

SEN-D Handbook 2015-16

1. Our Cluster

1.1 Cluster Context

Hellesdon Cluster is a group of 8 schools; 1 High school, 3 Infant schools, 2 Junior schools and 2 Primary schools.

There are 2810 learners in total of which 311 have Special Educational Needs (11.1% of total population)

Of those 252 receive SEN Support (81.03% of SEN-D Population) and 59 have statements/EHCPs (18.97% of SEN-D Population).

1.2 Rationale

The information in this booklet is the Hellesdon Cluster SEN-D Policy as well as the SEN-D Handbook and refers to the operational procedures for SEN-D provision in the Hellesdon Cluster as well as requests for additional funding.

1.3 Vision

- To create a shared ethos of collaboration and support in which the needs of the children are first and foremost in all decision making.
- To work together to ensure children are appropriately supported with their barriers to learning through shared knowledge, expertise and experience as well as a fair funding system.
- To support children throughout all of their education so that they have positive and meaningful experiences, especially at times of transition.

1.4 Key Principles

- Head Teachers, SENDCos and schools will work together towards the Cluster Vision and to improve provision for all learners with SEN-D to overcome their barriers to learning.
- A Cluster criteria of 'Significant Needs Support' agreed and followed.
- A fair and agreed system in place for the allocation of Cluster SEN-D funding.
- Schools are accountable and will provide information to the Cluster Lead, SEN-D Cluster Lead, Governing body and other members of the Cluster regarding the impact of any provision which has been funded by the Cluster.
- Each school will, if necessary, provide a clear and transparent view of their SEN-D spending for the Cluster.

- Agreed members will be available for SEN-D panel decision making and all make a contribution to attending panels.
- Continual Professional Development for all staff will be high on the Cluster's agenda.
- The Cluster will work towards uniformity in key assessments for reading, spelling and maths to provide continuity and a clear understanding of learners' ability.
- The Cluster will work towards uniformity in understanding and language around SEN-D and High Needs, including when a child is placed on schools' SEN-D records, in line with the graduated approach.

2. Implementation

2.1 The policy will be implemented by all staff, students and adults throughout the Cluster.

2.2 Responsibilities

It is the responsibility of:

- **Cluster Lead and Head teachers to:**
 - Maintain a strategic overview of the development of SEN-D across the Cluster through the publication of an annual development plan.
 - Ensure quality first teaching for all pupils, including those with SEN-D.
 - Ensure that one Governor is appointed to have responsibility for SEN-D and that they liaise regularly with the school SENDCo and report back to the full governing body.
 - Ensure that the governing body has all the relevant information it needs to fulfil its duties.
- **Cluster SEND Lead to:**
 - Ensure all parties work to the agreed principles.
 - Maintain a strategic overview of the development of SEN-D across the Cluster.
 - Organise the agenda for and chair Cluster SENDCo meetings each half term.
 - Create and help manage a Cluster website.
 - Coordinate the continued professional development of SEN-D in the Cluster.
 - Promote the continued development of collaborative practice, high standards of provision and fair funding across the Cluster.
 - Develop a uniform approach to the language of SEN-D and the registers which each school hold.
 - Research and recommend an assessment tool for maths and literacy which can be used across the Cluster and so provide assessment information which is directly comparable.
 - Coordinate all applications and ensure that they are forwarded onto the panel for consideration before the meetings.
 - Gather information from Head teachers, SENDCos and schools about SEN-D provision in each school.
 - To provide a report to the Cluster Governors at the end of each school year.
 - To host one Cluster SEN-D meeting with the Heads of the schools each term.
- **SENDCos to:**
 - Fulfil the SENDCo duties as described in Chapter 6 of the Code of Practice in their own schools.
 - Liaise with and advise teachers and support staff within their school about SEN-D Provision and overcoming barriers to learning.
 - Monitor the progress of all children with SEN-D in their school.

