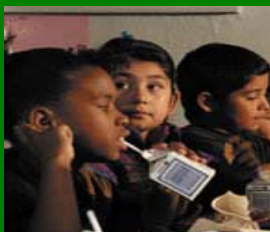




North Somerset
Guidance on the SEN
Code of Practice for
Mainstream Schools



North Somerset Guidance on the SEN Code of Practice for Mainstream Schools

This guidance has been produced as a result of two training days with North Somerset Headteachers and SENCOs. The guidance is for schools, although Early Years settings may well find it helpful and have value.

The original version was produced in October 2002, and this revision in March 2005. The revised version includes additional information and guidance on Individual Education Plans, developing an Inclusion Policy and school self-review

It has been compiled by Kate East, Head of Inclusion, and Jane Routledge, Special Educational Needs Manager.

We would like to acknowledge the input from Special Educational Needs Co-ordinators and a range of teams and services.

It is NOT a Special Educational Needs Manual. Further information will be issued alongside this guidance which will form the Special Educational Needs or Inclusion Manual. This is guidance on the implementation of the SEN Code of Practice.

CONTENTS

1. [Introduction](#): The Special Educational Needs Code of Practice, 2001 - A part of the Framework for Special Educational Needs
2. [Changes in the SEN Law 2001/2002](#)
3. [The Graduated Response](#)
4. [Placing Children at School Action and School Action Plus](#):
 - [Triggers for School Action](#)
 - [Triggers for School Action Plus](#)
5. [Definitions of Adequate Progress](#)
6. [Measuring Progress](#)
7. [Individual Education Plans](#)
8. [Roles and Responsibilities of the SENCO](#)
9. [Roles and Responsibilities of the Class Teacher](#)
10. [Roles and Responsibilities of the Teaching Assistant](#)
11. [Working with Parents](#)
12. [SEN Register and Record Keeping](#)
13. [Transition](#)
14. [Special Educational Needs Policy](#)
15. [Monitoring and Evaluation](#)
16. [Budget](#)
17. [Suggested Timeline for Action](#)

APPENDICES

Appendix A	<u>Table One (Primary) Curriculum Plan</u>
Appendix B	<u>Table Two (Secondary) Curriculum Plan</u>
Appendix C	Individual Education Plans: <u>Sheet 1 – Sample Individual Education Plan</u> <u>Sheet 2 - Sample Individual Education Plan</u> <u>Sheet 3 - Action Plan</u> <u>Sheet 4 - Group Action Plan</u> <u>Sheet 5 – Visual Timetable</u>
Appendix D	<u>Inclusion Policy Document</u>
Appendix E	<u>SEN Policy</u>
Appendix F	<u>Referral routes for consultation & advice</u> <u>Access to consultation and advice chart</u>
Appendix G	<u>Involving young people in school review meetings</u>
Appendix H	<u>Information that MUST be included in the SEN Policy</u>
Appendix I	<u>Guidance for Individual Education Planning for Children and Young People with Special Educational Needs</u>
Appendix J	<u>Guidance on developing a Special Educational Needs and Inclusion Policy</u>
Appendix K	<u>Example Inclusion Policy and Checklist</u>
Appendix L	<u>Standards/criteria for Inclusive Educational Practice</u>

INTRODUCTION

The SEN Code of Practice 2001 needs to be seen in the context of the *SEN and Disability Act 2001* and the *National Curriculum Inclusion Statement*. The latter outlines three principles for inclusion:

- ❖ Setting suitable learning challenges
- ❖ Responding to pupils' diverse needs
- ❖ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Guidance on Inclusion is outlined in *Inclusive Schooling – Children with special Educational Needs* (Department of Education and Skills 2001)

The Code emphasises the need for whole school approaches to prevent some special needs arising and to minimise others. These whole school approaches are not a part of special educational provision, but form part of a graduated response, which begins with a good differentiated curriculum/behaviour plan for **all** children. The stronger this basic entitlement is, the fewer children will need additional support.

The Code places a major emphasis on whole school responsibility, stating "*that all teachers are teachers of pupils with special educational needs*". All staff need to produce evidence that demonstrates progress.

The Code places great importance on the role and rights of parents. The Code states that all parents of children with Special Educational Needs should be treated as partners. They should be supported to :

- ❖ Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- ❖ Have knowledge of their child's entitlement within the SEN framework
- ❖ Make their views known about how their child is educated
- ❖ Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Positive working partnerships between schools and parents are more likely if teachers and other professionals:

- ❖ Acknowledge and draw on parental knowledge and expertise in relation to their child.
- ❖ Focus on the children's strengths as well as areas of additional need.

- ❖ Recognise the personal and emotional investment of parents and be aware of their feelings.
- ❖ Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- ❖ Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- ❖ Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- ❖ Recognise the need for flexibility in the timing and structure of meetings.

It is a recommendation of the Code of Practice that schools should make every effort to identify the ascertainable views and wishes of the pupil about his or her current and future education (Code - paragraph 3.6 - 3.20). Guidance and encouragement will be required to help pupils respond relevantly and fully. Positive response to pupils' involvement in assessment and intervention programmes is more likely if:

- ❖ Staff see pupils as having important and relevant information about their needs and attainments
- ❖ The day-to-day work of the school encourages pupils to make choices and take personal responsibility
- ❖ There is on-going attention to and help for pupils with little self-confidence and low self-esteem
- ❖ The school uses techniques to involve pupils in monitoring and appraising their own work
- ❖ Teachers negotiate with pupils at the end of a unit of study for feedback and forward planning purposes
- ❖ Pupils are encouraged to contribute to in-school decision-making processes about provision, routines and planned developments

[\(Back to top\)](#)

Changes in Law for Special Educational Needs 2001/2002

There have been significant changes in the law concerning SEN since the introduction of the Special Educational Needs and Disability Act 2001.

The Special Educational Needs and Disability Act is split into two parts:

- ❖ Part one amends Part IV of the Education Act 1996 and changes the statutory framework for special educational needs. It came into effect on January 1st 2002. This includes both the SEN Code of Practice and The Toolkit, which is provided as guidance.
- ❖ Part two extends the coverage of the Disability Discrimination Act to include education and schools. It came into effect on September 1st 2002. This includes the Disability Rights Code of Practice for schools.

Local Authority Planning Guidance

Guidance for LEAs and schools on the new duty to plan to increase progressively the accessibility of schools to disabled pupils (the planning duty) came into force in September 2002.

Changes to Special Educational Needs Tribunal

The regulations, which govern the workings of the SEN Tribunal, were amended in September 2001. From September 2002 the SEN Tribunal will also hear Disability Discrimination cases and will change its name to the SEN & Disability Tribunal (SENDIST). Regulations were issued in September 2002 to govern this extended role. Schools could be asked to defend cases at this tribunal.

The Education Bill

The Bill is a framework that tackles reform of the secondary school system following on from the Schools Standard and Framework Act 1998.

[\(Back to top\)](#)

The Graduated Response

The five stages of the old Code of Practice have been replaced by a graduated approach. This takes the form of:

Differentiation/Basic Entitlement	This is now assumed as part of planning for all pupils and does not represent special educational needs.
Early Years/School Action	This supports pupils who need something additional to and different from the above. An IEP is used.
Early Years/School Action Plus	Here external services advise and inform IEPs.
Early Years/School Action Plus Statutory Assessment	The child continues to receive support at Early Years/School Action Plus while undergoing a Statutory Assessment.
Statement	The child has a statement of special educational needs detailing the child's needs and the provision to be put in place to meet those needs.

Suggested Action for Schools

Schools need to review all children on their old SEN registers to decide where to place them. It is not good practice to just replace the old stages with School Action/School Action Plus.

After the initial review of the old register, a more detailed decision of what is appropriate for each child can be made through the usual IEP review processes in school. When deciding what level of support a child needs, you will need to consider the triggers for Early Years/School Action and Action Plus, the definitions of "adequate progress" outlined below and agreed exit criteria. [\(Back to top\)](#)

The Code defines four areas of need. In North Somerset, we have split the sensory and physical categories to make five.

These are:

- ❖ Cognition and learning
- ❖ Emotional, behavioural and social development
- ❖ Communication and interaction
- ❖ Sensory
- ❖ Physical

In addition, the code addresses medical conditions. It states that "*a medical condition does not necessarily imply SEN it is the child's educational needs rather than a medical diagnosis that must be considered*" - SEN Code of Practice, 2001, 7:64.

Placing Children at School Action And School Action Plus

The intention of the Code nationally is clearly to reduce the numbers of children being identified as having special educational needs. It is felt that the needs of many children at Stage One of the old Code of Practice could be met through a well-differentiated curriculum plan as a basic entitlement for all children. Table One Primary ([Appendix A](#)) and Table 2 Secondary ([Appendix B](#)) outline the range of activities that can be considered to be basic entitlement.

Schools/settings need to decide where to place the pupils identified at Stage 1 of the old Code of Practice on the new graduations. A key question for deciding whether a child should now be receiving support through School Action may be "*is the child receiving, or does the child need to receive, support which is **additional to** or **different from** the normal differentiated curriculum plan?*"

It is likely that many of those children will no longer be said to have special educational needs and will not receive support at Early Years/School Action. Instead, their needs will be catered for by the differentiated curriculum plan.

Suggested Action for schools

Schools/settings may need to prioritise differentiation in their development plans/School Improvement Plans to ensure that the needs of these children are being met.

Assessment policies may also need to be reviewed to ensure that children not making adequate progress are being identified especially where Stage One had been used to monitor initial concerns made by the class teacher.

Triggers for School Action

The triggers for *School Action* could be that, **despite a differentiated curriculum plan**, the child:

- ❖ Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness

- ❖ Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- ❖ Presents persistent emotional, behavioural or social difficulties which are not successfully managed by the behaviour management techniques usually employed in the school/setting
- ❖ Has sensory or physical impairment which effects the child's access to the curriculum and results in the child making 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

Triggers for School Action Plus

The triggers for *School Action Plus* could be that, despite support at Early Years/School Action and a differentiated curriculum plan, the child:

- ❖ Continues to make little or no progress in specific areas over a long period
- ❖ Continues working at curriculum levels substantially below that expected of children of a similar age
- ❖ Continues to have difficulty in developing literacy and numeracy skills
- ❖ Has emotional or behavioural difficulties which substantially and regularly interfere with the child'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 of regular advice or visits by a specialist service
- ❖ Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning [\(Back to top\)](#)

Adequate Progress

The new Code outlines the following as possible definitions of adequate progress. These may be agreed by all those involved in drawing up an IEP as possible exit criteria:

- ❖ 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 same attainment baseline, but less than the majority of 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 [\(Back to top\)](#)

Measuring Progress - The Need for Evidence

The need for evidence relating to children's progress is emphasised in the Code. The evidence would be required to trigger action at School Action, School Action Plus etc. The evidence may be provided by the class/subject teacher, SENCO, parent, year head etc. The evidence may come from:

- ❖ The child's performance being monitored by the teacher as part of ongoing observation and assessment
- ❖ The outcome from baseline assessment results
- ❖ Progress against objectives in the National Literacy Strategy and National Numeracy Strategy Frameworks for Teaching
- ❖ Performance against National Curriculum level descriptions, Early Learning Goals, P Scales
- ❖ Standardised screening or assessment tools

The triggers that a school identifies should result in a **review of the interventions** that a school is making for the particular child. As a result of the review, the school **may** decide to place a child on School Action or School Action Plus, dependent upon what it is decided that the child needs to target and make progress on. The trigger itself **should not automatically** mean that a child is School Action, School Action Plus, etc. The trigger highlights **possible** special educational needs. Detailed evidence collection will also aid the process of making an application for Audit Funding, if the child's needs are such that the criteria are met. Criteria are outlined in the Guidance to Audit funding Document.

Suggested Action for schools

Schools may need to review their assessment policies to ensure that systems and triggers are in place to identify the special educational needs of pupils. **Early identification of special educational needs is a priority.**

[\(Back to top\)](#)

Individual Education Plans

IEPs are for recording what is **additional to and different from** the "normal differentiated curriculum plan" which is in place as part of the normal provision. They should contain:

1. Short term targets set **for or by** the pupil
 2. Teaching strategies to be used
 3. The provision to be put in place
 4. When the plan is to be reviewed
 5. Success and/or exit criteria
 6. Outcomes (recorded when the IEP is reviewed)
- ❖ The IEP should focus on three or four individual targets
 - ❖ The targets for the IEP should be SMART (Specific, Measurable, Achievable, Relevant, Time-limited)
 - ❖ An IEP does not replace the need for a Pastoral Support Plan, though the two plans should support each other.

They should focus on areas such as:

- ❖ Literacy
- ❖ Numeracy
- ❖ Language and Communication
- ❖ Behaviour and Social Skills

Strategies should be implemented as far as possible in the normal classroom setting.

Suggested Action for schools

Schools may need to adapt their IEP format to meet the above requirements. Sample IEPs are included in the guidance ([Appendix C](#)). These are drawn from North Somerset Schools and include all the necessary headings. Each school is able to amend these or design their own, as long as the appropriate headings are used.

