

# WELLS CLUSTER SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



**This policy was adopted on:**

**Date of review:**

**Signed:**

**Chair of Cluster Governing Body:**

**This policy links to:**

1. The Wells Cluster Governance Agreement
2. Individual SEN policies from the following schools:
  - Blakeney Primary School
  - Burnham Market Primary School
  - Hindringham VC Primary School
  - Langham Village School
  - Walsingham Community Primary School
  - Wells-next-the-Sea Primary and Nursery School

## PHILOSOPHY AND DEFINITION

All pupils in the cluster are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to meet their full potential.

## PRINCIPLES

We believe that:

- All pupils with SEND are entitled to a broad, balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods
- Pupils are entitled to access the national curriculum
- Pupils' learning happens alongside their physical, emotional and spiritual development
- All teachers in each school are responsible for meeting the needs of the pupils they teach - quality first teaching
- Parents have an important role in deciding suitable support and outcomes for their child
- Pupils are at the centre of helping to design effective support programmes bespoke to their needs
- Governors have responsibility for ensuring the cluster implements its special needs policy
- The cluster takes account of the Equality Act
- Pupils become motivated, independent learners who fulfil their potential
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## THE ROLES AND RESPONSIBILITY

- A SEN Co-ordinator is a statutory post in all our schools
- The school Senco will liaise with Cluster Sencos over relevant issues



## THE ROLE OF THE CLUSTER SENCO

- Support head teachers and SENCOs in SEND provision across the cluster
- Oversee Cluster SEND Budget with APHS finance manager
- To measure impact of allocated funds
- To have an impartial overview of SEND needs across the cluster
- To gather information from the schools with regard to possible staffing levels
- Provide training as necessary
- To lead or provide SEND / LSA training
- Offer SEND expertise as part of a visit or discussion about specific children
- To broker advantageous purchasing of skills and resources on behalf of the cluster
- To report to the cluster governing body and headteacher
- To produce and facilitate the implementation of an annual cluster action plan and health check
- To host regular cluster Senco meetings
- Attend County Cluster networking sessions
- To set up 'Top Up' funding panels meetings
- The Cluster Senco is presently based at Alderman Peel High School for 1 day per week

## THE ROLE OF THE GOVERNING BODY

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 Chris Beek and Hilary Daley. 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.

## RESOURCE ALLOCATION

Each school has its own budget to be managed by the 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 Senco via the school's Senco.

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## APPLICATIONS

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 Wells Schools Cluster Framework document. Proposals can be made where there is an exceptional need. A panel meeting is scheduled each half term to decide on the suitability of the proposal. The panel consists of Cluster Chairman - A Ogle, Cluster Senco - L Pigney, at least one other headteacher or Senco, occasionally a Cluster SEN governor and Advisory Support teacher. 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.

## COMMUNICATION

The Cluster SENCO will meet regularly with school SENCO's at a Cluster network meeting each half term to:

- Ensure up-to-date information is disseminated
- Training as necessary
- Individual school SENCO's will offer to cascade their skills to the group
- SENCO's will be able to contact each other directly
- There will be TA training opportunities for the whole cluster at least once a year - sharing of good practice
- Use LSA email network to disseminate information on resources, courses and support

## INCLUSION

Principles of inclusive education:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include all pupils
- With the right training strategies and support the majority of children with Special Educational Needs can successfully be included in mainstream education
- An exclusive education service offers excellence and choice and incorporates the views of parents and children
- The interests of all pupils must be safeguarded
- Schools, local education authorities and others should seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
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## EVALUATION OF SEND 'TOP UP' PROVISION ON THE IMPACT FORM

The evaluation is on-going and reported at the end of the academic year. Analysis of SEN Top Up funding performance data could include:

- Valued added using P levels, NC levels, behaviour levels
- Improvement in reading and spelling scores
- % achieving targets
- Number of exclusions
- SEN attendance
- Lesson observations
- Feedback from teachers, support staff, parents and pupil

## EVALUATION OF CLUSTER SENCO ROLE

- 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

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between schools, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.

## PROCEDURES IN THE CLUSTER

- 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 LA
- The cluster informs the LA