- Liaise with parents/carers of children with SEN-D.
- Liaise and work with external agencies.
- Prepare data for the governing body and meet with the school's SEN-D Governor.
- Contribute to the in-service training of staff responding to the needs of the staff and children within their setting.
- Work with the Cluster SENDCos to lead the Cluster's SEN-D approach through the moderation of funding applications and the sharing of good practice, expertise and resources.
- Ensure that an up to date SEN-D Information Report for the school is available on the school's website.
- Have, or be working towards (within three years of appointment), the National Award for SEN-D coordination if they have taken up their post since 2008.
- It may also include deploying teaching assistants/ SEN-D team.
- Schools to:
 - Identify needs early.
 - Ensure the views of parents, children and young people have been listened to, considered and recorded.
 - Have high aspirations and set stretching targets for learners with SEN-D.
 - Know precisely where children and young people with SEN-D are in their learning and development, and plan accordingly for their next steps.
 - Track progress towards goals regularly (within the school's own policies).
 - Use effective, evidence based interventions, individually tailored to meet children's needs.
 - Implement and report impact of all interventions including those utilising Cluster funds.
- Cluster Governors to:
 - Contribute to Hellesdon Cluster's policy and approach to provision for children with SEN-D.
 - Oversee the spending arrangements recommended by the Cluster Lead as a result of a quorate decision.
 - Monitor the impact of SEN-D provision considering information such as attendance, exclusion and attainment data.
 - Ensure that individual schools have nominated 1 governor with responsibility for SEN-D. They will liaise regularly with the school SENDCo and report back to the full governing body.
- Cluster Finance Officer
 - To have an overview of all of the Cluster finances and expenditures.
 - Help work out SEN-D formula.
 - Carrying out transfers of the Cluster SEN-D money to appropriate schools or for services etc.

3. SEN-D

3.1 What is SEN-D?

The SEN-D Code of Practice defines Special Educational Need and Disability (SEN-D) as

“ A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.” *The SEN-D Code of Practice 2014, page 94.*

“A person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities” *The Equalities Act 2010, page 5*

3.2 Areas of Special Educational Need

The *SEN-D Code of Practice 2014, pages 97-98*, identifies four broad areas of need. It states

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”

- **Communication and interaction needs** include:
 - Speech, language and communication needs (SLCN)
 - Autistic spectrum disorders (ASD)
- **Cognition and learning needs** include:
 - Specific learning difficulties (SpLD)
 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health needs** include:
 - Social, emotional and mental health (SEMH)
- **Sensory and/or physical needs** include:
 - Visual impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)

3.3 Identification of SEN-D

Each school has its own SEN-D Information Report, available on its website, which outlines procedures, roles and responsibilities within the organisation. It is to each individual school first that parents should look for support with their child’s SEN-D.

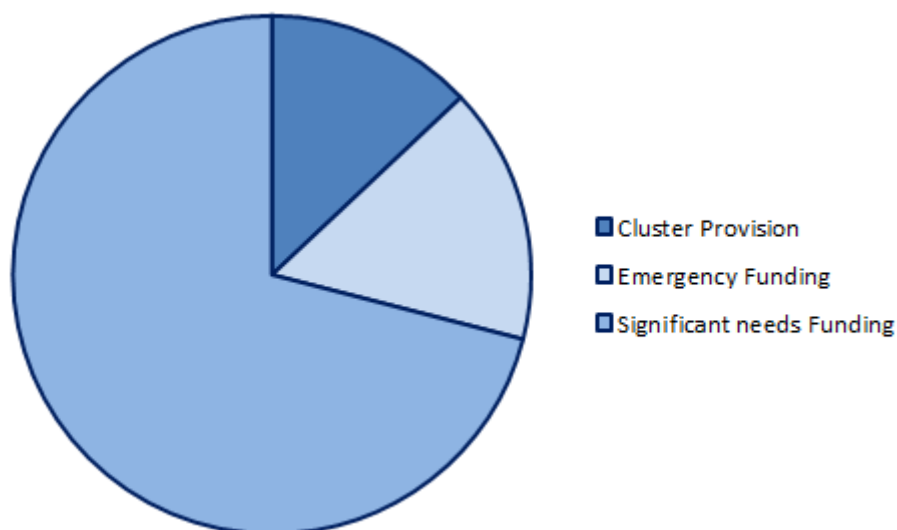
Mainstream schools must:

“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-D Code of Practice: 0 – 25 Years (June 2014)

4 Operational Procedures

4.1 Cluster funding 'pots'



4.2 Criteria for 'Top Up' funding

The Hellesdon Cluster recognises that schools should largely be able to support pupils with SEN-D from their own budgets, using the SEN-D Memorandum. However where there is a Significant Need this may not always be possible. Where the school can prove that it will be providing support over and above the amount of £6000, it may apply to the Cluster for additional support for learning and inclusion.

