NASEN HELP SHEET: UPDATING SEN POLICY for SCHOOLS 2014

Key requirements for updating your school SEN Policy in line with SEND Code of Practice 2014

The SEN Policy is the most important document that a school develops when determining how they will meet the special educational needs of pupils. It must reflect the statutory requirements and the actual practice of the school.

The guidance that determines what must be included in the special educational needs policy can be found in The Special Educational Needs and Disability Regulations These regulations are presently laid before parliament and due for debate on 11 June but will come into force by 1 September 2014

For further information regarding the new SEN Information Report requirements placed on schools from 1 September 2014, please refer to the Hampshire's Guide for completing the SEN Information Report www.sendgateway.org.uk

It is essential that a school reflect its individuality in the contents of the policy. This should be done by including, the approaches, staffing and actual practice that occurs in the school.

The policy should not be a series of aspirations but rather it should reflect what parents can expect their children to receive. Clarity in this can prevent any misunderstanding or differences in what the school provides and what parents think that a school provides.

The policy must be made available to all parents who request a copy. It is important that parents are clear about how to obtain a copy if they should so wish. Therefore it is suggested that schools include, "How parents may access the policy" in the special educational needs part of the school prospectus or brochure.

This document provides a suggested approach of how a school can develop its own policy. It is important that all staff, governors, families, children and young people are involved and engaged in this process so that they feel part of the provision that the school offers to pupils with special educational needs.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date XXX) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (dateXXX)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- State how this policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND - refer to co-producing policy in the spirit of current reform.

SECTION 1: FRONT PAGE

- On the front page of your policy you should state the name and contact details of your SENCO or person responsible for managing your settings response to the provision you make for children and young people with SEN (reg 3a for schools).
- At the beginning or on the front page name the SENCO with contact details and add status regarding National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014).
- State clearly whether the SENCO is a member of SLT or if the SENCO is not a member of SLT name the advocate on the SLT; Ref: *Role of the SENCO in Schools SEND Code of Practice, 6.89*

State here:

- Your own school/setting beliefs and values around SEN
- Every teacher is a teacher of every child or young person including those with SEN

You may also want to add:

- How your policy was developed, who you consulted and how it was shared with your stakeholders, including parents, families and that it reflects the SEND Code of Practice, 0-25 guidance
- Contextual information about your school/setting in line with other school/setting policies you have

SECTION 2

AIM (THE LONGER VIEW)

State the purpose of your school/setting approach to SEN; what do you want for your pupils? *E.g. raising the aspirations of and expectations for all pupils with SEN, your school provides a focus on outcomes for children and young people and not just hours of provision/support.*

OBJECTIVE (HOW ARE YOU GOING TO DO IT?)

Possible objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- Refer to the section in the Code of Practice which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Explain that at your school/setting you identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Consider what is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Remember that identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child/young person well.

SECTION 4: A Graduated Approach to SEN Support

In this section of your SEN Policy set out the PROCESS by which your setting/school identifies and manages children and young people with SEN.

In recording pupils needs on an SEN record or register, your criteria for "entering" a pupil on this record should include;

- What work has to be done before, by whom? (in this section you will need to write about quality first teaching in your school and the role of the class teacher/subject specialist teacher in providing for all pupils – you may wish to put this at the start of the previous section – the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) Pg. 88 Section 6.37 onwards.
- Clearly state that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Explain that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Describe how your school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- How does your school decide whether to make special educational provision? This should involve the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, describe your schools arrangements to draw on more specialised assessments from external agencies and professionals.
- How is the decision made to place pupils on the register? Describe the steps you take as a school/setting in applying the **ASSESS – PLAN - DO – REVIEW cycle.**
- How are parents, families, children and young people involved in this process?

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

It is important here for you to consider the **PROCESS** not the provision – this comes later. Remember that this is now a single category of support, **SEN SUPPORT**, so your school/setting needs to decide how you are going to break down the graduated approach into manageable chunks understood by everyone (This is your opportunity to be innovative in your approach as there is unlikely to be specific guidance on this). This is how it should be as every pupil cohort in every school/setting will be different and provide a different profile of needs overall. As a result, your in-house arrangements will need to be personalised to meet your cohort of need.

