

Special Educational Needs and/or Disability (SEND) Policy



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This Policy provides information on Special Educational Needs and Disability (SEND) funding and provision to comply with statutory requirements and links to the local offer for SEND.

1. Hartlepool's Vision for Children and Young People with Special Educational Needs

Children and Young People with Special Educational Needs in Hartlepool should enjoy a happy and healthy childhood, be socially included and grow up to achieve their full potential.

2. Hartlepool's Mission Statement for Inclusive Education

Hartlepool Borough Council believes that all children and young people should have an equal opportunity to access a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group. The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they may have, in line with parental preference. This is a fundamental aim which underpins our education provision. The needs of individual children will remain paramount and Hartlepool special schools will form part of the provision both in relation to individual children and in their supporting role to mainstream schools.

3. Legal Background

The Education Act 1996 gave Local Authorities and school governor's responsibility for identifying and providing suitable education for children with special educational needs.

The Education Act 1993 required the Government to issue a Code of Practice which came into force in November 2001. This Code gave guidance to local authorities and the governing bodies of all schools about the education of all children with special educational needs. It introduced a stronger right for children with SEN to be educated at a mainstream school. Subsequent guidance has strengthened the rights of children to receive an inclusive education in accordance with their parents' wishes.

The Children and Families Act 2014 introduced wide ranging reforms to the system for identifying, assessing and supporting children and young people and their families. These reforms make provision for:

- Children, young people and their families to be at the heart of the system;
- Close co-operation between all the services that support children, young people and their families through the joint planning and commissioning of services;
- Early identification of children and young people with SEN;
- A clear and easy to understand 'local offer' of education, health and social care services to support children and young people with SEN and their families;
- For children and young people with more complex needs, a co-ordinated assessment of needs and a new 0-25 Education, Health and Care (EHC) Plan;

- A single, coherent system which spans early years, schools, further education and training;
- New rights and protections for 16-25 year olds in further education and training, comparable to those in school;
- A clear focus on outcomes for children and young people with EHC plans, anticipating the education, health and care support they will need and planning for a clear pathway through education into adulthood;
- Increased choice, opportunity and control for parents and young people including a greater range of schools and colleges which they can request and the offer of a personal budget for those with an EHC plan.

The Act came into force in September 2014.

The legislation defines a child as having special educational needs if he or she has a learning difficulty that calls for special educational provision to be made.

A child has a learning difficulty if he or she has:

- Significantly greater difficulty in learning than the majority of children of his or her age;
- A disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority; or
- Is under five and falls into one of these categories, or is likely to if special educational provision is not made.

Special educational provision means provision which is additional to, or otherwise different from, the provision made generally for children of the same age.

Hartlepool Borough Council believes that children with special educational needs, including children with a statement or single EHC Plan, should, where appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools. Nevertheless for a small number of children, very specialist provision will be required which may best be provided by placement in a special school.

4. Identification and Assessment

The Local Authority (LA) adopts the guidance offered in the Special Educational Needs Code of Practice January 2015 (DfE) for the identification and assessment of pupils with special educational needs.

Schools are advised to follow the graduated response and the LA has issued a separate document titled '*Guidance for applying the new Code of Practice*'.

The needs of pupils are considered individually and those with the most significant needs can proceed to a statutory assessment if the graduated response has been followed and the LA believes that it may need to determine the special educational provision required. Flexibility can be applied in exceptional circumstances such as pupils transferring from another local authority area where there is clear evidence that they will meet the criteria for statutory assessment.

5. Involvement of Parents & Carers

Hartlepool Borough Council believes that parents and carers should be involved at every stage of the Code of Practice and statutory assessment. Every effort is made to ensure that parents' views are sought and recorded.

From September 2013, children and young people referred to the Local Authority for statutory assessment have followed the co-ordinated assessment and planning pathway developed as part of the SEND Pathfinder programme. Parents and carers are an integral part of this process.

6. Involvement of Young People

Young people should, as far as possible, be involved in the assessment of their special educational needs and any decision which is made about their educational placement. Where appropriate they should be actively involved in setting their own objectives and monitoring their progress.

