

Calderdale Framework for Inclusion



Good Practice Guidance for Schools

Autumn 2010

This guidance aims to:

...outline the basic entitlement of **all** pupils

...clarify the entitlement of pupils at **School Action**

...detail the **entitlement** of pupils with a **statement** of SEN and **School Action Plus**

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Date: 6 December 2010

Children and Young People's Services

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Dear Colleagues

Please find enclosed the Calderdale Framework for Inclusion which aims to lay out simply and clearly the entitlements of pupils with SEN at School Action, School Action Plus and for those with a Statement. A clear understanding by all parties of this entitlement is particularly important in Calderdale as under our local funding formula, a significant amount of funding for SEN is delegated to schools.

The Framework was put together by a group of Calderdale inclusion managers and consultants before going through a consultation process with Calderdale Parent Partnership and a group of Calderdale headteachers and SENCOs.

The Framework does not constitute new or changed policy. It is good practice guidance for schools around provision for children with SEN which reflects legislation and national guidance, particularly the 2001 SEN Code of Practice.

This guidance is important to schools because;

- All children and young people attending a mainstream school in Calderdale should have the same minimum entitlement provision for special educational needs.
- Parents should have a source of guidance about what provision can be expected if their child has special educational needs.
- School and Calderdale Council staff need a mutual understanding to support their dialogue about individual pupils.
- It directly supports the local authority in fulfilling its statutory duty to monitor and evaluate the effectiveness of special educational needs provision in schools.

As well as being distributed to schools, the Framework for Inclusion will be available through the Calderdale website and so will be accessible to parents and others with an interest in understanding the entitlements of children with SEN. Schools too may wish to share the Framework with parents to enhance their understanding of the provision available to help their children make progress.

I hope you find the Framework a useful reference point and an effective way of clarifying the entitlements pupils have when placed on the school's SEN register.

If you have any queries or would like to discuss the Framework further, please contact James Procter, School Link Officer – Inclusion, on 01422 394089 james.procter@calderdale.gov.uk

Yours sincerely

Anne Scarborough
Head of Family Support Services

Special Educational Needs (SEN) - The Entitlement of Pupils in Mainstream Schools

Introduction

Local authorities' responsibilities under the Education Act 1996 to identify, assess and provide for children with special educational needs (SEN) take precedence over the *Code of Practice on LEA-School Relations*.

The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001 require local authorities to publish information on SEN provision, including what support will be provided by the authority and what schools are expected to provide from their delegated budgets.

This 'Entitlement' document fulfils the government's requirement that each Local Authority (LA) explains the special educational provision it expects to be made from within a mainstream school's budget share.

This guidance also aims to link this entitlement to the Calderdale Continuum of Need and Response which governs the way agencies intervene to support, advise and protect children and young people in Calderdale.

This document seeks to make explicit the provision for pupils at 'School Action' and at 'School Action Plus' and this is particularly important in light of the funding model in Calderdale as a significant amount of funding is delegated to schools.

This guidance is important to schools because;

- All children and young people attending a mainstream school in Calderdale should have the same minimum entitlement provision for special educational needs.
- Parents should have a source of guidance about what provision can be expected if their child has special educational needs.
- School and Calderdale Council staff need a mutual understanding to support their dialogue about individual pupils.
- It directly supports the local authority in fulfilling its statutory duty to monitor and evaluate the effectiveness of special educational needs provision in schools.

This document should be viewed as a good practice guidance which schools are expected to work towards. Some schools will need to make adaptations to their present practice if they are to meet the local authority's minimum provision expectations. The descriptors also provide the threshold for statutory assessment. Schools will need to demonstrate that the children they are putting forward for statutory assessment have needs that are significantly outside and beyond those at School Action Plus.

Evidence of such levels of attainment and needs will still have to be submitted to the Special Educational Needs Moderating Panel.

Principles

Calderdale Council supports the government's view that the distribution of resources to support children and young people with special educational needs or other additional educational needs should be based upon the following key principles. In particular they should:

- support inclusion within mainstream settings wherever possible;
- enable needs to be met as early as possible and usually without the need for a Statement;
- support raising standards and achievement particularly in literacy and numeracy and other key skills including the development of independence;
- safeguard the rights and entitlements of children with the most exceptional special educational needs, including those with statements, to ensure that appropriate provision is available; and
- match the allocation of resources with the responsibility for ensuring outcomes in terms of pupil progress, attainment and well-being.

