developing provision strategically, and these issues are addressed within the Strategic Plan.

The LEA also needs to ensure that schools are aware of their responsibilities in this area in making written information normally provided to their pupils to be available to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The LEA needs to provide guidance to schools on this matter, how it might feature in their accessibility plans and monitor their adherence to the duty to do so.

Increased Access to the Physical Environment

The Authority's existing arrangements for improving the physical accessibility for disabled pupils to its schools is through the Asset Management Plan. This will continue. The new access strategy framework incorporates and develops the existing arrangements by:

- Formalising the meetings between the AMP and SEN teams, and other associated SEN professionals, into a regular working group "The School Access Strategy Group" to develop the first three-year access plan and to seek its approval of the physical element of the strategy through the existing AMP Working Group;
- Continuing to meet the physical access needs of individual SEN pupils at their chosen school as our first priority;
- Continuing to consider the need for school access improvements as an integral part of the design and construction of school building schemes within the capital programme.

In addition, during the first three-year strategy period, we will:

- Utilise the existing AMP/SEN working groups to review, refine and develop the access strategy and priorities annually;
- Work in partnership with schools to update the existing schools' accessibility data by commissioning a new accessibility survey of all schools during the 2003-04 financial year, to establish an accurate baseline from which future developments and targets can be measured;
- Review and develop the existing physical access capital bidding processes and provide more detailed guidance and advice to schools within the existing AMP framework, the Local Policy Statement;
- draft a self-help "improving disabled access" guide for schools to refer to when planning to deal with their day-to-day building issues;

Increased Access to the Curriculum

The focus of the LEA's work in increasing the accessibility of the curriculum to disabled children is to:

- secure appropriate staff training;
- encourage schools to work together and share good practice;
- provide advice and support on teaching techniques and strategies, classroom management and appropriate curriculum materials;
- provide support for curriculum development;
- provide direct teaching and / or practical support to class teachers;
- deploy resources equitably;
- monitor the effective use of resources;
- monitor the progress of pupils;
- work in partnership with other stakeholders.

Over the past 3 years the LEA has undergone a restructuring of the education Service clarifying the roles and responsibilities of the different teams in providing support and challenge to schools on curricular provision for those pupils who are disabled and / or who have SEN.

The establishment of resourced mainstream schools for specific groups of pupils, the work of promoting inclusive schooling and the re-organisation of the special school sector have played a significant part in meeting the needs of pupils.

The LEA Access Strategy continues to focus on enhancing schools ability to increase the accessibility of the curriculum by:

1. monitoring and evaluating the level of pupil engagement, the quality of provision and its impact on pupil learning;
2. ensuring all educational settings meet statutory requirements and amend their policies and practices in line with the revised SEN Code of Practice (DfES 2001);
3. ensuring Governors are supported in developing and exercising their responsibilities under the revised SEN Code of Practice;
4. supporting schools in developing formative assessment which demonstrates progress for all pupils;
5. securing effective target setting and summative review as part of assessment in all schools, particularly where pupils achieve outside their key stage;
6. providing support, training and guidance for all schools to ensure curriculum diversity and entitlement for all pupils

by:

- a. supporting the greater differentiation of materials and greater sensitivity to different learning to meet all pupils' needs;
- b. supporting all teachers through planned continuing professional development opportunities to understand and be able to respond to a wider diversity of pupils' needs;
- c. supporting SENCOs in their complex and evolving role as change agents in schools.

Increased access to the curriculum and improved participation and the raising of achievement of pupils with disabilities is detailed within the LEA Inclusion Strategy and the Education Development Plan.

Resource Implications

The LEA's Accessibility Strategy is funded from existing resources aligned to Education Services and those grants currently available to LEA's of the SEN Standards Fund grant and the Schools Access Initiative grant.

All three strands of the planning duty will have to be reviewed at least annually in order to carefully consider all areas, to plan in detail and to prioritise in the light of available resources.

Consideration will need to be given to funding arrangements for future years, however, as both the SEN Standards Fund grant and the Schools Access Initiative and other grants will not / may not continue to be made available to local authorities in their current form and may not be ring-fenced, as such, in the future.

Monitoring and Evaluation

The LEA has a legal responsibility under the Act, to revise and review their strategy and plans. There will be a formal review of the LEAs Accessibility Strategy on an annual basis. The Access Strategy sub-group of the Inclusion Development Group will be responsible for the development and review of the strategy.

The Authority's "Schools' Accessibility Strategy" will be reviewed annually by the Access Strategy sub-group. A report will be taken to the existing AMP/Inclusion development groups for formal consideration of progress and the approval of any changes to the strategy and/or its targets.

LEA ACCESSIBILITY PLAN 2003 – 2006

Improving Access to Information

Activities 2003 – 2006	Target Group	Time Scale	Responsibility	Monitoring	Success Criteria
<u>Information</u> /guidance SEN Guidance for schools revised and updated in line with SENDIST 2001 and the revised SEN C.o.P.	Schools and related agencies	Sept 2003	SEN Assessment Monitoring and Review Service	IMG Inclusion Development Group	SEN information and guidelines are available and procedures are adhered to, in line with the SEN C.o.P.
Provide information pack on above to parents	Parents / carers	Jan 2004	PPS (Parent Partnership service)	IMG Inclusion Development Group	Information available is clear, understandable and accessible to all
Insert 3(b)	All education services, including schools	2003-6	Head of SEN	IMG Inclusion Development Group	All education literature available in alternative formats as required
Training LEA to offer in service training programme to schools for the benefit of teachers and governors on accessibility planning	School staff, governors	Annual cycle	Assistant Director Social Inclusion	Inclusion Development Group	Schools able to plan effectively and implement own accessibility plans
Monitoring challenge Monitoring adherence of the duty and challenge where necessary	Schools	Annual cycle	Bset N.E.	ESMT	Adherence to the duty

Improving Access to the Physical Environment

Activities 2003 – 2006	Target Group	Time Scale	Responsibility	Monitoring	Success Criteria
Continue to meet the building adaptation requirements of individual SEN pupils at their chosen school	Individual SEN pupils	Start of new academic year, or as required	AM/PE	SEN Access Group	Compliant with individual pupil's needs
Continue to design new/refurbishment schemes to comply with accessibility requirements	Schools with capital building schemes	Annual Capital Programme	PT	AMP WG	Increasing %age accessibility in schools
Formalise existing consultation mechanisms	AMP & SEN WGs	Termly meetings	AM/PT	SEN Access Group	Minuted meetings
Develop access survey questionnaire & survey schools for DDA compliance	All maintained schools	Sept 03-Aug 04	PE/AM	SEN Access Group	Completed surveys signed-off by schools
Improve SEN/DDA guidance to schools, to include a self-help guide to improving disabled access in schools	All Schools	Sept 03-Mar 04	PE	SEN Access Team	Guidance placed on website

Increased Access to the Curriculum

Activities 2003 – 2006	Target Group	Time Scale	Responsibility	Monitoring	Success Criteria
Establish a framework for monitoring and evaluating pupil progress	Pupils with SEN/ disability as identified in (iii) "Definition of Disability"	Dec 2003	N.E.	Inclusion development Group	Evidence of the rates of progress of individual pupils
Embed the monitoring of SEN duties within existing school monitoring processes	All schools	Dec 2003 (annual cycle)	N.E.	ESMT	All schools working with regard to the SEN C.o.P.
Provide training support programme to governors in carrying out their statutory requirements with regard to SEN / Disability	Governors	Annual cycle	H.M.	?	Governors fulfil their duties in relation to SEN / Disability
Provide advice, support and training to schools on the development of formative assessment procedures	Schools	2003-6 on-going	N.E.	?	Schools can demonstrate appropriately differentiated teaching to meet the learning needs of pupils
Ensuring that school target setting meets the individual needs of all pupils by:	All schools	On-going	H.S.	ESMT	Each child has access to an appropriate and relevant curriculum
a) LEA to ensure continued access to a range of services that provide support and guidance on access to the curriculum	All schools	2003-6	Assistant Director Social Inclusion	Inclusion Development Group	Schools able to provide differentiated curriculum to meet the needs of individual pupils
b) In-service training programme that covers all aspects of curriculum	All schools	2003-6	H.S.	ESMT	Curriculum meets the diverse needs of all pupils

accessibility					
To support SEN managers and leaders in schools	Sencos	2003-6	N.E.	Inclusion Development Group	The proportion of schools deemed by Ofsted 10 inspections to have good or better provision for pupils with SEN increases by 10% year on year

PART 2

CODE OF PRACTICE: IMPLICATIONS FOR SCHOOLS AND LEA

INTRODUCTION

This guidance is designed to help schools in the process of identifying, assessing and providing for pupils with special educational needs (SEN) as set out in the SEN Code of Practice (CoP).

Barnsley LEA recognises that within this process it is important to carry out systematic action, to review and to ensure appropriate record keeping in order to meet pupils' needs. Using this documentation should assist schools in working with regard to the SEN CoP and will assist the LEA in its statutory duties in relation to pupils with SEN.

The guidance is intended to be used alongside the SEN CoP, LEA SEN policy and a school's own SEN policies and procedures. These will set out information relating to the identification, assessment and provision for all pupils with SEN and will clearly indicate the criteria for support at school action, school action plus and statement.

The Code sets out how schools should identify, assess and make provision for pupils with SEN. As the education system is increasingly inclusive this guidance focuses on mainstream schools, and on the main forms of additional or different types of action that staff could take to enrich and extend their normal range of teaching strategies for pupils with special educational needs.

When additional or different action is needed to help pupils with particular learning needs make adequate progress, the resources and expertise already available in the mainstream school will usually be able to cover this. In order to decide on the most appropriate form of action, schools need to consider pupil success and strengths as well as difficulties. It involves assessing the strategies that are currently being used to meet the pupil's learning needs and how these might be made more effective.

How should the guidance be used?

Each section relates and is cross-referenced to particular chapters in the SEN CoP. For ease of reading each of the following sections repeats some material from the SEN CoP.

Other guidance

- Guidance on Inclusion
- "Inclusive Schooling – Children with SEN"
- Disability Rights Legislation
- 'Part 2 of the SEN and Disability Act 2001'
- A 'Disability Rights Code of Practice for Schools' will explain these new anti-discrimination duties to schools
- Inclusion Statement in Curriculum 2000
- SEN Toolkit

PART 2

Section 1

Principles and Policies

SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

The Special Educational Needs Code of Practice gives practical guidance on how to identify and assess children with special educational needs.

All early education settings, state schools and LEAs must take account of the Code when they are dealing with children who have special educational needs.

Health and Social Services must also take account of the Code when helping LEAs. This means that when early education settings, schools, LEAs and Health and Social Services decide how they will help children with special educational needs, they should always consider what the Code says.

Fundamental Principles

The detailed guidance in the Code is informed by these general principles and should be read with them clearly in mind:

- a child with SEN should have their needs met;
- the SEN of children will normally be met in early education settings or mainstream schools;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Special Educational Needs – Definition

The term 'special educational needs' has a legal definition. Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barrier their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

Help for children with special educational needs will usually be in the child's early education setting or mainstream school, sometimes with the help of outside specialists.

The Government has set out in the Early Learning Goals of the Foundation Stage of education for children from 3-5 years what most children should be able to do by the end of school Reception year.

The National Curriculum for children 5-16 years also sets out what most children will learn at each stage of their education.

Of course children make progress at different rates and have different ways in which they learn best. Practitioners/teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they use and the way they teach.

So all practitioners/teachers consider a number of options and choose the most appropriate ways to help children learn from a range of activities. This is described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. The National Literacy and Numeracy Strategies including special 'catch up' work and other kinds of support are also used.

Just because a child is making slower progress than would be expected or the practitioners/teachers are providing different support, help or activities in class, does not mean that a child has **special educational needs**.

Early education settings and schools place great importance on identifying special educational needs early so that they can help children as quickly as possible.

Once identified, children's needs will be met by a **graduated approach**. This approach recognises that children learn in different ways and can have different kinds or levels of SEN. So increasingly, step-by-step, specialist expertise can be brought in to help the school with the difficulties that a child may have.

A child may need help through the graduated approach for only a short time or for many years.

Factors that are critical to successfully meeting children's SEN:

- the culture, practice, management and deployment of resources designed to ensure all children's needs are met;
- LEAs, schools and settings work together to ensure that any child's SEN are identified early;
- LEAs, schools and settings exploit best practice;
- those responsible for SEN provision take into account the views and wishes of the child;
- professionals and parents work in partnership;
- professionals take account of parents' views;
- provision and progress is monitored and reviewed regularly;
- co-operation between all agencies;
- LEAs make assessments in accordance with the prescribed time limits;
- statements are clear and detailed, specify monitoring arrangements and are reviewed annually.

SEN Policy Framework

LEA's SEN policies must include how to:

- promote high standards, inclusion and equal opportunities;
- collaborate with early education settings, schools and other services and agencies;
- develop partnership with parents;
- encourage the participation of children and young people with SEN in making decisions about their education.

LEAs must:

- identify, assess and provide for children with SEN;
- audit, plan, monitor and review SEN provision;
- support pupils with SEN through School Action and School Action Plus;
- secure training, advice and support for staff working in SEN;
- review and update the policy and development plans on a regular basis.

SEN Policies in Early Education Settings and Schools

The following educational settings and schools must have a written SEN policy:

- settings in receipt of government funding for early education;
- maintained nursery schools;
- community, foundation and voluntary schools;
- community and foundation special schools;
- City Academies;
- City Technology Colleges;
- City Colleges for the Technology of the Arts;
- Pupil Referral Units (LEA responsibility).

School governing bodies should make sure that:

- they are fully involved in developing and monitoring the school's SEN policy;
- all governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the school development plan;
- the quality of SEN provision and its impact on pupil outcomes is continually monitored.

PART 2

Section 2

Decision Making

DECISION MAKING

The Code of Practice for SEN gives clear guidance on the various roles and responsibilities of LEAs, schools, other agencies and parents with regard to pupils with SEN.

In order to meet its statutory requirements and to enable the identification, assessment and provision for pupils with SEN to be carried out, Barnsley has procedures in place to promote effective decision-making to determine assessment, placement, support and funding.

These procedures are applied making reference to the revised guidance on decision-making for statutory assessment and ceasing to maintain which is included in this section.

Statutory Assessment Panel

This panel meets weekly and consists of officers representing the SEN Assessment and Review Service, SEN Support and Development Service, Behaviour Support Service and the Educational Psychology Service. Its purpose is to ensure fair and consistent decision-making in relation to requests for initiation of statutory assessment.

The panel considers the evidence for all referrals for statutory assessment and decides whether to carry out assessment. The group cannot make decisions on individuals without being fully informed about the particular child and having access to all the evidence.

Where the balance of evidence presented to, and considered by the LEA, suggests that the child's learning difficulties:

- have not responded to relevant and purposeful measures taken by the school and external specialists, and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to schools,

the LEA will consider the case for a statutory assessment of the child's special educational needs.

Provision Panel

The Provision Panel meets weekly and consists of officers representing the SEN Assessment and Review Service, Specialist Support and Development Service, Behaviour Support Service and the Educational Psychology Service.

Its purpose is to decide whether to issue a statement having considered all the information gathered during the statutory assessment. The decision as to whether to issue a statement is determined by the child's identifiable special educational needs in the context of arrangements for funding schools.

Provision specified in a child's statement must be made in a cost-effective manner and be consistent with the child's assessed needs. The Panel must take into account the efficient use of resources when considering the placement of a child with a statement.

When the decision not to issue a statement has been made the Panel considers issuing a note in lieu of a statement.

A note in lieu sets out the reasons for the LEA's decision, with supporting evidence from the statutory assessment of the child.

The Provision Panel

- considers draft statements prepared by the SEN Assessment and Review Service and decides whether the draft statement is appropriate
- considers and decides upon amendments to statements
- makes decisions on provision and levels of resourcing for pupils with SEN.

GUIDANCE

FOR DECISION MAKING

WITH REGARD TO

STATUTORY ASSESSMENT OF

CHILDREN WITH SPECIAL

EDUCATIONAL NEEDS

September 2003

INTRODUCTION

This guidance has been drawn up in accordance with the principles and policies set out in the Special Educational Needs (SEN) Code of Practice (DfES 2001). The Code clearly sets out the respective roles of all those who must have regard to it in contributing to decisions about whether or not to carry out a statutory assessment of a child's SEN.

Background

The SEN of the majority of children will be met within mainstream settings without the need for a statutory assessment of SEN by using the graduated approach model of action and intervention. This approach recognises that there is a continuum of SEN and education settings are responsible for ensuring, where necessary, that increasing specialist expertise is brought to bear on the difficulties that a child may be experiencing. The LEA supports schools in applying this approach by allocating SEN resources directly to schools, using a defined and agreed formula which enables them to provide the additional support that may be required at Action and Action Plus. This means that they are able to respond quickly to identified needs without having to go through the process of statutory assessment.

Only in a very small number of cases will the LEA need to make a statutory assessment to determine the exact nature and degree of a child's SEN and the provision that is required to meet these needs.

Evidence based decision making

The Code makes it clear that the decision on whether or not to carry out a statutory assessment should not be based solely on evidence of the nature and degree of learning difficulty, but also on evidence that despite the education setting, with the help of external specialists, taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently and may require the LEA to determine the child's special educational provision.

In line with the Code, when deciding whether or not to carry out a statutory assessment, the LEA will need to consider the following:

- evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled 'Inclusion: Providing effective learning opportunities for all children'
- evidence provided by the child's school / setting, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties.
- evidence of action already taken by the child's school / setting to meet and overcome those difficulties.
- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not usually commensurate with provision through *Action Plus*.

Agencies, including schools, should therefore ensure that, when making a request for statutory assessment, they include documentation clearly relating to the above evidence. Further details of what should be included in evidence submitted can be found in paragraphs 7:38-7:67 of the Code.

Guidance for decision making

The LEA recognises that every child's SEN are unique and therefore it is important that every request for statutory assessment is considered on an individual basis. Good use of the Code should ensure that it is not necessary for the LEA to set out strict criteria for considering whether or not to carry out a statutory assessment.

However, those responsible for submitting requests for statutory assessment may wish to make reference to the following specific guidance when deciding whether or not a request may be appropriate.

The categories used are those set out in the DfES guidance *Data Collection by Type of Special Educational Needs*. However, the LEA recognises that many pupils with SEN will have difficulties in more than one area of development. **Note: Moderate Learning Difficulties have not been included as the resources for meeting the needs of children with MLD are delegated directly to schools. Similarly Profound and Multiple Learning Difficulties and Multi-Sensory Impairment have not been included as these children's difficulties will be such that they will almost certainly have undergone a statutory assessment of their SEN in their very early years.**

In line with the guidance set out in the Code each category is broken down into:

- **The nature and degree of the difficulty**

Many children will have more than one type of difficulty which may range from mild to severe. Children for whom a statutory assessment may be considered necessary will be those whose difficulties are at the severe end or across a number of areas. It should be emphasised that it is not the difficulty itself which constitutes a special educational need, but the degree to which it impacts on a child's ability to learn. In this sense, all the areas of need set out in the following sections should be considered in the light of the extent of learning needs which the child experiences as a result.

- **The action being taken**

The central form of action for children with SEN will be that which the class or subject teacher is able to make using the resources and strategies available in the ordinary classroom and reinforcing the links with parents. Where a child's progress is not adequate, it will always be important to review the strategies being used in the light of the statement on inclusion in the National Curriculum Handbook together with those set out in paragraphs 7.55 – 7.67 of the Code. The action set out in the following sections under each type of difficulty is that which will need to be taken for children who have a high level of need.

- **The progress being made**

The key test of how far a child's learning needs are being met is whether or not they are making adequate progress. Different definitions of what constitutes adequate progress will be appropriate in different cases. However, any definition should be realistic but ambitious and set appropriate expectations for progress in learning regardless of a child's other difficulties. However, there is no expectation that all children will close the gap in attainment between themselves and their peers, nor that progress will mean that a child becomes completely free of a particular difficulty.

This guidance is intended to be used when considering whether or not to carry out a statutory assessment for all children of compulsory school age.

For children under compulsory school age, the LEA will follow the guidance set out in Chapter 4 of the Code.

The relevant extracts have been included here:

Decision making with regard to statutory assessment of children under compulsory school age and over two

In deciding whether a statutory assessment may be necessary for a child over two but under compulsory school age, where the child is attending an early education setting, the LEA will ask the following questions:

- what difficulties have been identified by the setting? Have the practitioners provided individualised strategies through *Early Years Action* and *Early Years Action Plus* to assist the child?
- has outside advice been sought, regarding the child's:
 - physical health and functioning
 - communication skills
 - perceptual and motor skills
 - self-help skills
 - social skills
 - emotional and behavioural development
 - responses to learning experiences
 - have parental views been considered?

Where a child is not attending an early education setting the LEA will try to collect as much information as is possible from any other agencies involved before deciding whether to assess.

The LEA will then assess the evidence and decide whether the child's needs are so severe, complex and long term that statutory assessment is necessary to determine the provision which will be required to address these needs.