Action to meet pupils' SEN tends to fall within four broad strands:

- ❖ Assessment, planning and review
- ❖ Grouping for teaching purposes
- ❖ Additional human resources
- ❖ Curriculum and teaching methods

Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing need. The description of a graduated response to special educational needs will reflect these strands of action. The basic entitlement to a well differentiated curriculum is assumed to be in place in all classes. The school will benefit from working with parents as soon as a concern is identified.

The Code places great emphasis on working in partnership with parents (Chapter 2 of the Code of Practice):

"Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action and be told about the parent partnership service when special educational needs are identified" (Code 2.10)

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to a shared view of a child's needs and the best ways of supporting them" (Code 2.2).

Schools need to ensure that their procedures, policies and actions demonstrate good partnership arrangements with parents.

Guidance for Individual Education Planning for Children and Young People with Special Educational Needs can be found at [Appendix I](#).

Approach	Response to Special Educational Need	Who Organises?
Identification	Class teacher or form/year tutor identifies a child's SEN, based on the child making inadequate progress despite differentiation of learning opportunities	School/ Early Years setting
School Action/ Early Years Action	School discuss with parents that their child is considered as having SEN. SEN Co-ordinator and colleagues gather information about the child, including from parents. SEN Co-ordinator organises special educational provision and ensures that an individual education plan (IEP) is drawn up working with the child's teachers to devise school based interventions. It is good practice to ensure that there is partnership with parents, acknowledging the depth of knowledge of their child.	School/ Early Years setting
School Action Plus/ Early Years Action Plus	SEN Co-ordinator brings in outside specialists to advise on further changes that could be made within the school or other contexts to meet the child's needs. Involvement of parents continues to be vital.	School/ Early years setting
Statutory Assessment	LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment. Parents are also able to request initiation of the Statutory Assessment procedure.	School / Early Years setting & LEA
Issuing a Statement	LEA considers the need for a statement of SEN and, if appropriate, makes a statement and arranges, monitors and reviews provision. Ongoing discussion with parents throughout this process.	School / Early Years setting LEA

Reviewing IEPs

- ❖ IEPs should be reviewed at least twice per year (or three times a year in the Foundation Stage)
- ❖ Some pupils' IEPs may need to be reviewed more frequently

- ❖ At least one review a year could coincide with routine parents' evening meetings. If this is the case, that meeting may need to be allocated more time than other parents' meetings and agreement sought from the parents that this is acceptable.

Suggested Action for schools

Schools may need to review how they work with parents to ensure that the guidance in Chapter 2 of the Code is fully effective in schools.

Schools may need to review their IEP format to meet the above requirements.

Schools may need to provide training for relevant staff re IEP writing and target setting, and the roles and responsibilities of staff.

Schools may wish to have the visual timetable alongside the IEP to demonstrate the range of support/interventions that the school has put in place (see [Appendix C](#))

Schools may need to review the information that they make available for parents, e.g. access to parent partnerships through Supportive Parents for Special Children.

[\(Back to top\)](#)

Roles and Responsibilities of the SENCO

In mainstream schools, the key responsibilities of the SENCO may include:

- ❖ Overseeing the day-to-day operation of the school's SEN policy
- ❖ Co-ordinating provision for children with special educational needs
- ❖ Ensuring that an agreed consistent approach is adopted
- ❖ Liaising with and advising other school staff
- ❖ Managing Teaching Assistants (Teachers in Secondary)
- ❖ Liaising with SENCOs in other schools to ensure there is a smooth transition between schools
- ❖ Carrying out detailed assessments in liaison with class teacher
- ❖ Overseeing the records of all children with special educational needs
- ❖ Liaising with parents of children with special educational needs
- ❖ Contributing to the in-service training of staff

- ❖ Liaising with external agencies, including the LEA's support and Educational Psychology Services, Health and Social Services, and voluntary bodies
- ❖ Awareness of the Data Protection Act 1998 and the Education Pupil Information (England) Regulations 2000

Suggested Action required by schools

Review SENCO's job description to reflect changes to role resulting from the new code.

Review procedures on the management of pupil files as parents and pupils can request access to files. [\(Back to top\)](#)

Roles and Responsibilities of the Class/Subject Teacher

The Code emphasises that all teachers are teachers of pupils with SEN. It states that the class teacher is responsible for:

- ❖ Planning and delivery of a differentiated curriculum which meets all children's needs
- ❖ Delivery of interventions outlined in IEPs
- ❖ Being aware of the school's SEN Policy and procedures for identifying, assessing and making provision for pupils with SEN
- ❖ Giving feedback to parents of children with special educational needs.

Action

Differentiation may need to be prioritised as an area for development in School Improvement Plans

Training for class/subject teachers may be needed in differentiation/learning styles and to highlight their responsibilities

Ensuring that all department heads in a secondary school are aware of the Code and the need for high quality differentiation of the curriculum (including differentiation of homework tasks). [\(Back to top\)](#)

Roles and Responsibilities of the Teaching Assistant

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting inclusion of children with special educational needs. They play an important role in implementing IEPs and monitoring progress.

Teaching Assistants should:

- ❖ Be fully aware of the school's SEN policy and the procedures in the school for identification, assessment and making provision for pupils with special educational needs.
- ❖ Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- ❖ Ensure that the support offered to pupils encourages as much independence as possible within a safe and caring environment.
- ❖ Be offered opportunities to attend relevant and appropriate training available.

Suggested Action by Schools

Ensure that Teaching Assistants have access to appropriate training

Ensure that roles and responsibilities are clear between teachers, SENCO and Teaching Assistants.

[\(Back to top\)](#)

Working with Parents

The Code of Practice recognises that the progress children make in school will be diminished if their parents are not seen as partners in the process of education.

Schools should involve parents by:

- ❖ Reacting promptly to parental concerns over their child's progress.
- ❖ Seeking views from the parents on their child's health and general development.
- ❖ Seeking views from the parents about their child's performance, progress and behaviour at school and at home.
- ❖ Seeking views from the parents about any factors that may be contributing to the child's difficulties.

- ❖ Seeking views concerning other agencies or individuals that the parents would like to be involved.
- ❖ Involving parents in reviews.
- ❖ Informing parents of any decisions taken at planning or review meetings.

Parental Involvement

Parental involvement is more likely to be secured where close attention is given to the development of information exchange, partnership arrangements and easy access.

The key information required by parents is a clear understanding of the school's SEN policy; a clear description of the support available to their child from within the school and the LEA; a clear statement on their entitlement involved in the assessment and decision-making processes; identified pathways for parental contributions to such processes and contact information on those local and national voluntary organisations who may be able to provide further advice or counselling.

Good partnership arrangements are founded on involving parents early, i.e. from when a concern is first expressed within the school. The partnership is strengthened if there are clear procedures for incorporating parents' views within subsequent assessments and reviews, sound strategies for home-school links and home-school interventions, and where parents are aware of firm and fair processes for resolving and acting upon their concerns.

The Code identifies the need for parent partnership arrangements and disagreement resolution. North Somerset Local Education Authority accesses parent partnership support from Supportive Parents (SPSC). This includes access to independent parental supporters for parents. Parents can refer directly to the team:

Supportive Parents
Third Floor
Royal Oak House
Royal Oak Avenue
Bristol
BS1 4GB

Helpline No: 0117 989 7725

North Somerset accesses disagreement resolution from Wessex Mediation. Parents can refer directly to the team:

Lindsay Halford or Colin Gould
Disagreement Resolution Co-ordinators
Wessex Mediation

5 Weymouth Road
Dorchester
Dorset DT1 1QR

Phone: 01823 336 465
Email: info@mediationsomerset.co.uk

Leaflets have been distributed to schools.

Suggested Action for Schools

Ensure that systems and protocols in school allow parents to access the school as partners.

Ensure that the SENCO is aware of the services available to parents and is able to provide appropriate information.

[\(Back to top\)](#)

Special Educational Needs Register and Record Keeping

Schools will no longer keep a SEN Register. They will, however, need to keep individual pupil records detailing any immediate educational concerns and an overall picture of the child's strengths and weaknesses. These records would be likely to include:

- ❖ Information about the child's progress and behaviour
- ❖ General strategies to be used to enable access to the curriculum and the school day
- ❖ The pupil's IEPs

The information collected should reveal the different perceptions of those concerned with the child, including where relevant the views of:

- ❖ The school setting itself
- ❖ The child's early education setting or a previous school
- ❖ The parents
- ❖ Professionals including Educational Psychologists, Behaviour Support Service, Learning, Language and Communication Service and colleagues in Health and Social Services. A full list and referral routes for advice is contained in [Appendix F](#)
- ❖ The child's own perception of any difficulties and how they might be addressed

There is a greater emphasis on listening to parent and pupil views and including them in decisions. This has been good practice in many North Somerset schools. Further guidance is outlined in [Appendix G](#).

Suggested Action by Schools

Schools may need to review how they involve parents and pupils in IEP review meetings, target setting and other decisions relating to a child's SEN provision

Schools will need to ensure that their individual pupil records comply with the above requirements

While schools will not formally enter a pupil on an SEN Register, they will need to know how many children are identified as having SEN in their school and whether they are receiving support at School Action, School Action Plus, etc. They will therefore need to maintain a record of these details in addition to the individual pupil records. This will also inform their monitoring and evaluation of their SEN Policy and Provision

Schools will need to review their SEN policies to ensure they reflect any changes made in this area [\(Back to top\)](#)

Transition

When a child transfers to another school, the receiving school should be sent records within 15 days of the pupil not being registered at the school.

When transferring from an Early Years setting to a Primary school:

- ❖ With the parents' consent, any record of a possible special educational need should be passed on to the school. It is good practice for the primary school SENCo to visit the Early Years setting if at all possible.
- ❖ Where a child has complex special educational needs or may require additional resources a school entry plan will be co-ordinated between professionals (including Springboard), Early Years setting and the receiving school. A timeline and further guidance will follow.

Transfer from Primary to Secondary School:

- ❖ The transition from primary to secondary school needs to be considered at the Year 5 annual review
- ❖ Statements need to be amended by 15th February in Year 6

- ❖ It is good practice for the SENCo of the secondary school to attend the Year 5 and 6 reviews at the primary school
- ❖ An Educational Psychologist will need to be involved at the Year 2 and Year 5 annual reviews if the child's special educational needs are such that adaptations, specialist equipment or significant moderation to the curriculum is likely to be required on transfer to the next school.
- ❖ It is the responsibility of the secondary school to make a request for audit funding; however, it is anticipated that the primary school will provide the evidence that the criteria are met.

Transfer from secondary school to post 16 provision:

- ❖ Secondary schools have the responsibility to co-ordinate a year 9 transition review and the Code states that a Connexions Personal Adviser must attend. The transition plan then must be reviewed in the young person's Year 10 and 11 with the emphasis on careful transfer to post 16 provision and linking with partner agencies, e.g. Social Services.

Transfer between special school and mainstream:

- ❖ Transfer will be as a result of a recommendation at an annual review, which is then considered by the Statutory and Complex Issues Panel.
- ❖ Preparation and joint meetings, including the parents, should be set up well in advance of the transfer.
- ❖ Audit funding will need to be applied for by the mainstream receiving school. The special school will provide the appropriate evidence and information.

Suggested Action for Schools

Primary and Infant schools need to consider the transfer of children from early years settings

Primary schools must consider the transfer to secondary school in Year 5.

Secondary schools must consider the transition to post 16 at Year 9 annual review. Secondary schools need to ensure that the planning and involvement of the Connexions Personal Adviser is in place when the young person leaves school. Arrangements must be made well in advance of their last year at school.

Special schools will need to work closely with the mainstream school if the child is transferring or included for part of the week.

Schools may need to amend their policies to reflect the above requirements for 2002/2003. [\(Back to top\)](#)

- ❖ A Transitions Strategy for North Somerset has been drawn up across agencies and can be accessed at [www.n-somerset.gov.uk/learning , inclusion & sen, transitions](http://www.n-somerset.gov.uk/learning_inclusion&sen_transitions).

The SEN Policy must contain the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999, Annex A.

As with all policies, the Special Educational Needs Policy should be subject to a regular cycle of monitoring, evaluation and review. Thus, Governing Bodies must, on at least an annual basis, consider and report on the effectiveness of the school's work on behalf of children with special educational need. In drawing up their annual report, they may wish to consult support services used by the school, other schools and parents. In the light of evaluation and the response to consultation, the school should consider whether the policy needs amending.

Regulations made under Section 42 of the School Standards and Framework Act 1998 require that the Governing Body's annual report must include information on the implementation of the Governing Body's policy on pupils with special educational needs and any changes to the policy during the last year.

