



ENJOY, LEARN, ACHIEVE

## **SEND Family Policy 2015-2016**

**Reviewed by: A. Cufflin, SENCo**

**Date: September 2015**

**Nominated Portfolio: Personal Development,  
Behaviour & Welfare**

*Due regard has been given to the Equalities Act 2010*



Diverse Academies  
Learning Partnership

## **East Leake Family**

### **Special Educational Needs and Disabilities Family Policy**

|                                |                    |                  |
|--------------------------------|--------------------|------------------|
| <b><u>For the schools:</u></b> | East Leake Academy | Lantern Lane     |
|                                | Gotham             | Brookside        |
|                                | Brookside          | Sutton Bonington |
|                                | Hathern            |                  |
|                                | Normanton          |                  |

#### **Context:**

#### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

#### **Mission statement:**

Each school within The East Leake Family of schools has its own mission statement and school aims and values. These can be viewed on individual school websites or through the schools own SEND policies.

Each of the schools within our family is committed to supporting British Values.

#### **British Values Statement**

The East Leake Family of schools promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the schools' curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

'British Values' have been identified as:

#### Democracy:

The ability to communicate is the most important area of learning. In The East Leake Family of schools we ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

#### Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

#### Individual Liberty:

Pupils at East Leake Family schools are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in local community events and charitable events such as, Red Nose Day/Comic Relief, Children in Need. At The East Leake Family of Schools we believe that by engendering a caring and helpful environment and by learning to be independent we can boost and nurture a healthy self-esteem.

#### Mutual Respect:

We promote each pupil's inclusion, where possible, in a range of activities, settings and locations. The children in Early Years have opportunities to integrate with other children.

As pupils move into the other Key Stages, further planned events and circumstances are planned for pupils to go into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools within and beyond the Family.

It is important to facilitate opportunities for East Leake family of schools to be part of their unique communities as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

East Leake Family of schools serve a multi-faith community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events. Pupils are encouraged to experience British Culture through our curriculum themes. Schools take part in local sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some pupils within our family of Schools may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils in the East Leake Family of schools are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

**The purpose of this policy is twofold:**

- To ensure that funding decisions for all children with complex special educational needs and disabilities in the East Leake Family are fair, specific and transparent.
- To formalise our practise into a working document that is clear, concise and enables all who work within our Family (including outside agencies) to follow and be aware of our agreed policy.

**Family Aims:**

- Ensure continuity and consistency across the family.
- Ensure parity of provision for children with similar levels of need.
- Develop a shared understanding of descriptors.
- Acknowledge and value our joint responsibilities as SENCOs for Family decisions.
- To continue to develop good practice that leads to improved provision for all children with Special Educational Needs across the Family.
- To keep up to date with new initiatives.
- To review this policy on an annual basis.

## **Structure of Funding Arrangements.**

Schools will receive funding allocations based on three elements of funding.

Place Funding: Element 1 – Core Educational Funding (basic pupil entitlement),  
Element 2- Additional Support Funding (notional SEN budget.)

Place Plus Funding: Element 3- Top-up Funding (AFN, FNF, HLN)

Each level has its own descriptors and funding source. The descriptors are contained in the 'Education Standards and Inclusion' booklet (Notts County Council 2015-2016)

## **Funding**

### High Level Needs

Children with High Level Needs are funded from a central LA budget. The HLN panel meets regularly to make decisions and allocate funding. Prior to submission our Family moderation process ensures that applications are in line with the LA descriptors contained within 'the 'Education Standards and Inclusion' guidance published by Notts County Council 2015-16. All HLN bids must be brought to family moderation before being submitted to the HLN panel and must be signed by the Family SENCO.

The panel assess High Level Needs at three sub-levels, each of which carry a different amount of funding and reflect the severity of need within the HLN criteria.

Children with HLN coming into the Family mid-year may have to be supported as far as possible by Family Contingency in the first instance, where contingency funding allows. Where emergency funding cannot be provided through contingency funds, Place funding will need to be used. This decision is made through the Family moderation process.

If a child is awarded HLN funding the East Leake Family of schools will not 'top up' from any other funding sources unless specifically directed to by the LA.

### Additional Family Needs

1. The child's level of need is identified by the school's staff and SENCO.
2. It is discussed at school level with relevant outside agencies, where there is agency involvement e.g. SFSS, RPBP and EPS.
3. It is understood that any child considered as AFN for whatever reason will have been discussed and minuted at the most recent 'Springboard' meeting.