Statutory assessment of children under two

If an LEA believe that a child in their area who is under the age of two may have special educational needs for which the LEA should determine the special educational provision, the LEA may make an assessment of their educational needs if the parent consents to it, and must make such an assessment if the parent requests it. Such an assessment shall be made in such a manner as the authority consider appropriate. Following such an assessment, the LEA may make and maintain a statement of the child's special educational needs in such manner, as they consider appropriate.

See section 331, Education Act 1996

When a child under two is referred to the LEA, it is probable that their parents or the child health services will have first identified any special needs. The child is likely to have a particular condition or to have a major health problem that has caused concern at an early stage. Assessment of children under two need not follow the statutory procedures that are applicable to assessments of children who are aged two and over.

COGNITION AND LEARNING DIFFICULTIES

Specific Learning Difficulties

The nature of specific learning difficulties

Some learning difficulties affect only certain aspects of pupils' learning. These specific learning difficulties may show themselves in the following ways:

- Low attainment in one or more curriculum areas, particularly where this can be traced to difficulties in some aspect(s) of underlying literacy and/or numeracy skills;
- Indications that the low attainment is not global; these might include: higher attainments in other curriculum areas which do not make demands on the areas of weakness; higher performance measures of 'reasoning' or 'ability' which do not make demands on the areas of weakness; higher attainments in one mode of recording or presentation than in another (for instance, better oral than written work);
- Evident difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;
- In younger children particularly, language difficulties such as limited skills in verbal exchanges or in following instructions;
- Evident difficulties or delays in forming concepts, especially when information requires first hand sensory experiences.
- Signs of frustration and/or low self-esteem, taking the form, in some cases, of behaviour difficulties;
- Difficulties with fine or gross motor control skills;

The degree of specific learning difficulty

A higher level of difficulty may be indicated by:

- Weaknesses in underlying skills which make it difficult for pupils to access and progress within large areas of the curriculum;
- Inability to overcome these weaknesses to any significant degree despite carefully-targeted interventions;
- Inadequacy of alternative skills and approaches to ensure progress across the curriculum; for instance, use of oral or graphic recording and presenting information which is too slow and limiting to allow progress;
- Evidence of frustration and damage to self-esteem caused by these difficulties, sometimes leading to disengagement from learning, non-attendance and/or behavioural difficulties.

Action

- Overcoming specific learning difficulties may call for carefully targeted interventions using particular teaching techniques (such as multi-sensory approaches, a focus on phonological awareness, or motor progress). More generalised support may not be adequate.

There may be areas of the curriculum where pupils with specific difficulties can potentially do well. Targeted interventions need to be combined with strategies for accessing these areas.

- Adult support may be important for some pupils with specific learning difficulties. However, other forms of action – such as access to ICT, the teaching of study skills, or additional time for key curriculum areas – can be more effective and less costly.

Progress

Progress can be defined in a number of ways:

- As with severe learning difficulties, the adequacy of pupils' progress can be judged against progress made by their peers; i.e. progress is adequate which maintains their position relative to peers starting from the same attainment base-line;
- Progress can also be judged by comparing pupils' progress in areas of difficulty with their progress in areas of relative strength; i.e. progress is adequate if the gap between their areas of difficulty and strength is closing or is not widening;
- Progress is adequate if it meets the other criteria set out in the severe learning difficulties section; i.e. if it matches or betters the pupil's previous rate of progress, ensures access to the full curriculum, likely to lead to accreditation and to participation in further education, training or employment.

COGNITION AND LEARNING DIFFICULTIES

Severe Learning Difficulties

The nature of severe learning difficulties

Severe learning difficulties may show themselves in the following ways:

- Very low levels of attainment across the board in all forms of assessment, including, for young children, baseline assessments.
- Difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends.
- Difficulty in dealing with abstract ideas and generalising from experience.
- A range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.
- Difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

The degree of severe learning difficulties

A high level of difficulty may be indicated by:

- *Performance within the National Curriculum outside the range within which most children are expected to work. Their attainments may be within the upper P scale range for much of their school careers.*
- Attainments in underlying skills which significantly interfere with their ability to learn effectively.

Action

- *Most schools have considerable experience in educating children with lower levels of general learning difficulties. They can achieve a great deal by strengthening their existing strategies for differentiation, peer support, individual planning and so on.*
- As difficulties increase, facilitating curriculum access and overcoming particular difficulties become equally important. High levels of adult support are often provided (e.g. through small teaching group sizes or the use of LSA support), but there are issues around using this support to achieve both aims in a balanced manner.
- At higher levels of difficulty and particularly with older pupils, the use of curriculum flexibility and increased differentiation can raise issues about maintaining access to an inclusive curriculum.

Given that pupils with severe learning difficulties will, by definition, attain at lower levels than the majority of their peers, it becomes particularly important to maintain high expectations by using appropriately challenging definitions of 'adequate progress'.

Progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.

- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Is likely to lead to accreditation and to participation in further education, training and/or employment.
- Is likely to lead to usable levels of skills.
- Is satisfactory to pupil and parents.

BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

The nature of behavioural, emotional and social difficulties

Behavioural, emotional and social difficulties may become apparent in the following ways:

- Age inappropriate behaviour or that which seems otherwise socially inappropriate or strange.
- Behaviour which interferes with the learning of the pupil or their peers (e.g. persistent calling out in class, refusal to work, persistent annoyance of peers).
- Signs of emotional turbulence (e.g. unusual tearfulness, withdrawal from social situations).
- Difficulties in forming and maintaining positive relationships (e.g. isolation from peers, aggressiveness to peers and adults).
- Hyperactivity, reduced attention and impulsivity.

The degree of behavioural, emotional and social difficulties

A high level of difficulty may be indicated by:

- Distractibility in the classroom that inhibits the progress of the pupil even with significant adult support and an increasingly individualised curriculum.
- Unpredictability and intensity of the pattern of behaviours which significantly disrupt the learning of peers and which are beyond what can be managed by the class teacher alone or by limited interventions from the SENCO and other specialists.
- Behaviour which is bizarre and/or self-injurious and/or endangers others and which leads to a significant level of rejection by peers increasing the social isolation of the pupil.
- Evidence of significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence often associated with an increasing awareness on the part of the pupil of their situation which may lead to a negative attitude towards education.

Action

- Action will often focus on the *management* of behaviour in the school and classroom. But this will need to be balanced against more targeted interventions aimed at overcoming the pupil's difficulties and at promoting learning.
- Action may well involve the school's pastoral system and sometimes disciplinary procedures. If a pupil is at serious risk of disaffection or exclusion the school will need to decide whether the response should be co-ordinated by the SENCO or through a Pastoral Support Plan. This will need close liaison between the SENCO and staff with a pastoral role.
- At the higher levels of need, action may well need to involve external professionals and other agencies – and this will also need careful co-ordination.

Progress

For pupils with behavioural, emotional and social difficulties, schools have the difficult task of ensuring progress across as many areas of development as possible and avoiding focusing their attention on only the most pressing difficulties. Progress for pupils with emotional and behavioural difficulties can, therefore, be defined in a number of ways:

- The adequacy of pupils' progress can be judged against progress made by peers; i.e. progress is adequate which closes the gap between them and their peers, prevents the gap getting wider or maintains their position relative to peers.
- Progress in those areas of pupils' social and emotional development (peer relationships, social skills, etc) also has to be judged in relation to the impact it has on the ability to learn effectively.
- Reductions in the time spent away from the mainstream classroom or in the use of behaviour management systems or sanctions such as exclusion might form part of the definition of progress.
- The actual rate of progress will always have to be judged in relation to particular cases and pupils for whom the usual learning route has been extremely difficult or impossible will not necessarily be able to make the same rate of progress as their peers. However, schools have to be sensitive to the risks of allowing too large a gap in attainments to develop, thereby limiting possibilities for access to the full curriculum, accreditation, and participation in further education and training.

COMMUNICATION AND INTERACTION DIFFICULTIES

Speech, Language and Communication Difficulties

The nature of speech, language and communication difficulties

Speech, language and communication difficulties may show themselves in the following ways:

- Problems with the production of speech.
- Difficulty in finding words and joining them together in meaningful and expressive language.
- Problems in communicating through speech and other forms of language.
- Difficulties or delays in understanding or responding to the verbal cues of others.
- Difficulties with the acquisition and expression of thoughts and ideas.
- Difficulty in understanding and using appropriate social language.
- Frustrations and anxieties arising from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

Please note that pupils whose first language is not English should not be regarded as having speech, language and communication difficulties unless they also have special educational needs in this area.

The degree of speech, language and communication difficulties

A high level of difficulty may be indicated by:

- *Measurable speech and language behaviours which are significantly below those of the majority of peers.*
- Difficulties with speech production which severely limit participation in classroom activities.
- Considerable difficulties in meeting the language demands or ordinary learning activities, such as following instructions or using abstract concepts.
- Difficulties in communicating with peers which lead to social isolation and apparent behavioural difficulties.
- Frustration on the part of pupils at their inability to participate in the classroom or interact with peers.
- Low rates of progress in many areas of the curriculum as set out in Section 4 and particularly in literacy.

Action

- In many cases, speech and language difficulties are part of a pattern of more general learning difficulties. At lower levels of difficulty, and for younger children, therefore, the school's first response may well be similar to the *School Action* taken for children with these more general difficulties. Where a communication and interaction difficulty is suspected more frequent and careful monitoring and reviewing is important to ensure that any specific speech and language difficulties are identified and specialist assessments can be undertaken.

- Many children's needs are met through *School Action Plus*, where a specialist teacher or Speech and Language Therapist devises a programme which may be delivered by specialist (or often) non-specialist staff under guidance. The quality of this guidance and the extent to which it is supported through normal classroom activities and liaison with parents are factors in its likely effectiveness.
- For primary-aged children with higher levels of need, placement in schools with attached specialist units or classes is a common way of making available specialist tuition combined with cross-curricular support. Effective liaison with the mainstream of the school is an important factor in the effectiveness of this form of provision, as are arrangements for increasing inclusion and transition to and continuity with provision in secondary schools.

Progress

Progress can be defined in a number of ways:

- Adequate progress can be defined as it is for pupils with general learning difficulties, i.e. as that which closes the attainment gap between them and their peers, prevents the gap getting wider or maintains their position relative to peers; or as that which is likely to lead to accreditation and to participation in further education and training or to the development of usable skills.
- Progress can also be judged against pupils' performance in areas that are less affected by their difficulties. This is particularly the case where difficulties are relatively minor or are confined, for instance, to speech production where some curriculum areas will be relatively unaffected. Progress is adequate when it closes the gaps between areas or prevents them widening.
- Adequate progress can be defined more specifically as that which overcomes or ameliorates pupil's particular speech and language difficulties. The criteria of closing the attainment gap on peers or preventing its widening can be used here.
- Adequate progress is that which increases participation and reduces the time spent away from the mainstream classroom or school.

COMMUNICATION AND INTERACTION DIFFICULTIES

Autistic Spectrum Disorders

The nature of autistic spectrum disorders

Autistic spectrum disorders are characterised by a triad of impairments in social relationships, social communication and imaginative thought. They may show themselves in the following ways:

- Difficulties in attuning to social situations and responding to normal environment cues.
- Evidence of rigidity of thought which is not amenable to adult direction.
- A tendency to withdraw from social situations and an increasing passivity and absence of initiative.
- Inappropriate social interactions extending to highly ego-centric behaviour with an absence of awareness of the needs or emotions of others.
- Impaired use of language, both expressive and receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two way communication.
- Limited imaginative and social interaction with peer activities. May show some obsessive interests or repetitive activities.

The degree of autistic spectrum disorders

Higher levels of difficulty may be indicated by:

- Difficulties in following instructions, classroom routines and in maintaining attention on task which make it impossible for pupils to participate in most ordinary classroom activities without a high level of adult support and structure.
- Highly atypical behaviour, such as: obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause.
- Inappropriate social behaviour leading to social isolation.
- Little or no progress within the curriculum, except, perhaps in very specific areas of strength.

Action

- At lower levels of difficulty, schools will strengthen their current strategies using existing resources. The focus will be on responding to pupils' immediate social and learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected autistic spectrum difficulties.

NB. Even where a pupil does have a diagnosis, they may still be regarded as having a lower level of difficulty.

- As levels of difficulty increase, schools are likely to seek specialist assessment and advice, which involve health as well as education personnel. The focus will remain on the educational implications of any difficulties, but there will be support and advice on strategies targeted at these difficulties delivered either by a specialist or under specialist guidance. This support may be informed by a specialist teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access together with social communication and interaction.
- At the highest levels of difficulty, it is likely that teaching interventions will be part of a multi-disciplinary approach.

Progress

Progress can be defined in a number of ways:

- Adequate progress can be defined as it is for pupils with general learning difficulties, i.e. as that which closes the gap between them and their peers, prevents the gap getting wider or maintains their position relative to peers; or as that which is likely to lead to accreditation, participation in further education and training or to the development of usable skills.
- Progress can also be judged against pupils' performance in areas that are less affected by their difficulties, for instance in areas which do not rely heavily on flexible and imaginative responses. Progress is adequate when it closes the gaps between areas or prevents them widening.
- Adequate progress is that which eliminates or reduces the patterns of behaviour that are typical of autistic spectrum disorders by, for instance, increasing social responsiveness and communication or flexible use of language.
- Adequate progress is that which increases participation in, and reduces the time spent away from the mainstream classroom or school.

SENSORY AND/OR PHYSICAL DIFFICULTIES

Visual Impairment:

The nature of visual impairment

Visual impairments range from mild to severe; they may be temporary or permanent and become apparent in the following ways:

- Deterioration in the certain areas of academic performance; these might include deteriorating handwriting, slowness in copying from the board; increasingly asking for written instructions to be given verbally.
- Deterioration in other areas such as hand-eye co-ordination, excessive straining of eyes to read the board, needing to be at the front of the group to look at television programmes or share in story/picture books etc.
- Progressive anxiety and tentativeness in certain physical activities and an associated reticence in moving around the playground suggesting that mobility is becoming impaired.
- Evidence of associated stress leading to increasing withdrawn or frustrated behaviour.
- It is possible for specialists to assess and quantify pupils' visual impairment and in many cases this will have been done before children reach statutory school age. However, the level of visual impairment alone does not determine the level of difficulty which pupils experience in school. It has to be set alongside other indicators more directly related to the classroom.

The degree of visual impairment

A high level of difficulty may be indicated by:

- Attainment levels in tasks and curriculum areas most affected by pupils' visual impairments falling well below what might be expected from their performance in other curriculum areas and on measures of cognitive skills; e.g. performance in National Curriculum assessments outside the expected range and on standardised tests in the first or second centile.
- Inability to make progress within the curriculum without the use of specialist materials and equipment.
- Mobility problems impacting significantly on participation in school and classroom activities.
- Emotional and/or behaviour problems perhaps including periods of withdrawal; disaffection and reluctance to attend school.

Action

- For children with relatively minor visual impairment, schools can make simple classroom modifications and address any learning difficulties in the normal ways. However, in most cases where visual impairment is known or suspected, schools need to call on specialist assessment and advice and therefore move quickly to *School Action Plus*.
- In some cases a 'package' of specialist equipment and tuition, perhaps with limited in-class support and certainly with differentiation of classroom activities enables the child to function independently in the classroom and to make adequate progress. Specialist teachers are likely to be involved, therefore, in assessment, in some tuition, and crucially, in co-ordinating this 'package' and providing advice to mainstream teachers.

- In other cases, progress may depend on the availability of adult support. This raises issues about maintaining the pupil's independence and implies that LSAs and other support staff will be appropriately trained.
- Visual impairments may be associated with learning and other difficulties. Action in response to the child's visual difficulties, therefore, may need to be part of a much wider range of action to address these other difficulties.

Progress

Progress can be defined in a number of ways:

- As with general learning difficulties, the adequacy of pupils' progress can be judged against progress made by their peers; i.e. progress is adequate which closes the gap between them and their peers, prevents the gap growing wider, or maintains their position relative to starting from the same attainment base-line.
- Progress can also be judged by comparing pupils' progress in areas of difficulty with their progress in areas of relative strength; i.e. progress is adequate if the gap between their areas of difficulty and strength is closing or is not widening.
- Progress is adequate if it meets other criteria set out in the general learning difficulties section; i.e. if it matches or betters the pupil's previous rate of progress, ensures access to the full curriculum and is likely to lead to accreditation and to participation in further education, training or employment.
- Adequate progress is that which increases participation and minimises the time spent away from the mainstream classroom or school.

<p>It should be noted that pupils with a combination of visual and hearing impairment will not be able to rely on solutions offered to pupils with only one sensory loss.</p>

SENSORY AND/OR PHYSICAL DIFFICULTIES

Hearing Impairment

The nature of hearing impairment

Hearing impairment ranges from mild to profound and may be temporary or permanent and become apparent in the following ways:

- Changes in certain areas of academic performance such as deterioration in handwriting or other areas of academic performance, tonal changes in speech, progressive failures to respond to verbal cues or increasing requests for the repetition of instructions.
- Physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input, excessive efforts to focus on the teacher's face when instructions are being relayed.
- Increased reliance on peers for the understanding or relaying of instructions.
- Signs of frustration with themselves or with others leading to emotional or behavioural problems not previously observed and for which there are no obvious causes.

NB. Where children have been hearing impaired since birth, the above effects will be seen in terms of the overall impact of the hearing impairment, rather than as changes in performance.

It is possible for specialists to assess and quantify pupils' hearing loss and in many cases this will have been done before children reach statutory school age. However, the level of hearing loss alone does not determine the level of difficulty which pupils experience in school. It has to be set alongside other indicators more directly related to the classroom.

The degree of hearing impairment

A high level of difficulty may be indicated by:

- Attainment levels in tasks and curriculum areas most affected by pupils' hearing impairments falling well below what might be expected from their performance in other curriculum areas and on measures of cognitive skills.
- Inability to make progress within the curriculum without considerable amplification of hearing and increased use of visual means of communication.
- Significant speech and language difficulties restricting communication with peers and teachers and inhibiting language use in the curriculum.
- Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration.
- Emotional and / or behavioural problems perhaps including periods of withdrawal, disaffection and reluctance to attend school.
- Difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work and a need for adapted materials and a level of support beyond what it is realistic to expect from the class teacher.

Action

- Although *School Action* in the form of minor modifications in classroom practice and materials will be adequate to meet the needs of children with minor hearing impairments, in other cases schools will need to call on specialist assessment and advice. They therefore tend to move quickly to *School Action Plus*.
- In some cases a 'package' of specialist equipment and tuition, perhaps with limited in-class support and certainly with differentiation of classroom activities enables the child to function independently in the classroom and to make adequate progress. Specialist teachers are likely to be involved, therefore, in assessment, in some tuition, and crucially, in co-ordinating this 'package' and providing advice to mainstream teachers.
- In other cases, progress may depend on the availability of appropriately trained adult support. High levels of adult support raise issues about maintaining the pupil's independence.
- Hearing impairment may be associated with learning and other difficulties, including language development. Action to address the child's hearing difficulties, therefore, may need to be part of a much wider range of action to address these other difficulties.

Progress

Progress can be defined in a number of ways:

- As with general learning difficulties, the adequacy of pupils' progress can be judged against progress made by their peers i.e. progress is adequate which closes the gap between them and their peers, prevents the gap growing wider, or maintains their position relative to peers starting from the same base-line.
- Progress can also be judged by comparing pupils' progress in areas of difficulty with their progress in areas of relative strength; i.e. progress is adequate if the gap between their areas of difficulty and strength is closing or is not widening.
- Progress is adequate if it meets other criteria set out in the general learning difficulties section; i.e. if it matches or betters the pupil's previous rate of progress, ensures access to the full curriculum, is likely to lead to accreditation and to participation in further education, training or employment.
- Adequate progress is that which increases participation and reduces the time spent away from the mainstream classroom or school.

<p>It should be noted that pupils with a combination of visual and hearing impairment will not be able to rely on solutions offered to pupils with only one sensory loss.</p>

SENSORY AND/OR PHYSICAL DISABILITIES

Physical and Medical Difficulties

The nature of physical and medical difficulties

Some children who experience physical or medical difficulties have no problems in accessing the curriculum and learning effectively. In such cases, therefore, simply having a medical diagnosis does not imply that the child has special educational needs.

On the other hand, some children enter school with identified physical needs or a medical diagnosis and well-understood educational difficulties. They may have received an educational assessment and early educational intervention, and may also have a statement of special educational need. Schools clearly need to monitor their *educational* needs extremely carefully, but will already be highly alert to this requirement.

The impact of physical or medical difficulties on a child's education ranges from mild to severe; it may be temporary or permanent and may become apparent in the following ways:

- Impact of the physical or medical difficulty on the pupil's confidence, self-esteem, emotional stability or relationships with peers.
- Impact of the physical or medical difficulty on classroom performance (e.g. through drowsiness, lack of concentration, lack of motivation).
- Impact of the physical or medical difficulty on participation in curriculum activities.
- Evidence of difficulties in the other areas of special educational need as set out elsewhere in this guidance.

NB. The input may be difficult to assess in pupils where the physical or medical difficulty has been present since birth. Obviously, where it has arisen later in a pupil's life, changes in these areas may be apparent.

The degree of physical and medical difficulties

A high level of difficulty may be indicated by:

- Attainment levels in most tasks and curriculum areas depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy.
- Inability to make progress within the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school or adult support.
- Emotional and or behaviour problems perhaps including periods of withdrawal, disaffection and reluctance to attend school.