The co-ordinated assessment and planning pathway referred to above uses a person centred approach to assessing and reviewing young people's needs. This ensures that, if they are able, young people will be a driving force in identifying the outcomes they are working towards.

7. Delegated Funding for Special Educational Needs

To comply with DfE requirements arising from the new Schools' Funding Formula arrangements in 2013, the Schools' Forum made changes to the way that notional SEN budgets are calculated and delegated to mainstream schools.

Specific details of delegated funding for the previous and current financial years are provided in Appendix A.

7.1 Delegation to all Mainstream Schools - Notional Share of AWPU and deprivation funding (Element 1)

A notional sum is earmarked for SEND within every school's delegated mainstream budget. This equates to 8.5% (an increase of 1%) of the basic Age-Weighted Pupil Unit (AWPU) Funding plus 7.5% of the deprivation funding.

From the financial year 2013/14, the School's Forum approved changes to the operation of the Individual Pupil Support budget. In recognition of the additional cost pressure on primary schools following the introduction of the new funding arrangements, £550,000 of funding has been transferred from the centrally retained high needs budget into mainstream primary schools' budgets within the School's Block. This was agreed based on a 50/50 split between the AWPU and prior attainment (low cost, high incidence) factor and, as a result, primary schools have a larger notional SEN budget than in previous years. This arrangement has continued and will be in place again in 2015/16.

7.2 Delegation to mainstream schools – Prior attainment (Low Cost, High Incidence) funding (Element 2)

Schools receive additional delegated funding specifically to support pupils with SEND. These funds are to supplement the allocations outlined in 7.1 to ensure that schools are able to meet the needs of children with SEN, including those with a statement or single EHC plan. Schools will be able to ensure that those with the most significant needs receive up to £6,000 worth of provision, including individual support, small group work, specialist teaching and benefit from specific programmes of support.

Low cost, high incidence funding is calculated in the following ways:

Primary

The total funding is based on the number of pupils in Years 1-5 who achieved below 78 points on the current EYFS profile.

Secondary

The total funding is based on the number of pupils throughout the school who achieved below level 4 at the end of KS2 in English or Maths.

7.3 Use of delegated notional SEND funding (Elements 1 and 2)

Schools are expected to plan the use of delegated funding to ensure that they can provide appropriate support for pupils with SEND, equating to the first £6000 of provision per year (£3200 for pupils in nursery settings). It is expected that these funds will allow all schools to:

General

- Develop and implement a whole-school inclusive ethos;
- Employ a Special Educational Needs Coordinator;
- Provide administrative support to the SENCO;

- Liaise effectively with parents and carers;
- Ensure effective liaison between staff working with a child with SEND;
- Ensure effective liaison between school staff and external specialists;
- Develop 'quality first' teaching that is differentiated to include the curriculum requirements of a range of children with SEND;
- Provide resources and auxiliary aids to support differentiation;
- Permit classroom staff to participate in developing and reviewing individual plans;
- Enable staff to improve their knowledge and expertise through appropriate continuous staff development.
- Undertake whole-school activities relating to the development, implementation and monitoring of the school's SEND Policy.
- Publish an annual SEN information report on the school website as outlined on p.106 of the Code of Practice, January 2015.

Targeted

- 14 hours of individual support per week from a TA (7.5 hours per week in nursery settings) or;
- 25 hours paired or small group support per week or;
- Other equivalent support or a combination of the above.

7.4 Top up funding for mainstream schools (Element 3)

The Individual Pupil Support funding panel will continue to operate as in previous years. For pupils identified with high needs (requiring resources over and above Elements 1 and 2) a top up will be allocated from the Individual Pupil Support budget, within the LA High Needs Block. Schools should make an application to the panel, demonstrating how they will meet the first £6000 worth of support and what additional support is required.

7.5 Special Provision Funded on the Basis of Planned Places

Dedicated special provision is funded by a combination of place and pupil led funding, known as Place Plus. This applies to:

- additionally resourced special provision in a small number of mainstream schools; and
- special schools

Under this approach, high needs funding comprises three elements:

- **Place funding of £10,000, combining:**
 - Element 1: 'core education funding'** – for school age pupils this is equivalent to AWPUP;
 - Element 2 'additional support funding'** – a clearly identified budget to provide additional support for high needs pupils, up to the value of £6,000;
- **Element 3 'top-up' funding** – over and above Elements 1 and 2 to meet the total cost of the education provision required by an individual pupil, as based on their assessed needs.

