



# Special Educational Needs

An inclusive policy and strategy for Medway 2009-2014

## **Parental confidence**

- Our tribunal figures and the requests for statutory assessment, especially for children on the autistic spectrum indicate that we need to work harder to gain parental confidence in their child's needs being met.
- Parent support groups are essential partners in developing provision
- The autism steering group includes parental representation and needs to have a clearer role in informing LA autism decisions by linking into the children's trust arrangements
- The parent partnership service which is independent of the LA needs to ensure it is a bridge between parents, schools and SEN department.

## **Finance**

- If we do not develop more, flexible and high quality supported provision in Medway the alternative will continue to be more expensive.
- By developing our own placements we can shift the financial profile from an out of county spend to a more efficient, more closely monitored and quality assured provision which meets local need.
- Explore with school consortia the notion of pooling some of their delegated funds which can then be accessed to provide support for 'new arrivals' where SEN budgets have already been allocated. Schools are able to roll over funding where it is held for the use of a group/cluster in accordance with the arrangements agreed by the Schools Forum"

Over the next 5 years our aim is to :

### **Year 1**

- Begin to develop provision in mainstream schools linked to support from specialist provision
- Support the appropriate identification, tracking and monitoring for CYP with SEN. Anomalies in identification, poor progress and value for money concerns will be addressed via Children's Services Management Team.
- Finalise revised criteria for SEN
- Revise the SEN documentation and involve parents in developing better communication (in line with the Lamb enquiry)
- Refresh action plan

### **Year 2**

- Develop the role of observation and assessment placements. Improve identification and assessment generally while enhancing outreach
- Consult on and re-designate special schools as appropriate to enable them to cater for changing profiles of children.
- Continue to develop provision as set out in the attached action plan
- Have developed a more coherent approach to supporting children with autism within mainstream schools through joint working with health colleagues (paediatricians and therapy services), the autism outreach team, parent support groups and specialist staff in existing provision.

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## Foreword from the Portfolio Holder Children's Services



It is of great importance to Members in Medway that we create the best possible conditions for success for all of our learners irrespective of their individual needs. Most of our children and young people will have their educational needs met with a universal offer within their local school. Some of our learners will require additional input within their school to meet an identified special educational need. The majority of children and young people should have these needs addressed within their mainstream school.

It is critical that we in Medway take joint responsibility for developing an inclusive culture whereby our vulnerable learners who are experiencing barriers to their learning are supported within their mainstream settings. Medway has become out of step with the National picture. We are delegating more per pupil funding for special educational needs (SEN) into our mainstream schools but we are placing more pupils proportionally into special schools compared with the National benchmark. We also place more children in the independent sector than the National norm – which often results in significant travel time out of the local area. We need our schools to have the confidence and the skills to be able to include children with special educational needs even when these are complex.

This policy and strategy sets our aspirations for SEN in Medway. We must have inclusive and improving schools able to access the support children need – and confident parents who can see their children making good progress. Part of delivering this is dependent on developing some additionally resourced mainstream provision, which will enable better identification of need and inject more flexibility into the system by giving exit routes from special schools. However, this on its own will not achieve the inclusive culture we need. By working with parents, through better outreach and through stronger prevention and intervention, we aim to develop a comprehensive and flexible approach to delivering good special education in Medway. Our children deserve nothing less.

Cllr Les Wicks  
Portfolio Holder Children's Services

# Policy

Vision, aims, principles  
and critical success  
factors

## Introduction

Medway has had an 'inclusive education policy' since 2003 which needed to be brought up to date to take account of changes in legislation, in need and to outline our key areas for development.

Medway delegated the mainstream school funding to support statements directly to schools almost a decade ago (2001). At that time it was recognised that with the funding came the responsibility to support children and young people with additional needs. Since then pressure on schools to raise results and demonstrate high attainment has had the potential to create conflict with the inclusion agenda. Schools have in some instances become concerned about taking in children with special needs because of the level of support they may need and because of the impact on attainment statistics.

Under the special educational needs (provision of information by LAs) (England) regulations 2001, authorities are required to publish an explanation of the special education provision for children with SEN but without statements which they normally expect to be provided from within maintained schools budget shares, and details of the aims of their SEN policies and their general arrangements and development plans for SEN. This policy and strategy fulfil that function.

The October 2009 school data shows that out of a 40,603 pupil population, 10,283 (25.3%) have an identified SEN. There are 5,721 identified as at 'school action' 3,433 are at 'school action plus' and 1,129 have statements of SEN.

National data shows this picture of SEN in Medway:

- that the delegated budget per pupil for SEN is greater than the national average and the retained budget is much smaller than the national average.
- The notional SEN budget is 10.2% of the individual school budget on a backdrop of a national 7.5%
- More pupils are placed in Pupil Referral Units (in Medway part of one PRU has a high proportion of statemented pupils placed there)
- The attainment gap for pupils with SEN is wider than the national picture
- There is little correlation between numbers of pupils identified as SEN and numbers with FSM (nationally the correlation is high)
- Attainment of children in care is better than the national picture
- Appeals to the SEN and Disabilities Tribunal are 50% above the national average
- Spend per pupil on special school provision is less than the national average
- Spend in independent non maintained special schools per placed pupil is significantly higher than the national
- In 2008/09 the percentage of statemented pupils was 2.6% compared to a national picture of 1.87% (0-19 population)

- Placements in special schools and independent non maintained schools are higher than the national picture

Over the last 18 months an SEN review took place and a large (mainly headteacher) group were asked to participate in formulating the priorities for addressing SEN in Medway. Parental concerns about children's need not being met, their beliefs about mainstream ability to meet their child's needs and their more general concerns about communication, transition and placements were taken into account.

The national context to which this document relates is one where primary standards are being supported via a capital programme called the 'Primary Strategy for Change'; for secondary schools there is a similar programme known as 'Building Schools for the Future', which Medway may access. Both will take years to complete but both place raising standards for pupils with special educational needs as one of the criteria for entry to the programme. Where there are synergies in aligning building work to take account of SEN developments this will happen to ensure best value for money.

Within Medway there are to be 3 newly built academies, which, while they will all be very different, are all committed to being inclusive organisations.

The notion of '21<sup>st</sup> Century Schools' was set out in the Government's Children's Plan. This reinforces the need for all schools to be outward facing, to work in partnership within a wide community and to develop personalised and individualised learning pathways for all CYP enabling them to achieve their very best.

At the time of drafting this strategy the largest national, evidence based research into what makes a difference in SEN has been underway led by Brian Lamb. Parental confidence, good communication, parental involvement and transparency of processes are key to having a high quality approach to meeting need.

This policy takes account of and is consistent with, the 'Charter for Inclusion' (produced by the centre for studies in inclusive education), which is appended and which Medway schools can sign up to through working to achieve the Inclusive Education Quality Mark. Pupils with SEN are often vulnerable. There is the potential for any child or young person who has a 'difference' to be bullied or even to be drawn into bullying behaviour themselves. The inclusive ethos of a school and how the school celebrates individuality will impact on this.

As a headteacher or class teacher it is always a challenge to have a pupil whose learning or whose behaviour is significantly different to the 'norm' and to feel they are not doing the best for the child or young person and that somewhere 'special' would 'do it better'. In reality the skills of a good mainstream teacher and those of a good special teacher are similar. The curriculum offer that is given to CYP in the independent non maintained sector is not necessarily any better, and in some cases is not as good, as what the

CYP can have delivered within their mainstream setting. Although it is true to say that Medway is concerned about the relatively high spend on independent non-maintained educational settings, this is not the main driver for developing an SEN strategy and setting out the policy framework. The overriding driver is a need to deliver quality services, which have the most impact for our CYP.

Delivering high quality services which make a difference to our Children and Young People is at the heart of the Children's Trust Arrangements. Within the accountability and governance arrangements of the Children's Trust, an SEN Steering Group will report into one of the partnership boards called 'Aiming High for Children with Disabilities and Additional Needs'. In this way there will be a direct line up to and down from the Children's Trust Board to ensure that the policy in practice and the strategy are taken forward and embedded in Medway. CYP with SEN require high quality teaching in high quality learning environments.

## Medway Vision

The Medway vision for children and young people (CYP) is:

***Every child deserves to be safe and loved and to have a happy and healthy childhood, free from harm. Every child should also have the chance to make the most of their promise and potential. Children and Young People's Plan Medway 2009***

We want our CYP who have special educational needs to be supported in achieving their potential and to be able to become happy, thriving, independent adults. In order to achieve this we have to work in partnership as statutory, and voluntary organisations with parents/carers and their children.

Any policy and subsequent strategy for supporting children with special educational needs must be consistent with the Every Child Matters framework. Within this context the strategic aims for developing special educational needs in Medway are:

- To enable children and young people's needs to be met in a holistic way enabling them to have a fulfilled adult life
- To deliver educational provision in buildings that are fit for purpose
- To develop the workforce ensuring they are equipped with the skills, knowledge and understanding to provide the quality and scope of the provision required
- To have provision that is quality assured and which gives good value for money
- To have a continuum of provision with mainstream schools accessing the support and expertise within the special provisions
- To enable children and young people to be educated near to where they live and reduce the numbers of CYP being educated out side of Medway.
- To have good post 16 provision, progression and choices.

