



Cluster Special Educational Needs and Disability Policy

Formally adopted by the Cluster Governing Body of:	The West Norfolk CLuster
On:	Due December 2018
Last updated:	October 2017
Headteacher	Chair of Governors

This policy will be reviewed annually by the cluster heads group and the cluster governance

Together as a cluster, we work as a team.

The West Norfolk
Cluster

The West Norfolk Cluster SEND POLICY

This policy links to each individual schools SEN policies from the West Norfolk Cluster of schools, including:

- Brancaster Primary School
- Dersingham VA Primary and Nursery School
- Docking Primary School
- Heacham Infant and Nursery School
- Heacham Junior School
- Hunstanton Primary School
- Smithdon High School
- Snettisham Primary School

Rationale

The West Norfolk Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all students and families in our care.

Context

The Special Educational Needs & Disability (SEND) Policy is a key element of the West Norfolk Cluster's policy framework for supporting the needs of all children and young people between the ages of 3-18.

The cluster promotes the following ethos:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

The West Norfolk Cluster policy for Special Educational Needs & Disability was written in 2014 in response to the new SEND code of practice within the 2014 Children and Families Act and Norfolk County Council's new arrangements for the delegation of SEN finances to the cluster and reviewed in the Autumn term 2017.



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Within the current SEND framework there is a sharpened focus on the needs, aspirations and engagement of children and young people with learning difficulties and/or disabilities, and their families. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

There is an emphasis across the public sector upon more collaborative and partnership working between Local Authorities and the Primary Care Trust (PCT), through the development of joint commissioning, Child and Adolescent Mental Health Services (CAMHS) and the transition into adulthood.

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo. There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We have children in all these categories of SEN.

West Norfolk Cluster's Vision and Aims

- To provide the best quality of life possible to the most vulnerable children and young people in our society.
- To value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours
- To empower all children and young people so that their voice is heard and heeded in decisions made about themselves
- To ensure all parents and carers are partners in meeting the needs of their children
- To recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision
- To make certain that there is a transparency in the provision of services for children and young people who are disabled or who have SEN.

Objectives

All recommendations are made in line with the 2014 SEN Code of Practice and The Equality Act (2010).



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The quality of provision for children with special educational needs and/or disabilities is maintained and improved wherever it is delivered, by:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body of each individual school and cluster governance to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Roles and Responsibilities

The Cluster Governing Body

The Cluster Governing Body, in co-operation with the Headteachers, determine the Smithdon's Cluster policy and approach to provision for children with SEND. The cluster governance, oversee the spending arrangements recommended by the cluster chair as a result of a group decision. Individual School's Governing Bodies must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCo and report back to the full Governing Body.

The Cluster SENCO HOST

The cluster will nominate a 'host' SENCO, who will chair termly meetings to ensure the framework for cluster operation and systems to delegate SEN funding are in place.

The host will keep an overview of the current spending for SEND, facilitate discussion on self evaluation and value for money, evidenced in impact and outcomes for individual learners. **The decision making for distribution of funding is equally shared amongst all schools.**

The cluster host will organise the agenda for cluster SEN meetings and ensure paperwork is distributed.



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An annual process of provision mapping across the schools will be carried out to project the level of need, identify any patterns of provision and be proactive in resource implications.

In addition the cluster host will:

- Provide training as necessary
- To broker advantageous purchasing of skills and resources on behalf of the cluster
- To report to the cluster governing body and headteachers
- To produce and facilitate the implementation of an annual cluster action plan and health check
- To host termly cluster Senco meetings
- Attend County Cluster networking sessions
- To set up 'Top Up' funding panels meetings

The Cluster Senco is presently based at Dersingham VA Primary School. It is the role of the cluster's governing body to be up to date and knowledgeable about the SEND provision available, including how funding, is deployed. The nominated Governors for Cluster SEND are ?? It is their role as governors to ensure that the SEN provision is an integral part of the cluster development plan and that the quality of the SEN provision is continually monitored. Each school has its own budget to be managed by their SENCO/Headteacher/Finance Officer. This is used to assist the raising of children's attainment, ensuring access to the curriculum and taking account of individual needs. There is a top-up fund held by the cluster to help provide learning support packages for specific pupils or groups of pupils. Applications can be made through the Cluster Host via the school's Senco.

The schools in the cluster will show how their basic school allocation and pupil premium funding is used. This is to be open and transparent for all members of the cluster. When top-up funding is required this will be for a maximum of 3 terms. Applications for 'Top Up' funding are made via the application request documents outlined in the West Norfolk Cluster Framework document. Proposal can be made where there is an exceptional need.

A panel meeting is scheduled to decide on the allocation of top up funding. The panel consists of Cluster Host – Mrs G Platt, Educational Psychologist – Mr S. O'Donoghue a cluster SEN governor and at least two other headteachers, Any member of the panel must be a 'silent observer' if an application is being discussed from their own school. Evaluation sheets must be completed by the relevant Senco at the end of the intervention period to show impact. All panel decisions are recorded and the outcome communicated to the individual schools and the finance officer to release the necessary funds.

Analysis of SEN Top Up funding performance data could include:

- Valued added using P levels, NC levels, behaviour levels



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- Improvement in reading and spelling scores
- % achieving targets
- Number of exclusions
- SEN attendance
- Lesson observations
- Feedback from teachers, support staff, parents and pupil
- Minutes of key cluster SEND meetings
- Evidence of impact of SEND training for SEND staff in the cluster
- Collation of data to present to heads and governors annually • Performance Management
- Outcome from cluster action plan

Complaints

All schools in the West Norfolk Cluster work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through each individual school's Complaints Policy and Procedure

If a parent or school is not satisfied with the Special Educational Needs and Disability provision given by the cluster for their child, the problem should first be discussed with the Cluster Senco and Cluster Chairman.

If a satisfactory outcome is not achieved then parents are given the opportunity to speak to the SEND Cluster Governor, if this is not satisfactory it will go to appeal

An appeal can be heard by 3 of the cluster head teachers and governors (not involved with the pupil). If still no solution is found parents are advised to contact the Local Authority.