Here are some key considerations for you to include in this section:

- What cycle/ system for assessing/planning/delivering, reviewing and recording provision do you use? Remember IEP's/ Provision Maps/ Person Centred Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame, not too long! And who is responsible for maintaining and updating the record/plan? Lines of accountability need to be made clear here including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan
- Who keeps this up-to-date?
- How often is it reviewed and how does it feed into pupil progress meetings?
- How is the level of provision decided? (This may be a good place to write about your school/setting contribution to the Local Offer – you can include this in an appendix)
- If your school/setting identify you are unable to fully meet the needs of a pupil through your own provision arrangements, what evidence do you need to identify this?
- Explain the process for engaging additional support/engaging specialist services. Who monitors this? Who costs it and how? When and how are parents/families/children and young people involved? (You may have a local matrix/indices to apply here which enables to answer some of these questions?)
- If the school/setting identify that additional funding and support are needed from the LA High Needs Block, describe what this process looks like. Where do you find your information? Who needs to be involved? (You may have an SEN LA Information file to access which may provide some of this information?)
- What referral documentation do you need to complete? Single agency referral/CAF?
- How are pupils and parents involved?

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- Do you have a process for this in your school?

- In this section set out what else does your school do to support pupils with SEN? (If not already covered in your policy)

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Guide parents pupils towards the LA local offer (Regulation 53, Part 4)
- Provide a link directly to the school's statutory requirement to provide a **SEN Information Report;** *Regulation 51, Part 3, section 69(3)(a) of the Act*
- Links with other agencies to support the family and pupil
- What are your admission arrangements and where can they be found?
- How do you ensure SEN children are able to access exams and other assessments and who is responsible for this in your school?
- Transition – from class to class, across key stages and to another school – including Secondary School and Post 16
- Provide a link here to the schools policy on managing the medical conditions of pupils *(this a new requirement placed on schools from September 2014)*

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Describe the arrangements in place in school to support pupils at school with medical conditions and provide link details with the school's policy for supporting pupils with medical conditions which you will need to provide in line with new recent guidance published by DfE; refer to www.sendgateway.org.uk for access to this guidance for schools

SECTION 8: MONITORING AND EVALUATION OF SEND

- Refer here to the schools practice in regularly and carefully monitoring and evaluating the quality of provision you offer all pupils
- How do you do this? Regular audits, sampling of parent views, pupils views, staff views? Role of the school governors?

- Explain how evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

SECTION 9: TRAINING AND RESOURCES

- How is SEN funded?
- How are the training needs of staff identified and planned?
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Nasen membership.
- Local links?

SECTION 10: ROLES AND RESPONSIBILITIES

- Role of SEN Governor
- Role of SEN Teaching Assistants - name of line manager
- Name of Designated Teacher with specific Safeguarding responsibility
- Name member of staff responsible for managing PPG/LAC funding
- Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils

SECTION 11: STORING AND MANAGING INFORMATION

- Detail here how documents are stored. This will probably sit in line with a school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and your confidentiality policy.

SECTION 12: REVIEWING THE POLICY

- Detail here how you keep policy under review at school. How often do you intend to review this policy? Given the climate of reform as we move into the new requirements for SEND for school effective from 1 September 2014, nasen recommends that your SEN policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- How does your school identify and remove barriers to learning? Do you apply your checklist or is this part of your schools stream of consciousness?
- Describe current targets, strategies and outcomes of your schools successful accessibility planning approach.
- How does your school increase and promote access for disabled pupils to the school curriculum? This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- How does your school improve access to the physical environment of the school? This covers improvements to the physical environment of the school and physical aids to access education.
- How does your school improve the delivery of written information to disabled pupils? This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- How can parents and carers contact key staff? What are the protocols in your school? Do you have a specific time of day/week where there is open access?

SECTION 14 : DEALING WITH COMPLAINTS

- Detail here the link to the school comments, complements and complaints policies and procedures. Are there any specific arrangements for parents, carers, families and pupils with SENs to make a complaint? If so, what does this look like. Do you offer resolution support?

SECTION 15: BULLYING

- Detail here the link to schools Bullying policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at your school. What does this look like? Innovative ways of educating the whole school,

explain how inclusive your school is? How will parents and pupils, know this, see this, hear this?

- Parents will want to know, how you safeguard the needs of pupils with SENs, promote independence and build resilience in their learning
- You may want to include specific approaches taken by the school to address specific needs of pupils e.g. pupils with ASC, social communication difficulties and use and understanding of social media – some schools provide both specific tuition in this area to pupils and parents.

SECTION 16: APPENDICES

- It would be helpful to refer to the schools SEN Information Report, 2014 and provide a web link
- You may want to include policies referred to within the SEN policy including the SEN Information Report/or this may be contained within the SEN policy (Not always easy to find what you are looking for when embedded in a lengthy policy document!)
- You may want to include a reference to or example of an SEND handbook for parents/teachers/ support staff if your school provides this
- You may want to include information for parents on how to contact the school or SEN team and who is their named contact?
- You may want to consider providing glossary of terms for this policy document, although we would recommend that all policies are written in plain standard English to promote accessibility for all stakeholders.

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