- ❖ The required information to be contained in a school's SEN Policy remains as before, as outlined in [Appendix H](#) of this document
- ❖ Early Years Settings' SEN Policies must meet the conditions set out in the conditions of grant
- ❖ It is the content of these policies rather than the kind of information which needs to be revised to reflect all the changes resulting from the SEN Code of Practice
- ❖ Governing Bodies must report on the effectiveness of a school's SEN Policy and Provision at least annually.

Action

Schools and settings need an action plan outlining how and when changes to policy and practice will be implemented and completed. A sample SEN Policy is given in [Appendix E](#). It is not good practice for the SENCo to write the SEN policy in isolation. Ideally, governing bodies and head teachers should work together in partnership to develop key policies. The governing body is responsible for monitoring and evaluating the implementation of its policies.

It is recommended that schools consider introducing an Inclusion Policy although this is NOT a requirement of the Code. It will, however, help to bring a number of policies together under the "umbrella" of inclusion. A sample Inclusion Policy is given in [Appendix D](#). [\(Back to top\)](#)

- ❖ Guidance on developing a Special Educational Needs and Inclusion Policy can also be found at [Appendix J](#).
- ❖ An example Inclusion Policy and checklist are given at [Appendix K](#).

Monitoring and Evaluation

- ❖ With the emphasis upon whole school systems and responsibilities in relation to children with special educational needs, monitoring and assessment procedures in place in the school need to ensure that the quality of planning, teaching of and the attainment of pupils with SEN is monitored and evaluated. This is not just the responsibility of the SENCO, but should form part of the monitoring carried out by all curriculum co-ordinators and other members of the Senior Management Team.
- ❖ This evaluation needs to link with the monitoring of attainment across the school. Pupil progress is the key indicator of successful provision.
- ❖ School self-evaluation cycles should also incorporate a review of SEN Policy and provision. The Index for Inclusion will support this process, and standards/criteria for Inclusive Educational Practice are given at [Appendix L](#).
- ❖ Information from all of the above informs School Improvement Plans and Annual Reports to Governors.

Action

Schools need to review their policies for monitoring and evaluation in the light of the above.

[\(Back to top\)](#)

Budget

The Code of Practice states that:

"It is good practice for the costs of the SENCO to be set against the core budget of the school rather than against additional funds delegated to the purpose of meeting particular needs of children with SEN"

"From April 2001, the LEA needs to explain what schools are expected to provide for children with SEN out of their own budgets and what the LEA will provide from centrally held funds".

What are the sources of funding to meet SEN?

Age Weighted Pupil Unit

All pupils are supported by an AWPU (Age Weighted Pupil Unit) which provides for a basic level of teaching and support staff. A standard range of materials and equipment for the national Curriculum will be available. It is reasonable to expect this standard range to include texts, materials and equipment suitable for pupils who work below age related expectations. Safe well-maintained premises will be furnished to a standard level; from the AWPU which will also support all the other ordinary functions of a school.

Delegated Budget

Schools also receive funding in the formula allocation following the delegation of matrix allocations which took place in April 2001 and based on the previous 3 years' pupil attainments. This funding can support schools in making provision for the time of staff engaged on SEN activities. In larger schools the budget could help support a core establishment of TAs. This budget will also allow schools to purchase specialist text, materials and equipment and/or to put aside time to differentiate their own materials. It is for the school to determine how to spend this budget but it is likely that pupils working below the 10th centile and particularly those working at 1st-5th centile, will be those to whom this funding is directly applied. Provision of significantly differentiated approaches, texts, materials and equipment with extra teacher and TA support are likely to be implemented.

Audit Funding

Audit funding is additional to the child's AWPU and share of the delegated budget and should not be seen as the sole source of funding for children with higher level needs. The categories of need identified within the audit are based on the categories of SEN set out in the Code of Practice but subdivided as follows:

- ❖ Cognition and Learning - 1 Level
- ❖ Emotional, behavioural and social development - 2 Levels for Primary Schools and Level 2 only for secondary schools. Secondary schools can access the Pupil Retention Grant for children with behavioural difficulties.
- ❖ Communication and Interaction - 2 Levels
- ❖ Sensory - 2 Levels for Visual Impairment and 2 Levels for Hearing Impairment
- ❖ Physical - 3 Levels

Additionally, there is a medical category. This will be set according to individual needs.

Audit Funding, although assessed against individual children's identified needs, can be used flexibly by schools in order to; for example, set up a small group which includes the individual child in order to follow a social skills programme. Obviously other children thereby benefit from this funding.

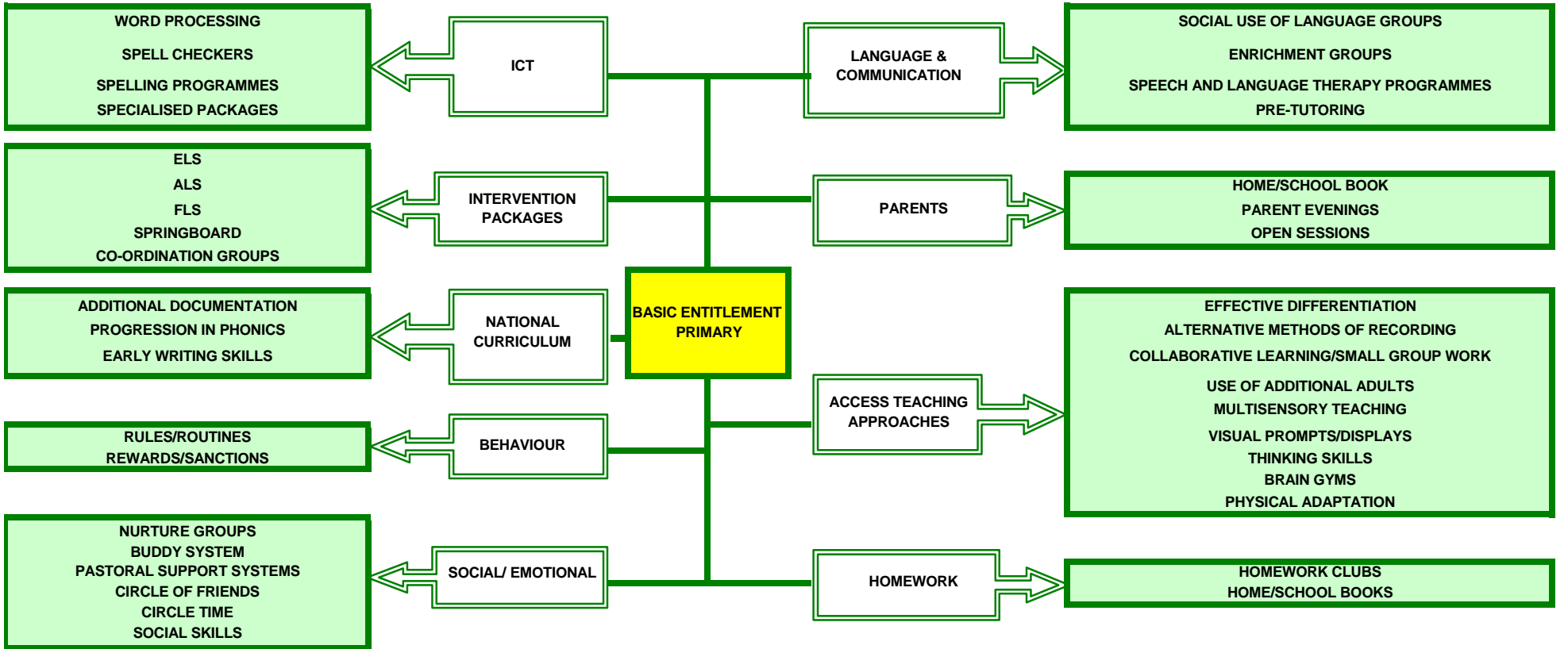
Checklist for Action

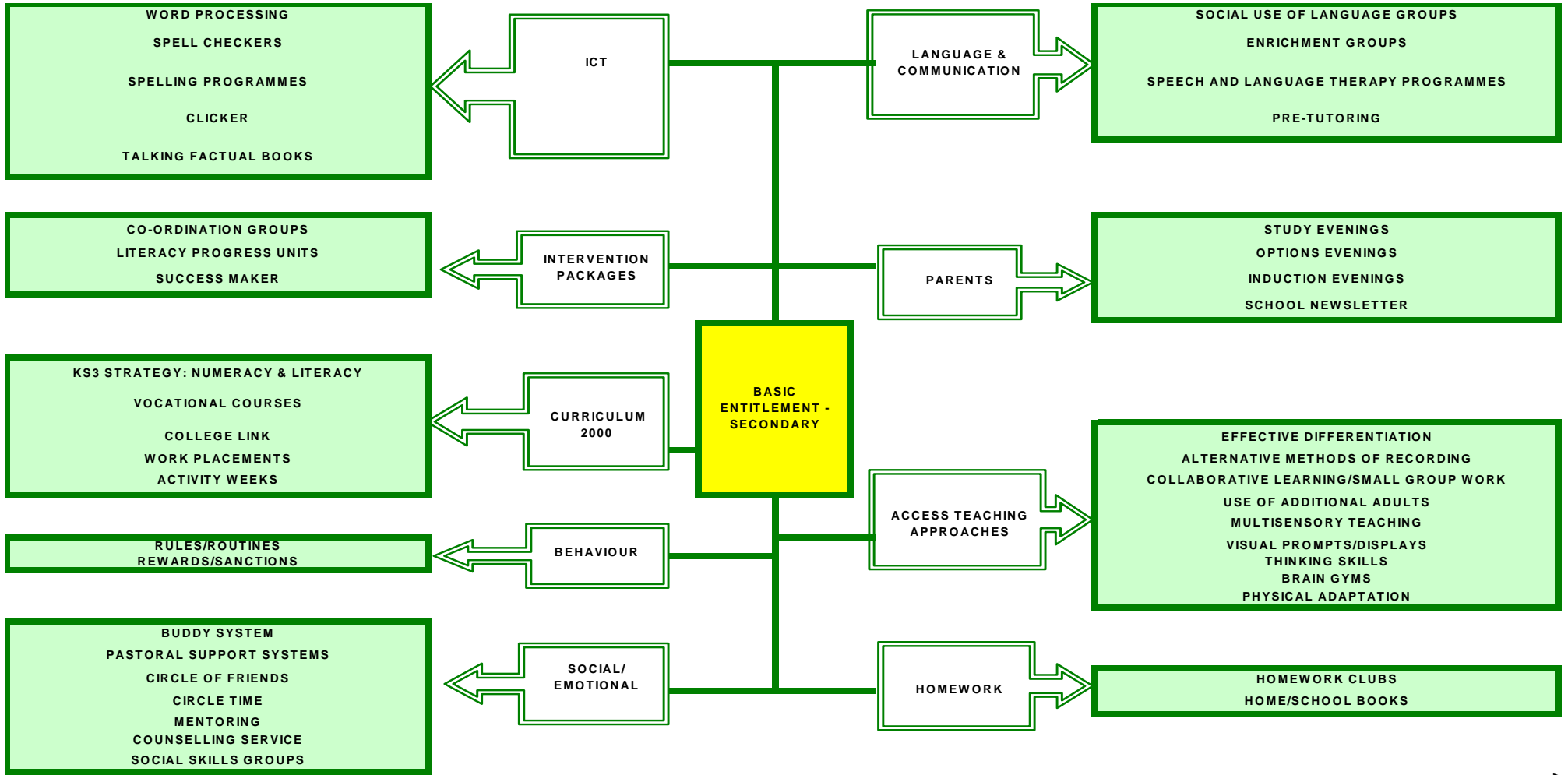
Action	Done ✓	Timescale
Develop an action plan incorporating all of the below relevant to your school/setting		
Initial review of all children on old SEN registers to decide whether they are School Action, School Action Plus, etc.		
After the initial review of the old register, make a more detailed decision of what is appropriate for each child through the usual IEP review processes in school.		
Schools/settings may need to prioritise differentiation in their development plans/School Improvement Plans to ensure that the needs of these children are being met.		
Review assessment policies to ensure that children not making adequate progress are being identified.		
Outline the school's "graduated responses" to meet various needs.		
Review policies for monitoring and evaluation to reflect whole school responsibilities for meeting the needs of children with SEN.		
Review IEP format to meet the requirements in the New Code		
Where necessary, provide training for relevant staff re: <ul style="list-style-type: none"> ❖ Differentiation ❖ IEP writing and target setting ❖ P Scales ❖ Roles and responsibilities 		
Differentiation may need to be prioritised as an area for development in School Improvement Plans		
Review procedures for involving parents and pupils in IEP review meetings, target setting and other decisions relating to a child's SEN provision		
Review SENCO's job description to reflect changes to role resulting from the new Code		