The fundamental principles for SEN in Medway are:

- a child with special educational needs should have their needs met;
- the special educational needs of most children will normally be met in a mainstream school (as set out in the Education Act 1996)
- children's needs will be met in an appropriate provision;
- the views of the child should be sought and taken into account;
- parents/carers have a vital role to play in supporting their child's education, and;
- children with special educational needs deserve full access to a broad, balanced and relevant curriculum with clear post 16 progression routes and options

The critical success factors that must be met are as follows:-

- the LA and schools will work together to ensure that any child's needs are identified and assessed early, and that barriers to learning are addressed;
- the LA and schools will exploit best practice when devising intervention;
- the culture, practice, management and deployment of resources in schools will be designed to ensure all children's needs are met;
- all teachers or learning support staff will support pupils to express their opinions, and take account of these;
- education professionals will work in partnership with parents/carers and take into account the views of individual parents/carers in respect of their child's particular needs;
- interventions for each pupil will be reviewed regularly to assess their impact, the pupil's progress and the views of the pupil, their teachers and their parents/carers;
- there will be close cooperation between all the agencies concerned and the multi-disciplinary approach to the resolution of issues;
- formal assessments will be made in accordance with the prescribed time limits and in line with any National Protocols;
- where the authority determines a child's special educational needs, statements will be clear and thorough, made within prescribed time limits, specifying monitoring arrangements, and reviewed annually;
- all teachers will take responsibility for all pupils across all phases within an inclusive framework;
- all pupils at all phases will receive their full entitlement to education and;
- all support services will be reviewed to assess their impact on standards, supporting schools and promoting inclusion to inform the commissioning agenda
- synergies between the children's centres, extended schools agenda, school buildings programme and developing SEN provision will be found.

# **Inclusion, need and resourcing**

## Statutory basis for inclusion

There is a raft of legislation and Guidance affecting provision of education for children and young people (CYP) with special educational needs (SEN). CYP with SEN are defined under the Education Act 1996 as those who have a learning difficulty, which calls for special educational provision to be made for them.

The legislation is intended to support the Salamanca Statement drawn up by UNESCO at the world conference in 1994, which called upon all governments to “adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are *compelling* reasons for doing otherwise”.

S316 of the Education Act 1996 (the 1996 Act) as amended by the Special Educational Needs and Disability Act 2001 (the 2001 Act) imposes an absolute duty on the education authority to educate CYP in mainstream schools where they are not the subjects of statements of educational need.

S316 also imposes a duty on the education authority to provide CYP with SEN in mainstream schools even where they have a statement of educational need, unless to do so is incompatible with:  
the wishes of the child’s parent, or  
the provision of efficient education for other children.

The 1996 Act formerly included a third ground of incompatibility with the efficient use of resources, which has been removed by the 2001 Act, following the enactment of the duty of best value, which requires the efficient use of resources in any event.

It is therefore clear that the amendment to S316 of the 1996 Act imposed by S316 of the 2001 delivers a strengthened right to a mainstream education for children with special educational needs, whether they have a statement of special educational needs or not and transforms the statutory framework for inclusion into a positive endorsement of inclusion.

The Act seeks to enable more pupils who have special educational needs to be included successfully within mainstream education. This clearly signals that, where parents want a mainstream education for their child, everything possible should be done to provide it. Equally, where the parents of pupils who have Statements want a special school place, their wishes should be listened to and taken into account.

By virtue of S316(8) of the 1996 Act as amended by the 2001 Act, education authorities must have regard to the Secretary of State’s guidance in relation to S316 and inclusion. The Guidance, entitled “Inclusive Schooling – Children with Special Educational Needs” has been available since 2001 (DfES December 2001).

Education Authorities and maintained schools can only deny mainstream education against parental wishes, if to do so would be incompatible with the efficient education of other children, when there are no reasonable steps they could take to prevent such an incompatibility. Statutory guidance underlines that it will only be possible to demonstrate this in a small minority of cases.

Mainstream education cannot be refused on the grounds that the child's needs cannot be provided for within the mainstream sector. The general duty – set by the new section 316 – assumes that, with the right strategies and support, most children with special educational needs can be included successfully in a mainstream school. LAs should be able to provide a mainstream option for all but a small minority of pupils.

There will inevitably be differences of opinion between parents, maintained schools and the education authority as to whether or not the needs of a CYP with SEN can be adequately catered for in mainstream provision, and the SEN provision within mainstream schools as well as the dispute resolution process need to be responsive and robust.

However, where mainstream provision is capable of meeting the needs of CYP with SEN, then the education authority and maintained schools should be robust in supporting the aims and objectives of positive inclusion against parental choice, where alternative external provision can be shown to be unnecessary.

It is important that the views of the child and parents are sought and taken into account. There should be strong and clear reasons for going against parental wishes, but where there is a dispute as to the level of need, and where the educational authority has evidence that the SEN needs of a CYP can be adequately catered for in mainstream education, then the educational authority can raise these issues in addition to its duty of best value and the efficient use of resources.

As soon as parents indicate that mainstream education is incompatible with their wishes, the duty to provide a mainstream education is lifted. However, the LA may still name a mainstream school in the child's Statement, and it will be for the parents to decide whether to appeal against such a decision to the Special Education Needs and Disability Tribunal.

Maintained schools are encouraged and must be supported to embrace the positive endorsement of inclusion of CYP with SEN within mainstream provision, as intended by Parliament, and must embrace the core principles of inclusion set out in the statutory guidance.

### **Special educational needs co-ordinator and delegated resources**

The role of the special educational needs co-ordinator within a school is critical to successful inclusion and the achievements of pupils. From September 2009 new regulations came into force whereby new SENCOs are required to undertake additional training.

In addition to funding for school action and school action plus, the authority has delegated the funding for statemented support, the primary Learning Support Service and the Primary Behaviour Support Service. Little is retained centrally. Funding is delegated using a formula, which takes account of prior attainment, deprivation and the number of children on role.

## **Exclusion**

Nationally, children with autism are over represented within the exclusion statistics. However, if the behaviour leading to the exclusion is due to the child's autism, and it is not clear how reasonable adjustments were made to support the child, then the exclusion may be in breach of the disability discrimination act and as such will be challenged through the exclusions process.

The primary school consortia in Medway are reporting concerns over the level of complexity of need within the mainstream schools currently. This is leading to the use of flexi schooling and in some cases part time timetables. At the primary level there is evidence that part time timetables are being used as a way to maintain a child in school who might otherwise be permanently excluded. While this avoids the negative consequences of an exclusion, actually it highlights unmet need. All children have an entitlement to full time educational provision and it is not Medway's policy to have children in part time placements. There may be a few times when for individual children, a clear plan showing how and when they will build up to full time provision is an appropriate intervention. In these circumstances the plan must be discussed with the Inclusion Team and must be agreed with the child's parents. Access to independent parental support is a 'right' within the exclusions process. In Medway the independent support is from the organisation KIDS. Other advocacy groups including Magic and the Kent Autistic Trust who will become involved if parents wish it.

## **Gaps and pressures**

Medway has significant numbers of children being placed in out of area, some 'independent and non maintained' provision. In most cases, the cost of placing a child in a non-Medway provision is higher than the cost of placing a child in a Medway school. Additionally, the cost of transporting children to out of authority places is generally higher than to transport them within the locality. There are two independent special schools within Medway which have statemented children placed by Medway LA. The pattern of identified prime need and the pressure on provision indicates the following categories of 'need' where Medway has to look at support / provision.

- Moderate learning difficulties at the primary and the secondary phases
- Autistic spectrum disorder across the cognitive range and with additional layers of complexity.

- Hearing Impairment at secondary and at both phases where digital hearing aids, bone anchored hearing aids or a cochlear implant leads to parents choosing an oral/aural or signing setting.
- Challenging behaviour – often with an underlying learning difficulty or with a later highlighted autistic spectrum diagnosis

Medway's strategic response to these pressures is set out in the action plan at the back of this document.

## **Teams who support SEN in Medway**

### **1. Autism Outreach**

The autism outreach team are a small team working to ensure that schools are able to deliver an autism friendly curriculum for pupils identified as on the autistic spectrum. The diagnostic rate in Medway is high for autism. In order to offer a problem solving opportunity, drop in sessions are available for schools where new ideas and interventions are offered. Pupils will usually have been discussed at the In School Review first before referring to the forum.

### **2. Children's Therapy Team**

The children's therapy team offer a range of health related services to support children with additional educational needs including those which result in SEN (e.g. occupational therapy, speech and language support, physiotherapy)

### **3. Connexions Personal Advisor**

Connexions services work with YP in special schools, mainstream schools, further education, work based learning providers and those who are post 16 and not in education, employment or training. Every secondary school has access to a Connexions Personal Advisor able to give impartial information, advice and guidance particularly in relation to making choices for the future. Connexions services have a statutory function to be present at the year 9 transition review for a young person with a Statement and as such the Connexions Personal Advisor is key. However, the Connexions PA is there for all young people aged 13-25 years with additional needs who are planning for progression to ensure their aspirations match with the pathway he/she seeks and their specific support needs.

### **4. Early Years Services**

The local authority Early Years Service offers extensive resources to aid and facilitate the identification and assessment of young children with additional needs, the quality of inclusive practice, and the strategic delivery of wholesale improvement in outcomes for children during early childhood.