The Use of Resources

Schools are required under The Education (Special Educational Needs) (Information) (England) Regulations 1999 to publish information on how resources are allocated to and amongst pupils with special educational needs.

All schools receive an annual statement (section 52) setting out the funding which has been delegated to them to meet the needs of pupils with SEN as part of the funding form.

As part of *School Action* and *School Action Plus*, all schools have a duty to identify the needs of pupils with SEN and to provide adequate support to meet these needs. Schools should clearly identify the proportion of their budget that is allocated to support all pupils with SEN and should provide a breakdown of how this funding is being spent.

It is recognised that the particular actions taken by schools to meet the needs of pupils with SEN will vary according to the changing SEN profile of the school. The school will need to take account of the particular needs of pupils with statements of SEN, the needs of pupils with SEN whose learning difficulties do not warrant a statement and whole school approaches to management, teaching and learning that ensure that the learning needs of all pupils can be met.

It is important that schools prioritise the needs of those pupils at school action plus appropriately and that those needs are met from the totality of resources available.

Entitlement

Schools as a **universal** service are required to support the diverse learning needs of different groups of pupils. These include pupils with special educational needs as defined in section 312 of the 1996 Education Act and those with other additional needs for whom some form of additional or different educational provision is required. All pupils have individual needs and the majority will make progress through normal curricula and organisational arrangements.

All schools are expected to provide from their delegated funding:

- a special needs co-ordinator;
- classrooms and teaching space that can be adapted to different groupings as part of appropriate differentiation;
- a range of resources to support pupil learning;

In addition;

- appropriate systems for the preparation and monitoring of Individual Education Plans and for the annual review of statements.
- a governor with lead responsibility for SEN;
- Information for parents (including SEN Policy and guidance for parents to help support their child's learning and details of the further support available from Calderdale Parent Partnership Service).

A few pupils may need more exceptional arrangements to be made in their physical and learning environments in order for them to realise their potential. In such cases **targeted** support within the school will be needed in order to meet their "additional educational needs."

The term "additional educational needs" is taken to include all children and young people for whom some form of additional or exceptional educational provision is required. Children with long term, severe or complex special educational needs are included within this wider group.

The concept of distributing resources for Additional Educational Needs is based upon the fundamental principle that those with the greatest need will require additional resources to support their learning. The Calderdale distribution of the Additional Educational Needs budget is governed by a formula based on deprivation and attainment. It is the expectation therefore that some of this funding will be issued by schools to support children with SEN.

Although pupils with special educational needs are required to be identified and assessed individually, in most circumstances it is not appropriate to identify children and young people in this way for resource purposes. Rather, the relative distribution of resources between schools reflects the requirement to make appropriate arrangements for the different populations of pupils who attend those schools.

This guidance also assumes that children with the most severe or complex special educational needs will require some individualised **specialist** interventions in order to ensure that their opportunities to learn and develop are maximised.

Definition of Special Educational Needs (section 312, Education Act 1996)

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

Children have a **learning difficulty** if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age :or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA
- c) Are under compulsory school age and fall within definition at (a) or (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Special educational provision means:

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

Fundamental Principles (SEN code of practice para 1:5)

A child with special educational needs should have their needs met

The special educational needs of a child will normally be met in mainstream schools or settings

The views of the child should be sought and taken into account

Parents have a vital role to play in supporting their child's education

Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum

Critical Success factors for the successful inclusion of pupils with special educational needs (SEN Code of Practice para 1:6)

The culture, practice, management and deployment of resources in a school or setting are designed to ensure all children's needs are met

The LA, schools and settings work together to ensure that any child's special educational needs are **identified early**

The LA, schools and setting exploit **best practice** when devising interventions

Special education professionals and **parents** work in **partnership**

Special education professionals take into account the **views of individual parents** in respect of **their child's** particular needs

Interventions for each child are **reviewed regularly** to **assess** their **impact**, the child's progress and the views of the child, their teachers and parents

There is close co-operation between all the agencies concerned and a **multi-disciplinary approach** to the resolution of issues

The LA makes assessments in accordance within prescribed time limits

When the LA determines a child's special educational needs, statements are **clear** and **detailed** and made **within prescribed time limits, specify monitoring arrangements** and are **reviewed annually**

The triggers for intervention may be when the class teacher or SENCO has concerns underpinned by evidence, about a child who despite receiving differentiated learning opportunities/quality first teaching :

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress.

