

Special Educational Needs Policy

1 This document sets out the Council's policy and approach towards meeting the special educational needs ¹ of Haringey children.

2 It takes account of:

- the SEN Disability Act (SENDA) 2001 and Code of Practice;
- the SEN Code of Practice and Toolkit 2002;
- related legislation, guidance and circulars;
- corporate and LEA Strategic Plans,

and provides information on how the Council's principles will determine practices to improve the organisation and delivery of provision for children and their families.

3 This policy needs to be considered in conjunction with Council strategic plans and in particular with the SEN Strategic Plan, the Education Development Plan (EDP) 2002, the Behaviour Support Plan and the Children and Young People's Partnership Strategic Plan.

4 These documents constitute a strategic framework that will shape and determine how children and young people will gain increasing access and inclusion to all aspects of learning.

5 This policy signals a new determination to raise achievement for children and young people with special needs and to enable them to have their needs met in schools and settings as close to their home as possible. It seeks to provide parents and their children with greater choice, flexibility and opportunities within the education system in the borough. It recognises the importance of pupil and parental involvement in all aspects of planning, delivery and review.

6 We will ensure there is a confident and well-trained staff group in every school who are well supported by specialist services and by their own network of good practice. The LEA will support increased inclusion through fulfilling its statutory responsibilities efficiently. All procedures, including funding mechanisms, will be transparent and designed to facilitate, with the least bureaucracy, the delivery of high quality provision. The LEA's relationship with schools, families, the wider community and other professionals will be characterised by a collaborative and problem solving approach which seeks to foster trust and accountability. It will also provide challenge within the process to ensure continuous improvement and to encourage a proactive and creative approach to meeting the needs of children and young people.

¹ see Appendix 1 for definition

Inclusion for all pupils

7 Inclusion is a human rights issue. Educational inclusion is concerned with the participation, on an equal basis, of all pupils in education regardless of age, gender, ethnicity, background and attainment, including special needs or disability. Pupils in Haringey schools come from a very wide range of cultural and religious backgrounds and many have additional educational needs resulting from special educational needs, disability and/or personal circumstances. It is the responsibility of the education community in Haringey (which includes the education department, schools, governors, Members and all stakeholders) to value diversity and promote the needs of all pupils.

8 Education aims to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Schools should set high expectations and provide opportunities for all pupils. The education community in Haringey values the fact that pupils bring to school different experiences, interests and strengths that influence the way they learn. This requires schools to develop a curriculum that is broad, balanced and relevant to every pupil. The major aim of the educational community in Haringey is to raise standards of educational attainment for all pupils. Raising standards is about improving inclusion for all pupils and improving inclusion is the responsibility of the whole community.

9 In Haringey, improving inclusion is central to all processes of education and includes improving the quality and accessibility of education for all pupils, including pupils with special educational needs. The Special Educational Needs Policy is therefore an integral part of the wider inclusion framework..

10 The SEN Policy will ensure that all planning reflects the principles of an inclusive education service as set out in the DFES' statutory guidance 'Inclusive Schooling' 2001:

- *'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 can be successfully 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 actively 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.'*

Principles

11 A set of principles has been established to guide Haringey Council's development of special educational needs provision.

12 All children and young people irrespective of age, gender, ethnicity or disability have an entitlement to:

- be valued and respected as an equal member of the learning community
- have their needs identified and assessed as early as possible and met promptly;
- have access to educational experiences that are broad, balanced, differentiated and appropriate to their individual needs and that enable them to fulfil their potential as citizens within the community;
- receive an appropriate education where possible in mainstream schools or Early years settings
- have access to specialist services or provision in schools or Early Years settings; that is flexible and varied and that provides the best opportunities to meet individual needs;
- be educated as close to home as possible;
- attend day provision unless their educational needs require residential placements and their parents agree;
- participate in decision making, planning and reviewing of their educational provision;
- benefit from their parents/carers involvement with all professionals in the planning and delivery of their provision;
- benefit from resources that are available to all children on an equitable basis;
- benefit from multi-disciplinary services in their educational provision.