Action

- Where the impact of pupils' difficulties on their learning is not great, their needs can often be met through some modification of classroom routines and organisation, a relatively low level of additional support, some limited items of specialist equipment and teaching approaches based on advice from specialist teachers or health professionals. In these circumstances, schools may be able to meet pupils' needs through *School Action*, or *School Action Plus* if some direct input or other regular involvement from external specialists is necessary.

- At higher levels of need, where physical and medical difficulties are associated with significant learning and other difficulties, action may need to take the form of a high level of adult support combined with targeted interventions in areas of particular difficulty.

Progress

Progress can be defined in a number of ways:

- As with general learning difficulties, the adequacy of pupils' progress can be judged against progress made by their peers; i.e. progress is adequate which closes the gap between them and their peers, prevents the gap growing wider, or maintains their position relative to peers starting from the same attainment base-line.
- Progress can also be judged by comparing pupils' progress in areas of difficulty with their progress in areas of relative strength; i.e. progress is adequate if the gap between their areas of difficulty and strength is closing or is not widening.
- Progress is adequate if it meets other criteria set out in the general learning difficulties section; i.e. if it matches or betters the pupil's previous rate of progress, ensures access to the full curriculum and is likely to lead to accreditation and to participation in further education, training or employment.
- Adequate progress is that which increases participation and reduces the time spent away from the mainstream classroom or school.

**GUIDANCE
FOR DECISION MAKING
WITH REGARD TO
CEASING TO MAINTAIN
A STATEMENT OF SPECIAL
EDUCATIONAL NEEDS**

September 2003

Ceasing to Maintain the Statement

There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. A decision to cease to maintain a statement will only be made after careful consideration by the LEA of all the circumstances and after close consultation with parents.

The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it.

All statements of Special Educational Needs are required to be reviewed at least annually (every six months for younger children). This review process considers, amongst other things, whether or not it is necessary to continue to maintain the statement. This will ensure that each case is looked at on an individual basis and that statements are only maintained when necessary.

Decisions about whether or not to maintain a statement will be based on:

- results of recent annual reviews
- whether the objectives of the statement have been achieved
- whether the child's needs could be met in the future within the resources of the mainstream school.

It will also be necessary to consider whether the child's progress would be halted or reversed if the special educational provision in the statement, or modified provision requiring the maintenance of a statement, were not made.

In line with the guidance in the Code of Practice, the LEA will consider the following:

- Have the objectives of the statement been met?
- Can the child's needs be met in future within the resources of a mainstream school?
- Do the child's special educational needs no longer significantly impede access to the National Curriculum?
- Does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully?
- Can the child cope with everyday social interaction at school?
- Has the child no significant self-help difficulties that require more provision than is normally available within the school?

For all children with SEN, including those with statements, one of the key objectives in order to facilitate inclusion is to increase independence. All those responsible for providing for the child's special educational needs as set out in a statement should therefore include, in their plans for meeting these needs, plans for increasing independence. This should be done on an ongoing basis and not just when consideration is being given on whether or not to maintain a statement.

If increasing independence has been a consideration right from the start, there will be reliable evidence to enable a realistic assessment to be made of whether or not the above criteria have been met in a particular case.

Parents, quite naturally, are often concerned when the issue of ceasing to maintain their child's statement is raised. It should be emphasised to parents that, even where it is considered that it is no longer necessary to maintain a statement, this does not mean that a child may not continue to have significant difficulties in a number of areas. When a statement ceases to be maintained, the child's remaining needs should continue to be met through intervention at Early Years / School Action Plus. If progress continues to be made, it may then be considered appropriate to provide intervention through Early Years / School Action.

In this sense, ceasing to maintain should be seen as providing appropriate support by moving between the stages of the Code rather than withdrawing support.

It is therefore very important to involve parents fully at every stage of increasing a child's independence and any changes in the provision made to support their child. Consideration of ceasing to maintain a statement should therefore be seen as a positive move and recognition of the hard work which all those concerned have done in assisting the child to overcome his / her difficulties.

PART 2

Section 3

The Role of Governors

THE ROLE OF GOVERNORS

This section sets out the Governors' responsibilities towards children with special educational needs.

The governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach the pupil. Every school must have a 'responsible person' who is generally the Headteacher, but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This must be reasonable, practical and compatible with the child receiving the special educational provision their learning needs call for. Also the efficient education of the pupils with whom they are educated and the efficient use of resources must be taken into account
- report annually to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The Code also states that Governors play a major part in school self-review and should establish mechanisms to ensure they are fully informed about the school, including the systems for, and the outcomes of, in-school monitoring and evaluation.

In relation to SEN the governing body should make sure that:

- it is fully involved in developing and monitoring the school's SEN policy
- all governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- the quality of SEN provision is continually monitored.

These are wide-ranging responsibilities, which may appear daunting. To ensure that governors are sufficiently well informed to exercise them efficiently the following procedure is suggested:

- every governor should have access to, or a copy of, the school's SEN policy
- ensure that SEN is on the agenda of every main meeting of the governing body
- prior to the meeting the SENCo, in consultation with the nominated governor (or sub-committee), prepares a concise report on developments since the last meeting, taking account of the governors' listed responsibilities.

Governors will thus have the opportunity to review any aspect of the school's SEN policy in the light of the report and will need to ensure an appropriate balance between the weight and nature of the SENCo's workload and the time and responsibilities.

Possible Action for Governing Bodies

- ensure curriculum differentiation is high on the agenda
- review pupils in relation to *School Action* and *School Action Plus*
- review assessment arrangements to ensure that pupils not making adequate progress are being identified
- review format and arrangements for managing Individual Educational Plans
- review arrangements for involving parents and pupils in decision-making
- review whole school arrangements for monitoring and evaluation of SEN provision
- review SENCo status, job description and facilities
- provide school-based training for all staff and Governors
- clarify and ensure transparency in relation to resources for SEN
- review the school's SEN Policy to reflect the Code of Practice January 2002
- review the information provided for parents to reflect the Code of Practice January 2002.

PART 2

Section 4

Pupil Participation

INVOLVING PUPILS

Involving children and young people in meetings and reviews

Our promises to children and young people

1. Your views are as important as everyone else's – we want to know what you think.
2. We will let you know in good time what we will be talking about at the meeting.
3. You will be able to choose how to tell us what you want us to know and we will help you to do this
4. If you want to be at the meeting we will help you to prepare for this.
5. We will ask you what you want to happen next and talk about whether this can happen.
6. We will make sure you know what will happen next and when it will happen.

Involving children and young people in meetings and reviews

Guiding principles for professionals

1. Children and young people should understand that their views are as important as everyone else's, in whatever way these views are expressed.
2. Children and young people should understand the purposes and processes of the meetings/reviews in which they are being asked to be involved.
3. Children and young people are given genuine options about how to communicate their views.
4. If children and young people attend their reviews, the agenda and the manner in which the meeting is run should be child centred.
5. Children and young people should be given a realistic understanding of the remit of the review and what decisions their views can change or have an impact on.
6. Children and young people should be given information about the outcome of any review in a manner that is meaningful to each child.

The SEN Code of Practice emphasises the importance of finding out the ascertainable wishes and feelings of children and involving them when decisions are made that affect them.

The Code does recognise that there is a balance between giving the child a voice and encouraging him / her to make informed decisions, and overburdening the child with decision making procedures where he / she has insufficient experience or knowledge.

Successful pupil participation is built on a culture of listening to all pupils' views and providing opportunities for them to take part in and make decisions.

Provision will be more responsive and relevant to pupils' needs when pupils themselves play an active role. It is not enough to involve pupils superficially. Participation must be a meaningful and ongoing process for all pupils.

The ethos, organisation and culture of the school should encourage and support pupil participation. Schools should be experienced by all pupils as warm, welcoming and open.

Every effort should be made to enable access for all pupils to all activities that make up the whole life of the school, both formal and informal, inside and out of school hours.

For some pupils with whom it is difficult to communicate or gain trust it may be appropriate to see them with other family members or carers present.

The Headteacher will need to consider the balance between ascertaining the pupil's own views and achieving an atmosphere in which they will confide freely to one adult on their own.

If the parents and the child wish to discuss a particular issue separately their views should be respected.

The Chairperson of review meetings has a key role in explaining to parents / carers that the child's / pupil's opinions will be considered alongside their own.

Principles of Pupil Participation

- everyone must commit themselves to the challenge of ensuring pupil participation
- everyone must recognise the legitimate interests of the other partners in decision-making
- there has to be a commitment to the long-term involvement of pupils
- pupils need training / support and encouragement to help them become actively involved
- teachers and parents need to learn how to involve the pupil
- there has to be a determination on all sides to make pupil participation work
- the pupil must feel that their views have been listened to and responded to.

To participate in decision-making:

Adults need to:

- give information and support
- provide an appropriate environment
- learn how to listen to the child.

Children need information so that they can work towards:

- understanding the importance of information
- expressing their feelings
- participating in discussions
- indicating their choices.

Children should be enabled and encouraged to participate in all decision-making processes that occur in education including:

- setting learning targets and contributing to IEPs
- discussions about choice of schools
- contributing to the assessment of their needs
- contributing to the annual review
- being involved in transition planning.

All pupils need to be a part of these processes, to know they are listened to and that their views are valued.

PART 2

SECTION 5

Working In Partnership With Parents / Carers

WORKING IN PARTNERSHIP WITH PARENTS / CARERS

Parents / carers have a legal duty to make sure that their child receives suitable education. They hold key information and have an important role to play in their child's education.

Equally schools need to recognise and embrace the value of parental / carer input and the unique contribution that they can make.

The role of parents / carers

In working with schools they should:

- communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home/school agreements, which set out expectations of both sides.

The role of the LEA and schools

- Schools, LEAs and all who support pupils with SEN should actively seek to work with parents / carers
- LEAs must make arrangements to provide information and advice on SEN matters to the parents / carer of children with SEN in their area
- LEAs and Parent Partnership services are expected to meet the minimum standards, set out in the SEN Code of Practice.

The role of the Parent Partnership Service

The overall aim is to provide a menu of flexible services for parents / carers whose children have SEN in order to empower them to play an active and informed role in their child's education.

Core activities of the Parent Partnership Service are:

- working with parents / carers
- information and publicity
- training, advice and support
- networking and collaboration
- helping to inform and influence local SEN policy and practice.

The LEA has a duty to make arrangements with a view to avoiding disputes between themselves or maintained schools and parents / carers about the way in which they have carried out their statutory functions relating to SEN, or between parents / carers and schools about SEN provision.

The Parent Partnership Service is part of those arrangements.

Empowering parents / carers to feel able to talk to school or LEA is a key stage in the process of encouraging dialogue or engaging in disagreement resolution. This can be instigated by the Parent Partnership Service.

The Parent Partnership Service:

- promotes good communication and sharing of information between parents / carers and schools and between parents / carers and the LEA about matters relating to the child's SEN;
- promotes consultation rather than confrontation.

Early intervention to explain and clarify issues may prevent misunderstandings and enable the two sides to talk about an issue and so prevent matters escalating.

Where such intervention is not positive the Parent Partnership Service may suggest that the parties consider disagreement resolution (separate practical advice is given in Section 3 of the SEN Toolkit).

Every maintained school is required to publish information about any arrangements made by the governing body relating to the treatment of complaints from parents / carers of pupils with SEN concerning the provision made at the school.

Parents / carers should in the first instance seek to resolve their differences with the school through this procedure. Where differences cannot be resolved, parents / carers and school can consider requesting access to the statutory SEN disagreement resolution process.

Using the service does not affect the parents / carers right of appeal to the SEN Tribunal.

PART 2

Section 6

Resolution of Disagreements

RESOLUTION OF DISAGREEMENTS

Parents / carers may wish to access the local disagreement resolution procedures at any time during the SEN process, including where there is a disagreement with the school / setting about any aspect of their child's special educational provision. All LEAs must provide disagreement resolution services.

The LEA must inform parents / carers, school / setting and others about the arrangements for the service and how they can access it. Parents / carers who have a right of appeal to the SEN Tribunal continue to be able to exercise that right at any stage. Disagreement resolution can run alongside the appeals process.

Resolving Disagreements

- In delivering effective disagreement resolution services, LEAs should meet the minimum standards set out in the SEN Code of Practice
- SEN disagreement resolution is designed to achieve early and informal resolution of differences of opinion
- The informal arrangements bring different parties together in the presence of an independent/neutral facilitator to seek an agreement
- The people in disagreement, not the facilitator, decide the terms of the agreement
- LEAs must make arrangements for avoiding or resolving disagreements that parents have either with them or with schools about SEN matters
- Independent persons must be appointed to facilitate these arrangements.

Preventing disagreements

- Good communication between parents / carers, schools / settings and LEAs is the key to a good relationship
- Parents / carers, schools / settings, LEAs and others should start talking as soon as difficulties become apparent. This can prevent problems from developing into disagreements;
- Feedback from users of the new arrangements can help schools / settings and LEAs prevent similar disagreements in the future.

Special Educational Needs Tribunal

If parents / carers have not been able to sort out their disagreements with the LEA about their child's special educational needs, they appeal to the SEN Tribunal.

The Special Educational Needs Tribunal is an independent tribunal set up by Act of Parliament 1993. The Tribunal considers parents' / carers' appeals against the decisions of the LEA about a child's special educational needs when parents / carers cannot agree with the LEA.

There is a two month time limit for making an appeal, which starts when the LEA gives parents / carers its final written decision. Even if parents / carers decide to send in an appeal, parents / carers, schools and the LEA should continue to try and sort out the disagreement.

Parents / carers can appeal to the tribunal if the LEA:

- will not carry out a formal assessment of their child's special educational needs

or

- refuses to issue a statement of a child's special educational needs.

If the LEA has made a statement, or has changed a previous statement, parents / carers can appeal against:

- the parts which describe a child's special educational needs (Part 2 of the statement) and set out the special educational help (Part 3 of the statement) that the LEA thinks a child should receive
- the school named in Part 4 of the statement

or

- the LEA not naming a school in Part 4 of the statement.

Parents / carers can also appeal if the LEA:

- refuses to change the school / setting named in a child's statement, if that statement is at least a year old (but they can only ask for an LEA maintained school, one funded by the LEA)
- refuses to re-assess a child's special educational needs if the LEA has not made a new assessment for at least six months
- decides not to maintain (decides to cancel) a child's statement

or

- decides not to change the statement after re-assessing a child.

PART 3

CODE OF PRACTICE: PROCEDURES

PART 3

Section 1

Identification, Assessment and Provision in Early Education Settings

IDENTIFICATION, ASSESSMENT AND PROVISION IN EARLY EDUCATION SETTINGS

Introduction

Provision for children with special educational needs (SEN) is a matter for everyone in the early education setting.

(CoP 1:29)

Wherever it occurs, early education provision is part of the Foundation Stage of education for children aged 3-5 years.

(CoP 4.5)

At the heart of the work of every setting is a continuous cycle of observation, assessment, planning, teaching and review. The monitoring of individual children throughout the Foundation Stage is essential. The majority of children will learn and progress within these arrangements.

Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. On going difficulties may indicate the need for a level of help above that which is normally available for children in the particular early education setting.

(CoP 4.9)

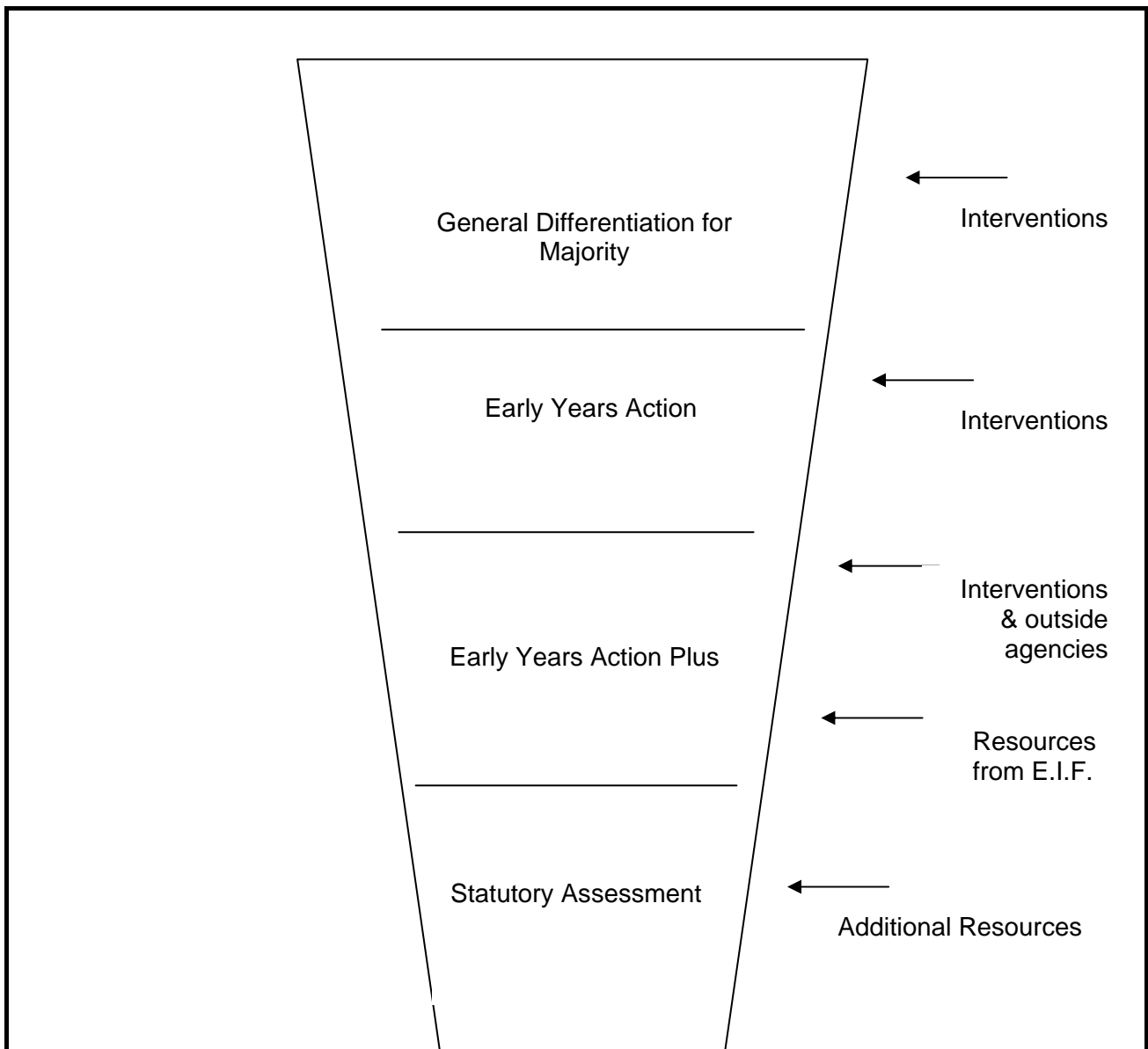
Early education settings should adopt a graduated response in order to provide specific help to individual young children. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties a child may be experiencing.

(CoP 4.10)

The Graduated Response:

The graduated response is:

- A model of action and intervention in schools to help children who have SEN.
- The approach recognises that there is a continuum of SEN.
- Where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- The majority of pupils' learning / behavioural needs will be met through the differentiated curriculum. Pupils will be enabled to learn effectively.
- A small number of pupils with identified learning / behavioural needs will require interventions that are **additional to** or **different from** those provided as part of the schools differentiated curriculum. These needs will trigger the cyclical process of IEP management at Early Years Action (SEN CoP 4.20) and Early Years Action Plus (SEN CoP. 4.29).
- In very exceptional cases a pupil's provision will be determined by the LEA and the LEA will make and maintain a statement of the pupil's SEN (SEN CoP. 4.39, 4.41, 4.47).



The graduated approach should be firmly based within the setting.

The Code of Practice emphasises that parents should be fully involved in the setting based response for their child's SEN. Parents should always be consulted and kept informed of the outcome of this action.

Early Years Action is when:

- practitioners who work day to day with the children or the SENCO identify that a child has SEN;
- together they devise / provide interventions and strategies that are **additional to** or **different from** those provided as part of the setting's usual curriculum;
- an IEP is usually devised.

The triggers for intervention through Early Years Action could be the practitioner's or parent's concern about a child who, despite receiving appropriate early intervention,

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;

- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

At this stage it is important for the SENCO and colleagues to collect all known information about the child and seek additional new information from parents. If information from outside agencies is sought the SENCO should first seek permission from parents.

Individual records should include an overall picture of the child's strengths and weaknesses and might also include, when appropriate, the child's own perception of any difficulties and how they might be addressed.

Once a need has been identified and parental involvement sought, the setting may wish to adopt the practice of gaining the parental signature as the first dated item in the Diary of Intervention (SEN 1). This would indicate all subsequent activities relate to an agreed partnership.

The pro-forma SEN2 (i & ii) needs to be completed at this point.

Further assessment, planning of future support, monitoring and subsequent reviewing of action taken should be led by the SENCO. The strategies employed to enable the child to make progress should be recorded within the Individual Educational Plan (IEP) SEN 6 (i & ii).