The **Early Years Quality Team** coordinates and delivers advisory support to early years foundation stage (EYFS) settings in the maintained (school) and non-maintained (PVI) sectors to ensure a high quality inclusive experience. Inclusion Advisors (IAs) facilitate regular reviews of children attending PVI settings, ensuring that children's needs are met at Early Years Action and Action Plus.

The EY Quality Team coordinates the Sure Start Children's Centre strategy, bringing together multi-agency early childhood services targeted to reduce current inequalities in outcomes.

The **Individual Children Support Service (ICSS)** undertakes assessment of individual children referred to the service by other professionals, provides guidance and advice to practitioners and to parents/carers about meeting their educational needs, and provides advice that contributes to the Statutory Assessment process.

The ICSS delivers a **Portage Home Visiting Service** and a **Portage Sensory Assessment Service** supporting very young children with developmental delay or related needs.

## **5. Educational Psychology Service**

Each school has an assigned educational psychologist available to attend in school reviews, give consultative advice and support the school to intervene where a child's learning or emotional development appear to be 'stuck'. The psychologist is also required to carry out a full assessment of a child's learning and emotional needs should a statutory assessment be agreed. Educational psychologists will work with senior managers, with class teachers, children, parents or the whole staff (for example on training) depending on the presenting issue

## **6. Integrated Area Team**

Medway operates a locality-based response to need. There are three co – located integrated area teams (IAT) where child protection teams and the school based support teams come together under one manager. Each team has a small 'family and school support team' which are the main interface with schools.

## **7. Learning Support Service**

The learning support service (LSS) is a traded service with schools. To that end the school contracts with the LSS to deliver a range of activities, which may be individual child work, SENCO role or training. Where there are strategic issues within a school in regard to their SEN provision, the LSS are a valuable resource to the school.

## **8. Physical and Sensory Service (PASS)**

The physical and sensory team are experienced professionals with mandatory qualifications to support children with physical difficulties, hearing impairments and visual impairments. They offer training to school staff as well as being able to tailor individualised learning pathways for children with these difficulties. Accessing, testing and maintaining specialist equipment are all part of their role.

## **9. School Improvement Team**

The school improvement team work with schools (support and challenge) to identify areas for development, to implement national strategies and to ensure teaching and learning focuses on raising achievement. The team will help schools to use data to identify whether all pupils are making appropriate

progress and help them to implement strategies at a whole school curriculum level.

#### **10. SEN and assessment team**

This is a small team who oversee the statutory assessment process and administer statements when they are issued. They use the advice received from parents and professionals within the 'assessment' and will write the statement/ note in lieu. They co-ordinate the placement of CYP who have statements (in discussion with parents) and will make any necessary amendments to statements.

### **Quality of Existing Provision**

We know from OFSTED feedback, from the data and from School Improvement Partners that the quality of education in our special schools is at least good and all have outstanding features.

Data analysis shows that for children in mainstream provision, those who are at school action plus and those with a statement make good progress. Those who are school action make less than the expected levels of progress overall.

At Early Years Foundation Stage (EYFS), as measured by the EYFS Profile at age 5 years, the gap is narrowing between the poorest performing quintile (20%) – which will include most of the children with SEN – and the median for the cohort. This progress reflects the early years strategy of investment in high quality teaching and learning environments, and targeted support for disadvantaged communities and individual children.

### **Quality Assurance by AEN Monitoring and Inclusion Team**

Medway delegates more than most Local Authorities to schools to support SEN. In spite of this the pressure on special school places and the out of county placements have been high. It is imperative that Medway has on going dialogue with schools over appropriate identification, value for money, about progress made by vulnerable pupils and about how schools support parental confidence

The AEN and Inclusion Team have a monitoring responsibility. The team have had a particular focus on provision mapping helping schools to identify where resources are targeted and the impact this has.

The whole school budget is there to meet the needs of its population and the money that is attributed to SEN is not to be regarded in isolation as the sole funding to support special needs.

The data from Raise online shows the learning profile in schools and where pupils are apparently making less than expected progress the team will work with the school to identify what could be done differently. Currently we know that pupils on school action have poorer attainment than those on school action plus.

Progression levels for children currently assessed as being on the 'p' scales can be tracked. The special school Abbey Court will be part of the moderation process.

If there are evidenced concerns about a school's ability to meet the needs of children with SEN, these will be discussed with a school and there may be a need to have ongoing meetings with the school to help them to put actions into place which address the issues.

## Capital strategy

Within Children's Services there are a number of capital funding streams which come into the authority from central government. Within the Children's Services Management Team the strategic priorities for this funding have been agreed. One of these priorities is SEN to enable funding to be available to complete building projects.

# Identification, assessment, and placement of pupils with SEN

## Legislative framework

The code of practice for special educational needs emphasises the critical importance of schools' and early years' settings in the identification and assessment of pupils' special education needs and their responsibility for supporting and welcoming all pupils into their local mainstream schools. The Human Rights Act and the SEN and Disability Act 2001 encompass the right for all children to be educated in a mainstream school. The Every Child Matters agenda requires all professionals to look at the whole context for a child to ensure a coordinated approach to identifying and meeting need.

The SEN Code of Practice makes it clear that a child's progress and a child's difficulties are to be judged in relation to the majority of their peers. This is very important when it comes to identification and the targeted use of resources. A child is said to have special educational needs when a school is required to put in support which is '**additional to or different from**' those things provided for as part of a school's usual range of strategies and differentiation. What is provided **routinely** in school will be dependant on the profile of their intake. Children do not learn or develop at even rates but follow a 'normal distribution' ie will be above or below average across a range of skills. Therefore when identifying children with special educational needs it would be considered to be very unusual for a school to identify more than about 20% of its population as having special educational needs. Where schools are identifying greater proportions of children as having SEN, it is likely that they are using small group teaching, careful differentiation for large numbers of children – and these are then strategies which are normally available and routinely provided in the school rather than additional or different.

A child may be identified as having a special educational need either in their very early years, before commencing any educational provision (for example following a referral from a consultant paediatrician); or once they are within an early years setting at either a PVI pre-schools or nursery or within the Early Years Foundation Stage at a school; or at a later stage in the child's schooling.

Increasingly, those children with the most complex and multiple needs are likely to be known at age 2 years or younger. The large majority of children with more complex needs will be identified prior to the commencement of compulsory schooling at age 5 years. Most children who have a special educational need will first have this identified within the Early Years Foundation Stage.

Once a school does identify a child as having SEN the child will need to be carefully monitored, receive on going assessment as well being provided with additional teaching input. Any school where there may be a tendency to identify large numbers of pupils with SEN will find itself using resources to service the 'process' which may impact on the available resources to support children

Where there is a need to involve several agencies in supporting a child, or where it is unclear what the underlying issues are, it is expected that a school would consider using the Common Assessment Framework.

## **Local Framework**

In Medway, each term the schools holds a meeting called an In School Review. At this meeting external agencies are invited to join the school to discuss and promote ways forward for individual children. The meeting is an opportunity to plan positive and creative learning opportunities for CYP in an SEN focussed meeting where referrals are sometimes made to external agencies. It fulfils a pre CAF function as well as providing an arena to review any targeted support that has been put in place. Parental input to the ISR process is very important and they should be consulted on to gain their views to feed into the meeting. Health involvement can be invaluable. Sometimes children who are known to the paediatricians are discussed at ISR and in other instances they are referred to a paediatrician following an ISR. In either situation it is important for information to be shared to give a full picture of a child's strengths / difficulties across a range of settings.

As we aim to develop provision locally we will need to work closely with the health commissioners to ensure that appropriate support is available to children and young people in Medway schools. This will continue to be a responsibility overseen by the Children's Trust Board.

## **LA Priorities to support CYP with SEN**

In order for pupils with SEN to make progress the LA's main priority is to support preschool/nursery, primary and secondary schools so to assist them in the:

- early identification of pupils with a range of vulnerabilities, through use of baseline assessment, performance monitoring against level descriptors and national literacy and numeracy objectives; development of systematic, graduated responses to pupils' needs within a range of strategies; understanding how wide the normal developmental range and clarity about when a child does NOT have SEN
- use of the CAF where appropriate to share information across agencies, to identify and record the child's needs in a well rounded way
- methodical monitoring of pupils' progress
- planning and implementation of programmes at the "school action" (or "early years action") stage, where a pupil who while being monitored and receiving differentiated learning opportunities, does not make progress, but may do so with additional help
- planning and implementation of programmes at "school action plus" (or "early years action plus"), where despite a programme at the "school action" stage, the pupil does not make progress as described in the code of practice.

- referral for statutory assessment, in cases where needs are exceptional, or the school, parents/carers believe that the child's interest are best served by a formal statement of needs. It is imperative that, in this planning period, the authority makes it clear to all schools that, for most pupils, a statement of educational need will not result in more resources being made available to the schools.

## **SEN Code of Practice – processes, practice and strategy developments for Medway**

### **Special Educational Needs Strategy in the Early Years**

The Early Years Foundation Stage framework spans from birth until the end of Yr R when children are 5 years. Statutory education commences at age 3 years.

The strategy for the effective early identification, assessment, referral and placement of children in the early years is predicated on ensuring a high quality early years foundation stage experience for every child, appropriately resourced according to need.

Medway's network of Sure Start Children's Centres is being developed to provide both a family support function and a location for observation and assessment of a young child's learning needs in a group environment prior to the age of 3 years.