8. Allocation of top up funding in mainstream schools (Element 3)

To ensure a degree of consistency and equity across all schools, many factors are taken into account when deciding whether top up funding should be allocated. The individual needs of the pupil, the level of SEND support generally provided throughout the school and the level of SEND funding the school receives through delegation are all considered when determining what is required.

Three principles apply to top up funding:

- Top up funding is initially allocated on a time-limited basis;
- Allocations assume a level of contribution from the school's delegated resources;
- Robust outcomes should be set at the time of funding being allocated, and progress reviewed regularly.

A review is held before the end of the funding period, where progress against the outcomes set is considered. A decision is taken to withdraw, reduce, continue or increase the level of funding.

8.1 Applying for top up funding (Element 3)

Schools and settings must complete the LA's *Application for top up funding* pro forma, providing details of:

- The pupil's special educational needs (including a brief history) and the reasons why it is felt that additional support is required;
- Academic attainment/teacher assessment levels in the core subjects of the National Curriculum;
- Details of the pupil's class group, current staffing levels and whether there are other pupils with SEND currently receiving support;
- Details of the contribution from the school's delegated resources;
- The action formulated, monitored and evaluated in consultation with external specialists and the two most recent Individual Plans or Co-ordinated Support Plan;
- Details of all previous strategies implemented to address the pupil's difficulties and the additional targeted support provided by the school (including access to in/out reach services);
- Details of any other factors which are impacting on the pupil's learning;
- Information about how any additional support would be used;
- Monitoring arrangements for the tracking of progress.

9. Non-delegated Funding for SEND

There are several budget headings related to expenditure on SEND that are centrally retained:

- The SEND Team who are responsible for administering the assessment, planning, monitoring and review procedures;

- Out of LA top up funding for children placed in other authorities' schools;
- Independent Special School fees [very complex cases often funded jointly with Health & Social Care];
- Peripatetic services for the hearing impaired and visually impaired.

10. Special Educational Provision

Provision with the LA area can be made in a variety of ways:

10.1 Within Mainstream school: without a Statement or single EHC plan

Schools are required to indicate in their SEND policy and in their Local Offer how their delegated SEND funding is spent. It is the LA's policy to support early intervention. Where high needs are identified, additional funding may be released to support pupils without the need for statutory assessment. Alternatively a child could be admitted to an additionally resourced provision without undergoing a statutory assessment, providing the admission guidelines for that ARP are followed.

Support is also provided to pupils with a sensory impairment from the Services for Hearing Impaired and Visually Impaired Pupils. These services are part of regional provision provided by Middlesbrough LA. They operate a referral system and many children are identified at an early age and referred to the service by health professionals without undergoing a statutory assessment.

10.2 Within Mainstream School: with a Statement or single EHC plan

The LA issues a statement or EHC plan when it decides that it needs to formally determine the provision required. This places a legal duty on the LA to ensure that the provision in the statement or EHC plan is made and means that the LA has to 'control' the arrangements for the monitoring and review of the child's progress. Some pupils with statements or EHC plans may need to be supported by additional staffing which is funded by a combination of the elements outlined in section 8.

10.3 Within Special Schools

Hartlepool Borough Council maintains: one primary special school and we have one secondary special academy. Long-term, full time placement in these schools will require a full statutory assessment and the naming of the special school in a statement or EHC plan. However, significant links have been developed between special and mainstream schools to support inclusion which, in some circumstances, allows children who are on the roll of a mainstream school to access some provision in a special school on a time-limited basis. Such requests should be made to the SEND Manager and the Headteacher of the relevant special school. Where appropriate pupils are dual registered at their mainstream and the special school.

Even where a pupil's needs are very challenging or complex, every effort will be made by the LA to work with the special schools to provide a highly individualised package to meet those

needs. Where a pupil's needs cannot be met within the LA area a place may be sought in a neighbouring authority. Every effort is made to provide pupils with appropriate education as near as possible to their own community.