Speedy access to LEA support services for one-off or occasional advice on strategies or equipment may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

For those children whose SEN have been identified and whose progress following access to a different curriculum, continues to cause concern additional action should be taken.

Early Years Action Plus is:

- characterised by the involvement of external support services who can help early education settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities;
- when alternative intervention with **additional** or **different** strategies to those provided for the child through Early Years Action are put in place;
- a trigger for a new IEP and pro-forma SEN 3 (i & ii) should be completed.

The triggers for intervention through Early Years Action Plus could be that, despite receiving an individualised programme and / or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;

- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individual behaviour management programme;
- has sensory or physical needs and requires additional support or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The setting will need to make the child's individual records available to the support services as required.

When a child is moved to Early Years Action Plus, the setting should notify the LEA using the notification pro-forma SEN 4.

Similarly, should a child cease to need provision at Early Years Action Plus then the LEA should be notified using pro-forma SEN 5.

For a very few children the help given by the early education setting through Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with parents and any external agencies already involved, to consider whether a statutory multi disciplinary assessment may be appropriate.

Identification of children with SEN

Early identification is vital. The earlier action can be taken, the more responsive a child is likely to be, and the more readily can intervention be made. To help identify children with SEN, settings can measure the child's progress against the six areas of the Early Learning Goals. The following can also be used:

- standardised screening or assessment tools;
- information from parents and where appropriate the child.

In most cases the action taken will mean that a child's needs are met. Only for those children whose progress continues to cause concern should additional action be taken.

Adequate progress might be described as that which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the attainment base-line, but less than that of the majority peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Systems for Recording

- Settings will need to develop systems to manage the key activities outlined in the Code of Practice.
- The enclosed pro-formas are for your use. If settings wish to use their own materials please ensure that all appropriate information is enclosed.

Diary of Intervention

This should be used to record all interventions for children with special educational needs beginning as soon as concern is expressed. The Code of Practice emphasises that parents should be fully involved in the setting based response for their child (SEN CoP.2.10). Settings may wish to adopt the practice of gaining the parental signature as the first dated item in the Diary of Intervention (SEN 1). This would indicate subsequent activities relate to an agreed partnership.

Interventions could include brief, dated descriptions of the following:

- interventions in setting
- consultation with parents
- consultation with child, where appropriate
- consultation with other agencies
- correspondence and telephone calls of relevance
- progress
- changes of stage or approach
- change of priority need.

It may also be useful to record other instances which may have a bearing on the progress of a child such as:

- home circumstances – bereavement etc
- hospital appointments
- eye tests
- hearing tests

Should a child need intervention at Early Years plus the LEA needs to be notified on form SEN 4.

Should a child make adequate progress (CoP. 4.14) and cease to need intervention at Early Years Action Plus the LEA should be notified. Please forward form SEN 5 to the SEN department at Berneslai Close.

Individual Education Plans

The IEP is a planning, teaching and reviewing tool. It is used to plan the interventions that are additional to or different from differentiated planning. The teaching strategies and provision could reflect the Strands of Action as described in Section 6 of the SEN Toolkit.

Included in this section is an IEP pro-forma SEN 6 (i & ii) and IEP guidance. You may wish to use these as they are, or to develop a version for your own setting. However, please ensure that the content is inclusive of that recommended in this guidance.

In addition refer to Section 5 of the SEN toolkit for Managing Individual Education Plans.

Monitoring and Reviewing IEPs

Included in this section is an IEP Review pro-forma SEN 7 (i & ii)

IEPs should be continually 'under review' and evaluation should take place at least twice a year, termly or even more frequently if circumstances dictate.

In reviewing IEPs settings/schools should consider:

- the progress made by the child;
- the parents views;
- the effectiveness of the IEP;
- any specific access issues that impact on a child's progress;
- any updated information and advice;
- future action required.

The evaluation of the success of the IEP needs to be judged in the context of the strategies employed and the frequency of delivery of the targeted intervention.

After considering the child's progress, the targets to be achieved by the next review should be set by staff with the involvement of the pupil and parents where possible.

Guidance on IEPs for Early Years

Description of need

- Describe what the child can do, then what the need is, in as precise terms as possible e.g. identify that starting point as precisely as possible. This automatically leads on to the setting of specific targets.
- Physical difficulties / sensory impairment
- Emotional and behavioural difficulties / attitude / self esteem

Targets

- Limit number of targets to 3

Quantative or qualitative statements

Strategies could include:

- Room management / organisation / environmental routine adaptations
- Curriculum differentiation / how / what
- Structured / specific programmes – language / behaviour strategies, circle time.
- Specific programmes / extended choice of material
- Home / setting liaison

Resources

Time:

- Small group
- Individual

People involved / access to:

- Key worker / Teacher
- Parental support
- Special equipment / material
- Additional resources from outside agencies

Success criteria

- Don't forget to include success criteria e.g. to be able to complete a 3 piece insert jigsaw without adult prompt / support.

Outcomes

- Need to be related to success criteria
- Observation
- Assessment levels including Early Learning Goals / Stepping Stones
- PIPs results (if appropriate)
- Dated, annotated work where relevant
- Reports

Think positive – set small achievable targets with appropriate rewards

DIARY OF INTERVENTION**Early Years / Primary / Secondary** (please delete as appropriate)

Name _____ DoB _____

DATE	ACTION	PEOPLE / SERVICE INVOLVED	OUTCOME
	Parent informed		

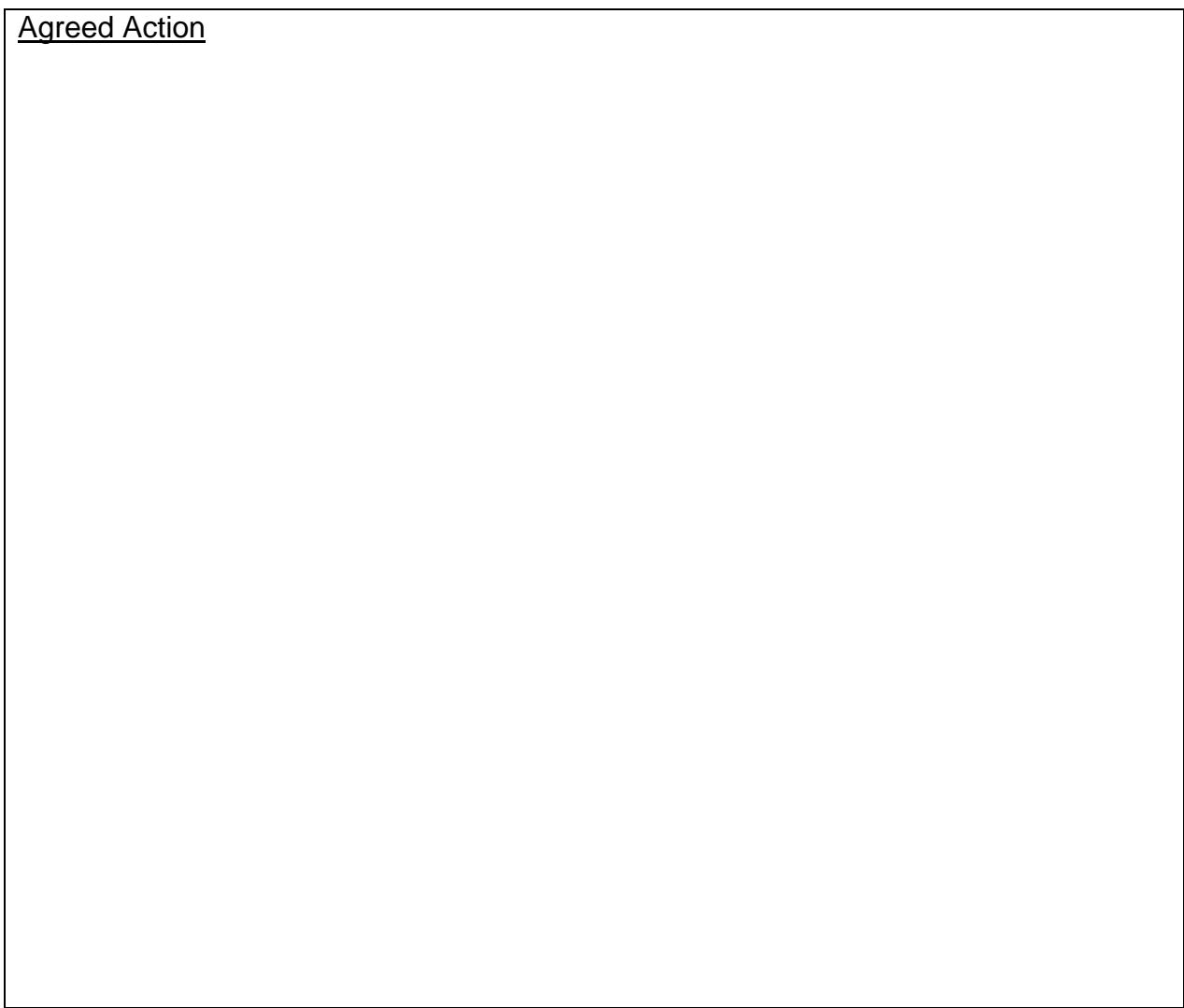
Please record the date when parent(s) / carer(s) were informed of action taken.

EARLY YEARS ACTION / SCHOOL ACTION

(Delete as appropriate)

NAME		SETTING / SCHOOL	
DoB		ETHNICITY	
NURSERY / RECEPTION / NC YEAR			
<u>Triggers for Intervention</u> – areas of concern with supporting evidence			
<u>Pupil's Views</u> (if appropriate)			
<u>Parent's / Carer's Views</u>			

Agreed Action



Include appropriate individual records e.g. Foundation profile, current NC Levels, PIPS, MIDYIS, YELLIS results and other relevant test results. If relevant include reports from other involved agencies.

Date Written: _____

Signature of Parent(s) / Carer(s): _____

Setting Manager / Headteacher: _____

SENCO: _____

EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

NAME		SETTING / SCHOOL	
DoB		ETHNICITY	
NURSERY / RECEPTION / NC YEAR			
<u>Triggers for Intervention</u> – areas of concern with supporting evidence			
<p style="margin-top: 20px;"><u>Pupil's Views</u> (if appropriate)</p>			
<p style="margin-top: 20px;"><u>Parent's / Carer's Views</u></p>			

Agreed Action / Involvement of outside specialists



Include appropriate individual records e.g. Foundation Profile, current NC Levels, PIPS, MIDYIS, YELLIS results and any other relevant test results. If relevant include report from other involved agencies.

Date Written: _____

Signature of Parent(s) / Carer(s): _____

Setting Manager / Headteacher: _____

SENCO: _____

NOTIFICATION OF CHILD / PUPIL AT EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

Copy to be forwarded to the Education Office following the decision to progress to Action Plus.

SETTING / SCHOOL

CHILD / PUPIL	DoB	NURSERY / RECEPTION / NC YEAR	UNIQUE PUPIL No. (if appropriate)

The parent(s) / carer(s) of the above have been consulted and the child / pupil moved to Action Plus.

Signature of Parent(s) / Carer(s) _____

Setting Manager / Headteacher _____

Date _____

NOTIFICATION OF CHILD'S / PUPIL'S REMOVAL FROM EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

Copy to be forwarded to the Education Office following the decision to **remove** child from Action Plus.

SETTING / SCHOOL

CHILD / PUPIL	DoB	NURSERY / RECEPTION / NC YEAR	UNIQUE PUPIL No. (if appropriate)

The parent(s) / carer(s) of the above have been consulted and the child / pupil removed from Action Plus.

Reason for removal from Action Plus:

Signature of Parent(s) / Carer(s) _____

Setting Manager / Headteacher _____

Date _____

INDIVIDUAL EDUCATION PLAN

NAME		EARLY YEARS / SCHOOL ACTION	
DoB		EARLY YEARS / SCHOOL ACTION PLUS	
NURSERY / RECEPTION / NC YEAR		NUMBER OF IEP	
SETTING / SCHOOL		DATE WRITTEN	
ETHNICITY		REVIEW DATE	

Evaluation of previous interventions
(summary from previous IEP review)

Supporting Evidence

(parental / carer views, teacher / key worker views, child's views (if appropriate), other people involved)

Description of current need

Targets	Success Criteria
Strategies	Resources
Targets Achieved	Date

Signature of Parent(s) / Carer(s) _____

SENCO signature _____

INDIVIDUAL EDUCATION PLAN – REVIEW OF PROGRESS

NAME		EARLY YEARS / SCHOOL ACTION	
DoB		EARLY YEARS / SCHOOL ACTION PLUS	
NURSERY / RECEPTION / NC YEAR		NUMBER OF IEP	
SETTING / SCHOOL		DATE WRITTEN	
ETHNICITY		REVIEW DATE	

Progress made against targets
Parents / Carers Views
Child's / Pupil's Views (if appropriate)

Effectiveness of IEP
Specific access issues
Updated information and advice
Future action

Signature of Parent(s) / Carer(s) _____

SENCO signature _____

PART 3

Section 2

Identification, Assessment And Provision In Schools

Understanding and using data to plan effective provision.

Rationale

Inclusion concerns all groups of pupils who may be underperforming because their personalized learning needs are not being met. The systematic evaluation of provision is fundamental to the successful planning for pupils who are at risk of underachieving such as

- Girls and boys
- Children who are disabled or who have special educational needs
- Minority ethnic and faith groups
- Children learning English as an Additional Language
- Travellers, asylum seeker and refugee children
- Able, Gifted and Talented children
- Children with dual exceptionality
- Children with social and emotional difficulties
- Children in public care
- Sick children
- Young carers
- Children from families under stress
- Children at risk of disaffection, poor attendance or exclusion

Provision for these groups of pupils is a matter for the school as a whole, it is a whole school responsibility.

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

The DfES materials, "Leading on Inclusion" (2005) and "Maximising Progress: ensuring the attainment of pupils with SEN" (2005), the extension of legislation regarding race and disability to schools and the focus of the "Every Child Matters" and the OfSTED Framework make clear the responsibility to ensure that inclusive practice is understood, planned for and evaluated in all schools.

Identification

It is vital that early identification of need takes place for all pupils whose difficulties are not resolved through the normal range of teaching strategies / resources within the school.

Within the SEN Code of Practice this is referred to as the Graduated Response . The importance of early identification, assessment and provision for any pupil who may have difficulties cannot be over-emphasised.

The earlier action can be taken the more responsive a pupil is likely to be. Concerns about a pupil's progress may be raised by parents / carers, teachers or outside professionals e.g. health, Social Services.

Concerns about a pupil's SEN are usually raised when the pupil is deemed not to be making adequate progress.

The Code of Practice defines adequate progress in a number of ways. It might, for instance be progress which:

- closes the attainment gap between the pupil and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and / or employment.

To help identify all groups of pupils who are underperforming schools can refer to:

- performance monitored by the teacher
- outcomes of assessment results
- progress against specific objectives
- performance against National Curriculum descriptors
- standardised screen or assessment tools
- information from parents / pupils.

Effective two way communication is the key to raising the attainment of all pupils and planning to meet individual need. This can be done by:

- Recognising and building on prior attainment
- Modeling high expectations: acknowledging that ability in pupils is not fixed and that all staff should expect that pupils can make progress
- Identifying pupils for particular targeted support and monitoring its effectiveness
- Identifying subject-specific learning needs and discussing the most appropriate curricular targets and intervention in line with pupils' stated needs

- Supporting the setting of appropriate curricular targets based on an analysis of performance in subjects
- Understanding progression in reading and writing across levels –literacy skills underpin educational achievement in many other subjects
- Helping teachers to use inclusive teaching approaches that engage and motivate pupils
- Tracking and securing pupils' progress particularly in relation to any additional provision made and ensuring added value through the monitoring and transfer of learned skills back in to classroom settings

Action

When a pupil has been identified as underperforming schools should adopt a graduated response that encompasses a range of strategies. The Graduated Response is a model of action and intervention which recognises that there is a continuum of need and where necessary brings increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

Similarly for all under performing groups

Wave 1

Inclusive quality first teaching for all

E.g.

- Stretching learning objectives for more able pupils- developing higher order thinking skills
- Visual teaching methods (pictures and real objects as props, concept maps, visual timetables etc) to support pupils learning English as an additional language or pupils with Autistic spectrum disorders

Wave 2

Additional interventions to enable pupils to work at age-related expectations or above

e.g.

- providing a social skills group for a child with autistic spectrum disorder
- Time to talk groups for pupils with speech and language difficulties or learning English as an additional language.
- Early Literacy Support

Wave 3

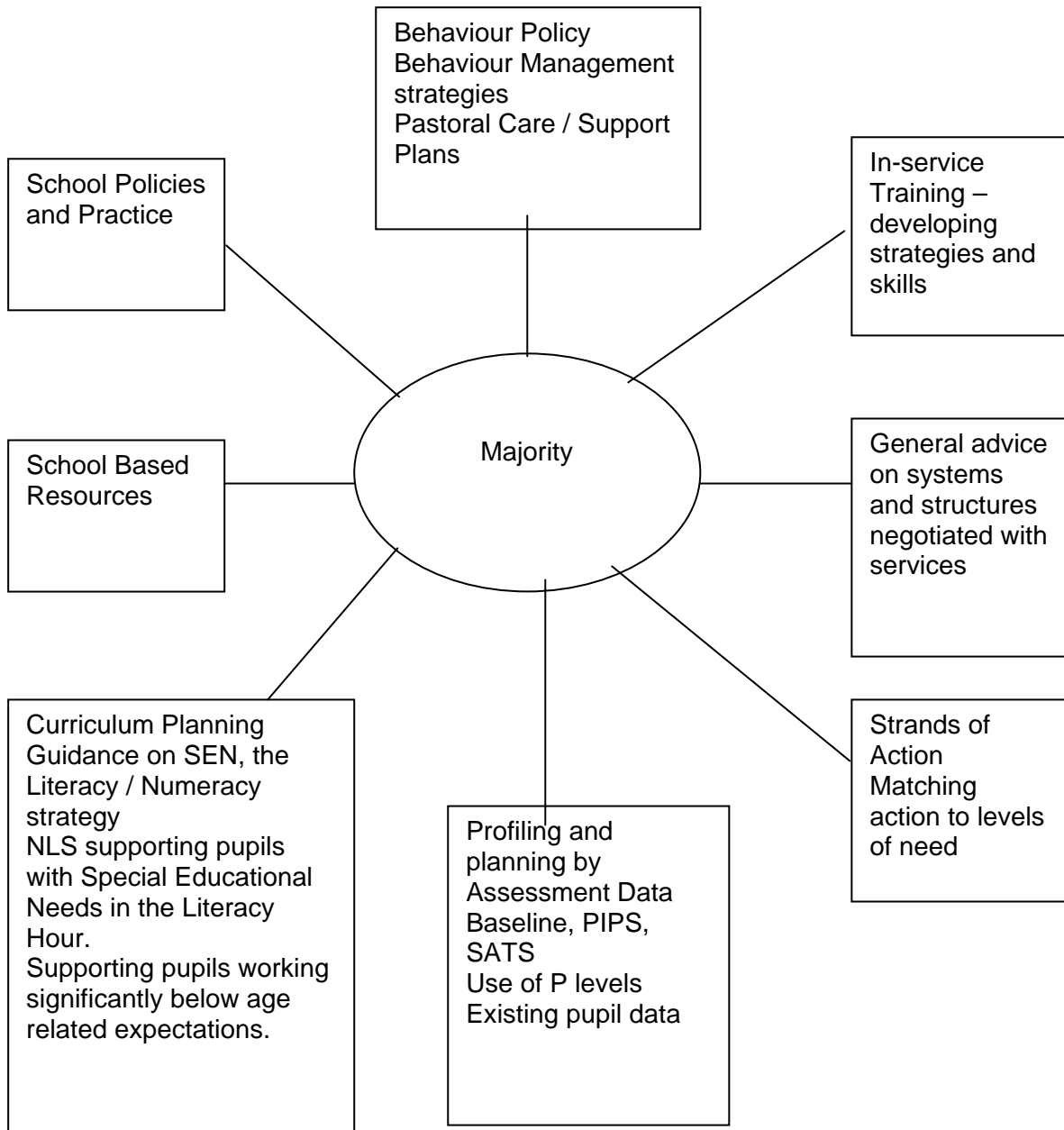
Additional , highly personalized interventions

Eg

- Working with an autistic child – 1to1- on social scripts
- Working with a pupil with behavioural problems – 1to1 – on anger management skills
- Catch up literacy intervention

Actions in school to meet the needs of the majority of pupils

Diagram 1



The INCO should:

- plan future interventions for the pupil in discussion with colleagues
- monitor and review the action.

One-off or occasional advice from LEA support services may be sought.

The school needs to collate additional relevant background information from parents / carers, assessments and details of any extra help given. This information should be kept within the pupil's individual record.

Permission should be sought from parents / carers before requesting information from any external agencies already involved. If the Common Assessment Framework is being used information needs to be shared.

The views of the pupil should be sought wherever possible and taken into consideration when deciding upon action to be taken.

Strategies which are additional to or different from those normally provided should be introduced and closely monitored.

If after close monitoring of plans over an agreed period the progress made is not adequate, then it may be decided to move the pupil to a more individualised programme. This decision would normally be made at a meeting with parental / carers agreement.

