



Policy for Special Educational Needs and Disabilities

Costessey Cluster

Rationale

The Costessey Cluster of schools is committed to providing a full and effective education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all pupils and families in our care.

Costessey Cluster Vision

Every school and academy within the Costessey Cluster is focused on achieving the same goal: to **ensure the very best educational provision for the students within our community**. This means we work hard to ensure that the service we provide families consists of:

- Excellent **teaching and learning**, focusing on engaging our young people to learn actively and independently for life
- An insistence on excellent **standards of behaviour**, both in and out of the classroom to enable our students to be proud of who they are, be a valuable part of their community and feel prepared for the expectations of the workplace
- Tracking and evaluation of the **progress** made by our students and providing timely intervention so no child is left behind and families can support their children in their learning
- A group of leaders who are committed to **sharing excellent practice** to ensure the overall standard of education for children within the cluster exceeds national averages
- Establishing a culture whereby **families and children are given opportunities to learn and play together** to enrich their lives
- Staff across the cluster schools share experience and knowledge to make for excellent transition between schools

We believe that the measure of our students' success is not based on results alone and consists of their **commitment to achieving a healthy, positive lifestyle** whereby they make positive contributions to their family, community and nation. We will work collaboratively to achieve this, by sharing data, expertise and pedagogical skills, as we recognise our diversity is an asset to moving forward.

We will work collaboratively to ensure that all sources of funding are used appropriately to fulfil our objectives.

Objective

To provide the structure for a learner-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the cluster. This is to ensure all of our learners are able to access the same opportunities for learning and social development achieving maximum progress and promoting their well-being.



Aims

- To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods and personalisation.
- Employ a collaborative approach with learners with SEN, a disability, their families, cluster schools and partners from the Local Authority and Universal Services.
- Set appropriate individual targets based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the cluster schools.
- Make efficient and effective use of school and cluster resources.
- Have regard to the SEN Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- Adhere to the requirements of the Equality Act 2010 and Children & Families Act 2014
- Follow guidelines detailed by Norfolk County Council.

Monitoring and Evaluation

The policy will be monitored and evaluated annually by the SENCOs, governors, teachers and head teachers from each school with regard to the views of parents of pupils with SEN and/or disabilities.

Learners with a Special Educational Need (SEN) or Disability

The current definitions of learners with SEN (SEN Code of Practice 2014) and /or Disabilities (Equalities Act 2010) are provided at Appendix A.

There may be times in a learner's school career when they are identified as having SEN. These learners will be provided with intervention or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time whilst they secure the required skills they need to progress at an expected or accelerated rate.

Many learners with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010. Some learners will require special educational provision; it is this group that should be identified as having SEN.

How we identify and support pupils with SEN

Assessment of need(s)

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers
- Match or better the pupils' previous rate of progress
- Close the attainment gap between the pupil and their peers
- Prevent the attainment gap growing wider



Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Co-ordinator (SENCO) to assess if a pupil has a significant learning difficulty and agree appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist.

Areas of Special Educational Need

Children identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

1. Communication and interaction

This can mean that a child has a speech, language and communication need (SLCN) i.e they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autistic Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, co-ordination or physical movement.

2. Cognition and Learning

Children with learning needs will learn at a slower pace than their peers and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

3. Social, emotional and mental health difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

4. Sensory and/or physical needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical school environment under the guidance of the Equality Act 2010. Some children will require special educational provision; this is identified as SEN under the guidance of the SEN Code of Practice (2014).

Further information about the four areas of SEN can be found in the [SEN Code of Practice \(2014\)](#).

Planning support

Parents will be notified in cases where additional support is required for their SEN. A plan will be drawn up to reflect the aim(s) and nature of the intervention / support, the expected impact and a date for review. The school will seek to consult with the pupil and parents to draw up the support plan.

Necessary support will be put in place around the pupil which may involve intervention which will be regularly monitored by staff and communicated to parents.