In very few, exceptional circumstances, where children have complex needs and/or where provision needs to be made in partnership with the Health Authority and/or Social Care, a child may be placed in an independent or non-maintained special school.

10.4 Monitoring Arrangements for Pupils with Statements of SEND/single EHC plan

The progress of children and young people and the provision specified for them in their statements/EHC plan is monitored in several ways:

- Schools are required to report annually on the progress of pupils;
- The progress of children with individual plans or co-ordinated support plans is monitored by education providers, with regard to the Code of Practice 2015. These should be revised at least twice a year, ideally on a termly basis. Where appropriate, the educational psychologist or other outside specialist should be involved in reviews;
- All pupils who have a statement or EHC plan are reviewed annually by the LA in partnership with education providers, parents and colleagues from other services and the young people themselves;
- A representative of the LA will normally attend all annual reviews of pupils who are making the transition into secondary education, further education or leaving school.
- A representative of the LA will normally attend all annual reviews of young people who are placed in out of the LA or in independent special schools.
- School governors have a responsibility to monitor the administration of the school's SEND policy and they have a duty to ensure that the provision described in a statement or EHC plan is delivered. Whilst issues of confidentiality preclude discussion about individual pupils, Governors will monitor overall progress of pupils within the school and the implementation of the school's SEND Policy.
- OFSTED inspections will monitor the progress made by pupils with SEND within schools and make particular reference to achievement.
- The LA has a right of access to any maintained school, academy or free school where they have responsibility for the education of a child with a statement/EHC plan.

11. Schools' SEND Policies

All schools are required to have an SEND policy and any changes in this policy have to be reported to parents via the Governors' report on an annual basis. Schools are also expected to publish details of their 'local offer' to pupils with SEND, which contains information about the provision offered.

Schools must also have a Disability Equality Scheme (DES) that includes an action plan to improve access within the school for children with disabilities. The DES can be incorporated in a Single Equality Scheme as long as the access plan is clear. This should be published with other information about SEND on each school's website.

12. Post 16 students

From September 2013 all students with a Statement of SEN (or Education Health and Care Plan) or S139a assessment who progress into post 16 education or training will have been supported by schools and local authority staff to select an appropriate pathway of learning.

Post 16 provision for students with additional and high needs is funded by a combination of place and student led funding.

Under this approach, post 16 high needs funding comprises three elements:

- **Place funding of approximately £10,000 combining:**
 - Element 1: 'core education funding'** – per student funding, as calculated by the national EFA methodology which is unique to each provider;
 - Element 2: 'additional support funding'** – a clearly identified budget to provide additional support for high needs students up to the value of £6000;
- **Element 3 : 'top up funding'** – over and above Elements 1 and 2 to meet the total cost of the education provision required by an individual student, as based on their assessed need,

Hartlepool Borough Council
Special Educational Needs Policy Financial Year 2014-15

