Springwood Cluster
Special Educational Needs and Disability (SEN-D) Policy

This policy was drafted on: 7 May 2014 with the latest review: 14 July 2014

Signed: Chair of Cluster Governing Body:

This policy links to:
> The Springwood Cluster Governance Agreement (2012)
> The Individual SEN-D Information Report from each of the following schools
> The Springwood Cluster Funding Methodology
> The SEN-D Parent Information Leaflet:

> > Ashwicken Primary
> > Churchill Park Complex Needs School
> > Fairstead Primary
> > Flitcham Primary
> > Gayton Primary
> > Gaywood Community Primary School
> > Holly Meadows Primary
> > Sandringham & West Newton Primary School
> > Springwood High School Academy
> > St Martha's RC Primary School

Philosophy and definition

All pupils in the cluster are entitled to support for their learning needs enabling them to develop skills, knowledge and understanding to their full potential and maximum personal benefit.

Pupils have special education needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Principles
We believe that:
- All pupils are entitled to a broad and balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods
- Pupils are entitled to access the national curriculum
- Pupils' learning happens alongside their physical, emotional and spiritual development
- All teachers in each school are responsible for meeting the needs of the pupils they teach
- Parents have an important role in deciding suitable support
- Pupils have a valuable role in helping to design effective support programmes
- Governors have responsibility for ensuring the cluster implements its special needs policy effectively
- The cluster takes account of the Equality Act
- The cluster schools are committed to working together effectively for the SEN-D pupils in our cluster

Inclusion

Principles of inclusive education:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils
- With the right training, strategies and support nearly all children with Special Educational Needs or Disabilities (SEN-D) can successfully be included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents and children
- The interests of all pupils must be safeguarded
- Schools, local education authorities and others should seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage.

The Roles and Responsibility

- An SEN Co-ordinator is a statutory post in all schools
- The school SENCO will liaise with the Cluster SEN-D Lead
- The school SENCO will liaise with other cluster school SENCOs (within and outside the Springwood cluster)
- Attendance at Cluster SENCO meetings at least termly

The role of the Cluster SEN-D Least working 2.5 days per week

It is the role of the Cluster SEN-D Lead to:

- Support head teachers and SENCOs in SEN-D provision across the cluster
- To monitor impact of allocated funds
- To have an impartial overview of SEN-D needs across the cluster
- To monitor and prioritise applications and ensure these are appropriate against the level of need prior to submission
- To gather information from the schools with regard to the Cluster SEN-D Profile, skills audit and data on attendance and exclusion
- To liaise with the Cluster Lead (HT) with regard to purchasing of skills and resources on behalf of the cluster and commissioning training for cluster school members
- To lead or provide SEN-D training
- To attend Cluster SEN-D Lead meetings with the LA Cluster SEN-D Advisor
- Offer SEN-D expertise as part of a visit or discussion about specific children
- To assist with transition from school to school as necessary
- To report to the cluster Headteachers and the cluster governing body
- To liaise with the Cluster SENCOs to co-write and monitor an SEN-D development plan

The Role of the Cluster Governance

It is the role of the cluster's governing body to be up to date and knowledgeable about the SEN-D provisions available, including how funding is deployed. A Governor for SEN-D will be appointed annually by the Cluster Governors. It is their role as governors to ensure that the SEN-D provision is an integral part of the cluster development plan and that the quality of the SEN-D provision is continually monitored.

Resource Allocation

Each school has its own budget to be managed by the school. This is used to assist the raising of children's skills, ensuring access to the curriculum and taking account of individual needs.

There is a top-up fund held by the cluster to help provide learning support packages for specific pupils or groups of pupils. Applications can be made to the Cluster SEN-D Lead for consideration and recommendation to the Cluster Headteachers on a termly basis. Phase transfer applications (Nursery to Reception and Year 6 to Year 7) will be submitted by May half term. Emergency applications can be submitted at other times if the need arises with sudden changes in circumstance or a new pupil joins the cluster.

When top-up funding is required this will be reviewed and allocated according to level of need. Impact statements must be provided annually (based on the financial year) or further funding will not be allocated.

Criteria for applications

1. Pupils with Education Health and Care Plans (formerly known as Statements*) or high level need
2. Deterioration in levels of need or circumstances
3. Sudden arrivals from out of cluster
4. Recommendation of the SENCOs
5. Recommendation of the Cluster SEN-D Lead

*Statements are being converted to Education Health and Care Plans as appropriate during 2014 – 2016.

Contingency
The cluster will hold a contingency fund to be used for unplanned high level need if no other funding available.

Return of money to the cluster
Where possible, if a child in receipt of a learning package, leaves the cluster the outstanding money will be returned to cluster funds.

Use of TAs across the cluster
At times it may be advantageous to consider the use Teaching Assistants across the cluster, to avoid redundancies, share skills or meet a special need if appropriate. This could also form part of their continued professional development (CPD).

Communication
The Cluster SEN-D Lead will meet regularly with school SENCOs at a Cluster network meeting to ensure up-to-date information is disseminated. This will be held on the second Wednesday of every term (Spring and Summer terms) and at the end of September in the Autumn term. Confidentiality will be respected as discussions about individual children will stay within the meeting.
- This is also an opportunity to provide training as necessary.
- School SENCOs will offer to cascade their skills to the group.
- SENCOs will be able to contact each other directly
- The Cluster SEN-D Lead will meet with Cluster head teachers regularly at the Cluster Heads' meetings
- Each Cluster school will publish a link to the cluster SEN-D matters on their school website including their SEN-D Information Report, the funding methodology and this Cluster SEN-D Policy. Information on SEN-D matters will be regularly updated by the schools on their websites.
- Contact with the Cluster SEN-D Lead can be arranged through each of the cluster schools.

Evaluation of SEN-D Provision on the impact form
The evaluation is on-going and reported to the Governors annually (financial year basis). Analysis of SEN-D pupil performance data could include:
- Valued added using P levels, behaviour levels (review when current levelling systems are no longer used)
- Improvement in reading and spelling scores
- % achieving Education Plan targets
- Number of exclusions
- SEN-D attendance
- RAISEonline data
- Feedback from teachers, support staff, parents and pupils

Evaluation of Cluster SEN-D Lead Provision

- Minutes of key cluster SEN-D meetings
- Minutes of cluster head teacher meetings
- Evidence of impact of SEN-D training for SEN-D staff in the cluster
- Collation of data to present to heads and governors annually on funding allocations
- Performance Management of the Cluster SEN-D Lead by the Cluster Lead Headteacher.
- Complaints in relation to top up funding
- As a cluster we believe that the special needs of pupils are best met when there is effective collaboration and communications between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.
- If a parent is not satisfied with the Special Educational Needs and Disability provision for their child, the problem should first be discussed with their child's school.
- If a satisfactory outcome is not achieved then parents are given the opportunity to speak to the Cluster SEN-D Lead.
- If this is not satisfactory it will go to appeal, the process for which can be found in the Cluster Appeal Policy.