The 'Top Up' funding which the Cluster holds is not a replacement of 'Pupil Specific Funding'. It is designed to enable schools to support pupils *whose need is above that which can be met from the school budget*.

Pupils who would be eligible to be applied for will fulfil the following criteria:

- The child or young person has been identified as having a significant need ([see Significant Needs Criteria Appendix 1](#)) and a Support Plan has been in place for at least one half term. Where a child or young person has moved between schools within the Cluster, e.g. at transition times, the previous school's support will be taken into account.
- All other forms of support will have been tried and advice sought from specialist services (education, social care and health) which will have been implemented by the school. The impact of support will have been monitored and reviewed before requesting Cluster top up funding.
- The parents have been informed and the young person's needs discussed with them.
- The opinion of the young person will have been sought.
- Application for additional funding falls under one or more of the four categories of SEN-D.
- Funding is agreed for a maximum of one school year however would be paid termly in case of a change of circumstances, e.g. child leaves the school or takes up an SRB placement.
- There is not a specific requirement for a pupil to have an EHCP (or Statement until they are transferred over) but it must be evidenced that the pupil does require support or provision which costs more than £6000 a year.

Behavioural difficulties do not necessarily mean that a child has a SEN-D, but consistent disruptive or withdrawn behaviours can indicate underlying and unmet needs and so it is important to look across the range of indicators to check where difficulties originate.

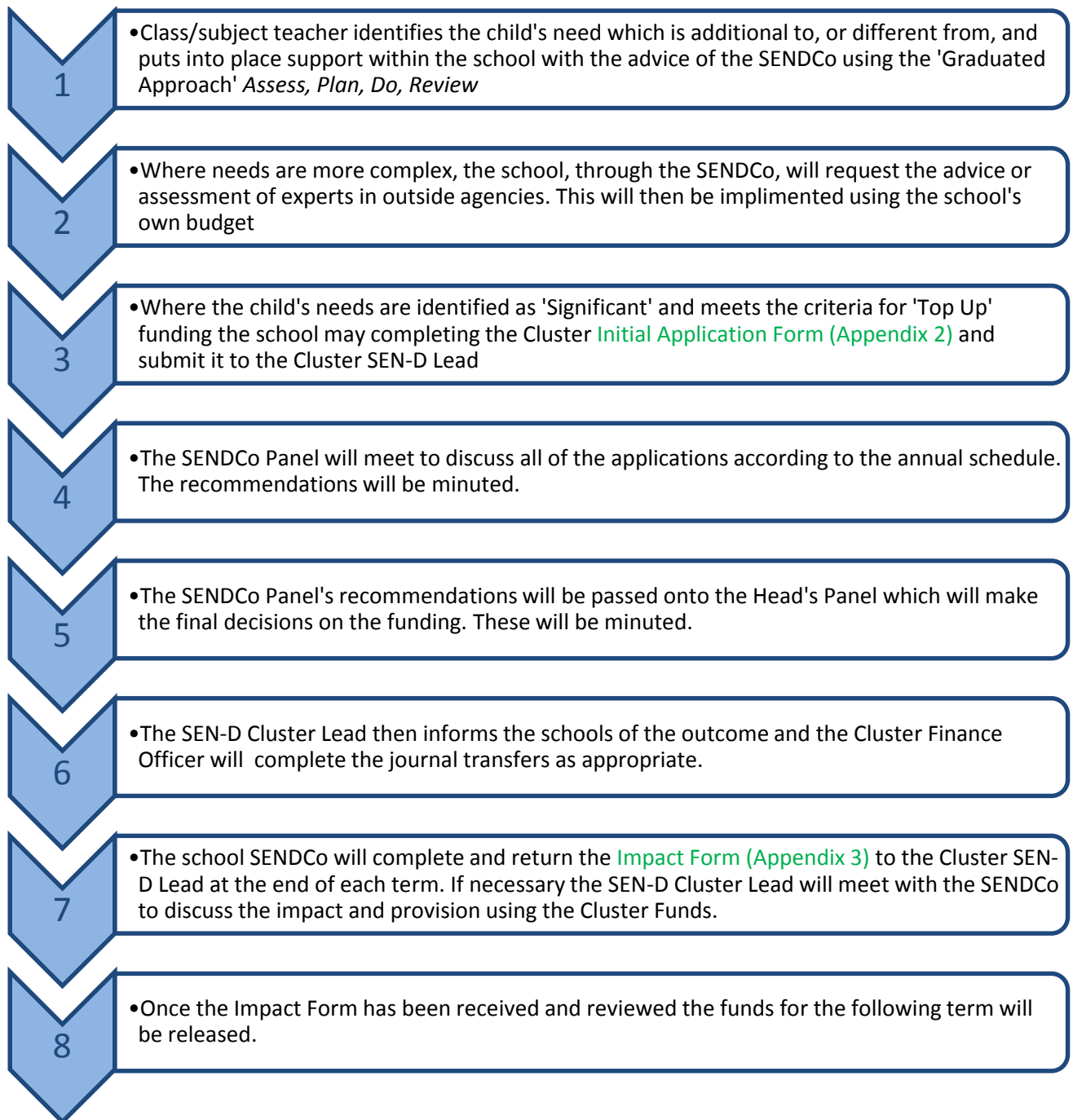
If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of the **Family Support Process (FSP)** may be appropriate.