The INCO should , where necessary:

- request help from and liaise with external services
- plan future interventions for the pupil in discussion with colleagues
- monitor and review the action taken.

Systems for recording

- Schools will need to develop systems to manage the key procedures for managing the provision for underperforming groups.

' It is now government policy that IEPs are only one method by which schools can plan for pupils with SEN . They are not statutory and are merely one way of planning and recording the additional or different provision for a child with SEN and recording outcomes for a child with SEN and recording outcomes for individual pupils. Where schools have arrangements to plan individually for all pupils and record their progress – as will become more common with personalized learning- then IEPs may be unnecessary. The DfES will be promoting this view in order to cut down unnecessary paperwork and duplication'

Leading on Inclusion DfES 02-2005

Provision Maps can be used to record :

- Wave 1
Inclusive quality first teaching for all
- Wave 2
Additional interventions to enable pupils to work at age-related expectations or above
- Wave 3
Additional , highly personalized interventions

Provision maps are an efficient method of recording what is in place in each class, subject area or year group for all identified groups of pupils. They are a really useful management tool, they support the writing of access plans and strategies, show what you have already achieved, help staff to see what is available and simplify the writing of plans. The construction of the map depends on the nature of the school and the access needs being addressed. They be can based on year groups, identified groups, units of work or pupils' needs based on the audit of needs

Monitoring and Reviewing Provision

Plans, maps and individual interventions should be continually 'under review' and evaluation should take place at least twice a year, termly or even more frequently if circumstances dictate. In reviewing plans, maps and interventions schools should consider:

- the progress made by the child;
- the parents views;
- the effectiveness of the plan or intervention;
- any specific access issues that impact on a child's progress;
- any updated information and advice;
- future action required.

The success of the provision needs to be evaluated in the context of the strategies employed and the frequency of delivery of the targeted intervention / strategies.

After considering the child's progress, the targets to be achieved by the next review should be set by staff involving the pupil and parents where possible.

Guidance on individual plans for schools

Description of need

- describe what the child can do and what the need is. Describe the needs of the child as precisely as possible e.g. it may be useful to consider the pupil's preferred learning style
- physical difficulties / sensory impairment
- emotional and behavioural difficulties / attitude / self esteem
- specific skills – writing, reading, oracy, turn taking etc

Targets

- limit number of targets to a maximum of 4/5
- these targets may be split into more specific targets when working with the child on a daily basis
- use a pupil target card / sheet

Strategies

These could include:

- classroom management / organisation / environmental routine adaptations
- differentiation / how / what
- structured / specific programmes – Literacy / Numeracy / language / behaviour / other behaviour strategies e.g. report cards, target sheets, charts, time out, counselling, circle time
- specific programmes / extended choice of material. It may be useful to consider the pupil's preferred learning styles
- home / school liaison
- peer support

Use of Resources

- time
- in class
- small group
- individual
- withdrawal

People involved / access to:

- teacher
- peer support
- parental support
- teaching assistant (TA)
- parent helper
- special equipment / material
- additional resources from outside agencies

Success criteria

- remember to include measurable success criteria .

Evaluation

This needs to be related to success criteria and should inform staff about the next targets.
Think positive – set SMART Targets
Use progress indicators if relevant

- Teacher assessment levels including P levels
- SATS level
- PIPS, MIDYIS, YELLIS
- Other relevant test results
- Observation
- Dated, annotated work where relevant
- Reports

This needs to be related to success criteria and should indicate the next targets
Relevant progress indicators may also be used for an overall progress review, e.g. 'P' levels e.g. from PIVATS.

In addition, as appropriate, the following may be used:

- relevant test materials
- observation
- examples of the pupil's dated annotated work
- reports from (other) members of staff

For a more detailed breakdown of planning for pupils with SEN please refer to Identification, Assessment and Provision in Schools Section on next page.

IDENTIFICATION, ASSESSMENT AND PROVISION IN SCHOOLS

Introduction

Provision for pupils with SEN is a matter for the school as a whole, it is a whole school responsibility.

At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. (See Diagram 1).

However, it is vital that early identification of need takes place for those pupils whose difficulties are not ameliorated through the normal range of teaching strategies / resources within the school.

Within the Code of Practice this is referred to as the Graduated Response .

The importance of early identification, assessment and provision for any pupil who may have SEN cannot be over-emphasised.

Identification of Pupils with SEN

The earlier action can be taken the more responsive a pupil is likely to be. Concerns about a pupil's progress may be raised by parents / carers, teachers or outside professionals e.g. health, Social Services.

Concerns about a pupil's SEN are usually raised when the pupil is deemed not to be making adequate progress.

The Code of Practice defines adequate progress in a number of ways. It might, for instance be progress which:

- closes the attainment gap between the pupil and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and / or employment.

To help identify pupils with SEN schools can refer to:

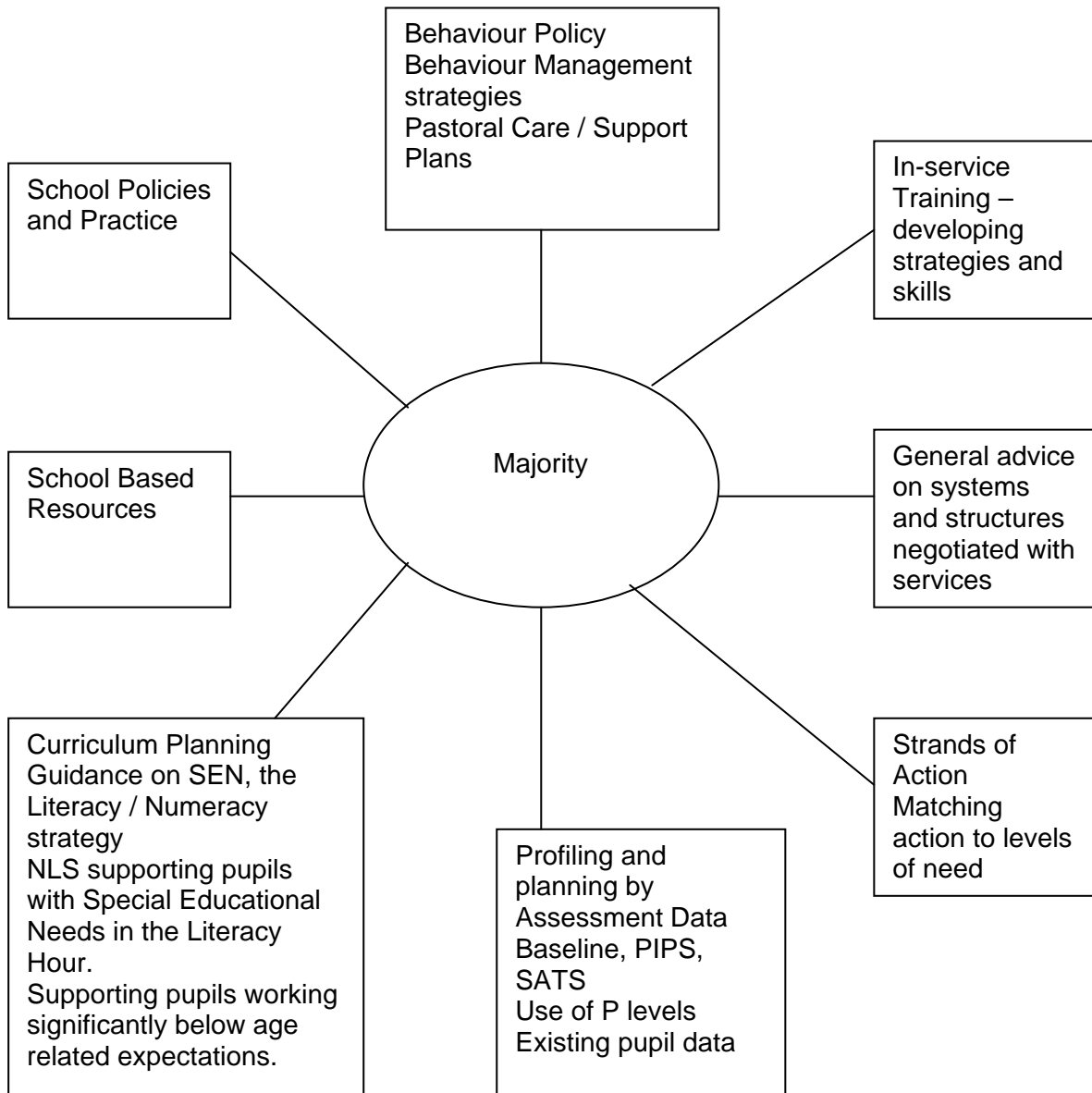
- performance monitored by the teacher
- outcomes of assessment results
- progress against specific objectives
- performance against National Curriculum descriptors
- standardised screen or assessment tools
- information from parents / pupils.

When a pupil has been identified as having SEN, schools should adopt a graduated response that encompasses a range of strategies. The Graduated Response is a model of action and intervention which recognises that there is a continuum of SEN and where necessary brings increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

The process is illustrated in Diagram 2.

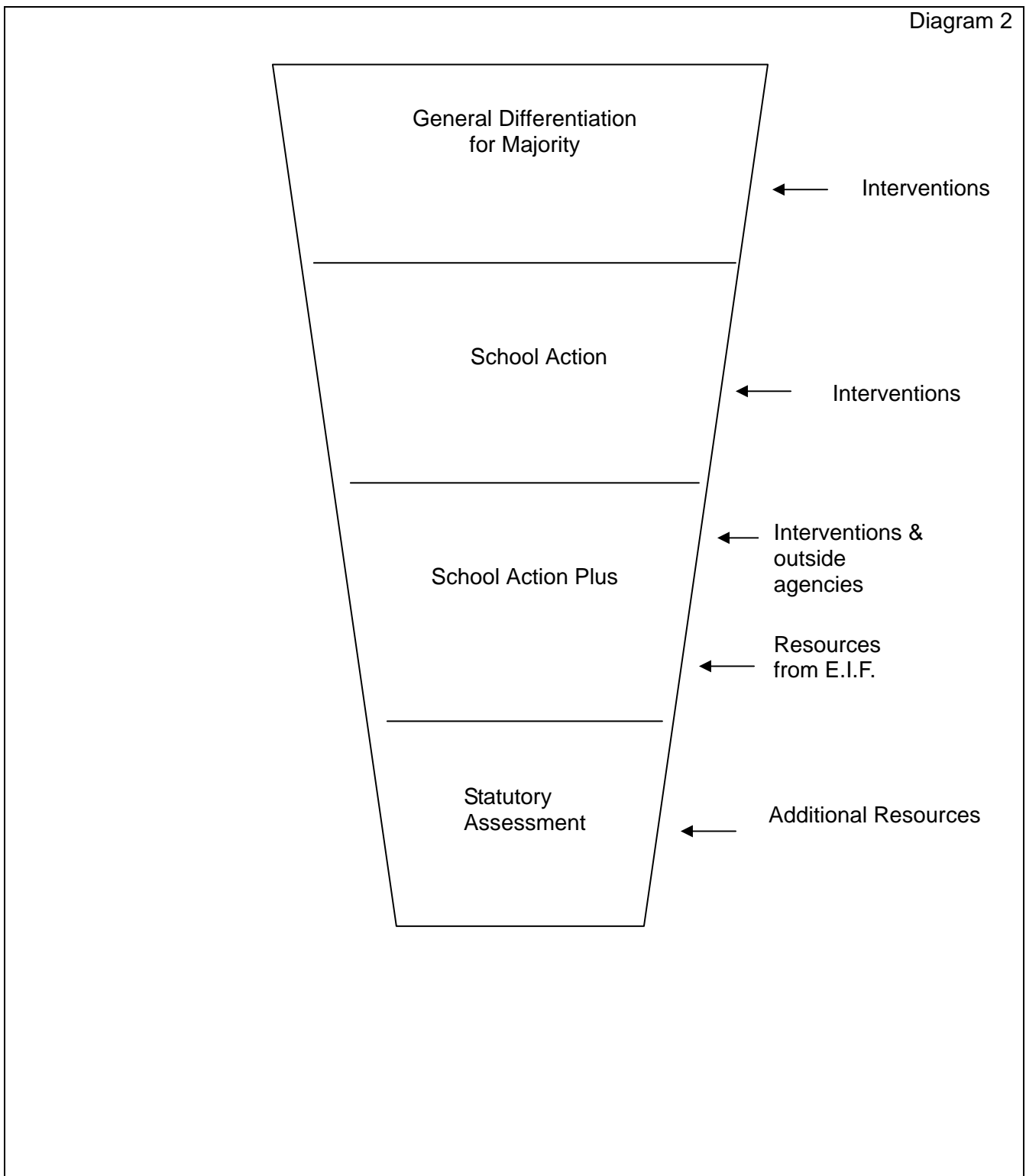
Actions in school to meet the needs of the majority of pupils

Diagram 1



The Graduated Response

Pupils whose needs are **additional to** or **different from** the majority will have their needs met at School Action (SEN CoP 5.44, 6.54), School Action Plus (SEN CoP 5.50, 6.44) or by Statutory Assessment (SEN CoP 5.64, 6.70).



Graduated Response in the Primary School

School Action

Where progress is not adequate and SEN are identified, the pupil should be placed at School Action. The Code of Practice states that the triggers for School Action are:

- makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of weakness
- shows signs of difficulties in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural management techniques usually employed in the school
- has sensory or physical problems, continues to make little or no progress despite the provision of specialist equipment
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Before placing the pupil at School Action the school should discuss its concerns with the parent / carers.

Proforma SEN 1, Diary of Intervention, should be instigated and Proforma SEN 2 (i & ii) should be completed at this point.

The class teacher remains responsible for working with the pupil on a daily basis and for planning and delivering an Individualised programme – an IEP will usually be devised. The SENCO should:

- plan future interventions for the pupil in discussion with colleagues
- monitor and review the action.

One-off or occasional advice from LEA support services may be sought.

The school needs to collate additional relevant background information from parents / carers, assessments and details of any extra help given. This information should be kept within the pupil's individual record.

Permission should be sought from parents / carers before requesting information from any external agencies already involved.

The views of the pupil should be sought wherever possible and taken into consideration when deciding upon action to be taken.

Strategies which are **additional to** or **different from** those normally provided should be introduced and closely monitored at School Action.

If after close monitoring of Individual Education Plans (IEPs) over an agreed period the progress made is **not** adequate, then it may be decided to move the pupil to School Action Plus. This decision would normally be made at a review meeting with parental / carers agreement.

School Action Plus

At School Action Plus support and advice is requested from outside agencies. The LEA should be informed of a move to School Action Plus by completion of Proforma SEN 4. The Code of Practice states that the triggers for School Action Plus are:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy or mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will need to make available the pupil's individual records for the external service(s) to see the types of strategies previously employed.

The SENCO should:

- request help from and liaise with external services
- plan future interventions for the pupil in discussion with colleagues
- monitor and review the action taken.

Proforma SEN 3 (i & ii) should be completed.

A new IEP will be drawn up with advice and support of the external service.

This Individual Education Plan (IEP) will incorporate strategies which are **additional to** or **different from** those previously employed at School Action.

If after an agreed period of monitoring the pupil's progress continues to give significant cause for concern then request for statutory assessment may be made using Proforma SEN 8 (i & ii). This would normally be decided upon at a review with parental / carer agreement.

Graduated Response in the Secondary School

School Action

Where progress is not adequate and SEN are identified, the pupil should be placed at School Action. The Code of Practice states that the triggers for School Action are:

- makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of weakness
- shows signs of difficulties in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by behaviour management techniques usually employed in the school
- has sensory or physical problems, continues to make little or no progress despite the provision of specialist equipment
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Before placing the pupil at School Action the school should discuss its concerns with the parent / carers.

If staff conclude, after consulting parents, that a pupil may need further support to help them progress, they should seek the help of the Head of Department or SENCO and consider their reasons for concern alongside any information about the pupil already available to the school.

The school SENCO should facilitate the further assessment of the pupil's particular strengths and weaknesses; planning future support for the pupil in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The pupil's subject and pastoral teachers should remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

Proforma SEN 1, Diary of Intervention, should be instigated and Proforma SEN 2 (i & ii) should be completed at this point.

The SENCO should:

- co-ordinate the planning of future interventions for the pupil in discussion with colleagues
- monitor and reviewing the action
- keep parents fully informed of the action taken to help the pupil.

One-off or occasional advice from LEA support services may be sought.

The school needs to collate additional relevant background information from parents / carers, assessments and details of any extra help given. This information should be kept within the pupil's individual record.

Permission should be sought from parents / carers before requesting information from any external agencies already involved.

The views of the pupil should be sought wherever possible and taken into consideration when deciding upon action to be taken.

Strategies which are **additional to** or **different from** those normally provided should be introduced and closely monitored at School Action.

If after close monitoring of Individual Education Plans (IEPs) over an agreed period the progress made is **not** adequate, then it may be decided to move the pupil to School Action Plus. This decision would normally be made at a review meeting with parental / carers agreement.

School Action Plus

At School Action Plus support and advice is requested from outside agencies. The LEA should be informed of a move to School Action Plus by completion of Proforma SEN 4. The Code of Practice states that the triggers for School Action Plus are:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy or mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits providing direct intervention to the pupil or advice to the staff by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will need to make available the pupil's individual records for the external service(s) to see the types of strategies previously employed.

The SENCO should:

- request help from and liaise with external services
- plan future interventions for the pupil in discussion with colleagues
- consider a range of different teaching approaches and appropriate equipment and teaching materials including the use of IT
- monitor and review the action taken.

A new IEP will be drawn up with advice and support of the external service.

This Individual Education Plan (IEP) will incorporate strategies which are **additional to** or **different from** those previously employed at School Action.

If after an agreed period of monitoring the pupil's progress continues to give significant cause for concern then a request for statutory assessment may be made (Proforma SEN 8). This would normally be decided upon at a review with parental / carer agreement.

Systems for recording

- Schools will need to develop systems to manage the key procedures outlined in the Code of Practice.
- The enclosed proformas are for your use – if schools wish to use their own proformas please ensure that all the appropriate information is included.

Diary of Intervention

This should be used to record all interventions for children with special educational needs beginning as soon as concern is expressed. The Code of Practice emphasises that parents should be fully involved in the school based response for their child (SEN CoP. 2.10). Schools may wish to adopt the practice of gaining the parental signature as the first dated item in the Diary of Intervention (SEN 1). This would indicate all subsequent activities relate to an agreed partnership.

Interventions could include brief, dated descriptions of the following:

- consultation with parents
- interventions in school
- consultation with pupil
- consultation with other agencies
- correspondence and telephone calls of relevance
- progress
- changes of stage or approach
- change of priority need.

It may also be useful to record other instances which may have a bearing on the progress of a child such as:

- home circumstances – bereavement etc.
- hospital appointments
- eye tests
- hearing tests

Should a pupil need intervention at School Action Plus the LEA needs to be notified on form SEN 4.

Should a pupil make adequate progress (CoP 5.42, 6.49) and cease to need intervention at School Action Plus the LEA should be notified. Please forward form SEN 5 to Assessment, Monitoring and Review Service at Berneslai Close.

Individual Educational Plans

The IEP is a planning, teaching and reviewing tool. It is used to plan the interventions that are **additional to** or **different from** differentiated planning. The teaching strategies and provision could reflect the Strands of Action as described in Section 6 of the SEN Toolkit.

Included in this document is an IEP pro-forma, SEN 6 (i & ii) and IEP guidance.

In addition please refer to Section 5 of the SEN toolkit 'Managing Individual Education Plans'.

Monitoring and Reviewing IEPs

IEPs should be continually 'under review' and evaluation should take place at least twice a year, termly or even more frequently if circumstances dictate.

In reviewing IEPs schools should consider:

- the progress made by the child;
- the parents views;
- the effectiveness of the IEP;
- any specific access issues that impact on a child's progress;
- any updated information and advice;
- future action required.

The success of the IEP needs to be evaluated in the context of the strategies employed and the frequency of delivery of the targeted intervention.

After considering the child's progress, the targets to be achieved by the next review should be set by staff involving the pupil and parents where possible.

Included in this section is an IEP Review pro-forma, SEN 7 (i & ii).

Guidance on IEPs for Schools

Description of need

- describe what the child can do and what the need is. Describe the needs of the child as precisely as possible e.g. it may be useful to consider the pupil's preferred learning style
- physical difficulties / sensory impairment
- emotional and behavioural difficulties / attitude / self esteem
- specific skills – writing, reading, oracy, turn taking etc

Targets

- limit number of targets to a maximum of 4/5
- these targets may be split into more specific targets when working with the child on a daily basis
- use a pupil target card / sheet

Strategies

These could include:

- classroom management / organisation / environmental routine adaptations
- differentiation / how / what
- structured / specific programmes – Literacy / Numeracy / language / behaviour other behaviour strategies e.g. report cards, target sheets, charts, time out, counselling, circle time
- specific programmes / extended choice of material. It may be useful to consider the pupil's preferred learning styles
- home / school liaison
- peer support

Use of Resources

- time
- in class
- small group
- individual
- withdrawal

People involved / access to:

- teacher
- peer support
- parental support
- teaching assistant (TA)
- parent helper
- special equipment / material
- additional resources from outside agencies

Success criteria

- remember to include success criteria e.g. to be able to write own surname unaided with 100% accuracy on 5 separate occasions over one week.