Action	Done ✓	Timescale
Revise transfer procedures, adopt new Statutory Referral and Advice Formats		
Ensure that systems and protocols in school allow parents to access the school as partners.		
Ensure that the SENCO is aware of the services available to parents and is able to provide appropriate information.		
Update SEN Policy to reflect all the above changes. Introduce an Inclusion Policy		
<p>Schools need to consider transfer processes:</p> <ul style="list-style-type: none"> ❖ Primary and infant schools need to consider the transfer of children from early years settings. ❖ Primary schools must consider the transfer to secondary school in Year 5. ❖ Secondary schools must consider the transition to post 16 at Year 9 annual review. ❖ Secondary schools need to ensure that the planning and involvement of the Connexions Personal Adviser is in place when the young person leaves school. Arrangements <u>must</u> be made well in advance of their last year at school. ❖ Special schools will need to work closely with the mainstream school if the child is transferring or included for part of the week. <p>Schools may need to amend their policies to reflect the above requirements for 2002/2003.</p>		

[\(Back to top\)](#)







Sample Individual Education Plan

Name:

Date of Birth:

IEP No

Year Group

School Action/School Action Plus/Statement

TARGET			Date achieved	STRATEGIES/PROVISION	Supported by	REVIEW (date) How much has been implemented? Were there any problems? What is the child's response?
Who?	Under what condition?	Success Criteria?				
To draw an ellipse freehand with a degree of control. To be achieved by end of summer term.				A to be given an art book to take home weekly. Teacher to draw shape in book.	Teacher parents	
To write the date using capitals and correct spelling on a daily basis. To be achieved by end of summer term.				Handwriting practice for 10 minutes daily. Date to be checked by member of staff at first and then by a peer with A's consent.	Teacher & LSA	
To complete 10 minutes in mathematics without support. To be achieved by July 2002.				Situation explained to A and understood. Teacher to set task and timing given. Praise given when achieved.	Teacher & LSA	
To answer successfully, one question using inference and/or deduction each time A reads to an adult.				Adult to ask question based on text read.	Teacher, parent, LSA	
Additional Review Comments (may include health, attendance etc):						
<u>SCHOOL</u>			<u>PARENT</u>	<u>CHILD</u>		

Date Plan commenced:

Signed:

_____ (Class Teacher)

..... (Parent)

[\(Back to top\)](#)

Individual Education Plan

NAME:

SCHOOL ACTION

Areas of concern: Literacy

Review Date: July 2002

Class Teacher: Start Date: April 2002 DOB Year 1 Class 4

IEP No. Year 1 No. 3

Support by: Proposed Support: Three ½ hour sessions per week.

Support Began: September 2001

Targets to be Achieved	Achievement Criteria	Possible Resources/ Techniques	Possible Class Strategies	Ideas for Support/Assistant	Outcome
1. To write a short account using a wordbank and picture prompts	1. Three pieces of work completed	1. "Write about the picture" activities. Story sequencing cards. Provide texts as models. Words for writing on wall display.	1. Provide spelling lists for B based on class topics, B's own interests, etc.	1. Discuss stories and provide spelling list. Ensure that sentences are constructed correctly.	
2. To make use of a combination of cues when reading	3. Observed on 'i' occasions	3. Texts for reading. Cloze procedure.	3. Encourage B to make use of all cueing systems as appropriate. Give prompts when needed.	3. Provide Cloze passages. Encourage B to self-correct if the sentence does not make sense.	
3. To read and spell '20' of the first 45 high frequency words	5. Accurate when tested at random on three separate consecutive occasions.	5. Flashcards. Games. Worksheets. Computer programs. Tracking. Tracing. Cloze procedure.	5. Include the words in spelling activities and check that B reads/spells them correctly in context.	5. Play games to encourage reading of the words and teach strategies for remembering spellings.	

Parents/Carer Contribution: Talk about favourite stories in books or TV programmes with B. Make sure that words sent home are practised. Help B to learn any spellings that are sent home.

Parents Signature: **Child Signature:**

Pupil Contribution: Try to write independently. Try to learn any spellings sent home. Practice the spellings, using strategy he has learnt.
SENCO Signature: **Class Teacher Signature:**

[\(Back to top\)](#)

INDIVIDUAL EDUCATION PLAN

Name: _____

Date: _____

Review Date: _____

Target 1 - Literacy
 We are going to learn 30 tricky words by the end of term.
 We will have a spelling certificate if all 30 words are correct

Target 2 - Numeracy
 We would like to tell Mrs R our 2x 5x 10x tables. We would also like to tell the time, do double and halves (we will have a short test before the next review to see how we are doing)

Target 3 - Listening and Memory Work
 We will be able to remember 3 instructions that Mrs R gives us, by repeating them verbally and by reading them.

This is how we are going to do it ...	Mrs R will help me by	My class teacher will help me by	My parent will help me by
We will play games to learn our words We will do l,c,s,wc We will do a quick fire test with Mrs R We will play the snake game with a partner We will do our homework every week	Give us word games to play Give us cards with words on to do, look cover, say write and check Give us a quick fire test Let us play the snake game Give us homework	Teaching us whole class spellings Practicing these in small group sessions Give us time to play the snake game in class Check us on our words	Playing the snake game with me at least 3 times a Give me a test in my book once a week
We will listen and concentrate in class and with Mrs R We will play maths games by thinking hard and trying to remember from each session Working hard with our homework	Help us learn the maths concepts we have chosen Give us maths problems to solve Give us maths games Make us maths snake game cards to learn at home	Teaching us with the whole class and in a small group Help us when we are stuck Give us maths games to play	Playing maths games once a week to help us learn Give us quick maths questions daily to help us remember our times tables
We will be ready to carry out Mrs R's instructions by listening at all times We will carry out listening and memory tasks regularly to improve our listening skills	Giving us instructions on paper and verbally to be carried out Give us regular tasks to complete in our additional sessions	Check we are looking, without fidgeting when listening in whole lessons Ask us to carry out tasks giving us three simple instructions	Play memory games when Mrs R gives us them for

We have read and agree to the targets above.

Date: _____

Signature: [\(Back to top\)](#)

Child _____ Mr C (SENCO) _____ Mrs R _____ Parents _____

Target 1 - Reading and Spelling

We are going to learn 30 tricky words by the end of term.

We will have a spelling certificate if all 30 words are correct.

Target 1 - Reading and Spelling

I can now I have worked really hard to learn all my 30 words.

We would like to carry on working on remembering these 30 words when I am being taught more words.

Target 3 - Listening and Memory Work

We will be able to remember 3 instructions that Mrs R gives us, by repeating them verbally and by reading them

We will review these targets in July 2002

Target 2 - Numeracy

We would like to tell Mrs R our 2x 5x 10x times tables. We would also like to tell the time, do double and halves (we will have a short test before the next review to see how we are doing)

Review (There was too many targets here - next time I would like to write less)

Target 3 - Listening and Memory Work

I can now Remember the instructions Mrs R gives me because I am really good at listening and saying them out loud helps me to remember what I have to do next

I would like to work on asking for help if I am confused about what I have to do before I start a task

Target 2 - Numeracy

I can now say all my 5 times table in order. I know how to read o'clock and ½ past.

I would like to carry on working on My 5 times table by saying them out of order. I would also like to carry on learning how to tell the time (to and past)

Visual Timetable

School _____

Class: _____

Week Commencing _____

		9:00	10:00	11:00		11.15	12.15	1.15	3.00
M O N		<u>Register</u> 9.10 TJ Handwriting J	<u>Literacy</u> TJ observe L (use checklist) → Group C*	10.15 Assembly Rev Hill (all in)	Activity	<u>Numeracy (lower set)</u> TJ Triangles*		<u>Register</u> Art 2.30 Reading	<u>Circle Time</u> TJ sit by L
	T L E	AC - share J's writing folder	<u>Reg + Assembly</u> TJ Handwriting & phonics, J + S	9.45 <u>History*</u> Topic Research TJ support S,J, S, J with research + 20 mins each Starspell		<u>Literacy</u> TJ - individual programme for S (30 min) → Group C support		<u>Register</u> <u>Numeracy</u> (lower set) TJ Triangles (addition games) PE - Swimming KC in pool with L and J	
W E D		<u>Reg (TJ)</u> AC - spelling J + S	9.10 <u>Literacy</u> Group time - TJ monitor class AC - Group C	9.45 <u>Class Assembly</u> (T and E)		<u>Numeracy</u> KC Triangles		<u>Register</u> <u>ICT Suite</u> TJ - 10 mins handwriting (1) J (2) J + S (3) A + L	Story
	T H U R S	AC - share S's	<u>Reg</u> 9.10 PE - Hall	9.45 <u>Music</u>	TJ duty	<u>Numeracy</u> AC review work with Triangles during individual working time. KC monitor class.		<u>Register</u> <u>History - Topic Research</u> TJ to support S, J, S, J with research + 20 mins each Starspell	2.50 Assembly KS 2
F R I	TJ - share L's writing folder	<u>Reg (TJ)</u> AC Handwriting J	9.10 <u>Literacy</u> TJ - Group C	10.05 <u>Numeracy</u> TJ - Triangles			<u>Writing Folders</u> TJ - 10 mins spelling J + S	ACTJ Planning	<u>Register</u> 2:45 Whole School Assembly
	Notes: Insert Teachers' names		<u>Literacy</u> Group C - S, L, J, A, J, S		<u>Numeracy</u> Triangles - S, J, S, L, L	* see this week's literacy/numeracy subject planning			

[\(Back to top\)](#)

It may be helpful to consider all the intervention put in place over a week to address the IEP targets

A MODEL INCLUSION POLICY FOR CHERRY TREE SCHOOL

You may wish to have an Inclusion Policy for your school. This is suggested as good practice but not a requirement of the code.

A sample policy is included. Please amend if you wish.

Person Responsible for
Policy:

.....

Draft Date:

.....

To Governors:

.....

Amended:

.....

Agreed:

.....

Reviewed

.....

Inclusion Policy for Cherry Tree School

"An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather, it involves taking account of pupils' varied life experiences and needs. The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes.

An inclusive school is one, which identifies any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. All staff take practical steps - in the classroom and beyond - to meet pupils' needs effectively, and they promote tolerance and understanding in a diverse society."

(Reference: Evaluation Educational Inclusion - OfSTED 2000)

Educational inclusion is a broad concept. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of **different groups** of pupils within a school. **Different groups** could apply to any or all of the following:

- ❖ Girls and boys
- ❖ Minority ethnic and faith groups, travellers, asylum seekers and refugees
- ❖ Children who need support to learn English as an additional language (EAL)
- ❖ Children with special educational needs
- ❖ Gifted and talented children
- ❖ Children "looked after" by the local authority
- ❖ Other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers.
- ❖ Children who are at risk of disaffection and exclusion

We believe that every child and young person should have equal right to:

- ❖ Be included as a valued, responsible and equal member of the learning community with all other children and young people of the same age
- ❖ Have access to a broad, balanced and inclusive curriculum experience and differentiated teaching and learning
- ❖ Support to enable them to achieve their full potential and to be included in a lifelong learning process
- ❖ Have their views heard and contribution recognised

At Cherry Tree school, we have several policy documents that together describe how we will ensure that all those connected with the school can be fully included in all our activities.

They include policies for:

- ❖ Special Educational Needs
- ❖ Gifted and Talented Children
- ❖ Equal Opportunities
- ❖ Behaviour
- ❖ Bullying
- ❖ Dealing with racial and homophobic incidents
- ❖ Child Protection
- ❖ Use of Restricted Physical Intervention with children with challenging behaviour
- ❖ Dealing with children with health needs (including medication protocol)
- ❖ Health and Safety

This is not an exclusive list, and will change as and when new policies are developed and consulted upon and agreed by the school. [\(Back to top\)](#)

A MODEL SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

This policy exemplifies the full range of content that might be included. You will need to edit this policy, as certain sections will not apply to your school. It is available electronically, and schools should edit and amend as appropriate.

Person Responsible for
Policy:

.....

Draft Date:

.....

To Governors:

.....

Amended:

.....

Agreed:

.....

Reviewed

.....

Cherry Tree School Special Needs Policy

Definition

A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age in North Somerset schools, or a disability that makes it hard for them to access facilities within the school.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority other than special schools in the area (Code of Practice 2001, paragraph 1.3).

Aims

We at Cherry Tree School believe that each child has individual and unique needs. However, some children require more support than others do. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short term needs. In particular, we aim:

- ❖ To enable every child to experience success
- ❖ To promote individual confidence and a positive attitude
- ❖ To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning
- ❖ To give children with special educational needs equal opportunities to take part in all aspects of a school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development
- ❖ To ensure that responsibility held by all staff and Governors for SEN is implemented and maintained.

The "Aims" section of your policy should link with aims and values of your school, and it is therefore possible that you add additional aims or group the above in a slightly different manner. This policy will contribute to achieving these aims by ensuring that provision for children with SEN is a matter for the whole school and is part of the continuous cycle of assessment and review.

Roles and Responsibilities/Co-ordination of Provision

Provision for children with special educational needs is a matter for the school as a whole.