School	Total AWPU	SEN AWPU 8.5%	SEN Deprivation 7.5%	LCHI	Total	Planned Place Funding
Barnard Grove	831,964	70,717	15,418	45,548	131,683	
Brougham	700,034	59,503	21,463	38,000	118,966	
Clavering	931,584	79,185	6,801	37,273	123,259	
Eldon Grove	1,103,900	93,832	12,165	25,775	131,772	
Fens	1,122,747	95,434	8,630	18,388	122,451	
Golden Flatts	385,019	32,727	10,423	18,928	62,078	
Grange	831,964	70,717	24,481	66,597	161,795	210,000
Greatham	255,782	21,741	2,763	9,441	33,945	
Hart	236,935	20,139	793	3,540	24,472	
Holy Trinity	576,182	48,975	2,503	10,704	62,183	
Jesmond Gardens	796,962	67,742	18,669	32,306	118,716	
Kingsley	1,063,514	90,399	15,818	53,781	159,998	250,000
Lynnfield	872,351	74,150	24,210	71,451	169,811	
Owton Manor	403,866	34,329	11,779	23,334	69,442	100,000
Rift House	473,869	40,279	11,545	25,746	77,569	
Rossmere	815,809	69,344	15,857	34,997	120,198	
Sacred Heart	1,111,978	94,518	4,894	50,584	149,996	
St Aidans	783,500	66,598	15,627	33,907	116,131	
St Begas	390,404	33,184	6,231	14,979	54,394	
St Cuthberts	635,416	54,010	8,176	29,641	91,827	
St Helens	713,497	60,647	17,081	38,520	116,248	
St John Vianney	530,411	45,085	4,307	46,262	95,655	
St Josephs	387,711	32,955	6,277	18,932	58,165	
St Peters Elwick	239,627	20,368	437	5,546	26,351	
St Teresas	807,732	68,657	7,251	43,542	119,451	
Stranton	770,038	65,453	23,691	52,590	141,734	
Throston	1,085,053	92,230	10,221	36,982	139,433	
Ward Jackson	306,938	26,090	9,517	19,988	55,595	
West Park	837,349	71,175	1,210	12,043	84,428	
West View	875,043	74,379	27,671	62,234	164,283	
Dyke House	4,321,282	367,309	94,148	83,671	545,128	
English Martyrs	5,165,765	439,090	47,585	64,883	551,558	
High Tunstall	4,168,863	354,353	47,015	65,632	467,001	250,000
Manor	4,724,986	401,624	76,102	92,965	570,691	250,000
St Hilds	3,003,064	255,260	57,801	51,601	364,662	

Hartlepool Borough Council
Special Educational Needs Policy Financial Year 2015-16

School	AWPU 8.5%	Deprivation 7.5%	LCHI 100%	Notional SEN	Place Funding
Barnard Grove	£71,838	£16,210	£48,230	£136,279	
Brougham	£60,446	£20,759	£28,780	£109,986	
Clavering	£79,045	£6,924	£32,838	£118,807	
Eldon Grove	£95,087	£13,567	£27,919	£136,573	
Fens	£96,017	£8,929	£21,788	£126,734	
Golden Flatts	£38,360	£11,551	£19,340	£69,251	
Grange	£73,698	£25,069	£65,521	£164,288	£160,000
Greatham	£21,621	£2,749	£8,623	£32,993	
Hart	£17,901	£395	£5,064	£23,361	
Holy Trinity	£49,059	£2,260	£14,284	£65,603	
Jesmond Gardens	£71,373	£19,196	£39,167	£129,737	
Kingsley	£92,297	£15,850	£56,973	£165,120	£250,000
Lynnfield	£71,373	£23,568	£60,025	£154,967	
Eskdale	£38,825	£13,952	£24,012	£76,789	£100,000
Rift House	£45,567	£12,836	£29,376	£87,779	
Rossmere	£73,001	£18,776	£39,683	£131,460	
Sacred Heart	£97,876	£5,786	£40,325	£143,987	
St Aidans	£69,048	£15,752	£34,650	£119,450	
St Begas	£34,175	£6,240	£20,456	£60,871	
St Cuthberts	£57,191	£8,313	£32,536	£98,041	
St Helens	£63,004	£17,923	£37,203	£118,129	
St John Vianney	£47,195	£3,997	£45,519	£96,711	
St Josephs	£33,943	£6,938	£20,892	£61,773	
St Peters Elwick	£20,226	£427	£6,699	£27,352	
St Teresas	£72,768	£8,032	£45,053	£125,853	
Stranton	£67,421	£21,768	£52,852	£142,041	
Throston	£94,389	£10,609	£31,721	£136,719	
Ward Jackson	£24,876	£8,327	£16,383	£49,585	
West Park	£70,211	£1,600	£16,760	£88,571	
West View	£76,255	£27,820	£58,869	£162,944	
Total Primary				£3,161,756	£510,000
Dyke House	£385,389	£96,384	£80,413	£562,186	
English Martyrs	£439,385	£51,175	£68,415	£558,976	
High Tunstall	£334,215	£45,062	£59,058	£438,335	£200,000
Manor	£394,918	£80,950	£99,906	£575,773	£250,000
St Hilds	£244,927	£56,543	£50,964	£352,433	
Total Secondary				£2,487,703	£450,000
					£6,609,459