Evaluation

This needs to be related to success criteria and should inform staff about the next IEP targets.

Think positive – set SMART Targets

Use progress indicators if relevant.

- Teacher assessment levels including P levels
- SATS level
- PIPS, MIDYIS, YELLIS
- Other relevant test results
- Observation
- Dated, annotated work where relevant
- Reports

This needs to be related to success criteria and should indicate the next IEP targets

Relevant progress indicators may also be used for an overall progress review, e.g. 'P' levels e.g. from PIVATS.

In addition, as appropriate, the following may be used:

- relevant test materials
- observation
- examples of the pupil's dated annotated work
- reports from (other) members of staff

IEPs are only one method of planning for pupils with SEN. Schools are now using Provision Maps to record interventions and these are monitored through the use of entry and exit criteria. Where this is the case, termly reviews of progress are the means by which this provision is monitored.

Supporting and developing the Self evaluation of Inclusive Practice

The core purpose of Inclusion Services is to promote inclusive practice, within the context of school improvement, removing the barriers to learning in order to increase participation, and raise standards and achievement for all pupils.

The Inclusion Support & Development Team monitors the process which schools/settings are making in terms of inclusive practice and provision and supports the school self evaluation process with respect to inclusion. The team support school/settings in capacity building in relation to all areas of inclusion and monitoring outcomes for pupils.

The Inclusion Support and Development team aligns its work to each setting's agreed needs, based on the outcomes achieved and their own self-evaluation. The team works with Early Years settings, including private and voluntary providers, and schools.

The team's work includes:

- Supporting the self-evaluation process
- Assisting schools with planning and mapping provision
- Advising on the use of SEN resources and funding
- Supporting target setting and analysis
- Delivering packages of support/training to promote the inclusion aspects of national strategies
- Advising and supporting schools/settings on establishing and implementing systems and procedures to ensure compliance with legislation and guidance with respect to inclusion
- Monitoring outcomes and impact of support, advice and training
- Producing and disseminating guidance and support materials
- Modelling good practice with respect to specific interventions
- Establishing Networks to promote collaboration and the sharing of good practice
- Representation on local, regional and national inclusion networks to keep informed of current developments, develop links, and raise the profile of the team
- Supporting strategic development work in schools/settings
- Strategic development of the service to meet the needs of schools, the LEA and the DfES
- Raising awareness of inclusion issues amongst schools/settings and the wider community
- Cross-service working to develop and extend the range of support available to schools/settings
- Developing partnerships/links with other services/agencies to promote collaboration and sharing of good practice

The Service delivers its work in the following two main areas.

1. Leading on Inclusion

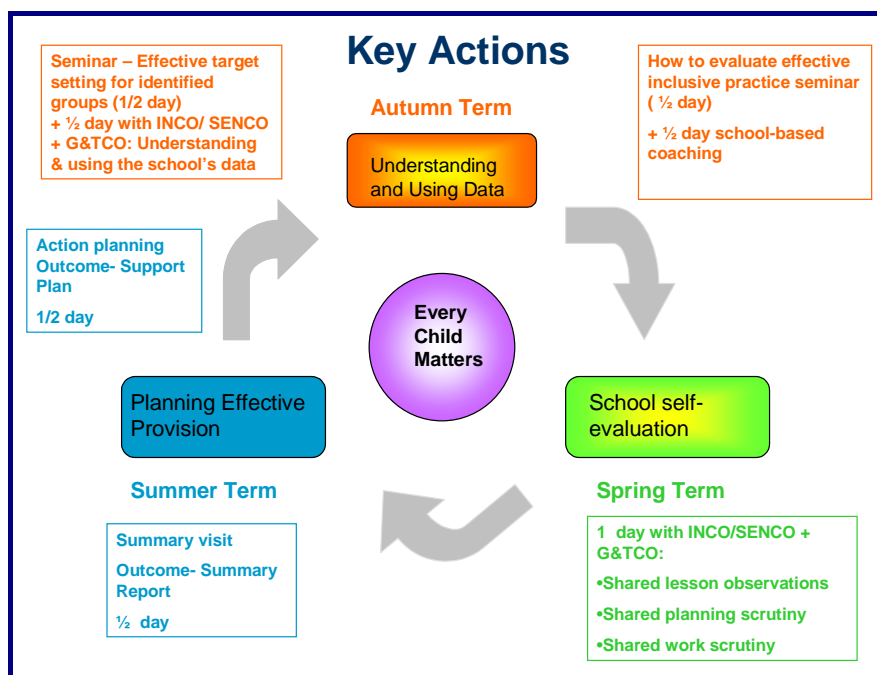
This area of work encourages schools and settings to develop a strategic approach to managing inclusion, focusing on whole-school development. The framework of support is the school improvement cycle. The materials and the support are for use by school staff responsible for leading and coordinating inclusion, e.g. the school leadership team.

An additional aim is to enhance the skills of the Inclusion Coordinator (INCO), the Able, Gifted and Talented Coordinator, the EAL/EMA Coordinator and the SENCO as a middle manager.

The professional development materials and support consist of 3 Key Actions with respect to developing inclusive practice:

- School Self-evaluation
- Understanding and Using Data
- Planning Effective Provision.

A description of each of the 3 Key Actions is contained in the Portfolio of Inclusive Practice. Details of the contact person and information on related advice, support and training courses, together with application forms, that may be photocopied are contained in the Menu of Support.



By using the materials in the Portfolio of Inclusive Practice framework individuals, groups and the whole school will be able to recognise where they are now in putting inclusion into practice and what they can do next to become more inclusive. This will support schools in taking a strategic approach to managing inclusion, centred upon whole school development.

In developing quality inclusive provision, schools will be at different starting points and the framework can be used flexibly to meet the needs of individual schools. It can be used as:

- a development tool
- an audit/action planning tool
- a tool to compile a portfolio of evidence to support the school's SEF and in applying for the Inclusion Charter Mark

PROCESS

The framework for the school self-evaluation of inclusion cycle is embedded within the school improvement cycle, in which the school asks itself the following key questions:

- How well are we doing?
- How do we compare with similar schools?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make it happen?

The systematic use of data improves and develops inclusive practice by:

- enabling schools to improve pupil progress and achievement through the identification of quality teaching and learning
- facilitating discussions about interventions and strategies and their evidenced impact on progress and achievement. In addition to setting targets it positively affects practice in schools and classrooms
- planning for and assuring positive impact on the quality of teaching and learning and on pupil participation and progress for all pupil groups. This approach underpins evidence-based practice and supports personalised learning for identified individuals and groups.

2. Development Strands

Each of the Development Strands consists of a package of advice, support, training and professional development materials that are focussed on one area of inclusive practice.

The self-evaluation process in schools and settings will have identified respective priorities for improvement. The Development Strands have sufficient breadth and flexibility to address the differing needs of individual schools and settings.

A description of each of the Development Strands is contained in the Menu of Support, including the contact details of the person(s) leading the Development Strand and information on training courses, together with application forms, that may be photocopied.

Details of the procedures for the monitoring of pupil attainment and other outcomes for different groups of pupils with LDD

Rationale

The systematic use of data improves and develops inclusive practice by:

- enabling schools to improve pupil progress and achievement through the identification of quality teaching and learning
- facilitating discussions about interventions and strategies and their evidenced impact on progress and achievement. In addition to setting targets it positively affects practice in schools and classrooms
- planning for and assuring positive impact on the quality of teaching and learning and on pupil participation and progress for all pupil groups. This approach underpins evidence-based practice and supports personalised learning for individuals and groups

Identified vulnerable groups

- Girls and boys
- Children who are disabled or who have special educational needs
- Minority ethnic and faith groups
- Children learning English as an Additional Language
- Travellers, asylum seeker and refugee children
- Able, Gifted and Talented children
- Children with dual exceptionality
- Children with social and emotional difficulties
- Children in public care
- Sick children
- Young carers
- Children from families under stress
- Children at risk of disaffection, poor attendance or exclusion
- Pupils who are underachieving

The core purpose of Inclusion Services is to promote inclusive practice, within the context of school improvement, removing the barriers to learning in order to increase participation, and raise standards and achievement for all pupils.

The Inclusion Support & Development Team monitors the process which schools/settings are making in terms of inclusive practice and provision and supports the school self evaluation process with respect to inclusion. The team support school/settings in capacity building in relation to all areas of inclusion and monitoring outcomes for pupils.

The team supports schools in gathering and analysing data to answer the following questions in relation to all the identified groups of pupils

HOW WELL ARE WE DOING?

In considering this question, schools might consider the following sources of evidence:

- Foundation Stage Profile
- End of key stage data
- Optional tests
- Teacher assessments, including P scales
- Attendance and exclusions
- Relevant behaviour measures
- Value added – progress and achievement
- QCA 'A Language in Common' step descriptors and any other EAL assessments
- Benchmarking
- Fischer Family Trust
- PAT
- PIPS
- CATS
- MidYis
- Yellis
- GCSE, NVQ, AS Level, A Level
- Standardised tests

HOW DO WE COMPARE WITH SIMILAR SCHOOLS?

The following data sources enable schools to compare their performance with similar schools:

1. Fischer Family Trust
2. Standardised tests
3. PANDA

HOW WELL SHOULD WE BE DOING?

In answering this question, schools will draw upon some of the following:

- Value added – progress and achievement
- Achievement targets – curricular, IEP etc
- QCA 'A Language in Common' step descriptors and any other EAL assessments
- Benchmarking
- Fischer Family Trust
- PAT
- PIPS
- CATS
- MidYis
- Yellis
- Standardised tests

WHAT MORE CAN WE AIM TO ACHIEVE?

Here we consider achievement targets – whole school/cohort/group/individual.

WHAT MUST WE DO TO MAKE IT HAPPEN?

Research and implement evidence based best practice.

LEA Monitoring of Data to support Strategic Planning

The LEA monitors the overall progress of these groups through:

- Analysis of OFSTED reports – the comments on the progress of vulnerable groups
- Annual Reviews for pupils with a Statement of Special Educational Need – progress data is collected as part of the Annual Review Report
- Analysis of end of key stage data supplied by the Data Team:
 - % of pupils at the end of Key Stage 1 achieving Level 1 and below
 - % of pupils at the end of Key Stage 2 achieving Level 3 and below
 - % of pupils at the end of Key Stage 3 achieving Level 4 and below
 - % of pupils at the end of Key Stage 4 achieving 5 GCSEs, grades A to G
- The Understanding Our Schools process – progress of groups of pupils in schools who are underperforming
- Working with schools to evaluate the impact of intervention programmes, at both individual pupil level and cohort level. Analysis of data to give an overview of the overall effectiveness of the intervention within the Authority
- Individual school level data
- Working with schools on the Portfolio of Inclusive Practice which is a framework to support the self-evaluation and evidencing of inclusive practices within school in relation to vulnerable groups of pupils.

DIARY OF INTERVENTION

Early Years / Primary / Secondary (please delete as appropriate)

Name: _____ DoB: _____

DATE	PROCESS	PEOPLE / SERVICE INVOLVED	OUTCOME
	Parent Informed		

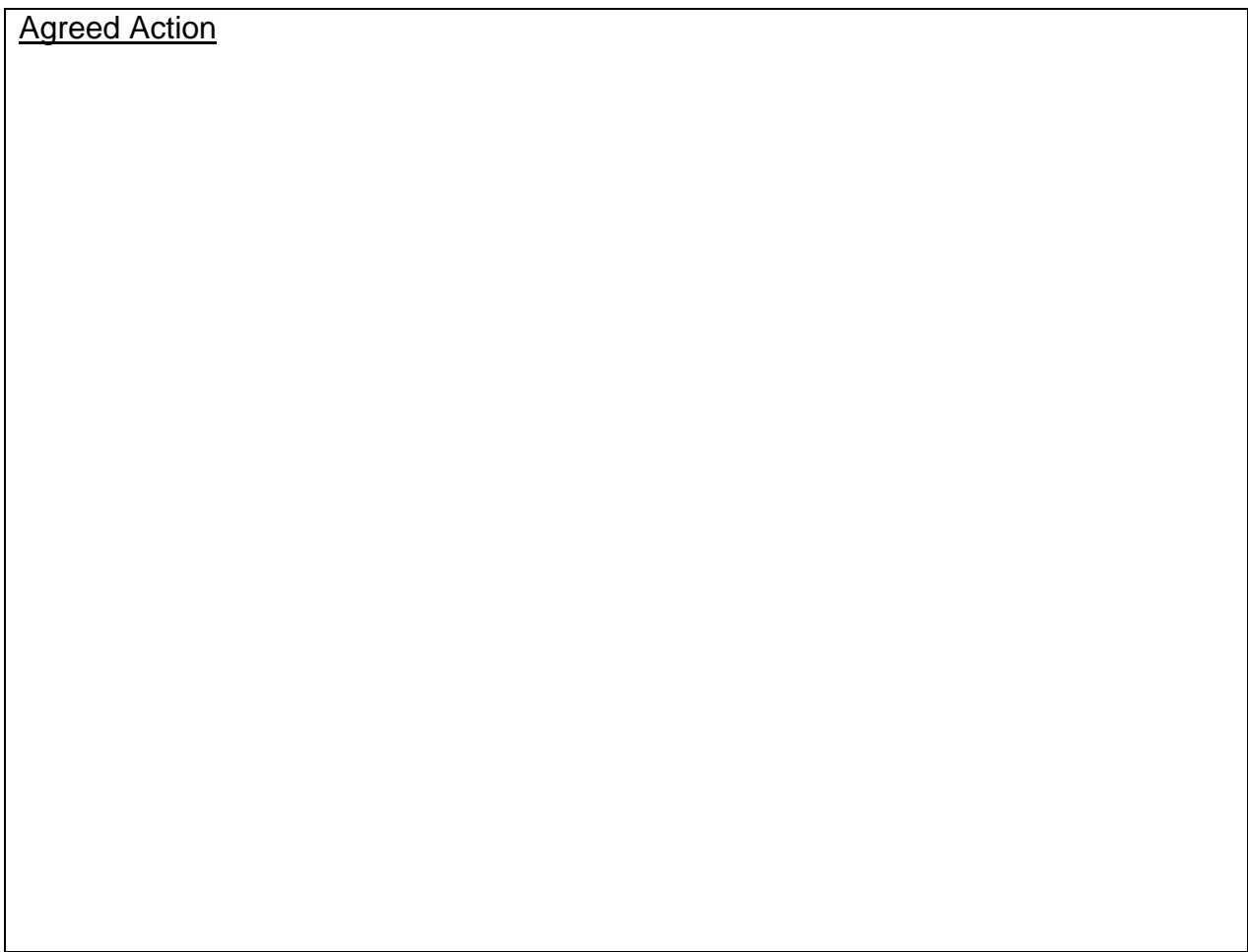
Please record the date when parent(s) / carer(s) were informed of action taken.

EARLY YEARS ACTION / SCHOOL ACTION

(Delete as appropriate)

NAME		SETTING / SCHOOL	
DoB		ETHNICITY	
NURSERY / RECEPTION / NC YEAR			
<u>Triggers for Intervention</u> – areas of concern with supporting evidence			
<u>Pupil's Views</u> (if appropriate)			
<u>Parent's / Carer's Views</u>			

Agreed Action



Include appropriate individual records e.g. Foundation Profile, current NC Levels, PIPS, MIDYIS, YELLIS results and other relevant test results. If relevant, include reports from other involved agencies.

Date Written: _____

Parental/Carer Signature: _____

Setting Manager / Headteacher: _____

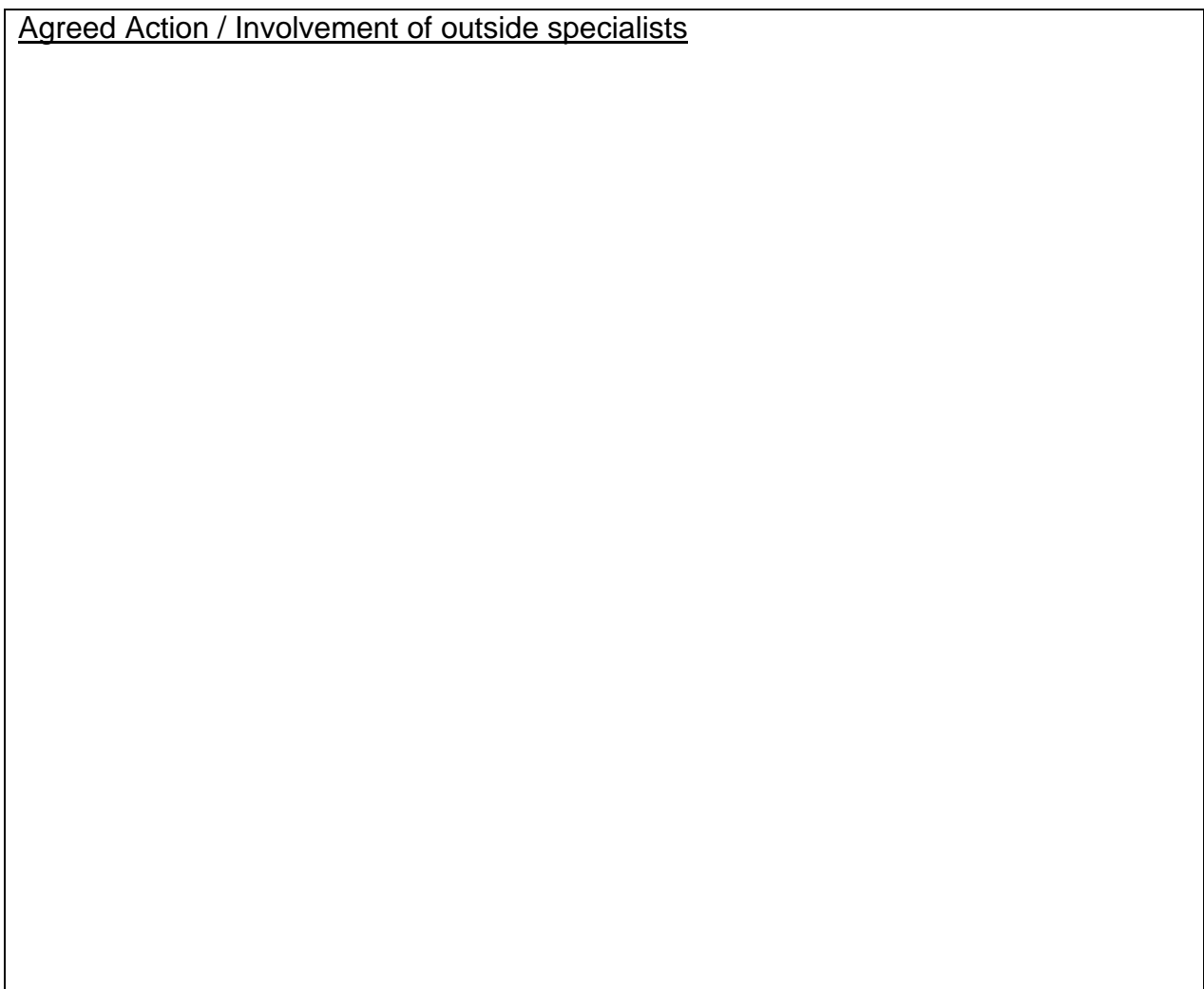
SENCO: _____

EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

NAME		SETTING / SCHOOL	
DoB		ETHNICITY	
NURSERY / RECEPTION / NC YEAR			
<u>Triggers for Intervention</u> – areas of concern with supporting evidence			
<u>Pupil's Views</u> (if appropriate)			
<u>Parent's / Carer's Views</u>			

Agreed Action / Involvement of outside specialists



Include appropriate individual records e.g. Foundation Profile, current NC Levels, PIPS, MIDYIS, YELLIS results and any other relevant test results. If relevant, include reports from other involved agencies.

Date Written: _____

Signature of Parent(s) / Carer(s): _____

Setting Manager / Headteacher: _____

SENCO: _____

NOTIFICATION OF CHILD / PUPIL AT EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

Copy to be forwarded to the Education Office following the decision to progress to Action Plus.

SETTING / SCHOOL

CHILD / PUPIL	DoB	NURSERY / RECEPTION/ NC YEAR	UNIQUE PUPIL No. (if appropriate)

The parent(s) / carer(s) of the above have been consulted and the child / pupil moved to Action Plus.

Signature of Parent(s) / Carer(s) _____

Setting Manager / Headteacher _____

Date _____

NOTIFICATION OF CHILD'S / PUPIL'S REMOVAL FROM EARLY YEARS / SCHOOL ACTION PLUS

(Delete as appropriate)

Copy to be forwarded to the Education Office following the decision to **remove** child from Action Plus.

SETTING / SCHOOL

CHILD / PUPIL	DoB	NURSERY / RECEPTION / NC YEAR	UNIQUE PUPIL No. (if appropriate)

The parent(s) / carer(s) of the above have been consulted and the child / pupil removed from Action Plus.