Governing Body

The schools Governors have specific responsibility to:

- ❖ Do its best to ensure that the necessary provision is made for any child who has special educational needs
- ❖ Ensure that child's needs are made known to all who are likely to teach them
- ❖ Ensure that teachers in the school are aware of the importance of identifying and providing for those children 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 co-ordinated special educational provision in the area as a whole
- ❖ Ensure that a child with special educational needs joins in the activities of the school, together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the children with whom they are educated, and the efficient use of resources
- ❖ Report to parents on the implementation of the school's policy for children with special educational needs
- ❖ Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools. Governors will report to parents annually on the implementation of their SEN policy. This may reflect on the success criteria noted on the last SEN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher keeps the Governing Body fully informed and works closely with

the school's SEN co-ordinator or team. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for children with SEN.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator is She/he can be contacted by (*include what days the SENCO works and availability of non-contact time*) Her/his responsibilities include:

- ❖ Co-ordinating provision for children with special educational needs.
- ❖ Overseeing the day-to-day operation of the school's SEN policy
- ❖ Liaising with and advising fellow teachers
- ❖ Managing Teaching Assistants (in secondary schools, this may include Learning Support Teachers)
- ❖ Liaising with parents of children with special educational needs
- ❖ Liaising with other school SENCOs, Educational Psychologists, Teachers from the Learning, Language and Communication Team, Behaviour Support Team, Speech and Language Therapists and other health professionals
- ❖ Carrying out detailed assessments in liaison with the class teacher
- ❖ Contributing to the in service training of staff

Admissions

Children with special educational needs are given equal priority on admission to the school. The Governing Body uses the Local Education Authority's admission criteria.

Under this heading, please add any facilities that may be available in your school for disabled children, for example, access to toilet facilities for users of wheelchairs, appropriate ramps, etc. If a school has experience in a particular area of special educational needs, this can also be added, for example, Makaton signing.

Specialist Provision

The school does/does not have a Resource Base

If you are a school with a Resource Base, you may wish to add that the school has additional facilities for children needing to use these facilities usually have Statements of SEN and are placed by the Local Education Authority.

Allocation of Resources

It is helpful to have a statement that identifies the level of funding that the school receives towards meeting the needs of children with special educational needs

The school allocates this funding in the following ways:

- ❖ Learning Support Teachers and Assistants (*list staff who support children with special educational needs*)
- ❖ Training for all Teachers and Teaching Assistants so that they can meet children' needs more effectively
- ❖ Special books and equipment
- ❖ Other (please add)

The details of how individual children receive support are recorded on their Individual Education Plans.

The school receives additional funding for some children with severe and complex needs, which is funded via the Audit Funding mechanism. The allocation of these resources is based on an annual audit of need carried out during the Spring Term.

Identification and Assessment of Children with Special Educational Needs

All children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support such as the Early Literacy Support, Additional Literacy Support or Springboard.

Differentiation

Differentiation means teaching a child in ways and at levels which match their ways of learning. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging differing learning styles.

1. Class teachers and subject co-ordinators have the responsibility to ensure that schemes of work make provision for adaptation to meet individual childrens' needs.
2. Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help.
3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the Teacher or Teaching Assistant or SENCO.

Early Years Action and School Action

1. Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the SENCO and appropriate action will be agreed. This may not necessarily involve additional adult support.
2. An Individual Education Plan will identify specific targets and additional strategies to be employed.
3. The Individual Education Plan will be discussed with the parents (and the child wherever possible). The parents will be asked to agree and sign the Individual Education Plan.
4. Individual Education Plans will be reviewed at least twice a year, and parents will be invited to contribute to the review. For children in the Reception Class who are still completing the foundation stage, it is anticipated that there will be three reviews per year, in line with the guidance in the Code of Practice.
5. The Individual Education Plan will only record that which is additional to, or different from, the differentiated curriculum, and will focus on three or four individual targets that match the child's needs. The delivery of the interventions recorded in the Individual Education Plan continue to be the responsibility of the class/subject Teacher/Form Tutor.

Early Years Action Plus/School Action Plus

1. Should a child continue to make little or no progress, or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, then the school will move to School Action Plus.
2. Parental consent will be sought before discussing names of children with an external agency.
3. At all times, records will be kept to indicate support provided and indicate progress made against the targets set.

If a child demonstrates significant cause for concern, the school may request a Statutory Assessment.

When pupils are due to transfer to another phase, for example primary to secondary school, planning for this will be started in the year prior to the year of transfer (for example in Year 5).

Secondary schools should add a paragraph about Transition Plans (Code 10.14), for example: " the school will liaise with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and other children with SEN who may benefit from transition planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process

Arrangements for Training and Development of All Staff

1. Teaching and non-teaching staff may, where possible and appropriate, attend SEN and Inclusion training, or visit special schools, or schools with a specific expertise in Inclusion.
2. The SENCO will ensure that staff keep up-to-date with developments in Inclusion and SEN through staff meetings and/or in-service days.
3. Particular support will be given to newly qualified Teachers and other new members of staff.

Liaison

1. All staff, together with the Head, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

2. The SENCO will co-operate as part of the SENCO Cluster Group and liaise as appropriate with pre-school settings/junior schools/secondary schools (*amend as appropriate*)
3. The SENCO will liaise with other agencies when appropriate to the needs of the child. The school receives regular visits from the nominated Education Welfare Officer, and the Educational Psychologist. In addition, the school may seek advice from specialist advisory teaching services and the SEN Team.

Monitoring

1. Plans for meeting the special educational needs in the school will be reviewed annually
2. The effectiveness of the SEN provision will be reported to the Governors on at least an annual basis
3. Effectiveness will be reported to parents and the school community at the Governors' annual meeting.
4. This policy will be reviewed as part of the Governors' rolling programme and must be reviewed at least on an annual basis.

Complaints Procedure

The school's complaints procedure is set out in the yellow guidance document and in the school prospectus (*please check this is the case*).

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service. School will make further information about this process available on request.

Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- ❖ Monitoring of classroom practice by the SENCO and subject co-ordinators
- ❖ Analysis of pupil-tracking data and test results
- ❖ Value added data for children identified at School Action and School Action Plus
- ❖ Termly monitoring of procedures and practice by the SEN Governor
- ❖ The school self-evaluation mechanisms

- ❖ The Governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEN policy
- ❖ The school's annual SEN Review, which evaluates the success of our policy and sets new targets for development
- ❖ The school's Development Plan which is used for monitoring provision in the school
- ❖ Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

Note that it is good practice to set specific targets against which progress can be measured, e.g.

- ❖ By (date) all pupils with SEN will be invited to contribute to the planning and review of their IEP, and their views will be recorded.
- ❖ The percentage of parents attending IEP reviews will be increased from% to%.
- ❖ By (date) 80% TAs who have attended training in behavioural management %
- ❖ All teaching staff will attend training on Code of Practice by
- ❖ By December 2002, every department in a secondary school will have one member of staff who has responsibility for ensuring that curriculum planning meets the needs of the children with special educational needs.

etc. etc.....

[\(Back to Top\)](#)

Appendix F

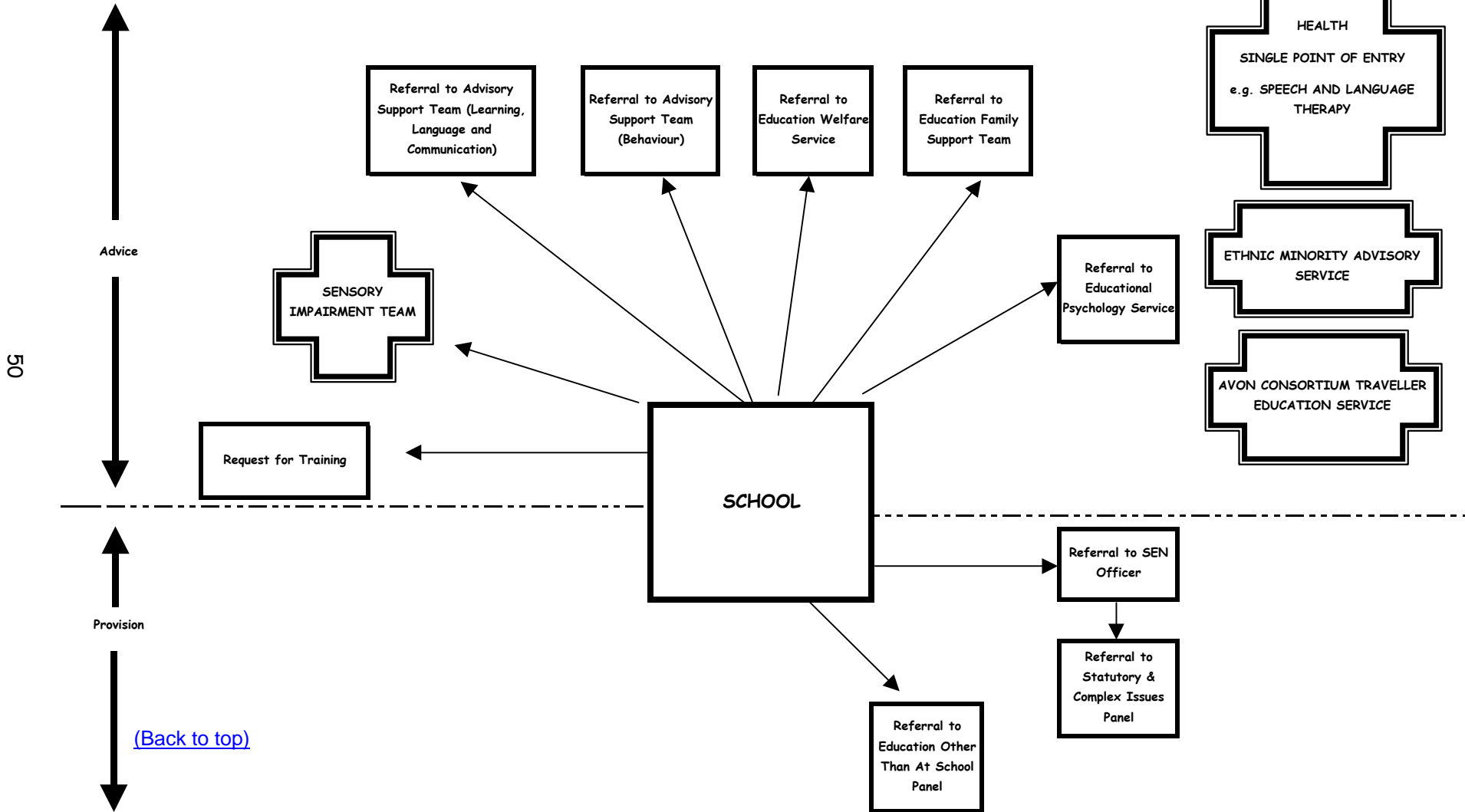
Current Referral Routes - September 2002

Schools can contact their teams in the following ways:

Service/Team	Referral Route
Education Welfare Service	Referral form to be discussed with named school Education Welfare Officer. Emergency via Duty Desk Tel: 01275 888 303/310
Educational Psychology Service	Referral forms - Primary and Secondary to be sent to Town Hall
Education Family Support Team	Telephone contact with Manager of Education Family Support Team Jeannie Osmond Tel: 01275 853 533 You may be asked to complete a referral form
The Advisory Team (Behaviour)	Advisory Teams' Manager - Sue Harding The Teams will be actively involved with pupils identified on the Audit. They will review and monitor these pupils. Current involvement with pupils will be reviewed. No new referrals from schools until January 2003, when guidance will be re-issued.
The Advisory Team (Learning, Language and Communication)	
Special Educational Needs Team	Telephone/written contact with named Special Educational Needs Officer for the school
Training	September 2002 to January 2003 - please approach individual teams - training co-ordinated and brochure to be launched January 2003
Health - including Speech and Language Therapy, Occupational Therapy, Child and Mental Health Service, Physiotherapy Service.	Single point of entry referral forms sent to Drove Road (Somerville House, Drove Road, Weston-super-Mare, BS23 3NT)

Service/Team	Referral Route
Sensory Impairment Service	<p>Children tend to be known to both the Visually Impaired and Hearing Impaired Team from pre-school. The team will contact schools - open referral system to schools and parents.</p> <p>Contact can be made by phone Tel: 0117 903 8441</p> <p>(Hearing and sight assessments NOT completed by this service.</p>
Ethnic Minority Advisory Service	<p>Schools can make phone contact: Judith Longstreth Tel: 0117 931 1111</p>
Avon Consortium Traveller Education	<p>Team will contact schools. Schools can phone service for input on direct work, awareness training and access to resources.</p> <p>Contact Linda Howells Tel: 01454 862 620</p>
Statutory and Complex Issues Panel	<p>No direct access from schools. Information received from professional teams and Special Educational Needs Officer.</p>
Education Other Than At School Panel	<p>Referral form - send to Jan Richards, EOTAS Manager. Evidence of ongoing advice from appropriate teams will need to be demonstrated. It is expected that there would be involvement of at least one of the professional teams over a period of time (i.e. a term).</p>
Supportive Parents for Special Children - Parent Partnership arrangement	<p>No direct access from schools. Parents have access to the team. Schools need to provide parents with information.</p> <p>Contact: Supportive Parents for Special Children, Third Floor, Royal Oak House, Royal Oak Avenue, Bristol, BS1 4GB. Helpline No: 0117 989 7725</p>

ACCESS TO CONSULTATION AND ADVICE



Involving Young People in School Review Meetings

Guidelines for Good Practice

Research suggests that many young people feel that they are not consulted where decisions about their needs and the provision to meet them are concerned. They understand that adults have the main decision-making role, but they do value the opportunity to put their views, to be listened to and to be part of the decision-making process.