Key Objectives

13 Haringey Council is committed to ensuring that all children and young people will share a range of common experiences including:

- high quality early years provision;
- local mainstream and specialist provision which sets suitable learning challenges; responds to pupils' diverse learning needs; overcomes potential barriers to learning; provides assessment for individual and groups of pupils and which enables them to become successful lifelong learners.

14 The key objectives of this approach are outlined in this policy and the SEN Strategic Plan contains the specific objectives, targets, timescales and links to other plans that will determine the implementation of the SEN policy.

14.1 To increase the capacity of Early Years providers to include children with special educational needs in their local community by:

- ensuring early identification, assessment and intervention for pre – school children with special educational needs, in collaboration with other agencies;
- supporting planned transitions from home to early years provision and to reception within expected timescales where possible;
- providing comprehensive support and information for families on how to access provision and support services, specific training for parents/carers, independent advice and support and full involvement in determining their child's educational provision;
- identifying resource levels and allocation model.

14.2 To increase the capacity of Early Years settings, Primary and Secondary schools to meet the widest possible range of individual needs and raise the achievement of pupils by:

- supporting transition arrangements between phases of education;
- providing detailed information as early as possible;
- managing admissions in accordance with the SEN Code of Practice;
- identifying trends and planning provision to meet future needs;
- developing further resource bases in mainstream schools;
- extending staff skills and knowledge;
- supporting curriculum developments across mainstream and specialist schools;
- supporting clusters of schools to share resources;
- supporting schools to increase curriculum and physical access.

14.3 To develop a dual role for specialist schools to provide directly for children and young people with the greatest level of need and to support mainstream schools and settings in their work with individuals by:

- providing parents/carers with a choice of provision for their children;
- keeping placements under review
- supporting specialist staff to extend their skills and expertise in providing for complex needs and providing outreach services;
- supporting early years settings, mainstream and specialist schools in establishing formal partnership agreements;
- supporting the sharing of good practice;
- reviewing and revising the criteria for admission to specialist schools;
- reviewing the range and use of residential provision.

14.4 To reduce the number of children and young people placed in special day and residential provision outside of Haringey by:

- revising criteria for out borough placements;
- developing in borough provision in line with identified trends;
- providing greater choice for parents/cares of in borough provision;
- promoting in borough provision and highlighting good practice and outcomes for individuals and groups;
- keeping parents/carers and the wider community informed of developments and by involving stakeholders in the development and extension of provision;
- re-investing resources to develop local provision;
- consulting children and young people and taking their views into account.

14.5 To promote partnerships between all aspects of provision to enable the movement of pupils between mainstream, resourced provision and specialist schools when appropriate by:

- supporting networks and collaborative practices across schools and settings;
- identifying and sharing strategies which increase inclusion;
- securing the participation of voluntary and statutory agencies in all aspects of provision;
- ensuring systems are flexible and responsive to changing needs;
- supporting continuity and progression within and between the different phases of education and between early years settings, mainstream schools, resource bases and specialist provision.

14.6 To ensure central and delegated resources are allocated and used effectively to promote inclusive and sustainable resources, and which promote high quality teaching and learning by:

- establishing a funding formula that enables schools to respond flexibly to the needs of pupils at School Action and School Action Plus, including those with statements;
- developing systems so that schools and LEA levels of funding are matched to needs and are understood by parents/carers, schools, governors and other agencies.

14.7 To ensure parental involvement in relation to individual needs, policy development and review is achieved by:

- working with schools and early years settings to promote effective parental involvement;
- providing information for parents on the range of educational provision, and the processes and procedures associated with each stage of intervention, including statutory processes;
- maintaining Parent Partnership and Disagreement Resolution Services and ensuring that information on the services and how to access them is made available to parents/carers, in community languages and in a variety of media.