Implementing the support

The planned support will remain the responsibility of the class or subject teacher working closely with other staff involved in the implementation of the intervention / support. The SENCO will provide support to the class or subject teacher where needed.

The nature of the support afforded to the pupil will be done so in a graduated manner in accordance with an on-going assessment of their needs.

Review of impact

The class or subject teacher will consider evidence of progress in conjunction with the views of pupil and parents to review impact that the intervention / support has had. Any further need for support would be discussed at this stage in conjunction with the SENCO. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist after seeking consent from the parent.

Funding intervention and support

In April 2013 Norfolk County Council introduced new processes for funding SEN support. All funding for SEN in mainstream schools is delegated to the school and cluster budgets. It is the expectation that schools provide support to their pupils with SEN from their school SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request to the cluster for additional funding following the agreed cluster SEN funding protocol. **The decision making for distribution of funding is equally shared amongst all schools in the Costessey Cluster.**

CLUSTER ARRANGEMENTS

Roles and Responsibilities

Mainstream schools must:

Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.

SEN and disability Code of Practice: 0 – 25 Years (June 2014)

The Cluster Governing Body

The cluster governing body, in co-operation with the head teachers:

- Contributes to the Costessey Cluster's policy and approach to provision for children with SEN
- Oversees the spending arrangements recommended by the cluster chair as a result of a quorate decision
- Monitors the impact of SEN provision considering information such as attendance, exclusion and attainment data

Individual schools/academies should nominate 1 governor with responsibility for SEN. They will liaise regularly with the school SENCO and report back to the full governing body.



The Head Teacher

The head teachers in the cluster will form the decision-making group regarding funding and resourcing and will ensure the cluster governing body has the required information to fulfil their duties. Head teachers have responsibility for the day to day management of all aspects of their school's work, including provision for children with SEN. The head teacher should keep their own school's governing body fully informed and also work closely with the SENCO. Head teachers will oversee applications for cluster funding.

The SENCO

The SENCOs in the cluster will form the implementation or operational group. The cluster SENCOs will meet regularly to share good practice, expertise and develop SEN provision across the cluster schools. SENCOs in collaboration with the head teachers and governors play a key role in developing and implementing the SEN policy and provision in school.

Key responsibilities delegated by the head teacher may include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN and disability needs
- Liaising with and advising teachers
- Managing teaching assistants / SEN team
- Maintaining the records and monitoring the progress of all children with SEN in their school
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies
- Working with the cluster SENCOs to support all learners within our community of schools
- Ensuring that an up to date SEN Information Report for the school is available on the website

The Cluster Host SENCO

The cluster will nominate a 'host' SENCO, who will organise the agenda for and chair cluster SENCO meetings each half term. The host will work in conjunction with the SENCOs, head teachers and cluster governors to ensure the continued development of collaborative practice, high standards of provision and fair funding across the cluster. The host will ensure the framework for cluster operation and systems to delegate SEN funding are maintained and ensure paperwork is distributed.

The Teaching Staff

Teachers are responsible for adapting the curriculum and planning appropriately differentiated work to meet the needs of pupils with SEN and for maintaining records of strategies used and their impact. Schools ensure their teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, attending meetings etc.

Teaching Assistants (TAs) / Learning Support Assistants (LSAs)

TAs/LSAs work with the SENCO and teachers to provide support for children with SEN and disabilities across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.



Parents of Pupils with SEN and Disabilities

In accordance with the SEN Code of Practice, the Costessey Cluster of schools believe that parents of children with SEN and/or disabilities should be treated as equal partners. Parents' views are sought for reviews and we encourage active parent participation by providing guidance on how they can support their child's learning at home.

Pupils with a SEN or disability

Pupils will be encouraged to participate in processes designed to support them including decision-making, setting learning targets, contributing to and reviewing their learning plans and their school's local offer.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The Costessey Cluster will empower parents to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.