These guidelines are recommended to schools when meetings are held between the school, parents and young people who have a Special Educational Need, as defined in the Code of Practice.

It is recognised that there are a small number of situations and circumstances that make this not possible.

Remember:

- ❖ Review meetings must be held formally and regularly as agreed and according to need
- ❖ A judgement will have to be made as to whether primary age children can/should attend. This will need to be assessed according to their level of maturity and confidence. Their views can be sought prior to the meeting and represented by the SENCO. Children should be present at all secondary school meetings.

General Points

Do make sure that everyone involved:

- ❖ Can understand every step of the process - e.g. letters and forms should be simple, straightforward and using easily read font, interpreters in Braille, on tape or British Sign Language if required
- ❖ Invites the young person concerned to take a fully active and positive part
- ❖ Understands that there are some young people who will need more help to take part and express views. They will need much support from those who work closely with them and can understand their feelings and needs.

Before the Meeting

Do:

- ❖ Invite the young person formally and in advance as you do everyone else concerned
- ❖ Make sure everyone understands what the meeting is about and what is to be achieved
- ❖ Make sure that all parts of the building to be used are suitable and accessible for everyone concerned
- ❖ Be prepared to negotiate and to be adaptable so that everyone is happy about where and when the meeting is to be held
- ❖ Check whether the young person wants anyone in particular to attend the meeting
- ❖ Check whether the parents want anyone in particular to attend the meeting
- ❖ Invite the young person to provide a personal contribution, formal/informal

During the Meeting

It may be necessary for the adults to meet before the young person joins in. This can be a way to ensure that the meeting is not too long for the young person. If this happens, the young person needs to know what has been said and what is going to happen.

Do:

- ❖ Make sure that numbers at the meeting are kept to a minimum, normally just those who are actually and immediately working with and known to the young person
- ❖ Give the young person a choice about where to sit, so that he/she is comfortable and at ease, but part of the meeting
- ❖ Make introductions and explain again the reasons and aims of the meeting
- ❖ Give the young person a chance to comment on action plans, progress, success, issues and concerns at the start
- ❖ Check throughout the meeting that everyone understands what is being said and agreed.

Include the young person

- ❖ Use language and means of communication that the young person can understand easily
- ❖ Avoid jargon without explanation
- ❖ Give the young person support and confidence to comment on feelings, opinions and possibilities for success.
- ❖ If a member of the meeting seems to be putting words into the young person's mouth, or speaks as if he/she is not there, check that what is said reflects the young person's perceptions
- ❖ Check that all present, especially the young person, are happy with the Individual Education Plan (IEP)
- ❖ Agree the next Review date

After the Meeting

Do:

- ❖ Talk to the young person as soon as possible to check that he/she understands and can accept the decisions that have been made
- ❖ Go over the IEP again before details are finalised and it is put into action
- ❖ Ensure that the IEP is accessible to everyone, both through language used and format
- ❖ Ensure that all those involved receive copies of relevant documents, including the IEP

It is acknowledged that some young people are easily able to participate fully in their Review Meetings from an early age. Others will need to be specifically taught the skills and supported in gaining the confidence to do so over a period of time.

[\(Back to top\)](#)

**Information Required in Maintained Schools'
SEN Policies**

Basic information about the school's special education provision

1. The objectives of the Governing Body in making provision for pupils with special educational needs, and a description of how the Governing Body's special educational needs policy will contribute towards meeting those objectives.
2. The name of the person who is responsible for co-ordinating the day-to-day provision for education for pupils with special educational needs at the school (whether or not the person is known as the SEN Co-ordinator).
3. The arrangements which have been made for co-ordinating the provision of education for pupils with special educational needs at the school.
4. The admission arrangements for pupils with special educational needs who do not have a statement in so far as they differ from the arrangements for other pupils.
5. The kinds of provision for special educational needs in which the school specialises and any special units.
6. Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.

Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

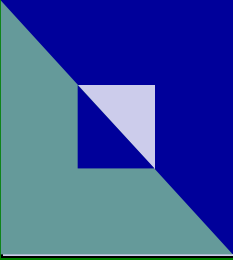
7. How resources are allocated to and amongst pupils with special educational needs
8. How pupils with special educational needs are identified and their needs determined and reviewed
9. Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum)
10. How pupils with special educational needs engage in the activities of the school, together with pupils who do not have special educational needs.

11. How the governing Body evaluate the success of the education which is provided at the school to pupils with special educational needs.
12. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Information about the school's staffing policies and partnership with bodies beyond the school

13. Any arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs.
14. The use made of teachers and facilities from outside the school, including links with support services for special educational needs.
15. The role played by the parents of pupils with special educational needs
16. Any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.
17. Links with Child Health Services, Social Services and Educational Welfare Services, and any voluntary organisations which work on behalf of children with special educational needs.

[\(Back to top\)](#)



APPENDIX I



CONTENTS

Context	Page 1
Strands of Action to Meet SEN	Page 1
Record Keeping	Page 1
Intervention Programmes within the National Literacy, Numeracy and Key Stage Three Strategies	Page 2
Aligning the SEN Code of Practice with Intervention ..	Page 2
Wave 1	Page 2
Wave 2	Page 2
Wave 3	Page 3
Individual Education Plans	Page 3
When should an IEP be used?	Page 4
What should be included in an IEP?	Page 4
Nature of Intervention	Page 6
Managing IEPs	Page 6
IEPs in Relation to Assessment and Recording Arrangements	Page 7
Monitoring and Reviewing IEPs	Page 7
Appendix 1: Strands of Action to Meet Special Educational Needs	Page 9

CONTEXT

The Government's drive for inclusive schooling set out in 'Excellence for All Children - Meeting Special Educational Needs' (October 1997), the National Curriculum (1999) and the section on 'Inclusion: providing effective learning opportunities for all pupils', the new 'Special Educational Needs Code of Practice' (November 2001) and the 'SEN Toolkit', and National Literacy and Numeracy Strategies and Key Stage Three Strategy have, when taken together, changed the context within which individual education planning for pupils with SEN takes place.

The previous SEN Code of Practice presented SENCOs with a considerable bureaucratic burden, given its emphasis on movement through five stages, driven by fixed period IEP cycles. This burden has now been significantly reduced by emphasising the part inclusion plays within the delivery of the National Curriculum and the need to produce an IEP only where aspects that are **additional to** or **different from** the differentiated approaches and learning arrangements normally provided for all children need to be recorded.

Strands of Action to Meet SEN

Section 6 of the SEN Toolkit provides guidance for mainstream SENCOs on the main forms of **additional** or **different** forms of action staff could take to enrich and extend their normal range of teaching strategies for pupils who need extra help, whether at *School Action*, or *School Action Plus* (with or without a Statement of Special Educational Needs).

The guidance describes four broad strands of action needed to meet pupils' special educational needs:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

"Schools will need to organise these strands of action so that they can either call upon progressively more powerful interventions to meet increasing need or reduce the range, type and intensity of interventions as a child makes adequate progress. The table ([Appendix 1](#)) indicates the different forms of action available to schools on a continuum of intervention. Schools could use the table as a basis when setting out an overview of the ways they meet pupils' special educational needs" SEN Toolkit, Section 6, pages 4 - 5).

Record Keeping

The SEN Code of Practice, paragraph 5:25, emphasises the need for schools to record additional information about children with SEN within the pupil record or profile they maintain for all children:

"In addition to the information that all schools will record for all children, the pupil record or profile for a child with SEN should include information about the child's progress and behaviour from the school setting itself, from the child's early education setting or a previous school, from the parents, and from Health and Social Services. It should also include the child's own perception of any difficulties and how they might be addressed. It may also be necessary to record in the profile information about the child's needs in relation to the general strategies to be used to enable access to the curriculum and the school day."

Intervention Programmes within the National Literacy, Numeracy and Key Stage Three Strategies

In the past, low attaining children may have been considered to have a special educational need due to their slow rate of progress when compared with peers. Such children today may have their needs met by inclusion in an intervention programme designed to offer a structured approach to working at age-related expectations within the NNS and NLS *Frameworks for Teaching* with additional support. These programmes are designed to help children make accelerated progress and are not designed for those who are working well below age-related expectations, for example children with moderate learning difficulties.

The Guidance entitled 'The National Literacy and Numeracy Strategies - including all children in the literacy hour and daily mathematics lesson - Management Guide' (November 2002) describes three 'waves' of support for children as follows:

Aligning the SEN Code of Practice with the Intervention

The SEN Code of Practice describes a 'graduated response' to the identification of special educational needs. The NLS/NNS assume three 'waves' of support for children. These may be mapped onto the graduated response as follows:

- **Wave 1**

The effective inclusion of all children in a high quality literacy hour and daily mathematics lesson (quality first teaching).

- **Wave 2**

Small group intervention (for example booster classes, LEA or school-based programmes, NLS and NNS intervention programmes) for children who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions and where they are delivered without modification within the designated year group, there is no need to place the children on *School Action*. Children included in Wave 2 interventions may on occasion, however, already be at *School Action* or *School Action Plus*. This will be where they have special educational needs such as emotional and behavioural difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

- **Wave 3**

Specific targeted intervention for children identified as requiring SEN support. Children receiving Wave 3 support will always be placed on *School Action* and on *School Action Plus* if an external agency is involved in assessment, planning and review.

The *Management Guide* lists all intervention programmes available within the NLS, NNS and includes a proforma that indicates features of provision at each 'wave'. It is intended for schools to use to highlight aspects which are known to be in place, with space to indicate any additional aspects which are relevant to your own situation. The proforma can be used in conjunction with the Strands of Action Table (see [Appendix 1](#)).

Section 4 of the *Management Guide* is entitled 'Planning for Children with Special Educational Needs in the Literacy Hour and Daily Mathematics Lesson' and includes a planning flow chart.

Individual Education Plans

The IEP is a planning, teaching and reviewing tool. It should underpin the process of planning intervention for the individual pupil with SEN. IEPs should be teaching and learning plans setting out what, how and how often particular knowledge, understanding and skills should be taught through **additional** or **different** activities from those provided for all pupils through the differentiated curriculum.

The IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the pupil achieve identified targets. It is a working document for all teaching staff. The IEP must be accessible and understandable to all concerned. It should be agreed, wherever possible, with the involvement of parents and the pupil, depending on the pupil's needs and particular circumstances. IEPs are likely to be most effective when the pupil is fully involved in the process.

IEPs should:

- Raise achievement for pupils with SEN
- Be seen as working documents
- Use a simple format
- Detail provision **additional to** or **different from** those generally available for all pupils
- Detail targets which are **extra** or **different** from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents

- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN

When should an IEP be used?

IEPs should be used to set out the interventions for individual pupils made through *Early Years Action*, *Early Years Action Plus* or *School Action* and *School Action Plus*, and for pupils with Statements of SEN. **The IEP should only record key short-term targets and strategies that are *different from* or *additional to* those in place for the rest of the group or class.** The targets in the IEP are likely to have a specified timescale that will be dependent on the identified need.

Where a pupil has a Statement of SEN, , the setting of short-term targets and the strategies employed should be linked to the overall objectives and provision as set out in the Statement. In the majority of cases, the strategies to meet these targets should be set out in an IEP. As at *School Action* and *School Action Plus*, the IEP should record only that which is **additional to** or **different from** the differentiated curriculum plan. **Therefore, there will be children with SEN, with and without Statements, who do not have an IEP because their needs are met and recorded through alternative methods. However, their individual targets, the strategies to meet them and their progress must be recorded as part of the overall records of all the children in the group.**

IEPs are **not** meant to duplicate any other planning, including individual target-setting processes or curriculum planning that is recorded for the child elsewhere.

What should be included in an IEP?

IEPs should focus on:

- Up to three or four key individual targets set to help meet the individual pupil's needs and particular priorities.
- Targets should relate to key areas in communication, literacy, mathematics and aspects of behaviour or physical skills
- The pupil's strengths and successes should underpin the targets set and the strategies used

The IEP should include information about:

- The short-term targets set for or by the pupil

- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when IEP is reviewed)

(5:60 and 6:50 SEN Code of Practice)

Where a child with identified SEN is at serious risk of disaffection or exclusion, the IEP should reflect appropriate strategies to meet their needs (see DfES circular 10/99 'Social Inclusion:Pupil Support'). A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Some schools may choose to add overarching long-term aims so as to put the IEP into context. a long-term aim can also help identify the outcomes and the pupil progress, which should be linked to the original targets and inform the setting of the next targets.

