

**Presence
Participation
Achievement**

**Special Educational Needs Policy
2007-2010**

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CHILDREN AND YOUNG PEOPLE'S SERVICE
July 2007

Excellence for All

A responsive County Council providing excellent and efficient local services

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Introduction

The Local Authority's (LA) Special Educational Needs (SEN) Policy 2007-2010 sets out the actions which will be taken by the Children and Young People's Service, and our partners, to ensure that the needs of children and young people with SEN are met effectively and that they have every opportunity to access high quality provision as close to their local community as possible.

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 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 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 of (a) or (b) above or would do so 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 of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of 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 LA other than special schools, in the area
- (b) for children under two, educational provision of any kind (Education Act, 1996)

Disabled children and young people, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long term effect on his or her ability to carry out normal day-to-day activities. Impairment does not itself mean that a child or young person is disabled, it is how this impairment affects normal day to day activities and whether or not this is a long term and substantial impairment.

Long-term is defined in the DDA as having lasted or being likely to last 12 months or more and ability to carry out day to day activities must affect one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift or carry or otherwise move every day objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand;
- perception of risk

Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements

are also covered by the DDA as are those with progressive conditions that are likely to change over time such as cancer.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term **Learning Difficulties and/or Disabilities (LDD)** is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers. The term is used to cross professional boundaries between education, health and social care and to incorporate a common language from 0-19.

The terms SEN and LDD are therefore now often used interchangeably. However, for the purposes of this policy and the LA's Children and Young People's Plan children and young people with SEN are considered as having LDD but do not exclusively make up this vulnerable group.

Our policy takes account of the Government's 10 year Strategy for SEN "Removing Barriers to Achievement" (RBA) and the relevant SEN and Disability legislation. RBA sets out a 10 year strategy in which the Government 'wants to see':

Early intervention

- health and social care organised around the needs of children and their families, with better information sharing and assessments leading to early intervention
- parents having access to good quality childcare and early years provision in their local community
- schools with the skills and resources to enable them to take prompt action to help children who are falling behind their classmates
- teachers and early years staff spending more time supporting early intervention and less time on SEN-related paperwork

Removing barriers to learning

- schools with the confidence to innovate and with the skills and specialist support they need to meet the needs of all pupils successfully
- special schools providing education for children with the most severe and complex needs and sharing their specialist skills and knowledge to support inclusion in mainstream schools
- schools working together to support the inclusion of all children from their local community, backed up by specialist support from the local authority and health services, working in multi-disciplinary teams
- parents with confidence, that, in choosing a local mainstream school, their child will receive a good education and be a valued member of the school community

Raising expectations and achievement

- all teachers having the skills and confidence, and access to specialist advice where necessary, to help children with SEN to reach their potential
- improved data giving parents and teachers a clearer picture of how well children working below age-related expectations are progressing
- young people able to follow courses which build on their interests and aptitudes and lead to recognised qualifications
- young people with SEN actively involved in decisions about their education and options post-16 and having real opportunities for progression, training and work.

Delivering improvements in partnership

- more consistency between local authorities in their strategic management of SEN, particularly in their use of statements, the level of delegated funding to schools and in special provision
- schools regularly reviewing the effectiveness of their provision, with LAs providing support and challenge where concerns are raised
- parents with greater confidence that their child's SENs will be met in school, whether or not they have a statement
- greater integration of education, health and social care to meet the needs of children and families

The SEN Policy 2007-2010 supersedes and replaces the LA's SEN Strategy 2005-2008 and explains:

1. The local context and the SEN Policy Framework
2. The information to be provided by the Local Authority in accordance with Schedule 2 of the SEN Regulations 2001
3. The North Yorkshire Inclusion Statement
 - Aims and principles
 - Inclusion Quality Mark

Section 1: SEN Policy Framework

1.1 The local context

The Council Plan is published annually and sets our overall purpose and priorities. It has seven key objectives

- **Security for all** – by promoting safe, healthy and sustainable communities
- **Growing up prepared for the future** – through good education and care and protection when it is needed
- **Independence** – through employment, opportunity and appropriate support
- **Keeping us on the move** – with good roads and a safe and reliable transport system
- **Strengthening our economy** – by supporting business, developing our infrastructure, investing in powerful telecommunications and helping people improve their skills
- **Looking after our heritage and our environment** – in our countryside and our towns and villages
- **Keeping in touch** – by listening to your views, and planning to meet your needs and by telling you what we are doing

The Children's Act 2004 placed a new duty on agencies to co-operate to improve outcomes for children and young people and established new Children's Services Authorities in order to achieve this. The North Yorkshire Children's Services Authority was established in April 2006 bringing together education and children's social care into one Directorate. **The Children and Young People's Plan (CYPP) 2006-2009** sets out actions to ensure that all children, including those with SEN are well prepared for the future, are able to develop independence, so far as this is possible, and how we will listen to the views of children, young people and their families.

Further key plans and strategies that influence the development of services and provision for children and young people with SEN are:

The Corporate Social Inclusion Strategy which provides additional targets for tackling circumstances which limit an individual's participation in mainstream community life.

The Quality and Improvement Service Development Plan which sets out the ways in which we will support and challenge schools and settings in raising standards of achievement and providing for the personal development and well-being of all children. In particular Priority 3: Inclusion which sets out how we will work with schools and settings to secure inclusive practice, raise the achievement of vulnerable groups and increase the understanding and appreciation of individual needs.

The Access and Inclusion Service Development Plans which identify the key objectives for and actions to be taken by the specialist teaching and educational psychology services, and the SEN Officer Team, in supporting schools and settings in the assessment of and provision for children with special educational needs. All Access and Inclusion services work to secure access to high quality, inclusive provision and better outcomes for all vulnerable groups of children and young people, including those with SEN.