#### **Assessment & Referral**

Increasingly children in Medway who have complex and multiple needs are identified at a very young age. Referrals from medical and health agencies can usually take place when the child is aged 2 years or younger – enabling the local authority early years support services to assess educational needs prior to the commencement of statutory education at age 3.

Where a young child's need is less readily apparent, health visitors and other early childhood professionals may refer a family to the local Sure Start Children's Centre, either as a direct early intervention support for the child, or additionally as an opportunity for observation and assessment by early years education support services.

The assessment of children who have commenced their statutory education at age 3 and whose additional needs are first identified within the early years foundation stage at a mainstream school or pre-school setting, will follow the code of practice steps of Early Years Action and Action Plus as appropriate.

In all cases the observation, assessment and support provided for children through their early years will provide evidence for the Statutory Assessment process, should that later be deemed appropriate.

## **Special Provision**

A small number of children with complex and multiple needs will be identified at a very young age, and for some of these children placement at a special school will best meet their educational needs. Consequently, the availability of some provision, of a high quality, for the whole EYFS from age 3 years needs to be provided at each special school, and at special provision for sensory impairment. These are likely to be smaller in capacity than equivalent provision for older age groups, since only that proportion of children for whom assessment is clear at a very young age will be referred and admitted.

## **Additionally Resourced Foundation Stage Units**

In addition to the small group of children for whom special education provision is provided from age 3, there is a further group who have additional needs that will best be met in a setting which has been appropriately resourced with additional expertise and an environment suited to meet such needs.

The local authority is proposing the development of 3 “hub” centres within mainstream primary and secondary schools, to provide an alternative to special schools and units for children who have complex learning needs but who do not need the full special school curriculum.

It is our aspiration to adopt a similar approach for young children in the early years foundation stage. The desire to ensure that provision is local (reflecting the additional complexity of transport arrangements for younger children) and of a size that will enable effective integration and inclusion, leads to there being need for a greater number of facilities – probably two in each area, or six across the local authority as a whole.

These are likely to be most effective if they:

- Deliver very good quality EYFS experiences in a learning environment that is designed to enable children with a range of individual and group needs to be met – meaning they will be in primary schools that can already offer or be adapted to provide this
- Co-locate with Sure Start Children’s Centre services – enabling holistic support for families, opportunities for early assessment of children under three years of age
- Provide access to a range of specialist support – such as therapy services, and early years professional advice
- Offer an unbroken experience that spans the full duration of the early years foundation stage – from age 3 years to the end of Yr R – with transition to other provision only taking place at the end of Yr R.

This may result in co-location with Primary (KS1 / 2) hubs, but the overriding factor needs to be the availability of a high quality learning experience appropriate for young children with additional needs. The resources to enable this approach will need to be achieved by re directing and making better use of existing spend.

## **Transition at the end of EYFS**

Effective early identification and assessment of need should ensure that children are offered appropriate initial placements.

For a small number of children this will be a special school place at age 3 years. Transition into KS1 and beyond will be seamless.

If we created 6 additionally resourced foundation stage units, children assessed, identified and placed would have a transition at the start of Year 1 to either a special school, or a primary hub centre as is appropriate, or on occasion to a local mainstream primary school. In each case arrangements will need to ensure that admissions policies and processes do not work against the transfer of children at this key transition.

In circumstances where a child's additional needs have first been identified within a mainstream school or pre-school setting, and where it is determined that a "hub" placement is the appropriate provision at KS1, then additional transitions should be avoided if possible. Consequently when a child has been attending a non-maintained pre-school, transfer to the primary hub should be in Yr R (when other children are transferring from pre-school to school); whereas if a child has been attending a mainstream school foundation stage unit, transfer may be more appropriate at the beginning of Yr 1. A short-term transfer from a mainstream setting to one of the additionally resourced FS units for one year only should generally be avoided.

Most children who have additional needs will have these met within a mainstream setting and school. The key to good transition is effective planning and information sharing. This is particularly pertinent where the child is transferring from a non-maintained pre-school to a mainstream school at the start of Yr R where the advice and support of local authority early years Inclusion Advisers will assist effective transition. For children attending mainstream school foundation stage units, transition between key stages should be seamless and there are good models of internal systems of information sharing between teaching teams at EYFS and KS1.

## **Other Early Years Services**

The local authority's strategy and policy for special education in the early years is supported by a range of services and support provided for young children and their families by a number of agencies and organisations.

Multi-agency planning and service provision is especially strong in the early years of children's lives, and particularly important where children have complex and multiple needs which require medical, health, social care and family support interventions, as well as educational planning and provision.

The Child Development Centre (CDC) offers a range of therapy services, medical interventions and diagnostic services, including an NHS "assessment nursery". The NHS Woodlands Special Needs Nursery provides nurse-led

provision for young children with complex medical needs, with a particular focus on children under 3 years. The Parklands Disability Resource Centre and social care team offers a range of family support interventions and hosts services for other agencies working with young children.

The local authority's Portage Service delivers a home-visiting service for children under 3 years with developmental delay, and a sensory assessment service mainly delivered at the CDC.

Through multi-agency planning meetings such as the Pre-School Review (PSR), Information Sharing & Assessment Panel (ISAP), and Team Around the Child (TAC), the timely referral of children to education services complements this wider support for young children and their families.

### **Summary of Proposed Provision and Processes in the Early Years**

- High quality EYFS provision at Abbey Court School for limited numbers of children from age 3 to 5 years. A feasibility around the same at Danecourt to be carried out.
- High quality EYFS provision at all primary schools that are designated for sensory impairment (HI & VI), ensuring that both inclusive and additional provision is available from age 3 years.
- Development of "additionally resourced foundation stage units" (ARFSUs) located at up to 6 maintained primary schools, preferably those that are Sure Start Children's Centres – offering inclusive and additional provision for children with needs below the threshold for special school.
- New primary "hubs" should generally be for children from the start of KS1, but will require the capacity to admit a small number of children at the start of Year R where a child is transferring from a non-maintained pre-school.
- The NHS Child Development Centre will continue to be a key route for the early identification and assessment of children with the most complex needs, with a focus on ensuring children are appropriately referred for educational planning before the age of 3 years.
- Community health professionals will refer families of young children about whom there is a concern to the local Sure Start Children's Centres, which will host opportunities for observation & assessment of children under 3 years.
- Mainstream schools and settings across Medway will be supported to meet the additional needs of the majority of children in the early years foundation stage, through ongoing development of high quality EYFS teaching and learning environments and continuing professional development, through universal and targeted local authority support.

## **Assessment, processes and placement across the age ranges**

In cases where the authority receives a request from a school or parent for an assessment, it is imperative that time limits at each stage of the process are adhered to with few exceptions. Within a statutory assessment process the stages and decision points are:

*Whether to assess; to seek advice where the decision is to assess; to make a statement or not; and to draft a statement if the decision is to assess or issue note in lieu if not.*

### **Placement**

In all cases where there is a statement of educational needs, a school must be named. There are five basic situations which trigger placement decisions:

- an assessment is made and a draft and final statement issued in an early years setting or school, and the parents/carers wish their child to continue the placement;
- a statement is issued, but the parents/carers prefer [or the authority might propose] another placement
- a child enters the authority, which must place a child at a school
- the parent of a child with a statement expresses a preference for another school
- a child with a statement transfers from one phase of education to another.

It is a priority in this planning period to ensure that all governors, heads, SENCOs, parent/carers and local communities have clear information available to them about the council's policies, procedures and practice with placement in all circumstances. It is also imperative that all concerned are clear that the right of appeal for parents/carers of children who have statements is solely through the SEN and disability tribunal. However, we will seek to find solutions when in disagreement rather than go straight to Tribunal.

Final statements must be issued within 26 weeks of the process beginning. For year 6 to year 7 transfers, the new provision must be named by February 15<sup>th</sup> for the September transition. Medway has had difficulties adhering to that timescale due to the very high numbers of children whose parents wish for a specialist secondary provision. Supported, managed transition from primary to secondary and then later into post 16 provision are very important.

### **Naming a School**

When the LA has received all professional advice for the statutory assessment, the Decision Making Group (DMG) will consider parental representations and agree the most appropriate placement that needs to be pursued for the child. There is a representative Headteacher who sits on this panel.

Parents may express a preference for the maintained school (but not a PRU or hospital special school) they wish their child to attend, or make representations for a placement in any other school. LAs **must** comply with a parental preference unless:

- the school is unsuitable for the child's age, ability, aptitude or special educational needs,
- or the placement would be incompatible with the efficient education of the other children with whom the child would be educated,
- or with the efficient use of resources.

LAs must consider parental representations and arrange any meeting(s) with LA advisers or officers the parents seek, before issuing the final statement within the 26 week deadline (See Schedule 27 Education Act 1996).

Unless a parent indicates that they do not want their child educated in a mainstream school (whether by expressing a preference or making a representation for a particular school or otherwise) an LA must ensure that a child is educated in a mainstream school unless that is incompatible with the efficient education of other children (See Section 316, Education Act 1996).

The LA **must** consult the governing body of a school before naming it in a statement. (Some governing bodies may have delegated this responsibility to the Headteacher) If another authority maintains the school, the LA **must** also consult that authority. The LA should expect schools and LAs to respond within 15 working days, unless the time period falls within a school holiday that is longer than two weeks. The LA should consider carefully any representations from governing bodies and other LAs.