Success criteria in an IEP mean that targets have been achieved and new targets need to be set, whilst exit criteria mean that non only have the targets been achieved, but that an IEP may no longer be required.

Teachers should generally aim to include SMART targets:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

But, there will be occasions when less measurable but assessable targets that can record progress would be more appropriate.

Although not part of the IEP, teachers will need to refer to the pupil's individual record or pupil profile, which should include baseline or entry level assessment as well as information about a pupil's particular needs and current strengths. Where appropriate, the profile should also record information about the pupil's needs in relation to the general strategies to enable access to the curriculum and the school day.

The information about a pupil's particular needs for access to the curriculum will need to be communicated to all staff. In some situations, this may be an addendum to the IEP, although issues of confidentiality about certain issues may need to be considered. When pupils have severe and complex needs, there will be a number of

individual needs of which all staff should be aware. It is a matter for the school, in consultation with parents, professionals and the pupil, to decide how strategies for such activities as eating, dressing and mobility are recorded and disseminated, but targets in these areas may need to be recorded in the pupil's IEP.

Nature of Intervention

There is often an assumption that the intervention, strategies or targeted help recorded in an IEP (the 'how') will take the form of the deployment of extra staff to enable one-to-one tuition. However, this may not be the most appropriate way of helping the pupil. A more appropriate approach might be to provide further differentiated, different or additional learning materials or special equipment or to introduce some group, individual or peer support, or to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness. The teaching strategies and provision could reflect the Stands of Action as described in Section 6 of the SEN Toolkit.

Managing IEPs

Whatever systems are in place in the school or setting, the procedures for devising IEPs and reviewing them must be manageable. The IEP should be realistic and integral to classroom and curriculum planning. **Regular periods of time to work with the pupil, or for the pupil to be working at specific IEP targets, should be recorded in the teacher's daily or weekly teaching plans for the class.**

All IEP targets must be achievable for both the pupil and the teacher. Targets should be in small steps so that success is clearly visible to the pupil, the parents and the teacher. As the pupil becomes more self-confident and the range of progress increases, so the challenges can be made more rigorous.

All relevant staff in the school or setting who may come into contact with the pupil should be made aware of the individual targets and the planned strategies. They should provide feedback to the SENCO or appropriate class or subject teacher. So far as possible, the IEP should build on the curriculum the pupil is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the pupil's teachers. The plan should usually be implemented, at least in part, in the normal classroom setting. The SENCO may need therefore to facilitate close liaison between class or subject teachers, curriculum, literacy and mathematics co-ordinators and pastoral colleagues.

The SENCO should not be solely responsible for devising and delivering all IEPs within the school. Depending on the pupils' needs and the complexity and size of the school, the SENCO may need to oversee the management of the process for all pupils with SEN, providing advice and support to colleagues as and when necessary.

IEPs in Relation to Assessment and Recording Arrangements

IEPs cannot be considered in a vacuum. Schools should have appropriate systems for overall planning and target setting for all pupils. Teachers need to discuss progress, set and review targets for all pupils and record the outcomes. Where this occurs as a whole school proves for all pupils, IEPs for pupils with SEN become a 'subset' of the whole. By integrating IEPs within the general organisation of planning, assessment, recording and reporting, the management of IEPs will be less onerous. Thus, monitoring the effectiveness of IEPs should be a part of monitoring the school's overall planning and target setting processes.

Monitoring and Reviewing IEPs

Ideally, IEPs should continually be kept 'under review', and in such circumstances there cannot be a 'fixed term' or a formal meeting for review. However, the success of all IEPs should be evaluated at least twice a year and for children in early education settings or with particular needs, IEPs may need to be reviewed termly or even more frequently.

At least one review in the year could coincide with a routine Parents' Evening, but in such circumstances, schools might consider allocating additional time for those particular parents. Reviewing the IEP need not be unduly formal, but parents' views on their child's progress should be sought as part of the process. Wherever possible, the pupil should also take part in the review and be involved in setting the targets. Section 3 of the SEN Toolkit provides suggestions on enabling pupil participation.

Reviewing IEPs on a regular basis and evaluating their success should not take the place of ongoing monitoring of the child's progress. The teacher needs to check that the particular strategies used in a lesson achieve their objective and to ensure that the child understands the content of any additional or different input to a lesson at that time. A continuation of inappropriate or unsuccessful strategies should not be continued merely because the IEP review has not taken place.

The school must have a system for evaluating the overall success of all its SEN provision, including planning and delivery through IEPs.

In reviewing IEPs, teachers should consider:

- The progress made by the pupil
- The parents' views
- The pupil's views
- The effectiveness of the IEP
- Any specific access issues that impact on a child's progress
- Any updated information and advice

- Future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to access it.

If progress remains adequate after two reviews, it may be decided to increase the period between reviews. If satisfactory progress continues to be made, it may be possible to conclude that the pupil no longer needs special help and their needs can now be met by the differentiated curriculum available to all pupils. Parents should always be consulted before such decisions are finalised.

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

- Closes the attainment gap between the pupil and the pupil's 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 improvements in the pupil's behaviour
- Is likely to lead to participation in further education, training and/or employment

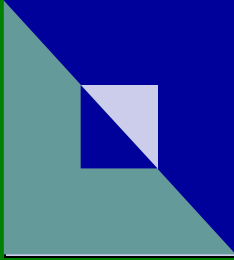
(6:49 SEN Code of Practice)

Anne Wright
Inclusion Adviser
October 2003

Appendix 1 - STRANDS OF ACTION TO MEET SPECIAL EDUCATIONAL NEEDS

Assessment & Planning	Grouping for Teaching Purposes	Human Resources	Curriculum and Teaching Methods
<p>Assessment by class or subject teacher and SENCO; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>IEP setting SMART targets (some may be shared with other pupils in a Group EP). Regular reviews. Parents informed and may be involved in supporting targets in the home.</p> <p>External services (specialist support service, Educational Psychologist) undertake specialist assessment leading to a more specifically-focussed IEP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-education professionals in assessment and planning.</p> <p>Longer term plan for provision, supported by shorter term IEPs. Parents involved in both long and short term planning</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Out-of-hours learning opportunities (homework clubs, lunchtime clubs, etc) provided where possible.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support IEP targets, delivered within the classroom, through limited periods of withdrawal and/or through out-of-hours provision.</p> <p>Pupil works predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation, in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil support used routinely and some adult support may be provided on an ad-hoc basis (e.g. if Teaching Assistant or parent helper already working in the classroom).</p> <p>Specialist teachers or Educational Psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Pupil support used routinely in the classroom, with some limited targeted adult support provided by Teaching Assistant (TA) or other adult.</p> <p>Individual or small group tuition provided by TA (under guidance), specialist teacher (or other specialist), and /or SENCO.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by TA or other adult.</p> <p>Individual or small group tuition is provided by TA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IEP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programme (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.



CONTENTS

What makes a good SEN and Inclusion Policy?	Page 1
Basic information for SEN Sections	Page 2
Inclusion Areas	Page 3
Monitoring and Review	Page 3

WHAT MAKES A GOOD SEN AND INCLUSION POLICY?

- ⇒ ***Reflects the school's philosophy on the inclusion of children identified as having "special educational needs".***

It outlines the principles and objectives relating to whole school developments on inclusion.

- ⇒ ***Reflects the practice and aspirations of the whole school.***

The detail of what the school actually does, both in class and during withdrawal times, including pastoral support, etc.

- ⇒ ***Accessible to all members of the school community.***

Written in plain English, containing a summary for parents/carers (translated where appropriate).

- ⇒ ***Secures the necessary provision for pupils identified as having "special educational needs" within an overall school approach.***

Provision maps: is there a progression for pupils, or are they getting the same diet year on year?

- ⇒ ***Provides a basis for identifying areas for whole school change in relation to inclusion.***

Sets out how the school audits its provision against the principles of inclusion, and the process for identifying areas of development to be incorporated into the school improvement planning.

- ⇒ ***Embodies the arrangements for evaluating the success of the policy.***

Links to targets; review arrangements with Governors.

- ⇒ ***The purposes of the policy are clear.***

- Who is it written for?
- Who will be using it?

- ⇒ ***Identifies what the school spends on SEN and inclusion***

Has the school costed the provision and described what is included?

- ⇒ ***Describes the criteria used to determine how the money is divided out between groups of pupils***

Which groups of pupils get what type of support?

⇒ ***Describes criteria used to identify pupils who will be recorded as receiving specific provision.***

When has a child in this particular school got sufficient need to be recorded as requiring School Action or School Action Plus?

⇒ ***Gives teachers clear guidance about how SEN and inclusion is co-ordinated and managed within the school and what is expected of class teachers.***

- Who writes IEPs and when?
- Guidance for staff on writing IEPs. Will staff know how to get advice?
- Will parents/carers know who to go to?
- Is the role of the Governing Body clear?
- Who has responsibility for inclusion and how is it progressed?

⇒ ***Reflects the principles of the "Inclusive Schooling" and the SEN and Disability Act 2001.***

What does the school mean by "inclusion", and how does it support it in principle and practice?

⇒ ***Gives parents/carers clear guidance on how the school will act on parental concerns and provide support to their child where necessary.***

BASIC INFORMATION FOR SEN SECTIONS

- Objectives of the school's SEN and Inclusion Policy
- Name of SENCO and SEN Governor
- Arrangements for the co-ordination of provision
- Any special provision

⇒ ***Identification, Assessment and Provision.***

- Allocation of resources amongst pupils
- Identification, assessment and review

⇒ ***Staffing policies and partnerships beyond the school.***

- In-service training on SEN and inclusion
- Use of teachers, facilities, support services outside schools
- Arrangements for partnership with parents/carers
- links with other schools, including transfer and transition
- Links with Health, Social Services, Education Welfare, voluntary organisations

INCLUSION AREAS

- Inclusion principles
- Inclusion projects or links with special schools
- Admissions arrangements
- Access to the environment
- Access to learning and the curriculum
- Access to information

(the above three areas will also be addressed in detail in the School's Access Plan)

- Incorporating disability issues into the curriculum
- Terminology, imagery and disability equality
- Listening to disabled pupils
- Working with disabled parents/carers
- Disability equality and trips or out of school activities

MONITORING AND REVIEW

- Evaluation of the success of the SEN and Inclusion Policy
- Arrangements for complaints

Anne Wright
Inclusion Adviser
October 2003

EXAMPLE OF A SCHOOL INCLUSION POLICY

General Statement

This Inclusion Policy has been approved by the staff and Governors of the school. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- ❖ help pupils develop their personalities, skills and abilities
- ❖ provide appropriate teaching which makes learning challenging and enjoyable
- ❖ provide equality of educational opportunity

Objectives

- ❖ Ensure implementation of Government and LEA inclusion recommendations.
- ❖ Ensure the school's Inclusion Policy is implemented consistently by all staff.
- ❖ Ensure any discrimination or prejudice is eradicated.
- ❖ Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- ❖ Ensure all pupils have access to an appropriately differentiated curriculum.
- ❖ Recognise, value and celebrate pupils' achievements, however small.
- ❖ Work in partnership with parents/carers in supporting their child's education.
- ❖ Guide and support all school staff, Governors and parents in inclusion issues.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity,

language and social background, and the maximising of resources to reduce these barriers.

Co-ordinating Inclusion

The Deputy Headteacher is the INCO. His role is to monitor the Inclusion Policy and report annually to the Governing Body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with and support the professional development of classroom teachers and TAs; purchase appropriate resources; monitor pupil progress; liaise with parents; co-ordinate cross-phase/cross-school transition; co-ordinate external specialist provision. The INCO is responsible for keeping the Headteacher regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy and numeracy. Additional in-class support is available in all classes, which is provided by TAs, LSAs, Learning Mentors and a Nursery Nurse. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. The Learning Mentors support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils. A bilingual assistant provides additional support to pupils learning English as an additional language. Computers are available to support learning in every classroom, as well as being centrally located in the school's library resource centre.

Out of class provision is available to pupils with Statements of SEN who require specialist literacy, language or behaviour management programmes.

A range of extra-curricular activities are available during lunchtime and after school, for example art club, drama club, chess club, thinking club, homework club, computer club, school choir, school band, football and netball teams, athletics club which is held at the local secondary school, residential adventure activity weekends.

Specialist Provision

The school has a specialist Speech and Language Resource Base which is located within the junior building. The Teacher in Charge is specially qualified to work with children on the autistic spectrum. She is assisted by two full-time learning support assistants, who support these pupils throughout the school in mixed ability classes.

