

*Salford's*  
Special Educational Needs  
(SEN) Inclusion Policy

'Better Education For All'

City Council Pledge 1

Salford Education & Leisure Directorate

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## Introduction

This policy, which is part of the wider inclusion framework, takes the following new legislation into account, together with issues raised by OfSTED. It incorporates an explicit commitment to inclusion within the overall aim of securing better education for all:

- The revised SEN Code of Practice(2001)
- New SEN Regulations
- The SEN and Disability Act 2001 and associated Codes of Practice
- Inclusive Schooling Guidance 2001

The principles of the Policy underpin the Authority's SEN Inclusion Strategy, the Education Development Plan 2 (2002-2007) and the Behaviour Support Plan. The Authority sees inclusive education as an integral part of raising standards in Salford.

## Salford's Corporate Priorities

The City Council has made the following six pledges:

- Better education for all
- Quality homes for all
- A clean and healthy city
- A safer Salford
- Stronger communities
- Support for young people

The Salford Community Plan identifies seven interrelated themes:

- a healthy city
- a safe city
- a learning and creative city
- a city where children and young people are valued
- an inclusive city with stronger communities
- an economically prosperous city
- a city that's good to live in

This policy seeks to contribute to the pledges and the community themes. It is recognised that part of achieving the policy will be working with local communities to promote an understanding of inclusive educational practice.

## Partnership Working

The Authority recognises the need for joined-up working to achieve better outcomes for pupils with special educational needs. This Policy reflects and is linked to a number of key plans which are essential to ensure that all children's needs are met:

### Education:

- SEN Inclusion Strategy 2002 - 2005
- Education Development Plan 2 (2002-2007)
- Behaviour Support Plan
- Early Years Development and Child Care Plan
- Lifelong Learning Plan
- School Organisation Plan
- Asset Management Plan
- Community Education Strategies
- Sport and Physical Activity Strategy

### Inter-Agency:

- Children and Young People's Strategy
- Quality Protects Management Action Plan
- Health Improvement Programme
- Youth Justice Plan
- Child and Adolescent Mental Health Strategy
- Connexions Strategy
- Learning Skills Council Strategic Plan

## Statutory Definition of SEN

The Education Act 1996 gives the statutory definition of special educational needs.

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
- b) have a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do 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 spoken in their home is different from the language in which they will be taught.

**Special Educational Provision** means:

- a) for children aged 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 LEA, other than special schools in the area
- b) for children under two, educational provision of any kind.

*NB "Children" includes persons under 19 who are registered pupils at a school (Section 312)*

## Policy

Salford Education and Leisure Directorate (referred to as the LEA) is committed to working in partnership to provide better education for all. It promotes the inclusion of children and young people with special educational needs (SEN) in all educational settings, respecting and valuing diversity and ensuring equal opportunities.

The following principles aim to develop inclusive schools and early education settings i.e. "Schools to which the teaching and learning, achievements and well-being of every young person matter"<sup>1</sup>

- All children and young people, regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum.

<sup>1</sup> *Educational Inclusion and School Inspection: OfSTED, Jan.2000*

<sup>2</sup> *Early Education Settings includes those receiving Government funding to provide nursery education*

- Schools will have regard to the National Curriculum 2000 statement 'Inclusion: providing effective opportunities for all children'.
- Schools and early education settings<sup>2</sup> will work to develop an inclusive ethos, identify and remove barriers to learning and participation and make reasonable, timely adaptations to ensure appropriate provision for pupils with special educational needs.
- Schools and early education settings will have high expectations for children with special educational needs and set and meet additional, aspirational targets in respect of attainment and inclusion.
- Schools and early education settings will encourage children to participate fully in school/setting life and in the community and have due regard to their safety and well-being at all times.
- The LEA and schools will work to ensure that wherever possible children and young people with SEN are educated in mainstream schools and settings. Where specialist provision is needed for those pupils with significant and complex needs, their inclusion opportunities will be maximised.
- The LEA will work in partnership with mainstream and special schools to ensure that the expertise and experience located in special schools is used to support mainstream schools in providing for a wide range of special educational needs.
- The LEA will quality assure provision made for pupils outside the City to ensure that it is commensurate with that of pupils being educated within the City.
- The LEA, schools and early education settings will involve all parents<sup>3</sup> and pupils as active partners in relevant educational decisions.

<sup>3</sup> *'Parents' includes all those with parental responsibility including corporate parents and carers of children in public care*

- The LEA, schools and early education settings will establish systems for the early identification and assessment of special educational needs and work to achieve this through partnership with parents, pupils and other professionals.
- The LEA will make arrangements for a programme of continuing professional development to promote high levels of expertise, knowledge and skills for all staff working with children and young people with SEN.
- The LEA will promote arrangements for schools and early education settings to share inclusive practice in making provision for pupils with special educational needs.
- The LEA will support schools in evaluating their inclusive practice through a self-evaluation framework and monitoring programme.
- The LEA will ensure that all services to support children and young people with SEN, their parents and schools/early education settings will be delivered in accordance with Best Value principles.
- The LEA will ensure that SEN Support Services develop service level entitlements for schools/settings, irrespective of whether funding is delegated to schools, specifying the scope, quality and duration of the service to be provided. Such entitlements will recognise a differentiated entitlement according to evidenced need.
- The LEA will ensure that all SEN Support Services have quality assurance systems in place and that feedback is sought from parents and schools on delivery of their services.
- The LEA will make arrangements for a Parent Partnership Service to be provided to meet the standards in the Code of Practice for SEN and will ensure that parents are provided with advice and information relating to their child's SEN.
- Resources to support learning will be allocated equitably, effectively and efficiently on the basis of identified need. The balance of provision and funding will focus on early intervention and prevention.
- Schools will be empowered, through delegation of resources<sup>4</sup>, to meet the needs of children with an expectation that:
  - the focus in meeting SEN will move from purely procedures to procedures and practical support and from remediation to prevention and early intervention
  - resources will be deployed in a way that best promotes children's learning with full accountability for all resource allocation against learning outcomes.
- The LEA will publish guidance for early education settings, schools and governing bodies on:
  - the support available to assist in identifying pupils with special educational needs and in making appropriate provision
  - the process to be followed for statutory assessment where there is evidence that pupils' needs are of such severity, persistence and complexity to necessitate this
  - the criteria which the LEA will use to determine whether or not to carry out a statutory assessment
  - the arrangements for making and maintaining statements
  - the arrangements for auditing, planning, monitoring and evaluating provision for pupils with special educational needs, both generally and for individual pupils
  - the arrangements for reviewing all of the above.

This guidance will also be made available to all agencies participating in the statutory assessment process.

This Policy will be monitored and evaluated through the SEN Strategic Partnership Board.

<sup>4</sup> Details of the current funding arrangements and respective responsibilities of the LEA and schools for pupils with SEN but without statements will be issued to schools separately.