14.8 To promote the participation of children and young people by ensuring their views are taken into account and by involving them in decision making and reviews where possible by:

- supporting school staff and LEA services in the development of systems which involve children and young people in determining their provision;
- supporting schools and settings in the development of systems for taking children's and young people's views into account and responding appropriately.

14.9 To ensure that procedures for identification, assessment and decision making are clear, objective and carried out in line with the requirements of the Code of Practice by:

- providing clear guidance for parents/carers, professionals and the voluntary sector on the identification and assessment of children and young people with special educational needs, including criteria for statutory assessments;
- working with schools to reduce bureaucracy and provide evidence of the child's rate of progress over time and style of learning
- working with schools to develop threshold descriptors for School Action and School Action Plus;
- consulting parents/carers and professionals in decision making and wherever possible taking the views of the child into account.

14.10 To provide co-ordination of services and to develop and extend provision and best practice, especially with Health and Social Services by:

- establishing operational links with other agencies in planning, managing and developing provision;
- working with schools to provide a central role in the co-ordination of external support and in the incorporation of that support into School Action Plus provision.

SEN Strategic Plan

15 This policy is translated into a detailed plan of action in the SEN Strategic Plan. The Plan seeks to make explicit the implementation of the policy and how responsibilities for the provision of high quality education can be traced through the Council's major planning tools, including the EDP, the Strategic Management Plan, the Access Strategic Plan, the Behaviour Support Plan, the School Organisation Plan and the School Improvement and Inclusion Strategy.

Support and Guidance

16 The LEA maintains a range of services including the Educational Psychology Service, Advisory Services for sensory impairment, traded learning support services and Speech, Language and Communication difficulties service. These services are kept under review and deployed in accordance with Best Value principles.

17 The SEN Handbook contains detailed guidance for schools and settings¹, including policy review, roles and responsibilities, interventions at School Action and School Action Plus, evidence requirements for statutory assessments, achieving pupil and parental participation and conducting reviews. The Handbook also provides information of a range of services and their referral routes.

¹ See Appendix 2

Appendix 1: Definition of Special Educational Needs and Disability

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- c) is under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- a) for a child of two or over , educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- b) for a child under two, educational provision of any kind.

Education Act 1996, Section 312.

Disability

A person is disabled if they have a physical or mental difficulty which has a substantial or long term effect on their ability to carry out ordinary day to day activities.. SEN & Disability Act 2001

Appendix 2: SEN Handbook

Procedures for:

- Admission including transition stages and exclusion;
- Accessing SEN Transport;
- Accessing Parent Partnership service;
- Dispute resolution;
- Working with statutory and Voluntary organisations;
- Monitoring the admission of children with SEN;
- The identification of children with SEN;
- Applying the criteria for statutory assessment;
- Making and maintaining statements;
- Auditing, monitoring and reviewing provision;
- Securing training, advice and support.

Specific guidance on:

- Decision Making Panels including the SEN Panel; Statutory Assessment Panel; Early Intervention Panel; Nursery, reception and Secondary transfer Panels
- School Action and School Action Plus;
- Accessing LEA and other support based on Best Value principles;
- Role of SENCO;
- Role of posts of responsibilities;
- Role of Governor with responsibility for special educational needs and full governing body;
- Working with Parents/Carers;
- Achieving pupil participation;
- Annual reviews including transition reviews;
- Increasing environmental access;
- Increasing curriculum access;
- Special arrangements for examinations and disapplications from the National Curriculum;
- Dealing with complaints;
- Auditing, monitoring and reviewing;
- Examples of proforma for:
 - IEPs;
 - Requests for Statutory Assessments;
 - Annual Reviews;
 - School Action and School Action Plus register.

Further copies of

- The SEN Policy
- The SEN Strategic Plan
- The SEN Handbook

can be obtained from the Head of Special Educational Needs, Education Office 48 Station Road, London. N22 7TY.

Please let us know if you would like a copy of this document, either in one of Haringey's community languages ,or another format (large print, audio tape, braille). Contact: Central SEN Services, 48 Station Road, London, N22 7TY. Tel.:020 8489 1913.