External Support

The school, through its Service Level Agreement, buys in additional external specialist advice and support from the LEA's Sensory and Learning Support Service, the Speech and Language Service, the EBD Outreach Service, the Ethnic Minority Achievement Service and the Travellers' Education Service. Specialist teachers from these services provide weekly intervention in the form of direct teaching, in-class support, counselling and assessment of pupils' needs and progress. The school also has access to an Education Welfare Officer, the Educational Psychologist and a Link Adviser. The latter two people are able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils' individual needs.

Resource Allocation

The school allocates 10 per cent of its budget to resourcing educational inclusion. Each subject co-ordinator submits a curriculum resource bid in January. The Headteacher and the INCO review each bid, and with the Governing Body, approve the necessary curriculum priority spending that supports moving inclusive practice forward.

The SENCO organises and plans the amount of additional in-class and external specialist support required by pupils at School Action Plus with a Statement. The pupils at School Action are covered from within the school's existing budget, and receive in-class support from LSAs and/or direct small group teaching from the SENCO. The INCO also submits a resource bid for any LEA projects and initiatives, for example, nominating pupils from Year 5 and Year 6 to participate in the LEA gifted and talented master class.

Assessment Procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different level so of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the P Scales for pupils with learning difficulties, the extended scales for EAL and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Under-achievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets which address

the area of under-achievement. Pupil progress is monitored and reviewed termly.

The school's reward system of points and certificates of achievement for outstanding work and performance, effort and improved behaviour contribute to raising pupil self-esteem and motivation. The Emotional and Behavioural Development scales are used to record and monitor pupils' progress in relation to improving their behaviour in school.

Professional Development

the Deputy Headteacher, who is also the INCO, oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LEA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and also in other schools.

Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the INCO if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. The INCO organises a parent workshop which focuses on various aspects: reading, homework support, or developing thinking skills. A termly curriculum newsletter for parents is produced outlining which topic area will be covered in each curriculum subject area.

Evaluating the Inclusion Policy

The Inclusion Policy is reviewed annually at the end of the academic year. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In the light of the findings, the policy is revised and amended accordingly.

WHAT SHOULD BE IN A SCHOOL INCLUSION POLICY?

General rationale	how the policy links to the school's general aims, philosophy, mission statement admission arrangements; why the policy is necessary.
Aims and objectives	guiding principles to inclusive provision and objectives employed to achieve inclusion.
Definition o inclusion	this will reflect national and local definitions in relation to the school's context.
Co-ordinating inclusion	name the INCO; outline roles/responsibilities of INCO, Governing body, Headteacher, teachers/LSAs.
Inclusive provision	in-class, out of class, pastoral support, setting/grouping arrangements, mentoring, peer tutoring, curriculum entitlement and access; and extra-curricular/out-of-school opportunities, links with other schools.
Specialist provision	specify any specialist facilities, equipment, expertise the school has to ensure physical and curriculum access.
External support	outline of arrangements for external support services involvement, e.g. service level agreement, brief outline of input/provision from Education, Health, Social Services, voluntary organisations, i.e. nature of outreach work.
Resource allocation	explanation of how resources are allocated to meet inclusion; outline of expenditure breakdown.
Assessment procedures	Arrangements for assessment, identifying and targeting under-achieving/minority groups; monitoring and reviewing pupil progress
Professional development	outline of how school will provide training for teachers/support staff
Parent partnership	Arrangements made for fostering positive parental links/support; outline of how parental concerns/complaints are addressed.
Evaluating policy	Success criteria/evidence of impact policy

EVALUATING THE EFFECTIVENESS OF THE INCLUSION POLICY

Evidence that the Inclusion Policy has been effective will need to be gathered annually. The Governing Body, the Headteacher, parents, the LEA and OfSTED, prior to inspection, will want to know how inclusive practice has been improved within the school.

Evidence will show that all stakeholders are familiar with the policy and refer to it regularly to inform their practice. The policy will need to indicate that it has had a positive impact upon the school's culture, practice and provision, and as a result, curriculum access has been enhanced, leading to a marked improvement in pupil attainment.

Success criteria to show 'value added' in inclusive schools

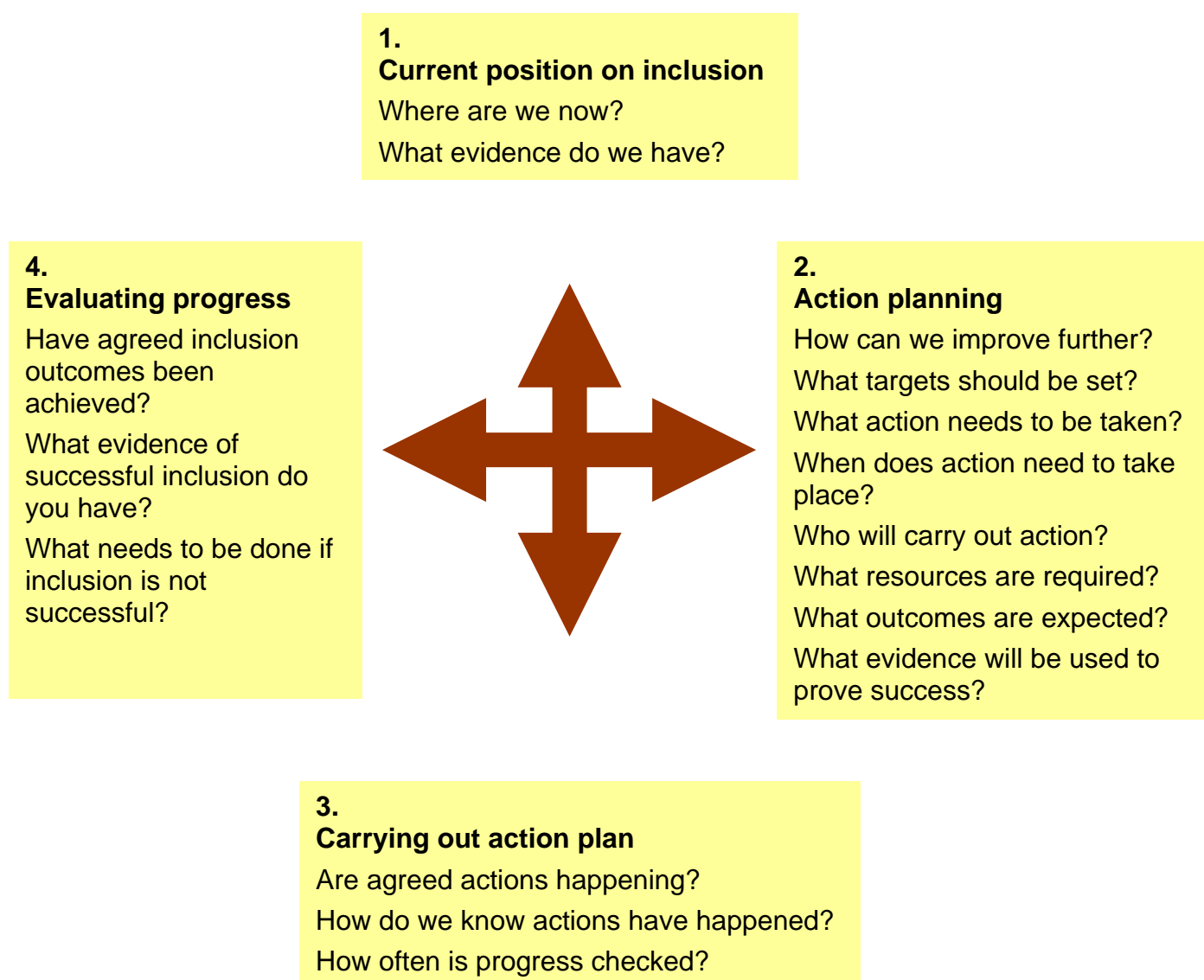
- ❖ Pupil performance data showing measurable improvement by gender, ethnicity, SEN/emotional and behavioural difficulties, gifted and talented.
- ❖ Percentage improvement in pupils' basic literacy, numeracy and personal, social and health education (PSHE) skills.
- ❖ Percentage of pupils with severe/complex needs completing homework per week.
- ❖ Number of pupils resolving their EBD difficulties, showing improvement on the EBD scales, or meeting all their targets on their Pastoral Support Programme (PSP).
- ❖ Percentage reduction in the number of behaviour referrals and bullying incidents.
- ❖ Percentage reduction in the number of permanent and temporary exclusions.
- ❖ Percentage improvement in pupil attendance and punctuality.
- ❖ Percentage of pupils who were 'cause for concern', whose self-esteem increased.
- ❖ Percentage of targets being met on pupils' Individual Education Plans (IEPs)
- ❖ Percentage reduction in the number of pupils with Statements of Special Educational Need
- ❖ Percentage of pupils moving down a level, or coming off the SEN register.
- ❖ Percentage or number of pupils from special schools successfully included in mainstream schools.
- ❖ Percentage increase in parent/pupil satisfaction with inclusive provision.
- ❖ Percentage improvement in the quality of teaching.
- ❖ Percentage improvement in staff attendance rates.
- ❖ Impact of LSA support in raising pupil attainment.
- ❖ Impact of staff attending inclusion courses.

REVIEWING INCLUSIVE EDUCATIONAL PRACTICE IN SCHOOLS

The *Index for Inclusion* (Booth and Ainscow 2000) is designed to fit in with the school development planning cycle. This will enable schools to ensure that inclusion is at the heart of their everyday practice.

Using the principles of school self-review, inclusion will become a carefully planned, ongoing process of change, contributing to school improvement and raising standards.

Illustrated below is a suggested model for reviewing inclusive educational practice in schools developed by Birmingham LEA.



(Bonathan *et al.* 2000:8)

**STANDARDS/CRITERIA FOR
INCLUSIVE EDUCATIONAL PRACTICE**

- 1. Does the school have an effective Inclusion and SEN Policy in place? How well are we doing?**

Emergent

Policies are in place, including SEN, Equal Opportunities, Behaviour, Attendance and Exclusions which meet basic legal requirements and those of the Disability Discrimination Act.

Established/Satisfactory

In addition, such whole school policies are impacting on the curriculum, have clear success criteria, and are reviewed annually or bi-annually.

Advanced/Good

Inclusion permeates all policies and is reflected and promoted throughout all aspects of school life. Policies reflect commitment to the inclusion of all local children and young people. Pupils feel welcomed and valued within the school community. Special School policies reflect commitment to place pupils in mainstream schools through collaborative arrangements.

Date	Evidence	
		<p><i>See evidence base within the Inclusion Strand: Supporting Self-Evaluation for Secondary School Improvement</i></p>

2. Do the SENCo and school have a clear understanding of Inclusion? How are we doing?

Emergent

Senior Managers/SENCO are actively promoting a clear vision of inclusion within the school, so that organisation and practice can cater for a wide range of needs.

Established/Satisfactory

All staff are actively using strategies to provide greater access for all pupils. Senior Managers monitor strategies through curriculum monitoring processes.

Advanced/Good

All staff, including ancillary and support staff, share this vision of an inclusive curriculum and are actively involved in realising it in day-to-day practice.

Monitoring of teaching and learning is done by Senior Managers to ensure inclusive practices are embedded. All curriculum materials and learning resources are developed to reflect positive images of people with learning difficulties or disabilities and people of either gender and of different races. Curriculum Co-ordinators/heads of Department are fully involved in this process. Individual achievements are recognised and celebrated.

Date	Evidence	
		<i>See evidence base within the Inclusion Strand: Supporting Self-Evaluation for Secondary School Improvement</i>

3. How is SEN funding managed? How well are we doing?

Emergent

Resources for SEN are allocated in line with local and national criteria.

Established/Satisfactory

Key staff, including the SENCo, understand how the SEN budget is being used. The annual report to parents includes clear reference to the SEN budget.

Advanced/Good

Planning processes and budget decisions on SEN involve the Governing Body, Senior Management Team and SENCO. They have a clear understanding of the SEN budget and how it is calculated. The annual report to parents includes clear reference to the SEN budget and the impact of resources on pupil outcomes.

Date	Evidence	
		<i>See evidence base within the Inclusion Strand: Supporting Self-Evaluation for Secondary School Improvement</i>

4. Is provision and monitoring in place for vulnerable/at risk children? How well are we doing?

Emergent

There are key staff with specific responsibilities for identified groups, e.g. SEN, children in public care. These roles have clear job descriptions.

Established/Satisfactory

Key staff have a leadership role in co-ordinating and monitoring provision for these groups. This includes the management of designated support staff.

Advanced/Good

Key staff have a role in the strategic planning and management of provision. The school has a strategic view of Inclusion at a Senior Management level informed by key staff. Key staff update their skills and knowledge through regular professional development, e.g. TTA training for SENCOs, disability awareness.

The school actively involves all pupils in their own learning as well as other aspects of school life through target setting and review.

There is a well-established practice throughout the school for giving responsibilities to all pupils at appropriate levels.

There is a high level of participation by all groups in extra-curricular activities.

Date	Evidence	
		<i>See evidence base within the Inclusion Strand: Supporting Self-Evaluation for Secondary School Improvement</i>