4.3 What can be applied for

There are many things which can be applied for from the 'Top Up' funding including but not limited to:

- Resources and/or specialist equipment which cannot be loaned or provided by Occupational Health, Virtual School for Sensory Support (VSS), Access Through Technology (ATT) or similar organisation.
- Support from a TA or MSA where there is a clearly identifiable and personalised purpose.
- Funding for transport contribution to SRB placements.
- Training for school staff.

4.4 How to access additional Significant Needs Support



4.5 Time frame

May	<u>Initial Applications</u> <ul style="list-style-type: none">• SENDCos complete Cluster Funding Application Forms and send to Cluster SEN-D Lead who will pass on to all SENDCos to read prior to the SENDCo Panel
June	<u>1st Panel Meetings</u> <ul style="list-style-type: none">• SENDCo Panel• Heads' Panel
Sept	<u>1st Payment</u> <ul style="list-style-type: none">• For successful applications
Oct	<u>2nd Applications (at half term)</u> <ul style="list-style-type: none">• For children in Yr R <u>or</u>• A child with a Significant Need moves into the school or a Significant Need has arisen
Nov	<u>2nd Panel Meetings</u> <ul style="list-style-type: none">• SENDCo Panel• Heads' Panel
Jan	<u>2nd Payment</u> <ul style="list-style-type: none">• To include the Autumn payment as well for October applications
Mar	<u>3rd Payment</u> <ul style="list-style-type: none">• Final one for Academic Year, prior to end of Financial Year

4.6 Emergency funding

May be applied for using the Cluster Funding Application Form when:

- A child transfers mid-term OR
 - A sudden need arises OR
 - A need becomes 'Significant'
- AND the Significant Needs Criteria is met.

The SENDCo should indicate in the appropriate box that it is an 'emergency funding application' and this will be taken into account by the Panel. The Emergency Panel will need to have an Emergency Meeting to discuss the case and whether or not the funding should be granted. If agreed, this will be for a maximum of £1000 for one term's support. After this point the SENDCo will have to complete the Cluster Funding Application Form to begin the process in accordance with the procedures outlined above. Emergency funding *will not* mean that funding will automatically be given when the Initial Request is submitted. If the Emergency funding application is successful then the £1000 will be taken off of the amount which the Cluster will provide for the rest of the year. The Cluster SEN-D Lead will also be available to visit the school to support the SENDCo and class teacher.

4.7 Panel

The Panel will be two tiered and each level of the panel will need a quorum of 4 for any decision to stand.