If the consultation is the result of a parental preference for a particular school the LA should consider any concerns the governing body may have that the child's attendance might be incompatible with the efficient education of other children at the school and whether the governing body or the LA can take reasonable steps to prevent incompatibility. However, the final decision as to whether to name the school falls to the LA.

The LA has a duty to name the parents' preferred school in a statement as long as the conditions in Schedule 27 (set out above) are met. For example, the LA could not name a maintained school if it is selective and the child does not meet the criteria for selection. The governing body of the school cannot refuse to admit a child solely because they have special educational needs.

### **Placement in an Academy**

The guidance makes it clear that Academies are bound by the same expectations and similar processes to all other schools in respect of admitting pupils with statements. If the LA proposes to name an academy in a statement of SEN the Academy will be consulted and has 15 days in which to respond. If the Academy believes that to admit the child will be 'incompatible with the provision of efficient education for other children it should make it clear to the LA and submit evidence to this effect during the consultation

period. In such an instance the LA may disagree with the Academy's contention' (Teachernet Special Educational Needs and Disability guidance)

If local resolution cannot be reached the Academy or the LA can refer to the Secretary of State for a binding decision.

Parents may appeal to the SENDIS Tribunal if they disagree with the school named in a statement. SENDIST may decide that an Academy is the best placement for a child and order the LA to name it on the statement. The expectation would then be for the Academy to admit the child. Should the Academy seek support from the Secretary of State to not admit the child, Ministers have publicly stated that they cannot foresee circumstances when it would be appropriate for the Secretary of State to do other than to direct the Academy to admit the child.

### **Delegated special education provision for children with SEN but without statements**

Provision for pupils with special educational needs is a matter for the school as a **whole**. In addition to the governing body, the school's Headteacher and the SENCO, all other members of staff also have responsibilities for SEN. In practice, the division of day-to-day responsibilities is a matter for individual schools, to be decided in the light of a school's circumstances, size, priorities and ethos. Set out below are the LA's expectations of what a school will provide from their own resources with regard to meeting the special educational needs of children in school.

### **The role of the SENCO**

Governing bodies and Headteachers will need to give careful thought to the SENCO's timetable in the light of the SEN Code of Practice and in the context of the resources available to the school. Experience shows that the SENCOs require time for planning and co-ordination away from the classroom; maintaining appropriate records including a record of children at School Action and School Action Plus and those with statements; teaching pupils with SEN; observing pupils in class without a teaching commitment; managing, supporting and training Teaching Assistants (Learning Support Assistants); liaising with colleagues both in school and in other phases of education. Access to a telephone and an interview room is also desirable where possible. The governing body may also wish to agree to allocate some administrative staff time to help the SENCO, thus releasing the SENCO to use their expertise more effectively.

The SENCO duties should be the responsibility for one member of staff. In terms of responsibility the SENCO role is at least equivalent to that of curriculum, Literacy or Numeracy Co-ordinator. The role is challenging (but rewarding) and it is usually inappropriate for the SENCO to have other school-wide responsibilities. Many schools find it effective for the SENCO to be a member of the senior leadership team. However, although in very small schools the Head or Deputy may need to take on the role of SENCO, such a

decision should be considered very carefully and is not regarded as 'best practice'. New regulations from September 2009 mean that a SENCO must be a qualified teacher, be the Deputy or the Headteacher, or have been in post for 6 months prior to the regulation coming in to force with a reasonable prospect of being qualified within 2 years of the regulation coming into force,

It is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN.

Headteachers and governors should support the SENCO in the use of Information and Communication Technology (ICT) for SEN management systems and for preparing and recording Individual Education Plans. Headteachers should also ensure where possible that the SENCO is able to communicate with other SENCOs through, for example, the SENCO Forum arranged on a consortia basis. The new regulations for new SENCOs mean that training in SEN is mandatory.

The SENCO will usually have a responsibility for the deployment of teaching assistants within the school. Research clearly shows that TAs on their own do not make a difference to the progress of CYP. What makes the difference are clearly targeted and focussed teaching interventions.

### **The Teacher-in-Charge of additionally resourced inclusive provision**

Mainstream schools with a specialist provision may have a 'Teacher-in-Charge' as well as having a SENCO who is responsible for SEN within the school. The role of the Teacher-in-Charge is distinct from that of the SENCO and will often (depending on need type) require mandatory qualifications.

The Teacher-in-Charge would normally have the following responsibilities:

- to prepare the Individual Education Plans for the pupils who attend the specialist provision
- to liaise with the SENCO and other teaching staff in the school
- to arrange training for other school staff in the special need catered for at the school
- to plan for integration / inclusion opportunities for the pupils attending the specialist provision wherever possible with parental agreement
- to arrange pre-admissions meetings with parents
- to show parents around the Unit when informal visits are requested.

It is also envisaged in the future that Teachers-in-Charge of the Units in Medway schools will have a greater role to play in Outreach work and the sharing of their expertise with colleagues in Medway

## **School Action (and Early Years Action)**

When a class/subject teacher of the SENCO identifies a child with SEN, the class/subject teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. Parents should be informed of the concerns and about any proposed support plans.

If a child's class/subject teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child through School Action, the teacher together with the SENCO should collect all the available information about the child and seek additional information from the parents. The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; monitoring and subsequently reviewing the action taken. The child's class/subject teacher should remain responsible for working with the child and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of the action. Where it is appropriate and helpful to do so, information will be recorded using the Common Assessment Framework (CAF).

The SENCO and the child's class/subject teacher should decide on the Action needed to help the child progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child. A more appropriate approach may be to provide different learning materials or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies. Speedy access to LA support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular and ongoing input from external agencies.

For a pupil identified as needing support at School Action, the LA would expect the school to deliver the following as appropriate: in-class support or focused individual work (including mentoring) with one-to-one attention within a small group for up to six hours with a Teaching Assistant or 3 hours with a teacher per week; regular use of the school's pastoral/welfare support system may need to be accessed by the pupil. It is important to hold in mind the definition (Code of Practice) that a child with SEN requires something which is 'additional or different' to what is normally provided by the differentiated curriculum. Most primary schools routinely offer additional support for reading,

writing, social skills, social communication skills and fine motor skills. It is important to be clear within school as to what is below average performance and needing support, and what is SEN within the school context

All in-class support for the child at School Action is to be provided by the school from their delegated budget.

### **School Action Plus (and Early Years Action Plus)**

This level within the Code of practice requires schools to have involved an external agency in the support plan. Any request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP or at an In School Review. By definition, schools should always consult specialists when they take action on behalf of a child through School Action Plus. However, the involvement of specialists need not be limited to such children. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

At School Action Plus external support services, both those provided by the LA such as the Educational Psychology Service, Behaviour Support Service, Learning Support Service, PASS, and Educational Welfare Service (some of whom are now in integrated area teams) and by partner agencies, e.g. physiotherapist, occupational therapist, speech therapist, Child and Adult Mental Health Service (CAMHS), will usually see the child in school if that is appropriate and practicable. They can advise teachers on new Individual Education Plans (or group plans) with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Voluntary agencies bring an additional dimension and often have the confidence of parents. Parents must be informed if their child is deemed to be 'school action plus' and they must give informed consent to the involvement of any outside agency.

Where a child's needs have necessitated the involvement of several agencies, the expectation is that a CAF will be in place.

The SENCO and class/subject teacher, together with the curriculum, literacy and Numeracy Co-ordinators (where appropriate) and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be

obtained from other outside professionals, then the consent of the child's parents/ carers must be sought. The SENCO should note in the child's records: what further advice is being sought and the support to be provided for the child pending receipt of the advice.

For a pupil identified as needing support at School Action Plus, the LA continues to expect the school to deliver the following as appropriate: direct individual support by SEN employed staff in small groups for 6-10 hours with a Teaching Assistant or 3-5 hours with a teacher per week; frequent and consistent use of a scribe or reader; short-term support to avoid the pupil causing considerable emotional and physical distress to him/herself or others; regular mentoring may need to be accessed by the pupil. This remains consistent with the previous 'Inclusive Education Policy'.

All in-class support for the child at School Action Plus is to be provided by the school from their delegated budget.

### **Common Assessment Framework (CAF)**

Where it is not clear what a child's needs are, and where these cut across different aspects of a child's life so that multiple agencies may need a co-ordinated intervention, it will be appropriate to carry out a CAF. A CAF gives a methodology for meeting with parents/ carers with their CYP as appropriate, and for recording information across areas such as the environment (school, social and home), the child (emotional and physical development, health, relationships, learning) and parenting (basic care, emotional warmth, stability, boundaries, stimulation).

A CAF does not replace specialist assessments but can give an enhanced understanding of child/their family and can assist in planning an intervention to meet those needs.

A child identified as school action or school action plus may also have a CAF in place.

In practice a CAF often involves a multi-agency planning meeting – but the CAF is actually the method of recording information which enables the targeting of appropriate intervention to support the child.

### **Children with Statements**

For children with statements in mainstream school, the school must provide support for the child, as set out in the statement, from their delegated budget. The school can draw on advice from professionals and must seek to implement that advice.

If parental preference is for a mainstream school and the child requires a high level of support, it is not appropriate for the school to say that they cannot support the child. The LA does not hold any additional 'top up' budget and

expects that schools will take a long term view that some years they will have children with higher resourcing needs than other years.

It is anticipated that the only children in mainstream school with statements will be those requiring significantly high levels of support ie 25 hours plus because other children with less complex needs could have had these needs met without recourse to **statutorily assessing** them and will have had the intervention from the delegated funding.