Basic Entitlement (Calderdale Continuum of Need – Level 1)

Within mainstream schools and settings, **all** pupils are entitled to:

Resources

- A carefully planned and delegated budget which reflects the needs of all pupils
- Effectively deployed human and physical resources
- An audit of need which allows for flexibility and anticipates change

Curriculum

- A broad and balanced curriculum which reflects diversity and needs
- Appropriate and effective differentiation
- Effective learning opportunities which challenge and support
- Flexibility in provision
- Access to a range of intervention at wave two and wave three

Learning Environment

- A safe, supportive and challenging environment
- Access to a range of resources/equipment
- Group/individual support

Teaching

- High expectations
- Understood and accommodated learning styles
- Multi sensory methods
- Reasonable adjustments to overcome barriers to learning

Monitoring, Evaluation and Accountability

- A School Improvement Plan designed to produce outcomes for all
- Assessment and tracking systems which monitor and evaluate progress, both pastoral and academic
- School Policies which are regularly reviewed and are designed to have maximum impact on provision
- School systems which show a clear understanding and allocation of key roles and responsibilities
- A SENCO with a clearly defined role has adequate time and facilities to carry out this role effectively

- An informed Governing Body fulfilling its role to support and challenge.
- CPD planning which addresses the needs of the school
- Staff who are involved in developing their practice/provision for pupils with SEN
- Provision maps which detail intervention required and monitor impact

Pupil Engagement

- Pupils are supported to talk about their needs choices and aspirations
- Pupils contribute to the process and are involved in mapping elements of their provision.
- Pupils have a choice in the way they communicate and contribute
- Pupils understand the processes they are involved with for reviewing their progress and are aware the impact that their contribution has

Parent/Carer involvement

- There are opportunities for regular consultation and feedback
- Progress is explained and where pupils fail to make expected progress parents/carers are informed of any planned intervention
- Parents/carers are consulted in decisions made about their child
- There is access to a range of effective communication systems
- Parents and carers consult with school about their child

School Action (Calderdale Continuum of Need Level 2)

When a class teacher or SENCO identifies a child with SEN the class teacher should provide interventions that are **additional to and different** from those provided as part of the school's usual differentiated curriculum offer and strategies. School must utilise existing resources to deliver intervention at school action.

In **addition** to the **basic entitlement**, pupils at **school action** are also entitled to:

Resources

- Transparent deployment of SEN/AEN resources to target pupil need and assure progress
- Access to a range of learning materials/specialist equipment
- Appropriately trained staff to introduce more effective strategies

Curriculum

- Reasonable adjustments designed to overcome barriers to learning
- Differentiated learning materials
- An Individual Education Plan which reflects adaptations within the learning environment and sets 3 or 4 SMART targets in areas of difficulty which support progress
- Further access to a range of interventions at wave two/three designed to address needs

Learning Environment

- Specific and targeted provision
- Signposts to additional support

Teaching

- Designed opportunities to regularly work towards targets on IEP
- Planning which reflects an awareness of pupils' specific needs over and above differentiated class teaching

Monitoring, Evaluation and Accountability

- Accurate and up to date records which demonstrate provision and progress
- Further assessment if necessary
- Contact with outside agencies if necessary
- A range of assessment used to inform provision
- Appropriate measures of progress used (eg Pivats, the progression guidance)

Pupil Engagement

- Pupils are supported to talk about their needs choices and aspirations
- Pupils have a choice in the way they communicate and contribute
- Pupils understand the processes they are involved with for reviewing their progress and are aware of the impact that their contribution has
- Pupils contribute to IEPs and are involved in monitoring their own progress

Parent/Carer involvement

- Parent/carers consent is obtained
- Parent/carers view is sought regarding learning need
- Parent/carers are involved in setting targets and reviewing progress in partnership with the school at least twice a year
- Parents/carers are signposted to the schools' SEN policy
- Parents/carers are provided with information about the parent partnership service

School Action Plus (Calderdale Continuum of Need Level 2 – Single External Agency; or Level 3 – Multiple Agency involvement)

A pupil is moved to **School Action Plus** when a decision is taken by the school, in consultation with the parents/carers, to request help from **external services**. School must **utilise existing resources** to deliver intervention at school action plus.