1. The SENDCos' Panel

- Will be hosted by the Cluster SEN-D Lead.
- Will look at all the applications prior to the meeting.
- At the meeting each pupil's case will be discussed, including the SENDCo of the child's school, so that questions can be asked and answered if additional information is required.
- SENDCos will not take part in decisions on pupils in their own school.
- If it is felt the school can show the need is above that which can be met from the school budget, that they meet both the Significant Needs and 'Top Up' Criteria, the application will be passed to the Heads Panel.
- If the SENDCos do not feel it meets the relevant criteria then advice about next steps will be given to the SENDCo of the school to put into place before the next SENDCo Panel meeting.
- If there is an unclear outcome on a particular case or the SENDCo of the school is unhappy with the decision the application will be passed to the Heads' Panel.

2. The Heads' Panel

- Will be hosted by the Cluster SEN-D Lead.
- Will look at all the applications prior to the meeting.
- Heads will not take part in decisions on pupils in their own school.
- Will make the final decision about each application. If a decision is tied then the Cluster SEN-D Lead will have the final decision

In the event of an Emergency Funding Application the panel will not have to meet together. All of the SENDCos will be emailed a copy of the application. A quorum decision of 4 SENDCos in agreement will mean the application is passed onto the Heads via email. A quorum decision of 4 Heads in agreement will mean the application has been passed and the appropriate people will be notified.

All Panels will follow the [Panel Protocols \(Appendix 4\)](#) and use the [Panel Thoughts Response Form \(Appendix 5\)](#)

4.8 Appeals

If the SENDCo is not happy with the decision about their application then it will go to the Heads' Panel which will have the final say on the application. Any unsuccessful applications will be given reasons for the decision, and actions will be recommended for completion before a re-application will be considered. Re-applications must also include new information, for example a report from an EP etc.

4.9 Transfers and transitions within the Cluster

When a pupil with SEN-D transfers or transitions from one school to another within the Cluster, either at normal periods of transition or mid-term, the information about their needs and barriers to learning will be passed between the SENCos of the relevant schools. In addition, the SENCo of the

child's previous school will be available, by phone or email, to provide advice and support to the child's new school.

If the child or young person is a 'High Needs' pupil and is receiving funding from the Cluster, the funding will move with the child so that their needs will continue to be met and supported in the new setting. When a 'High Needs' pupil transfers at the end of a school year or transitions at the end of a Key Stage, any information, for example assessments from outside agencies, data or progress, from the previous school will be taken into account when looking at continuing funding.

5. Monitoring and Impact

5.1 Use of funding

To ensure that the children who receive Significant Needs Top Up Funding are receiving the best from the additional support:

- The impact of SEN-D provision will be monitored and evaluated by the SENCos, Head teachers and Governors, in line with the school SEN-D policy.
- SENCos and Heads will demonstrate that impact has been long term and significant in achieving the outcomes set out in the application process.
- Impact evaluations will be sent by the SENCos to the Cluster SEN-D Lead termly using the Cluster Impact Form (Appendix 4) once these have been received and show a positive impact then the agreed additional termly payments will be paid out to the school.
- The outcome of all impact evaluations and data analysis will be shared with the Head teacher and SENCo groups and used to inform future Cluster SEN-D provision.
- Parents/carers and students views and opinions have been listened to throughout the process.
- All monitoring and evaluation information outlined above will be shared with the Governing Body at the end of each academic year or more frequently if required.

5.2 Review of Procedures

This document has been written in consultation with all the Heads and SENCos of the Hellesdon Cluster Schools in the Autumn Term 2015. Outside advice has also been sought from Jenny Mitchell (Senior SEN-D Advisor) and Judith Carter (Cluster EP and Willow Tree Learning).

Ratified by the Governing Body: XXXXXXXXXXXXXXXXXXXXXXXXXXXX

It will be reviewed and assessed, once one complete cycle has been completed, in **January 2017** or prior if deemed necessary.

For further information on this document please contact the Hellesdon, Horsford and St Faith's Cluster SEND Lead, Louise Goodson, via email: clustersend@hellesdon.net

Appendices

- All forms which need to be completed
 1. Significant Needs Criteria
 2. Cluster Funding Application Form
 3. Impact Form
 4. Panel Protocols
 5. Panel Thoughts Response Sheet
- Cluster Screening and assessment tools
- Contacts in each school
- Cluster SEN-D provision map
- NCC & external agencies contacts eg FSP (Early Help web)