There is evidence from the timing of statutory assessment requests that settings are asking for statements to protect support at times of transition. It is more appropriate to use clear school action plus records and set out a tight transition plan developed between the settings.

Pupils in special schools,  
SEN units within main  
stream schools and out-  
Medway provision

## Out of area spend

The proportion of pupils being placed in expensive out of LA area provision has increased. As of February 2009 there were 204 children placed in independent non-maintained schools, or tuition services at a cost of over £5 million

There are a small number of pupils for whom schools require exceptional funding. This number is made up of pupils in units within mainstream schools and those in mainstream schools with low incidence needs.

**Table to show independent non maintained and tuition placements by need and with cost at February 2009**

Primary Need	No. of Pupils	Total Cost (£)	Average Cost per Pupil (£)
Autistic spectrum	76	2,011,944	26,473
Behaviour Emotional			
Social Difficulties	55	1,282,760	23,323
Hearing Impairment	13	471,747	36,288
Moderate Learning			
Difficulties	15	390,368	26,025
Physical Impairment	5	308,204	61,641
Profound, Multiple			
Learning Difficulties	2	166,888	83,444
Speech Language			
Communication Needs	14	215,861	15,419
Severe Learning			
Difficulties	8	674,580	84,322
Specific Learning			
Difficulties	14	257,406	18,386
Misc	0	0	0
Visual Impairment	2	130,910	65,455
	<b>204</b>	<b>5,910,666</b>	

(NB – Cost actually £5.6 million due to recharges)

As mainstream schools have been supporting children with increasingly complex needs, so have the special schools and units. For children to be placed in specialist environments there must be clear reasons why they would be unable to flourish in their local community school. For some children this means access to specialist resources including teaching/support staff and materials which can be more efficiently and effectively delivered by grouping pupils with similar needs together in a school. For instance children with Profound and Multiple Learning Difficulties will need to have small group tuition throughout the day and support for their medication, toileting and physiotherapy needs.

Specialist provision in Medway has a clear and continuing role to play in supporting pupils with increasingly complex needs. The special schools in Medway are a resource to the whole authority. They contain skilled experienced staff who have developed specialist knowledge and understanding within their own fields.

Grammar schools will have fewer children with SEN than high schools. However, they will still have children with complex needs including dyslexia, autistic spectrum difficulties, hearing impairment and emotional needs. Outreach and support must be available to these settings too, although proportionally it may be less than for the non-selective schools who will have higher incidence of need.

It is the intention that funded outreach from these schools be developed so that pupils with complex needs can also be supported within the mainstream school of their parents' choice. It is likely that this will entail mainstream staff being able to consult with their specialist colleagues about strategies to support individual pupils, having access to a range of materials that support differentiation and visiting to see the organisation of learning materials in practice. It may also where appropriate involve direct workshop/seminar sessions within particular areas e.g. p scales.

## **Special Schools**

Medway Local Education Authority currently resources four special schools. These are for pupils who have (significant) vulnerabilities including complex medical needs, complex Moderate, Severe and Profound & Multiple Learning Difficulties.

Danecourt School is the Primary phase provision for pupils who have Moderate Learning Difficulties (MLD) and MLD with autism. As mainstream schools become more adept at supporting pupils with moderate learning difficulties Danecourt School will support them develop further expertise to enable them to meet the needs of more challenging pupils and those with complex speech and language needs.

Bradfields School is the Secondary phase provision for pupils who have Moderate Learning Difficulties – with additional layers of complexity. Within Bradfields is the Fieldview Unit which supports MLD pupils within the autistic spectrum. Bradfields has Post 16 provision based at the New Brompton College site in Gillingham which offers basic and other skills courses, skills for life, vocational skills, work experience, link courses and leisure pursuits. This will need relocating as the existing site will be used in a new academy build.

Abbey Court School is a cross phase provision for pupils who have Severe Learning Difficulties (SLD). The school supports students who have multiple and profound needs. They have a primary school site (Foundation Stage and Key Stages 1 and 2) in Gillingham and the secondary site (Key Stages 3 and 4) is in Strood. Abbey Court also offers a facility for post 16 education. The Foundation provision now admits children from age 3 years for those children

who will clearly need a later place in the main school and allows earlier intervention.

Rivermead is a Community School providing education for learners who are unable to access mainstream schooling. It provides a nurturing environment and small group teaching for children with a range of complex needs. It also provides hospital and medical tuition. Many of the students attending Rivermead have a mainstream school to return to although some children have Rivermead named on a statement of special educational needs.

It is an aim that all children have access to a peer group so that they can develop reciprocal friendships. There are groups of children who can best develop these through the careful support and intervention of skilled staff working with pupils who have similar needs and experience related difficulties.

### **Priorities**

Development priorities for special schools during the period of this plan are therefore:

- to develop schools' capability to cater for children with more complex needs who have been placed out of area, so that the objectives of a 24 hour curriculum can be met within Medway – including out of school activities, community inclusion and progression work about independent living
- to enable primary phase special schools to admit a small number of children from commencement of the Early years Foundation Stage at age 3 years
- to adjust the focus and operation of Medway special schools to facilitate a more flexible response to placements, e.g. split places between special schools and mainstream
- the LA will provide funds to develop outreach support to mainstream schools from the special schools including mainstream school integration opportunities for children in special schools. Financing this is dependant on being able to reduce the expenditure on children in non LA provision.

### **Pupil Referral Units**

There are 2 pupil referral units in Medway, Silverbank Park and Will Adams. They have a particularly important role as Medway does not have any EBD special schools. Although they have good post 16 progression, they don't in themselves offer post 16 placements.

The Onside project based at Silverbank Park aims to develop therapeutic provision for young people at risk of exclusion and/or where their emotional distress puts them at risk of developing more entrenched mental health difficulties.

Outreach currently operates from Silverbank Park but not Will Adams.

The PRUs work closely with the Inclusion Team and have been enabling schools to find alternatives to permanent exclusion. Both PRUs have a clear potential to further develop and embed skills within mainstream settings on supporting distressed and distressing adolescents whose behaviour is very challenging.

Silverbank Park is unusual as a PRU since it has a high proportion of statemented pupils placed there. Within the 1<sup>st</sup> year of this strategy options will be carefully considered as to how this can be addressed.

## **Inclusive Mainstream Provision (sometimes called ‘Special Units’)**

In addition to the special schools described above, Medway supports places at specific inclusive mainstream provision. This is part of specialist support within mainstream provision. The variety of needs catered for in this inclusive way are:

- autism – primary and secondary schools
- hearing impairment - primary
- visual impairment – primary and secondary
- physical impairment – primary with secondary in ‘designated’ schools
- emotional and behaviour difficulties – primary
- speech and language – primary and secondary
- specific learning difficulties – secondary

The purpose of the additionally resourced places is to provide specialist support for children who have complex needs and require additional resources not normally available to the mainstream school. The physical organisation of Medway’s inclusive additionally resourced provision, in relation to their mainstream school, depends on the needs of the pupils they support. Flexibility to adapt the focus of the provision if need changes over time is important and will be discussed and planned with schools. For example an existing Key Stage 1 and Key Stage 2 provision for children who have physical difficulties (completely integrated within the mainstream setting) now has significant vacancies due to parents choosing a local mainstream option.

It is an aim of all the additionally resourced provision to support inclusion within the mainstream and to this end it is important that the physical location and the organisation facilitate good integration opportunities.

### **During the period of this plan:**

- as mainstream schools are enabled to develop the skills to support pupils within their community, the staff in specialist facilities will be supported through professional development programmes in order to admit pupils with increasingly complex needs.
- we will keep the type and numbers of pupils in additionally resourced mainstream provision under review according to

need. In liaison with the Headteachers of such provision, the LA will, for example, develop ways in which they can support mainstream pupils via outreach support.

- currently Medway has particular difficulty finding local placements for pupils who have autism with a degree of challenging behaviour. The Marlborough Centre will continue to be supported to develop the expertise and the resources/ organisation to be able to meet the needs of this particular group of pupils. It is anticipated that the profile of the current ASD provision may continue to change as the needs of the children being admitted become more complex. Pupils with less complex autistic spectrum needs will be supported in mainstream schools some of whom will be supported to become centres of excellence or 'hubs'
- there is pressure on places for children with moderate learning difficulties. We will work with mainstream schools to develop expertise and additional provision for these vulnerable learners
- we will review the scope of Silverbank Park to ensure that if it needs to be a school in its own right this will happen while preserving the existing flexibility it has to respond to need.

## **Out-area provision**

As indicated previously, Medway has become dependent on out- area provision. This needs to change to enable better-planned investment within the local authority provision. Work will be undertaken with Medway community healthcare to plan for and develop this provision.

Out-area provision is only considered for a child when he/she requires a special school or specialist inclusive mainstream supported placement and all potential placements within Medway have been explored and have been found to be unable to meet the child's special educational needs, for whatever reason. The next course of action would be for the LA to contact appropriate special schools/special day provision maintained by other LAs that are within a reasonable daily travel distance, i.e. travel time of up to an hour- regulation prohibit CYP being placed in schools which are more than one hour travel time away.