Reason for removal from Action Plus:

Signature of Parent(s) / Carer(s) _____

Setting Manager / Headteacher _____

Date _____

INDIVIDUAL EDUCATION PLAN

NAME		EARLY YEARS / SCHOOL ACTION	
DoB		EARLY YEARS / SCHOOL ACTION PLUS	
NURSERY / RECEPTION / NC YEAR		NUMBER OF IEP	
SETTING / SCHOOL		DATE WRITTEN	
ETHNICITY		REVIEW DATE	

Evaluation of previous interventions
(summary from previous IEP review)

Supporting Evidence

(parental / carer views, teacher views, child's views (if appropriate), other people involved)

Description of current need

Targets	Success Criteria
Strategies	Resources
Targets Achieved	Date

Signature of Parent(s) / Carer(s) _____

SENCO signature _____

INDIVIDUAL EDUCATION PLAN – REVIEW OF PROGRESS

NAME		EARLY YEARS / SCHOOL ACTION	
DoB		EARLY YEARS / SCHOOL ACTION PLUS	
NURSERY / RECEPTION / NC YEAR		NUMBER OF IEP	
SETTING / SCHOOL		DATE WRITTEN	
ETHNICITY		REVIEW DATE	

Progress made against targets
Parents / Carers Views
Child's / Pupil's Views (if appropriate)

Effectiveness of IEP
Specific access issues
Updated information and advice
Future action

Signature of Parent(s) / Carer(s) _____

SENCO signature _____

PART 3

Section 3

STATUTORY ASSESSMENT OF SEN

STATUTORY ASSESSMENT OF SEN

The special educational needs of the great majority of children should be met effectively within mainstream settings through *Early Years Action* and *Early Years Action Plus* or *School Action* and *School Action Plus*, without the local education authority needing to make a statutory assessment. In a very small number of cases the LEA will need to make a statutory assessment of special educational needs and then consider whether or not to issue a statement.

Statutory assessment involves:

- consideration by the LEA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary

and if so

- conducting the assessment, in close collaboration with parents, schools and other agencies.

An assessment under section 323 of the Education Act 1996 should only be undertaken if the LEA believes that the child probably has special educational needs and that the LEA needs or probably needs to determine the child's special educational provision itself by making a statement.

It may be that in considering whether the assessment is necessary the LEA will conclude that intervention at *Early Years Action Plus* or *School Action Plus* is appropriate; or the LEA might be able to identify different ways in which the school could help the child through such intervention. If so, the LEA would conclude that a statutory assessment was not necessary.

Statutory assessment itself will not always lead to a statement. The information gathered during an assessment may indicate ways in which the setting/school can meet the child's needs without the need for any special educational provision to be determined by the LEA through a statement.

A child can be brought to the LEA's attention as possibly requiring an assessment through:

- a request for an assessment by the child's school or setting;
- a request for an assessment from a parent, or
- a referral by another agency.

Request/ Referral For Statutory Assessment

Statutory assessment (S.A.) can be requested by the school/ setting or the parent, and a child can be referred for Statutory Assessment by another agency (e.g.. Health). Once a request/ referral is received the following process is actioned:

Request received from School/ Setting

Within 6 weeks the LEA:

- acknowledges request;
- requests further information from School / Setting / Agency if necessary;
- sends the notice that S.A. is under consideration to parents that includes details of the process and the named officer;
- sends out parental form to be returned within 29 days;
- sends alert letters to all potential contributors;
- takes the decision to either:
 - a) agree S.A.
 - b) not agree S.A.

Request received from parent / carer

Within 6 weeks the LEA:

- acknowledges request, and sends the parents the details for S.A. procedure and named officer;
- sends out parental form to be returned within 29 days;
- requests further information from School/ Setting;
- requests further information from other agencies if necessary;
- sends alert letters to all potential contributors;
- takes the decision to either:
 - a) agree S.A.
 - b) not agree S.A.

Referral received from another agency (e.g. Health)

The LEA:

- acknowledges referral;
- requests further information from School/ Setting;
- sends notice that S.A. is under consideration to parents that includes details of the process and the named officer;
- sends out alert letters to all potential contributors;
- takes decision to either:
 - a) agree S.A.
 - b) not agree S.A.

In this case the 6 week time scale starts when the notice that S.A. is under consideration is sent to parents.

If S.A. is agreed

Within 10 weeks the LEA:

- informs parents of the decision and the procedures necessary.
- requests reports from all relevant professionals.
- decides whether or not to make a statement.

If S.A. is not agreed

- the School/ Setting are informed of the decisions with reasons.
- the parents are informed of the decision, offered a meeting with an LEA Officer, given details of the local Parent Partnership Service, the Mediation Service and their right to appeal to SEN Tribunal.

Within 2 weeks the LEA:

- writes proposed statement and sends it to parents who have 15 days to respond.

When proposed statement is agreed, a copy is sent to other relevant professionals.

Final statement sent to parents who have 15 days to respond.

Once parents have accepted the final statement a copy is sent out to other relevant professionals.

Guidance - School Request for Statutory Assessment

Statutory Assessment procedures are determined very specifically by the SEN Code of Practice, and have strict time limits.

The LEA pro-forma for a request for the Statutory Assessment of a pupil considered to have SEN (SEN 8 i & ii) clearly states the information that should accompany your request. The Statutory Assessment Panel (SAP) can only make fair and consistent decisions if it is given the appropriate factual information on which to base those decisions.

It is not sufficient only to detail levels of attainment. SAP also needs:

- intervention by school following advice by other relevant professionals;
- the two most recent reviewed Individual Education Plans (IEPs), or Individual Behaviour Plans (IBPs) or Pastoral Support Plans (PSPs);
- latest SATS results available (including optional SATS);
- current PIPS data;
- current teacher assessment levels in reading, writing, spelling and numeracy;
- the dated results of any other named tests e.g. reading assessment;
- pupil's views;
- LEAs / Schools are now required to actively seek pupils' views. The SEN Code of Practice Toolkit Section 4 should be helpful
- details of pupils progress from the schools tracking system
- details of the pupils involvement with any intervention programmes, including any progress made.

Educational Advice For Statutory Assessment

Briefly describe the school/setting organisation and curricular arrangements and how these assist children with special educational needs.

Background

The following information should be included in this section:

- earlier education history; this should include a record of schools previously attended by the pupil and the pupil's attendance records when known.
- background information: this may include family details, environmental factors and medical information. *(Please note that only those factors which relate to the pupil's educational needs require comment and only factual information should be provided about family background if it is considered to be relevant);*
- physical development – general health, fine and gross motor skills, vision, hearing;
- approaches and attitudes to learning – self-image, confidence and independence, motivational factors, child's own view of progress;
- speech and communication skills – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure;
- educational attainments – literacy and numeracy skills, other curriculum areas;
- cognitive development including reasoning, organisation and problem solving skills;
- social skills and interaction – school, home and elsewhere (state whether observed or reported);
- behaviour – classroom behaviour, behaviour at unstructured times, social behaviour, outside school (reported or observed);
- self-help and independence skills.

Relevant home and school factors

- at school / setting – size/age range of class, SEN arrangements from school's / setting's own resources, quality of teaching, physical limitation of building, if relevant;
- at home and in the community – home language, parental / carer's views, care situation, home/school liaison arrangements, involvement in clubs, outside activities etc;
- record of attendance;
- summary of special educational needs.

Summary of special educational needs

Identify and list all of the child's special educational needs and for each need describe the child's level of functioning, that is, what the child can and cannot do.

- the child's main areas of strengths;
- the child's main areas of difficulty;
- child's rate of progress – levels of attainment should be stated.

Aims of Provision

Please suggest main long-term educational and developmental objectives for the child, referring to each need as listed above.

Educational Facilities and Resources

1. What special educational provision has already been made for the child through *Early Years Action* and *Early Years Action Plus* or *School Action* and *School Action Plus*? Describe the progress the child made. (Please append IEPs and a record of IEP reviews – it is likely that they will provide sufficient information about past and current provision).
2. For each need and objective, please consider what features of provision might meet the special educational needs as identified:

(You are not being asked to recommend a particular alternative school or type of provision)

- curriculum features – with details of any National Curriculum modifications or disapplication considered necessary and how a broad and balanced curriculum is to be maintained
- teaching strategies and approaches
- any differentiation of class or curriculum organisation
- specific programmes/activities/materials/equipment/staff
- pastoral care arrangements
- physical environment
- need for staff advice/training/support.

Please state clearly any features in addition to those normally available in the school or setting that in your opinion are necessary to meet the needs.

Pupil's Views

Please record the ascertainable views of the pupil about their needs and the ways in which they would like to be helped. Please describe the way in which the pupil was consulted and how the views were initially recorded and by whom.

Other information

Please provide any additional relevant evidence or advice.

Summary of information to be submitted with request for Statutory Assessment

Please ensure that you provide all the relevant information or evidence.

1. Skills levels and functioning in school/setting:

- whether following age appropriate programmes of study;
- details of programmes of study;
- exclusions from the National Curriculum;
- attainments in core subjects compared to peers;
- (or) details of progress towards the early learning goals;
- whether falling progressively behind peers;
- recent progress over a given period;
- details of moves from *Early years Action/School Action* to *Early Years Action Plus/School Action Plus* with reasons.

2. Identification of learning needs:

- how this has been carried out?

3. Strategies used to date:

- details of IEPs with evidence of outcomes;
- evidence of child's functioning, programmes used and progress;
- details of outside specialist involvement;
- details of structured programmes including targets and outcomes;
- evidence of progress within such programmes;

4. Resources made available by the school through school based intervention:

- details of additional staffing support from within settings/schools own resources;
- details of materials used;
- details of aids or adaptations;
- details of equipment;
- details of liaison arrangements;

5. Parental / Carer involvement:

- level of parental / carer involvement;
- views of the parents / carers.

6. Other factors:

- views, wishes and feelings of the pupil and how obtained;
- evidence of other identifiable factors.

To: Assessment & Review Service
Inclusion Services Building
Bruce Avenue
Barnsley S70 4EB

**THIS IS A REQUEST FOR STATUTORY ASSESSMENT FROM
SCHOOL/SETTING FOR A PUPIL CONSIDERED TO HAVE SPECIAL
EDUCATIONAL NEEDS**

Name of school/setting _____

Name of child _____

Failure to provide the evidence requested may result in a refusal to agree Statutory Assessment.

I can confirm that I have consulted with the parent(s)/guardian(s) of the above and with the relevant professionals concerning the nature and implications of this request for statutory assessment.

Signed: _____ Date: _____

(Headteacher)

I agree with, and support this request for statutory assessment.

Signed: _____ Date: _____

(Signature of Parent/Carer)

The request will not be considered unless the appropriate signatures have been obtained.

PUPIL TRACKING / STATUTORY ASSESSMENT INFORMATION PROFORMA

School _____

Name of Pupil _____

Home Address _____ Gender _____

_____ DOB _____ N.C.Year _____

Ethnicity _____ Home Language _____

Primary Area of need (please refer to _____
Areas of Need below)

Secondary area of need _____

Areas of Need: (ASD) – Autism Spectrum Disorder; (BESD) – Behaviour, Emotional & Social Diff; (HI) – Hearing Impairment; (MLD) – Moderate Learning Diff; (MSI) – Multi-Sensory Impairment; (PD) – Physical Diff; (PMLD) – Profound & Multiple Learning Diff; (SLD) – Severe Learning Diff; (SLCN) – Speech, Language & Communication Needs; (SpLD) – Specific Learning Diff; (VI) – Visual Impairment.

Please fill in the historical information re: the above named child

EARLY YEARS FOUNDATION STAGE						
Level	Six Areas of Learning					
	Personal, Social and Emotional development	Communication Language and Literacy	Mathematical Development	Knowledge and understanding of the world	Physical Development	Creative Development
Birth -11 mths						
8-20 mths						
16-26 mths						
22-36 mths						
30-50 mths						
40-60+ mths						

***Please indicate the level the child has reached for each area of learning**

PUPIL TRACKING / STATUTORY ASSESSMENT INFORMATION PROFORMA

EARLY YEARS FOUNDATION STAGE PROFILE (END OF FS2)

Aspect	Disposition and attitudes	Social Development	Emotional Development	Language for communication and speaking	Linking sounds and letters	Reading	Writing	Numbers as labels for counting	Calculating	Shapes, Spaces and Measures	Knowledge and Understanding of the World	Physical Development	Creative Development
Level													

Key Stage 1*							
Date	English			Maths		Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape, Space & Measures		
Y 1							
Y 2							

Key Stage 2*								
Date	English			Maths			Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape and Measures	MA4 Handling Data		
Y 3								
Y 4								
Y 5								
Y 6								

Key Stage 3*								
Date	English			Maths			Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape and Measures	MA4 Handling Data		
Y 7								
Y 8								
Y 9								

Key Stage 4 and beyond (14-19)* – include other Key Areas as appropriate								
Date	Subject	Level	Date	Subject	Level	Date	Subject	Level

Include description of current studies/courses undertaken. GCSE grades or other assessments may be given if appropriate

* Information to include 'P' level data as appropriate

PUPIL TRACKING / STATUTORY ASSESSMENT INFORMATION PROFORMA

Other relevant tests/assessments (please specify which tests were used, chronological age when tested, and date of test) eg. Reading

The following information /documentation is attached in support of this request

- Diary of Intervention
- Copies of the 2 most recent IEPs/ Behaviour Plans which **must** be reviewed
- Copies of advice (where provided) from other professionals e.g. Educational Psychologist, Sp. Teacher, Health Therapist, Social Services
- Evidence of the extent to which the school has followed the advice provided by relevant professionals, and implementation through IEPs
- Evidence of intervention / resource allocation by school and progress made eg. as detailed in Provision Mapping documentation, IEPs.
- Outcome of intervention
- A clear description which summarises the child’s current difficulties.

Signed: _____ Date: _____

(Headteacher)

I agree with, and support this information to be shared.

Signed: _____ Date: _____

(Signature of Parent/Carer)

PART 3

Section 4

Statements Of SEN & Note In Lieu Of A Statement

Statements of SEN

A statement of Special Educational Needs describes a child's SEN and the special help that child should receive. The LEA will usually make a statement if they decide that a child has significant and complex learning difficulties and their needs cannot be provided from within the school's resources.

A statement is set out in six parts:

- Part 1 - Introduction
- Part 2 - Special Educational Needs
- Part 3 - Special Educational Provision, including objectives and monitoring Arrangements.
- Part 4 - Placement
- Part 5 - Non-educational Needs
- Part 6 - Non-educational Provision.

When writing statements of special educational needs the LEA should use clear, unambiguous language, refrain from the use of jargon, acronyms or very special educational and medical terms, or if they are unavoidable, provide an explanation as well.

Part 1

Gives the child and parents / carers name and address, the child's date of birth, home language and religion. It also lists all the advice the LEA received as part of the assessment. It must state whether the statement is a proposed, a final or an amended final statement and must be clearly numbered to show whether it is a first, second or subsequent statement. The date of the statement must be on the front page.

Part 2

Gives details of all of a child's SEN as identified in the statutory assessment. It sets out the nature and severity of the child's difficulties and the implication of these difficulties for the child's learning needs in the context of a classroom.

This should be set out in a way that relates directly to the description of provision set out in Part 3b.

Part 3

Describes all the special provision that the LEA and the school make to meet the child's SEN as identified in Part 2. It is split into 3 parts:

- objectives
- provision
- monitoring.

Part 4

This part must be left blank when the proposed statement is issued so that parents can state a preference for a school. In the final statement Part 4 must specify the type of school and the name of the particular school or for the provision of education otherwise than at school.

Part 5

Describes any non-educational needs of the child for which the LEA consider provision is appropriate if the child is to benefit from the SEN provision set out in Part 3.

Part 6

Sets out the non-educational provision which is required to meet the needs identified in Part 5.

Before the LEA's SEN officers write a final statement, they send a proposed statement to parents.

With the proposed statement, the LEA must send copies of all the advice they received during the statutory assessment.

With the copy of this proposed statement the LEA send a letter telling parents how they can give their views before the statement is finalised.

Note in lieu of a Statement

After a statutory assessment, the LEA may decide that a pupil's school / setting can provide the special provision for the child's SEN without the need for a statement.

The LEA will usually tell parents and schools / settings of this decision within 12 weeks of agreeing to start the statutory assessment.

The LEA will have learned a great deal about a child's needs as a result of the statutory assessment. Even if the LEA decide not to make a statement they will share with parents and the child's school / setting what they have learned. The LEA will then draw up what is called a '**note in lieu of a statement**'.

The note describes the child's special educational needs, explains why the LEA does not think it necessary to make a statement and makes recommendations about appropriate provision for the child. All advice received during the assessment will be attached to the note in lieu sent to the parents, and with their consent, will also be sent to the child's school / setting.

The layout of the note in lieu broadly follows the statutory format of the statement.

The **first** part describes the child's special educational needs.

The **second** part sets out the LEAs reasons for not writing a statement and includes guidance as to the SEN provision to be made for the child from school resources, with specialist advice if necessary, but without being determined by the LEA.

The **third** part may describe any non-educational needs and appropriate provision to be made.

PART 3

Section 5

ANNUAL REVIEWS

ANNUAL REVIEW PROCESS

(See Chapter 9 CoP)

- All pupils who have a statement of SEN are required to have an annual review of their statement.
- All pre-school aged pupils who have a statement of SEN are required to have a 6 monthly review of their statement.
- A pupil should be invited to attend at least part of the meeting.
- Within two weeks of the beginning of each term the, LEA informs schools / settings, Health Authority, and Social Services Department of pupils that will need a review **to be held that term** (See CoP 9.10)
- School / setting decides dates and informs LEA (CoP 9.10)
- Annual Review held (See CoP 9.12 – 9.31)
- School / setting sends copies of Annual Review (AR) Report, and reports submitted for the meeting to all who were invited to the AR Meeting, **within 10 school days of the meeting** (See CoP 9.32).
- LEA considers the Annual Review Report and recommendations made.
- LEA reviews the statement in the light of recommendations and decides whether to amend, cease or maintain the statement.
- Within one week of making a decision LEA must send a copy of its decision to the school / setting and parents and any other relevant people.
- Amendments to the statement should be made without delay.
- The LEA must name a new school by 15th February in the year of transfer (e.g. Y2, Y6).
- The LEA must amend Part 4 of the statement within 8 weeks of a request by parents to change the name of the school / setting, or explain to parents why the request is refused, and must tell the parents of their right to appeal to the SEN Tribunal. (See CoP 9.42).

Guidance On Annual / 6 Monthly Reviews

- **The purpose of an annual / 6 monthly review is:**

To make sure that at least once a year the parents, the pupil, the LEA, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement;

- **interim or early reviews may be called if;**

- it is the recommendation from a previous annual review
- a school identifies a pupil who is at serious risk of disaffection or exclusion
- a child has needs that are known to change rapidly.
- there is concern about the provision

- **The LEA initiates the annual review process by writing to school.**

- **The review is in four parts;**

- collection and collation of information
- annual / 6 monthly Review Meeting
- headteacher's report for the Review Meeting
- LEA reviews the statement in the light of the Headteacher's / setting manager's report of the review meeting report, and decides whether to amend, cease or maintain the statement.

- **The Headteacher / Setting Manager of the pupil's school / setting;**

(NB – the Headteacher may delegate these tasks to the SENCo, but it is still their responsibility to ensure they are carried out.)

- seeks written advice from parents / carers and professionals, including the class teacher
- seeks the ascertainable views of the pupil
- convenes review meeting
- prepares review report.

Those who must be invited to the review meeting:

- child's parent / carer
- relevant teacher
- representative of the funding LEA

And whenever possible:

- the pupil

And where appropriate:

- representatives of the health services
- representatives of social services
- other closely involved professionals
- in the year of transfer – a representative from the receiving school.

The annual / 6 monthly review meeting:

In the light of the reports the meeting should consider:

- the pupil's views
- the parents' / carers' views
- the pupil's overall progress over the past year / 6 months, especially in relation to each SEN
- the pupil's progress towards meeting the overall objectives set out in the statement
- the successes the pupil has achieved in meeting the targets in the IEP and the objectives set out in the statement
- National Curriculum levels including the most recent end of Key Stage assessment
- the pupil's current levels of attainment in literacy and mathematics
- comments upon any continuing difficulties, noting successful strategies
- any significant changes in the pupil's circumstances
- any changes in the pupil's special educational needs
- any changes to requirements for equipment, aids and access.

Recommendations should be recorded with reasons:

- does the statement remain appropriate?
- is the pupil fully included within their school community? And if not how can this be accomplished?
- if the pupil is currently in specialist provision, is the pupil ready to be included in a mainstream environment?
- is the statement still needed to achieve inclusion, either within the current school community or in mainstream?
- what does the pupil need in order to be included successfully?
- if any further action required and if so by whom?
- have the pupil's needs changed?

- should the LEA cease to maintain the statement?
- should the statement be amended? If so, why and how?
- are there any other significant recommendations?

If differing opinions are expressed at the meeting then these views should be recorded so that the LEA is aware of the views of all those present.

A pro-forma for recording the outcome of the review is included in this section (SEN 9i – ix).

NB. It would be useful if in addition to attaching reports submitted for the Annual Review, schools also attach all IEPs since the last Annual Review.