4. Any pupils who are being considered for HLN bids will have High level AFN funding ring fenced in order to secure funds if the HLN bid is unsuccessful, subject to family level moderation.
5. The school SENCO completes the agreed forms prior to the Family moderation meeting. Forms must be completed in line with LA guidance and contain all relevant, agreed information. Schools will copy the forms and get them to the Family SENCO two weeks before moderation. The family SENCO will then distribute them to all SENCOs. This will be done in time for each SENCO to read and moderate before the Family moderation meeting.
6. The Family meets in the Spring term to allocate funding for the following three terms/key Stage as appropriate.
7. Moderation includes all SENCOs and support staff where available, e.g., SFSS, RPBP and EPS.
8. Children are then agreed as being LOW, MEDIUM or HIGH within the Family according to AFN descriptors. Funding is allocated accordingly.
9. If an AFN child changes school within the Family the funding goes with the child.
10. If an AFN child transfers out of the family the funding is returned to the family AFN budget.
11. Schools must ensure that all information required by the budget manager is submitted within four weeks from receiving the minutes of the AFN Family moderation meeting.
12. Emergency allocation. When a previously unknown child with complex SEND is admitted to the Family or there is a significant change of circumstance for a known child and the school SENCO feels they meet AFN criteria, the Family SENCO should be contacted as soon as possible (to identify the need for a further moderation meeting.) The school SENCO will then be asked to complete the appropriate bid form and send it to the Family SENCO. There will then be a form of family moderation, in the form of a small committee, of at least 3 members, in order to moderate the new bid so that the contingency may be accessed.\* In this way we aim to support children swiftly without having to wait for the next Family meeting.
12. a) If a child previously discussed at a Family moderation meeting has a significant change in need, the above process should be followed, submitting a full bid.
12. b) If it is agreed at Family moderation to review a child this could again be done by a small committee. It should be sufficient to submit relevant and agreed update sheet outlining any additional information gathered, to supplement original bid.

\* Sub-committee will consist of Family SENCO and at least 2 other members.

#### Place Funding:

There is an element in individual schools' budgets to support their own identified SEN priorities. This is calculated by a formula using free school meals, attainment

and deprivation. It is the school's own decision about who to support through this budget. However before a bid for AFN or HLN funding can be submitted schools must show they are providing £6000 of support (this should be shown through detailing all provision a child is accessing.)

## **Roles and Responsibilities**

### School SENCo

- To identify children with SEND at the levels of additional Family or High Level needs.
- To liaise with the relevant support staff and head teacher as appropriate prior to the funding allocation meeting.
- To complete agreed bid forms by an agreed timeline for individual children in their school.
- To ensure high level submissions are signed by the Family SENCo
- To play an active part during the Family meetings.
- To organise SEND training for staff in school.
- To ensure own CPD is up to date.
- To track and monitor provision and outcomes for SEND children.
- To take it in turns to minute Family meetings and then send minutes to Family SENCo for distribution.

### Family SENCo

- To chair the Family meetings
- To ensure the appropriate people are invited to each meeting. (Head teachers and governors to be invited to attend to observe process.)
- To distribute the minutes.
- To attend training for Family SENCOS
- To liaise on behalf of the Family with the LA.
- To collate Family monitoring information as required by the LA.
- To ensure deadlines for funding are met.
- To co-ordinate family training.
- To support the SENCos in the family in improving and maintaining the quality, continuity and consistency of provision for children with SEN through sign posting.
- To provide budget manager with register of people who attended each meeting/ attendance at funded courses.
- To ensure own CPD is current.
- To arrange for other SENCO's to attend training on behalf of family if unable to attend.

## Family Budget Manager

- To provide the family with regular budget updates.
- To administer Family funds according to LA procedures.
- To collect the required budget monitoring information on individuals supported through the Family budget.

### **Training**

- Training money will be allocated equally to Family schools.
- Family SENCO training will be funded through Family Network Funding.
- Opportunities may be provided for collective training where and when appropriate.
- Training often takes place in partnership with the wider school community e.g. within the family, through the RLA and through the LA.

### **Transition**

Transition between educational settings can be a traumatic time for children with SEND. It is important to ensure a smooth transition and provide additional support. This will involve liaison between educational settings, and outside agencies where relevant, to provide an individual plan of action.

### **Partnership**

A wide range of external agencies provide support for The East Leake Family of schools. These include:

Schools and Families Specialist Services (SFSS)  
Educational Psychology Service (EPS)  
Speech and Language Therapy Services (SALT)  
Social Care  
Educational Welfare Officer (EWO)  
Health Services  
Targeted Support  
CAMHS  
Sure Start/ Children's Centre  
Rushcliffe Primary Behaviour Partnership.

County Council issued guidance, policy and timelines, etc, can be accessed on Fronter or Wired.

REVIEWED JULY 2015  
East Leake Family of Schools