In exceptional circumstances, it may be considered by the LA that a child requires a residential school placement on a weekly, termly or 52-week basis. Medway LA is likely to consider that there is a need for residential provision where there is multi-agency agreement that:

- The child has severe or multiple special educational needs that cannot be met in local day provision;
- The child has severe or multiple special needs that require a consistent programme both during and after school hours that cannot be provided by parents with support from other agencies;

- The child is looked after by the local authority and has complex social and learning needs, which cannot be met in local day provision;
- The child has complex medical needs as well as learning needs that cannot be managed in local day provision and the placement is joint-funded with the Health Authority.

If a child has a combination of both social educational and medical needs, a multi agency plan will be put in place that enables shared funding. Research (e.g. Norah Fry, Research Centre 2000 and London Region SEN Partnership “Away from home – the price paid”, 2001) draws attention to the potential adverse effects on young people of residential provision, and this will be taken in account by the LA in considering placements for pupils with severe and complex needs.

The Joint Services Provision Group makes these multi-agency decisions concerning residential placements and joint funding.

If it is agreed that a residential school should be named in the statement, the LA and parent should also agree the arrangements for the child’s contact with their family and for any special help, such as transport, that may be needed to maintain home/school contact.

Whenever a child is placed in a residential school with the intention that it will be for longer than three months the LA must inform either the children’s social care team in the area where the child’s family resides or the children’s social care team in the area of the residential school. (See Section 85, Children Act 1989) It is good practice to inform both.

**The main focus in the planning period will be:**

to develop specialist provision in Medway to meet the needs of children who currently have to be placed out-area owing to the lack of local provision, e.g. provision for children with complex ASD and Emotional and Behavioural Difficulties. This is to include outreach as well as actual provision. This is to achieve a position over time where fewer pupils are placed in out of area, higher cost schools.

# Strategy

Actions and  
developments to improve  
Medway's SEN provision  
and processes

## **Proposals and developments**

There are 5 key strands which need to be developed in order to have a strategic response to developing and maintaining strong SEN provision for children and young people in Medway.

### **Physical provision**

- In particular there is an apparent shortage of provision for learners within the 'moderate learning difficulties range'. This is exacerbated by little revolving door options within the specialist provision.
- Mainstream schools need to be supported to provide flexible and tailored support for complex children – where and if they are struggling to do so.
- Some of the existing specialist provision requires updating, expanding and may need to develop their scope.
- Provision in both mainstream and special schools and units need to be available for children of statutory age in the Early Years Foundation Stage (3 –5 years of age).
- The designation of the existing special schools and provision need to be kept under regular review and we will begin consultation where changes need to be made to ensure the match of provision to profile of need

### **Outreach**

- Mainstream schools are facing greater and greater challenges to meet need and maintain high standards. By not providing for a child they could be held to account for not filling their duties under the disability discrimination act. Teachers can easily feel de-skilled when a child presents with a range of complex needs and it is important that they are enabled to have the confidence and the tools to adapt a curriculum and an approach for the child which enables them to make progress and allows the teacher to meet the needs of the rest of the class.
- Our special schools and specialist inclusive provisions are sources of huge skill and expertise.
- Outreach needs to be a multi agency approach so that educational, health and Connexions professionals are clearly seen working together to support the expertise of staff and to provide individualised support as appropriate.

### **Prevention and intervention**

- Enhance services supporting children, families and schools
- Ensure effective identification, assessment and referral of children in the very early years, so that appropriate provision can be made from 3 years in mainstream, additionally resourced or special provision as appropriate
- Develop efficient information sharing mechanisms with the Integrated Area Teams as the core working with other professionals

- We will revise the inclusive education quality mark ensuring its relevance to all need types and ensure it is aligned to the expectations of the National Autistic Society.
- Review and refresh action plan

### **Year 3**

- Finalise development of additional mainstream provision
- Training carousel being delivered to SENCOs and SEN staff
- Through the regular reviewing of pupils placed in out of Medway provision identify any who could be supported back into a Medway placement.
- Refresh SEN action plan

### **Year 4**

- Provision established in all three planned academies. In the Gillingham academy this represents a revision of existing provision
- Children's Trust arrangements have prioritised reviews of the commissioned services for children with SEN i.e. speech and language therapy, physiotherapy and occupational therapy. There will also have been a trial of multi sensory therapy which may result in practice changes.
- Refresh action plan

### **Year 5**

- Re- evaluate provision, outstanding actions from the SEN action plan, and value for money
- Refresh SEN action plan and draft in consultation with parents, schools and other stakeholders the priorities for the next 3 years.

**The methodology to achieve the aims is set out in the following action plan.**

**Action Plan to show the key strategic developments for Medway over the next 5 years. This will be reviewed and updated at least annually.**

**Action Plan  
Objective 1: To develop additional SEN provision**

Task	Impact	Responsible body / officer	Timescale
Ensure appropriate identification of SEN	Remove an inherent pressure in the system which ratchets up expectations of provision	AD Inclusion with AD School Improvement	Begin 2009
Develop 3 primary and 3 secondary additionally resourced provision (secondary the short term priority)	Free up space in existing specialist provision enabling them to place pupils currently being placed in independent non maintained	AD Inclusion with Headteachers	Begun 2009 finish 2013
Expand secondary ASD provision to bring it in line with the specialist primary places <ul style="list-style-type: none"> <li>• Establish which level of ASD supported in mainstream</li> <li>• Establish which level of ASD with associated learning needs</li> </ul>	Establish 7 more places for ASD in St Werburgh Centre with the immediate impact of retaining pupils who would be in independent non-maintained provision.  Clear criteria established showing how pupils can be supported with differing needs across differing provisions	AD Inclusion with Psychology and Inclusion Service Manager	September 2009

<p>in which specialist provision</p>	<p>'Face lift' for the existing St Werburgh Centre. In long term factor into BSF</p>	<p>Parental preference for the St Werburgh Centre</p>	<p>AD Inclusion with HOH School</p>	<p>September 2009</p>
<p>Build on the existing outreach project for adolescents at risk to develop the educational provision for young people with EBD</p>	<p>Additional within Medway provision for EBD YP part funded by bringing pupils back from existing placements.</p>	<p>Psychology and Inclusion Service Manager with Patrick Burns</p>	<p>September 2009</p>	<p>September 2009</p>
<p>Building works for specialist provision to take notice of Building Bulletin 102 guidance (BB102)</p>	<p>Provision in line with new building guidance and suitable for the teaching and learning of pupils with SEN including those with acoustic needs</p>	<p>Head of school organisation and school services</p>	<p>From September 2009</p>	<p>From September 2009</p>
<p>Transition packs developed and used by schools</p>	<p>Schools and parents have clear guidance of how transition will happen.</p>	<p>TIS from Extended Services</p>	<p>September 2009</p>	<p>September 2009</p>
<p>Transition conference set up and run with a focus on inclusion.</p>	<p>Greater consistency across secondary schools in the support being offered to Yr 7s and the information made available to parents.</p>	<p>Head of Rivermead, Connexions – Medway Youth Trust AD Inclusion</p>	<p>January 2010 date established</p>	<p>January 2010 date established</p>

Develop additional primary ASD provision – 12 places across KS1 and KS2	Free up space in Marlborough Centre enabling them to retain ASD primary aged pupils currently being placed in tuition or independent schools	April 2010
Enable schools to buy into KS2 and KS3 BESD provision (NB primary BSS funding delegated to schools)	Increase the continuum of provision for children with BESD to include alternative provision. Needs better identified and children able to have secure boundaries in place so they are able to regulate their own behaviour.	April 2010
Investigate changing Silverbank PRU to develop an EBD school which operates outreach services	Statemented pupils currently placed within the PRU would have their needs met in a newly designated school operating within the OFSTED framework for special schools.	September 2011
Locate an HI secondary provision within Medway (aural and signing) – spec and equip	Pupils currently sent out of area will have a local provision and the children going through the primary provision will have a local secondary transfer	September 2012
Feasibility study conducted on residential provision for SLD pupils	SLD pupils remain in Medway provision and the residential aspect can also be used preventatively as respite	September 2012

Build on the Getting a Life project ensuring better facilitated transition for young adults with LLDD	Young adults with LLDD are supported to develop independent living.	Special school leaders with Adult services	September 2012
Plan and build a primary phase base for HI children with cochlea implants, digital hearing aids, bone anchored hearing aids where parental preference is for an aural environment	Retain children in Medway and bring pupils back from Maidstone in a phased way.	Specialist Teacher and Specialist EP for HI	2013
Developments as necessary with each special school based on individual feasibility studies linked to providing for more complex pupils and additional ASD	Additional places available within the schools; better able to meet higher complexity of need	AD Inclusion with school's organisation team	By September 2013
Consider redesignation of special schools on an individual basis to ensure they are able	Special schools are able to respond flexibly to meet strategic need	AD Inclusion, Headteachers	By September 2013

<p>to respond to and develop in line with Medway's needs</p>			
<p>Establish 6 early years settings additionally resourced/equipped to support children of increased complexity</p>	<p>Children of statutory school age able to attend EYFS full time in an appropriate environment enabling their needs to be better addressed</p>	<p>Early Years Service Manager</p>	<p>2014</p>