The Headteacher's Report of the Annual Review Meeting

Guidance for use with Form AR

In response to the Government's initiative to Reduce Bureaucracy this form has been devised by colleagues across the Yorkshire and Humberside region on behalf of the Regional Partnership. The reason behind the development of the form is to reduce the need for schools to have to use often several different forms from individual authorities. Therefore schools who attract children from neighbouring authorities within the region will benefit from the use of a single proforma.

In time it is anticipated that individual authorities will be able to pre-populate much of the data linked to the Unique Pupil Number (UPN).

This guidance is not intended to specify the process of the Annual Review Meeting details of which are clearly specified in the SEN Code of Practice and SEN Toolkit.

The guidance needs to be read in conjunction with local policies/practices produced by local authorities and is set out so that it links to various sections in the form.

Please note that the form is entitled "The Headteacher's report of the Annual Review" since the responsibility falls to the Headteacher, however this may be delegated as referred to in Section 9:12 of the Code of Practice, to other qualified teachers within the school.

Section 1A

- NCY: National Curriculum Year
- Offset: Children educated out of their year group
- Primary/Secondary need: Refer to 'areas of need'
- Changes to Section 1A since the last review: e.g. name, address, care status etc

Section 1B

- Report received prior to the meeting: in accordance with the SEN Code of Practice Section 9:13 all reports (including the school report) must be received and circulated 2 weeks prior to the date of the review meeting.
- The 1986 Disabled Persons Act: applicable only for secondary schools. Earliest possible leaving date :will be at the end of summer term in which a young person reaches the age of 16 (on/or before the 31 August within that same academic year). Projected leaving date: this is the date when it is anticipated that the young person will leave school. Whereby a young person remains in post-16 school provision and it is not anticipated to transfer to further education.
- Significant periods/patterns of absence: this could include both authorised and unauthorised periods of absence including exclusions, ie below the LEAs definition of below average.

Section 2 (Part 2 Description)

- Significant changes: e.g. a pupil who has developed epilepsy, suffered a road traffic accident, been diagnosed with a particular condition that will impact on their education. Minor changes in levels of attainment and increases/decreases in behaviour are unlikely to result in amendments to Part 2 of the statement.

Section 3A (Part 3 Objectives)

- Look at objectives to see if still appropriate.
- Please comment on rate of progress highlighting reasons for lack of progress.

- Rate of progress must take into account the child's ability level. You may find it useful to discuss with colleagues from EP Services/other support services (before the review if possible).

Section 3B (Part 3 Provision)

- Current provision. Please quantify provision being made, ie:
 - whole class support
 - small group support
 - individual support
 - mentoring
 - pastoral
 - makaton signing provision
 - communication aids
 - a level of additional support that is different to that provided for children at Early Years Action Plus/School Action Plus
- **Guidance here needs to be regional but also local.**

Section 4

- Levels of attainment – must include 'P' level data as appropriate.
- This section does not replace the school report and therefore reference to progress in other areas of learning/SEN including social, emotional, behavioural aspects should be commented upon in the school report along with reference to any significant changes reported to in Section 2.
- Teacher assessments should be included as appropriate.
- Please complete information from previous and current years.
- 14-19 include work experience, college links, ASDAN, vocational/non vocational courses etc

Section 5

- It is essential that the views of both parents/carers and child/young person. Best practice is that this is received prior to the review meeting and circulated. Every effort should be made to involve the child/young person in their review meeting.

Section 6

- Priorities and Target setting for the coming year must be linked to the long-term objectives in the statement. (These should be set and distributed prior to the meeting.) Link wherever possible to NC levels + P scales and developing/promoting independent learning strategies.
- Travel planning will need to be reviewed in line with the local authority's policy. If changes are required please contact the LEA transport team.
- Health Care Planning.

Section 7

- Any points of discussion at the meeting need to be briefly highlighted in this section

Section 8

- In accordance with the SEN Code of Practice Section 9: 32/33/34 the Headteacher may make recommendations for the local authority to consider. Please note that it is for the local authority to decide whether or not to accept the Headteacher's recommendations.
- Further action – please list any other actions to be undertaken e.g. referrals to services, visits, college links, work experience, transport etc.
- Please note that it is the responsibility of the Headteacher to sign off the report.
- This form and accompanying reports must be received no later than 10 days after the review meeting or before the end of term whichever is the sooner.

Date review sent to local authority

SEN 9i

THE HEADTEACHER'S REPORT OF THE ANNUAL REVIEW MEETING

Section 1A – Pupil Details														
<table border="1"> <tr><td>Surname:</td></tr> <tr><td>Forename(s):</td></tr> <tr><td>Date of Birth:</td></tr> <tr><td>Gender: Male Female (delete as appropriate)</td></tr> <tr><td>Address:</td></tr> <tr><td>Postcode:</td></tr> </table>	Surname:	Forename(s):	Date of Birth:	Gender: Male Female (delete as appropriate)	Address:	Postcode:	<table border="1"> <tr><td>Names of those with parental responsibility:</td></tr> <tr><td>Relationship:</td></tr> <tr><td>Address:</td></tr> <tr><td>Postcode:</td></tr> <tr><td>Relationship:</td></tr> <tr><td>Address:</td></tr> <tr><td>Postcode:</td></tr> </table>	Names of those with parental responsibility:	Relationship:	Address:	Postcode:	Relationship:	Address:	Postcode:
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Date of last Annual Review:														
Date of this Annual Review:														
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Language spoken at home:														
Religion:														
<p>Areas of Need: (ASD) – Autism Spectrum Disorder; (BESD) – Behaviour, Emotional & Social Diffis; (HI) – Hearing Impairment; (MLD) – Moderate Learning Diffis; (MSI) – Multi-Sensory Impairment; (PD) – Physical Diffis; (PMLD) – Profound & Multiple Learning Diffis; (SLD) – Severe Learning Diffis; (SLCN) – Speech, Language & Communication Needs; (SpLD) – Specific Learning Diffis; (VI) – Visual Impairment.</p>														
<p>Please identify any changes to Section 1A since the last review:</p>														

Section 1B – Persons involved/invited and/or who attended the review meeting

Please record all those involved/invited and/or who attended the review meeting (see SEN Code of Practice 9:16)

Name	Designation/Role	Involved ✓	Invited ✓	Attended ✓	Report received prior to the meeting ✓

Information required relating to the 1986 Disabled Persons Act (applicable to pupils over the age of 14 years)

Earliest possible leaving date: Projected leaving date:

School attendance since last Annual Review meeting = _____ %age.

Have there been any significant periods/patterns of absence since the last review? Yes No

If Yes, please explain including date of referral to EWO (if appropriate). (Attach attendance computer print-out if available.)

Section 2 – Accuracy of description of needs (Part 2 Description)	
Is Part 2 of the Statement still an accurate description of the pupil's needs?	Yes
If No, please note ^{Nil} significant changes in the pupil's circumstances or needs or <u>attach a copy of a suggested amended Part 2:</u>	
<ul style="list-style-type: none"> • • • • • 	
Section 3A – Accuracy of special educational provision (Part 3 Objectives)	
Objectives – describe the progress towards the objectives in Part 3 of the statement <u>in relation to last year's targets.</u>	
<u>Target 1</u>	
<u>Target 2</u>	
<u>Target 3</u>	
<u>Target 4</u>	
(add more if necessary)	
Section 3B (Part 3 Provision) – Specify current provision being made which is additional/extra to that provided for pupils at School Action/Early Years Action or School Action Plus/Early Years Action Plus	
Is the current provision in the statement still appropriate? Are the objectives still appropriate?	

Section 4 – Levels of Attainment * see below

EARLY YEARS FOUNDATION STAGE						
Level	Six Areas of Learning					
	Personal, Social and Emotional development	Communication Language and Literacy	Mathematical Development	Knowledge and understanding of the world	Physical Development	Creative Development
Birth - 11 mths						
8-20 mths						
16-26 mths						
22-36 mths						
30-50 mths						
40-60+ mths						

***Please indicate the level the child has reached for each area of learning**

EARLY YEARS FOUNDATION STAGE PROFILE (END OF FS2)													
Aspect	Disposition and attitudes	Social Development	Emotional Development	Language for communication and speaking	Linking sounds and letters	Reading	Writing	Numbers as labels for counting	Calculating	Shapes, Spaces and Measures	Knowledge and Understanding of the World	Physical Development	Creative Development
Level													

Key Stage 1*							
Date	English			Maths		Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape, Space & Measures		
Y 1							
Y 2							

Key Stage 2*								
Date	English			Maths			Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape and Measures	MA4 Handling Data		
Y 3								
Y 4								
Y 5								
Y 6								

Key Stage 3*								
Date	English			Maths			Science	ICT
	EN1 Speaking and Listening	EN2 Reading	EN3 Writing	MA2 Number	MA3 Shape and Measures	MA4 Handling Data		
Y 7								
Y 8								
Y 9								

Key Stage 4 and beyond (14-19)* – include other Key Areas as appropriate								
Date	Subject	Level	Date	Subject	Level	Date	Subject	Level

Include description of current studies/courses undertaken. GCSE grades or other assessments may be given if appropriate

***Information to include ‘P’ level data as appropriate**

Section 5 – Child/Young Person’s and Parent/Carer’s View			
Please advise if child/young person’s views (proforma) are appended to this report	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Please advise if parent/carers views (proforma) are appended to this report	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
<i>If views have not been sought/provided, please give reason(s) for this</i>			
Section 6 – Future Planning			
For Year 9 pupils please advise if transition plan is appended	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
In Year 9 and above if the plan has been amended please advise if amended plan is appended	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Health Care Planning – attach a review of the Health Care Plan if appropriate			

Priorities and Target Setting

Please set out below those priorities/targets agreed for the next twelve months (or whatever period is appropriate). Please note these should be compatible with the objectives listed in the statement. For Looked After Children – please ensure that this is reflected in the PEP.

Target 1

Target 2

Target 3

Target 4

(add more if necessary)

Travel Planning

Does the child/young person have travel assistance?

Yes

No

If Yes, please review in line with the authority's policy.

Section 7 – please summarise the discussion of the meeting

Section 8 – Headteacher’s recommendations agreed at the Annual Review meeting to be considered by the local authority (Please refer to SEN Code of Practice, Section 9:32, 9:33, 9:34)

Amendments required	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Cease to maintain	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Unchanged	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Further action recommended, indicate clearly who will take responsibility

Action	Person taking responsibility

If any of this report is not agreed by those present please record the different views expressed and by whom

This is an accurate note of the Annual Review meeting compiled by:

Name: _____ Position held: _____

In the event of a query, please contact

Signed Headteacher Date:

Name: (please print)

Please send this report, together with any written advice not previously circulated, to **Barnsley Local Authority** (Assessment & Review Service) and to the parents and to all who were invited to attend the review meeting, within 10 days of the meeting or by the end of term, whichever is the sooner.

PART 3

Section 6

Transition Planning

TRANSITION PLANNING

Underlying Principles for Transition Planning

Everyone is involved, whatever methods or tools are used, should ensure that the transition planning process is:

- Participative – involving the young person in a meaningful way because their views and aspirations are central to the process
- Holistic – a young person's aspirations and needs will touch on every aspect of their future lives and hence there must be an holistic approach to planning and providing support
- Supportive – the main purpose of the statutory transition and annual review processes is to support young people, their parents and the professionals who work with them in the process of making decisions about the next stage of their lives
- Evolving – All plans for transition, including the year 9 review and the leaving school stages are just steps in the transition of young people towards adulthood. They are part of a much longer and gradually evolving process
- Inclusive – as part of becoming fully inclusive, schools will need to ensure that their careers education and guidance programmes form a part of the transition planning process and meet the requirements of all pupils
- Collaborative – effective transition planning requires teaching staff, parents and professionals from other agencies to work closely together.

What is a Transition Plan?

- The Transition Plan should draw together information from a range of individuals within and beyond the school in order to plan coherently with the child and young person for their transition to the next stage of Education, and to adult life.
- A plan for transition to adult life should be completed following the annual review of the statement held in year 9 and updated on at least an annual basis.

The aim of the annual review of all points of transition is to:

- review the young person's statement
- draw up and subsequently review the Transition Plan

Transition planning is continuous and evolving process and therefore Plans can also change and grow over time.

The Transition Plan should address the following questions:

The Child and Young Person

- What further information does the child or young person need in order to make informed choices?
- What local arrangements exist to provide advocacy and advice if required? Does the child or young person want such support?
- How can children and young people be supported to contribute to their own Transition Plan and take positive decision about the future?

- What are the Child's and young person's hopes and aspirations for the future, and how can these be met? Does the young person's personal action plan cover these issues to their satisfaction?
- Are there special issues relating to the location of services that should be discussed in planning?

The Family

- What do parents expect of their son's or daughter's education and adult life?
- What can they contribute in terms of helping their child to develop personal and social skills, and to acquire new skills?
- Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

The School

- What are the child and young person's curriculum needs during transition?
- How can the curriculum help them play their role in the community; make use of leisure and recreational facilities; assume new roles in the family; develop new educational and vocational skills?
- What if any National Curriculum flexibilities should be a feature of school provision?
- Is there a need for special examination arrangements or concessions?

The Professionals

- How can close working relationships with colleagues in other agencies be developed to ensure effective and coherent plans for the child and young person in transition?
- Which professionals need to be involved in planning for transition, for example a rehabilitation medicine specialist, occupational and other therapists?
- Does the child or young person have any special health or welfare needs that will require planning and support from health and social services now or in the future?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- How can information best be transferred between services to ensure a smooth transition arrangements?
- Where a child or young person requires a particular technological aid, do the arrangements for transition include appropriate training and arrangements for securing technological support?

Transition Planning in Y9, Y10, Y11 (See CoP 9.45 – 9.69)

- In Year 9, a “Transition Plan” should be drawn up as well as an Annual Review Report in order to plan coherently for the young person’s transition to adult life.
- The Connexions Service **must** be involved in the Y9 and Y11 meeting. (See CoP. 9.56 – 9.57).
- A copy of the Transition Plan should be sent to the LEA in Year 9 and any amendments made to it in Y10 and Y11.
- If Post 16 provision has been identified, it is good practice to invite someone from that provision to the Y11 review meeting.
- A copy of the statement and the last Annual Review Report, and the Transition plan should be passed to any Post 16 provision that the young person will be attending. If the Post 16 provision is a specialist college, a Transition Plan should be sent to the Local Learning and Skills Council.

NB – Schools need only complete the sections of the Transition Plan (SEN 10i – viii) which contain objectives appropriate to the pupils needs.

Post 16

- The Connexions service should be involved with all pupils 13 yrs – 19 yrs.
- Annual Reviews continue every year until the statement ceases, usually at the end of the year in which the pupil is 19 or when the pupil leaves school.

CONDUCTING A TRANSITION PLANNING MEETING

Transition Plans Year 9

General Information

Student's Contribution

- To be completed prior to the pupil's attendance at the Annual Review and Transition Plan Meeting.
- To be facilitated by the Key Worker. Schools are responsible for nominating the Key Worker. Parents and the young person involved need to be comfortable with the choice of Key Worker.

The aim is to ensure that the student has had opportunity to think through his/her ideas in advance in order to feel comfortable in the Annual Review and Transition Plan Meeting.

Parent's / Carer's Contribution

- To be completed by parents / carers prior to the Annual Review and Transition Plan.

Transition Social Worker could do a home visit to help with this.

Front Sheet of Transition Plan

People to be invited:-

- Student
- Parents/carers – plus anyone who the parents wish to invite
- LEA Officer/Representative
- Education Psychologist
- Health
- Social Services
- Connexions PA
- Other closely involved professionals

Action Sheets of Transition Plan

- **School need only fill in the sheets which have objectives which are appropriate to the pupil's needs.**
- The sheets should be available at each meeting to ensure that the action plan has been followed, changes can be noted and the plan updated. In most cases Transition planning takes place from Y9 to Y11, however in some cases it continues until Y14.
- A Key Worker should be identified.
- Copy of Plan to be sent to those who have attended the meeting or submitted reports. Parents should always receive a copy.

Alerting Children's Disability Team/Transition Social Worker

Prior to Y10, Y11, Y12, Y13 Transition Planning Meetings school should refer to the following "Trigger Criteria" To Initiate Full Multi-Disciplinary Transition Procedure'. It would be useful to hold the Y10 Transition meeting in the Autumn Term to facilitate early identification.

If the young person meets the "Trigger Criteria" the appropriate representative should be invited to the meeting.

Any decisions about involvement should be made at the meeting following consultation with parents.

“Trigger Criteria” To Initiate Full Multi-Disciplinary Transition Procedure

The criteria attempt to cover the range of pupils who are likely to need significant provision of services, advice and/or support in adolescence and adulthood due to the impact of their disability on their families and/or their life chances.

The criteria attempt to look at the impact of the disability rather than the medical diagnosis or category.

Criteria

Young people with a permanent impairment of function because of a disability and who have one or more of the following:

- a high level of dependence on others for personal care or other needs
- a clearly identifiable risk of family breakdown, because of the family situation, stress on the parents / carers, or the task of caring for the young person
- a learning disability where there is a serious risk of harm or injury to themselves or others, including those young people who have little or no sense of danger and who need constant monitoring to keep them safe
- a major sensory disability, such that they are registered as blind or deaf
- the family is in receipt of multiple services other than education and School Health Service
- is placed out of authority in a specialist education placement
- is Looked After by the Local Authority.

Student's Contribution to the Transition Plan (Y9 onwards)

Date _____

Name _____

National Curriculum
Year Group _____

What are you good at in school?

What do you enjoy doing at school?

Is there anything at school that you need help with?

What are your interests outside school?

What certificates, awards or badges do you have?

What are your hopes for the future?

Are you interested in going to College, or would you like to start work straight away?

Why have you decided that?

Do you think you need more information?

Where do you think you can go to find out more?

What would you like school to do to help you prepare for when you leave school?

Leaving school involves lots of changes. Can you think of any changes that may affect you that you would like help with?

Parent's/Carer's Contribution to Transition Plan (Y9 onwards)

Student's Name: _____

Date of Birth: _____

National Curriculum Year Group: _____

Address: _____

School attending: _____

A meeting which you are invited to attend has been arranged on:-

The meeting will be a Transition Planning Meeting which will form part of the planning necessary to produce a Transition Plan which will help _____ progress to adulthood.

Please write down your views on your child's progress, how his/her needs are being met and about any concerns you may have for the future.

The questions are intended as a guide. Please expand on them and add any issues of your own over the page if necessary.

What are your hopes for _____ when he/she leaves school?

Are you interested in _____ going to college or starting work straight away?
Please state your reasons.

Is there anything that your child is currently involved in that you feel is helping them to prepare for adult life?

Do you have any concerns relating to _____'s health?

Do you need any practical help in terms of aids or equipment?

Does _____ have any care needs?

Transition Plan

Name: _____ School: _____

DOB: _____ Ethnicity: _____

Address: _____

National Curriculum Year 9 Date written _____

National Curriculum Year 10 Date written _____

National Curriculum Year 11 Date written _____

Key Worker – Year 9 _____

Key Worker – Year 10 _____

Key Worker – Year 11 _____

Name	Organisation and contact number	Invited	Attended	Report Required	Report Received

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 1: To establish the appropriate Curriculum for the Transition Phase

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ Which National Curriculum subjects are the most appropriate for the young person? ▪ Which basic or key skills does the young person need to develop? ▪ What adaptations to the Key Stage 4 curriculum are required? 		
Y10		
As above.		
Y11		
As above.		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 2: To develop Vocational and Employment skills/experience

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ What social skills would this young person need? ▪ What independence/life skills would this young person need? ▪ What job skills and training would this young person need? 		
Y10		
As above.		
Y11		
As above.		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 3: To identify and establish special arrangements required for examinations

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ What additional equipment or resources are required? ▪ Does the young person require amended or enlarged papers? ▪ Does the young person require extra time, a reader or an amanuensis. ▪ Are there any other considerations? 		
Y10		
As above.		
Y11		
As above.		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 4: To explore possible Post 16 training/educational options

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ What arrangements are to be made to allow the young person to explore training opportunities in further education or the world of work? ▪ What additional information does the young person need to make an informed choice and from whom? 		
Y10		
As above.		
Y11		
As above.		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 5: To identify any health/therapy needs including consideration of specialist equipment

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ What special arrangements are needed to meet the young person's health and therapy needs? ▪ What specialist equipment is currently required and what are the future implications? 		
Y10		
As above.		
Y11		
As above.		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 6: To identify the role of other involved agencies

(These may include the Youth Offending Service, Connexions, Social Services, Child and Adolescent Unit, Educational Psychology Service, Housing, Health, Education Welfare)

Y9	Action to be Taken	Responsible Agency/Timescale
<ul style="list-style-type: none"> ▪ What is the nature of the involvement? ▪ Does a referral need to be made? 		
Y10		
<p>As above plus</p> <ul style="list-style-type: none"> ▪ Does the young person meet the “Trigger Criteria” for full Social Services Assessment? 		
Y11		
<p>As above</p>		

Transition Plan – Action Sheet

Student Name _____

Key Worker Name _____

Objective 7: To Ensure a Continuum of Provision for School Leavers

Y9	Action to be Taken	Responsible Agency/Timescale
Y10		
As above.		
Y11		
<ul style="list-style-type: none"> How will services be maintained and co-ordinated when the pupil has left school? 		