In **addition** to previous entitlements, a pupil at school action plus is also entitled to:

Resources

- Transparent deployment of SEN/AEN resources to target pupil need and assure progress
- Outside specialist involvement in identifying specific barriers to learning
- Outside specialist advice on effective provision designed to prevent the development of more significant needs
- Outside specialist recommendations on learning and behaviour management strategies
- Further specialist assessments that inform planning and the measurement of a pupil's progress
- Specific targeted support from Outside Agencies
- Access to meetings around the child involving all agencies to enable continued structured and managed support

Curriculum

- An IEP that implements, monitors and evaluates the targets & strategies advised by the school, parent and outside agencies
- New or specialist strategies or materials
- Further intervention at wave two and three designed to address specific needs
- Opportunities to experience a range of different teaching approaches and appropriate equipment

Learning Environment

- Improved management or alternative arrangements based on outside agency advice
- IEP strategies to be implemented within the classroom setting, as far as possible

Teaching

- Planning indicates opportunities for additional adult support to implement interventions
- Advice from external agencies is shared and used by all staff involved with the pupil.

Monitoring, Evaluation and Accountability

- Clear systems to co-ordinate the range of advice received from single/multiple agencies
- Systems for sharing relevant information with all key staff and agencies working with the child
- Clear referral criteria to outside agencies which is understood by all members of staff
- Regular review of progress reported to all concerned in a format which is understood by all
- Concise pupil records

Pupil Engagement

- Pupils are supported to talk about their needs choices and aspirations
- Pupils have a choice in the way they communicate and make a contribution
- Pupils understand the processes they are involved with for reviewing their progress and are aware the impact that their contribution has
- Pupils contribute to IEPs and are involved in monitoring their own progress

Parent/Carer involvement

- Parent/carers permission is obtained prior to outside agency involvement
- Parent/carers understand the nature of external involvement
- Information from external sources shared

Statement of Special Educational Needs (Calderdale Continuum of Need Level 2 – Single External Agency; or Level 3 – Multiple Agency involvement)

The LA will make a decision to issue a statement when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream schools and early education settings in the area. A statement of special educational needs is reviewed annually and may cease when targets are achieved or a non funded statement may be issued

In **addition** to previous entitlements, a pupil with a **statement of special educational needs** is **entitled** to:

Resources

- Funding for statements delegated to the school
- Funding utilised to meet the needs of the child as outlined in the statement
- Access to facilities and equipment as outlined in the statement
- Appropriate staffing arrangements which are required to meet the child's needs as outlined in the statement

Curriculum

- A carefully designed IEP which reflects the strategies, provision and objectives identified in the statement
- Appropriate modifications are made to the application of the curriculum
- Details of appropriate exclusions from the application of the national curriculum must be specified as should the provision which is proposed to substitute for any exclusions in order to maintain a broad and balanced curriculum

Teaching

- Access to flexible teaching arrangements
- Access to teaching and support staff who are informed as to the nature of the child's need

Learning environment

- Opportunities to work alongside peers
- Supportive environment which allows for participation and the development of independence skills

Monitoring, Evaluation and Accountability

- Child's statement is stored securely to ensure confidentiality
- Six week meeting takes place for all 'new' statements and all paperwork is completed
- Annual reviews take place annually and all guidelines for running the review are adhered to (section 9 SEN Code of Practice)
- Reporting arrangements around the statement via the annual review are in line with LA recommendations
- Interim reviews are called if necessary
- Progress of the child is monitored through the IEP
- Staff, pupils, parents/carers are involved in monitoring and evaluating progress made towards targets
- Interim reviews are called when schools/settings/parents or LA feel this is necessary
- Effective transition planning between classes and between schools

Pupil engagement

- Pupils are supported to talk about their needs choices and aspirations
- Pupils have a choice in the way they communicate and contribute
- Pupils understand the processes they are involved with for reviewing their progress and are aware the impact that their contribution has
- Pupils contribute to IEPs and are involved in monitoring their own progress
- When reviewing the statement person centred approaches are used with all pupils from year nine onwards
- Person centred approaches before year nine begin to be implemented as soon as is deemed appropriate by the school

Parent/Carer involvement

- Parents/carers are fully informed and understand the purpose of the statement
- Parents/carers are involved in reviewing the statement
- Support which enables the participation of parents/carers in the review is available if necessary