**Objective 2: Strengthen outreach into mainstream school**

Task	Impact	Responsible body / officer	Timescale
<p>Define what the requirements for NAS accreditation are</p>	<p>Skills and resources needed identified to enable actions to be taken</p>	<p>Senior Educational Psychologist</p>	<p>January 2010</p>
<p>Use the commissioning process as a vehicle to establish school based support for emotional health and well being – (lessons from the primary TAMHS and secondary Onside)</p>	<p>‘Comprehensive CAMHS’ takes account of school based delivery, children’s mental health needs supported and not escalating through the tiers.</p>	<p>Psychology and Inclusion Service Manager with joint commissioner for CAMHS</p>	<p>April 2010</p>
<p>Link existing Inclusive Education Quality Mark to SEN training for teaching and support staff in schools; aspire to SENCOs attaining the National Standards</p>	<p>A tiered system of training established that builds on a minimum expectation</p>	<p>Multi agency training group – to be established</p>	<p>Sept 2010</p>

<p>Deliver carousel of multi agency training in schools and for parents where VI, MSI BESD, MLD ASD is the need (adhering to the Children's Workforce Development Council National Occupational Standards)</p>	<p>Staff better equipped to have successful outcomes for pupils – fewer requests for special provision</p>	<p>Psychology and Inclusion Service Manager with Service Manager IATs</p>	<p>September 2011</p>
<p>Develop outreach from Danecourt, Bradfields, Rivermead and Abbey Court linked to specialist status as appropriate.</p>	<p>Staff in mainstream schools able to differentiate the curriculum in such a way as to see small step progress in pupils with significant learning needs – parents confident that their child's needs are met</p>	<p>Heads of Special Schools with AD Inclusion</p>	<p>2012</p>
<p>Establish ASD 'virtual' multi-agency outreach team linked to the integrated team and children's centres</p>	<p>ASD children and young people have their learning and emotional needs met in school</p>	<p>Chair Autism steering group</p>	<p>2012</p>
<p>Support the specialist training for teachers of HI (2 year training)</p>	<p>Staff available for new HI provision</p>	<p>Psychology and Inclusion Service Manager</p>	<p>2013</p>

All specialist provision to achieve Inclusive School Quality Mark	Schools to specifically work and survey parents for a more secure evidence base	Senior Advisor for inclusion	April 2014
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### Objective 3: Prevention and intervention

Task	Impact	Responsible body / officer	Timescale
Use the CAF within the early identification process to more effectively share information	Needs better identified and assessed enabling intervention to be better targeted	Psychology and Inclusion Manager with Early Years	Ongoing
Robustly defend Tribunal appeals and ensure that clear packages of support are in place to ensure CYP needs are met in local provision	Reinforce assessment criteria; consistency of decision making; CYP having needs met locally	Psychology and Inclusion Service Manager	From September 2009
Set up and open the Strood and Hoo nurture group	8 more children each year have early deficits overcome	Psychology and Inclusion Service Manager with Headteacher	September 2009
Establish protocol for identification of children across the locality for the nurture group	Effective identification of children for this intervention and recommendations made to the other two nurture groups to support their use for the wider locality	Psychology and Inclusion Service Manager with Headteacher	Jan 2010
Use the commissioning cycle to evaluate the	Speech and language targeted, evaluated and sufficient.	Director Commissioning PCT	Feb 2010

effectiveness of the therapies (SaLT priority) and inform specification taking account of new provision.				
Criteria for statutory assessment and associated guidance revised and republished	Clarity about statutory assessment criteria and consistency of decisions achieved.	Chair of Partnership working group	February 2010	
ASD multi agency diagnostic criteria – paediatricians develop internal commissioning criteria and a pyramid system to level ASD 1-5	Confidence across professionals and parents as to what the diagnosis means and what intervention the diagnosis requires.	PCT Medway	April 2010	
Embed the use of the intensive intervention project	Early language development supported and delays remediated	Senior Advisor for Inclusion Early Years Strategy Manager	2013	

**Objective 4: Increase parental confidence**

Task	Impact	Responsible body / officer	Timescale
<p>DMG when saying 'no' to statutory assessment to make recommendations for how the child's SEN should be managed</p>	<p>The school and the parent do not feel 'stuck' when the request is turned down and a clear route for supporting the child is identified and agreed with parents</p>	<p>Chair of the DMG</p>	<p>September 2009</p>
<p>Ensure parents are kept informed and involved within the SEN process – including at SA and SAP</p> <ul style="list-style-type: none"> <li>• Revise Medway's IEP format</li> <li>• Revise Medway's Annual review form</li> <li>• Consider KIDS (or equivalent) representation on DMG</li> </ul>	<p>Parents see the whole Code of Practice as statutory and 'protective' with less emphasis on a statement being the only 'protection',</p>	<p>Psychology and Inclusion Service manager, Senior Advisor Inclusion</p>	<p>September 2010</p>
<p>Ensure parent partnership service works to the exemplification guidance and the LA has regular customer satisfaction</p>	<p>Parents feel supported through all areas of the SEN system and have an understanding of what is appropriate for their children's needs.</p>	<p>Commissioner Aiming High Partnership Group with SEN Assessment Manager</p>	<p>September 2010</p>

data					
Involve parent groups in the re write of the criteria document	Shared understanding of accountabilities at different SEN stages	Psychology and Inclusion Service manager, Senior Advisor Inclusion with KIDS	September 2010		
Monitoring and Quality Assurance of standards / attainment of children with SEN in mainstream school takes account of information from parents	Parents believe their concerns are taken seriously and acted on.	AEN monitoring team	September 2010		
Parent consultation around setting up of new provisions helps inform the development of provision.	SEN seen far more as a partnership with parental views acted on	AD Inclusion and Senior Advisor for Inclusion	September 2010		
Transition protocols and processes will be developed so that there is a Medway 'standard'	Transfer of pupils and information about those pupils is supportive and enables targeted intervention to continue.	Chair of transition working party	September 2010		
As accreditations achieved eg NAS, inclusion quality mark, share with parents so there is a broader understanding that the skill to work with SEN is	Parents know and are confident that their child's needs can be met in a local school	Senior Advisor for Inclusion with SIPS	September 2011		

located within the mainstream			
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**Objective 5: Achieve a shift in financial spend enabling appropriate funding levels for complex students in mainstream and specialist provision**

<b>Task</b>	<b>Impact</b>	<b>Responsible body / officer</b>	<b>Timescale</b>
Out of county placements are reviewed regularly to ensure value for money and positive outcomes for CYP.	Develop greater confidence locally to meet need and inform the development of new/ future provision.	Psychology and Inclusion Service Manager	Ongoing
No independent place to be agreed prior to a discussion with LA providers	Collaborative problem solving leading to more creative local options for supporting children and keeping the finance within Medway	AD Inclusion , Psychology and Inclusion Service Manager and Heads of provision	April 2009
Accurate forecast and projections of numbers by need category to inform place planning updated annually but taking a 5 year view	Provision can be developed in a managed coherent way with any increase in provision being commissioned locally rather than places being purchased at crisis point.	Psychology and Inclusion Service Manager with the SEN Assessment Team with Connexions Provider	Forecast from September 2009
Involve headteachers in out of county reviews	Redress the myth that out of county provision is better able to meet need and increase the sense of shared ownership of the pupils.	AD Inclusion Chair of the secondary heads?	From January 2010

<p>Explore the viability of pooling some resource by consortia to support unforeseen special needs – arrivals or very high needs Protocols for accessing this fairly would need to be agreed</p>	<p>Schools and parents reassured that the funding is available to meet need</p>	<p>Principal accountant</p>	<p>April 2010</p>
<p>As provision is developed locally, children in out of county places identified and targeted to bring back into Medway as appropriate</p>	<p>External spend brought back into the system – most likely to be those in tuition first</p>	<p>AD Inclusion, Psychology and Inclusion Service Manager and Heads of provision</p>	<p>September 2010</p>
<p>Funding formula kept under regular review and the schools forum kept informed as changes are made</p>	<p>Finances available to support children are sufficient</p>	<p>Principal Accountant</p>	<p>September 2011</p>
<p>Children's Trust ensure service delivery is monitored and shaped to</p>	<p>When CYP are identified as having SEN they are able to access the support services they need to enable them to overcome the barriers to learning. Services</p>	<p>Children's Trust Board</p>	<p>By 2014</p>

enable medical, educational, social and community support to be in place to support children and families with identified SEN	may have to be re shaped to enable this to happen		
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## **Inclusive Education Charter**

We aim as an inclusive school to have structures and policies that:

- welcome, through the admissions process, all children and young people whatever additional educational needs or disability they have;
- train governors and staff in inclusion issues;
- ensure the recruitment and training of staff who will support and are committed to inclusion;
- embrace inclusion, and are an integral part of the school improvement plan;

We aim to promote higher levels of achievement for all children and young people by:

- offering a wide range of learning and teaching experiences
- celebrating achievement in all its forms
- developing and implementing individual education plans
- valuing the contribution of all children and young people
- having high expectations of all children and young people
- training staff to equip them to teach all children and young people

We aim to include all children and young people in all the activities of the school by:

- fostering supportive friendships among children and young people
- having clear codes of behaviour that take account of the particular difficulties that certain children and young people face
- working to enable children and young people to become more independent
- finding ways to overcome any difficulties caused by the physical environment or routines
- promoting diversity, understanding difficulties, recognising and respecting individual differences
- taking positive steps to prevent exclusions, especially of the children and young people with statements of special educational needs.

We aim to work in partnership with parents/carers by:

- welcoming parents/carers into the school
- making written and spoken language accessible
- dealing with parents/carers with honesty, trust and discretion
- taking time, sharing information, listening and valuing contributions in meetings.