Access and Inclusion Services for children and young people with SEN are currently the:

- Behaviour Support Service
- Educational Psychology Service

- Specialist Teaching Service
 - Hearing Support
 - Physical and Medical Support
 - Vision Support
- Learning Support Service, including the Early Years Service and Portage
- SEN Officer Team

The future pattern of provision, including support and outreach services for children and young people with SEN and/or Behavioural Difficulties (BESD) was consulted on in 2006 and is described in Section 2.

Early Years and childcare: The Sure Start Children's Centre practice guidance sets out a requirement that disabled children should be fully included in all services provided by Sure Start Children's Centres. All disabled children, along with their families, should be able to participate in activities and take part equally alongside their peers. Children's Centre Services must ensure that they are embedding Early Support principles and approaches throughout their work with children and families. Children's Centres will take account of the numbers of disabled children under 5 in their area to inform planning.

From April 2008 the Children's Information System (CIS) will offer a brokerage service to help vulnerable families find suitable childcare.

1.2 Legislation and statutory guidance

The SEN Policy is underpinned by SEN and Disability legislation and our aims and principles have regard to the authority's duties and those of the governing bodies of mainstream schools to identify, assess and make provision for children's special educational needs. In doing so we have taken account of:

- The Education Act, 1996
- The SEN and Disability Act, 2001
- The SEN Regulations, 2001
- The SEN Code of Practice, (2001)
- Inclusive Schooling Guidance, (2001)
- The Disability Rights Code of Practice for Schools, (2002)
- The Children Act 2004
- The DfES and DRC Guidance on 'Implementing the Disability Discrimination Act in schools and early years settings.' (2006)

Education & Inspections Act 2006

Schools have a number of additional duties to those under the SEN legislation framework, the most relevant being:

- the duties to promote equality
- the duty to promote wellbeing;
- the duty to have regard to the North Yorkshire Children & Young People's Plan.

LAs have a new duty under Part 4 of this act to 'promote earlier action to tackle school underperformance; to ensure that effective support and challenge are provided immediately when unacceptable standards are identified; and to secure decisive action if a school in

Special Measures fails to make sufficient improvements'. This includes the provision that schools make for children and young people with SEN.

From April 2007, School Improvement Partners will be deployed in primary and secondary schools and from April 2008 in special schools. Together with consultants they monitor standards, challenge where appropriate and broker support when it is needed.

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Section 2: Information to be provided by the Local Authority

Schedule 2 of the SEN Regulations 2001 requires that LAs provide information on the following:

2.1 The action that the authority is taking to:

- promote high standards of education for children with SEN
- encourage children with SEN to participate fully in their school and community to take part in decisions about their education
- encourage schools in their area to share their practice in providing support for children with SEN
- work with other statutory and voluntary bodies to provide support for children with SEN

The CYPP, together with key plans described above, provide information about the actions that we are taking with respect to the above.

2.2 The general arrangements that the LA makes for:

(i) the identification of children with SEN:

- The LA's Quality and Improvement Service (Q&I) and Access and Inclusion Services (AIS) work on an on going basis with schools and settings to enable them to identify children with SEN through the levels of intervention which take account of the action taken by the setting or school and the progress made by the child, in accordance with the SEN Code of Practice.

(ii) monitoring the admission of children with SEN to maintained schools:

- SEN, Admissions and Parent Partnership Coordinators liaise to address concerns relating to admissions procedures and time scales. The North Yorkshire Children and Young People's Service strategy for the monitoring, challenge, intervention and support of schools & settings sets out our expectations of schools in relation to the admission of children with SEN and our response where this gives cause for concern.
- The percentage of statements amended by 15 February each year for phase transfers is monitored and action taken where needed.
- The SEN database provides management information through which admissions of children with statements of SEN can be monitored as required.

(iii) organising the assessment of children's special educational needs under section 323 of the Education Act, 1996;

- This is carried out in accordance with guidance in Sections 7 and 8 of the SEN Code of Practice, 2001.
- Revised guidance for schools, settings and SEN Advisory Panels on the identification, assessment and provision for children with SEN was published in 2007.

(iv) organising the making and maintaining of statements including any local protocols;

- Information for parents is published and provided for parents of children with SEN through the Parent Partnership Service, the Local Education Offices and on the North Yorkshire County Council website:
 - Information for Parents & Carers: Action/Action Plus
 - Information for Parents & Carers: Statutory Assessment

(v) the provision of support to schools¹ with regard to making provision for children with SEN (Action, Action Plus and Statements).

- The LA provides a comprehensive range of services to support schools¹ in making provision for children with SEN through the:
 - Educational Psychology Service
 - Specialist Teaching Service for children with visual, hearing, and physical difficulties, and multi-sensory impairments
 - Behaviour Support Service
 - Service for pupils educated out of school (including sick children)
 - Learning Support Service including an Early Years Teaching Service and Portage home visitors
 - Education Social Work Service
 - Principal Adviser SEN/Inclusion; SEN/Inclusion Advisers
 - Primary/Secondary Advisers (National Strategies)
 - Support Advisers, Consultants and School Improvement Partners
 - SEN Officer Team
- The Specialist Services above provide support for schools based on a model of 'core' and 'additional' time as detailed in the Specialist Support to Schools and Settings: Entitlement and Additional Support (2007).
- Additional resources are also made available to some schools in areas of high deprivation which enables enhanced provision and collaborative working.
- Special schools are encouraged to provide support to mainstream schools and settings in their localities through dual placements and local partnership arrangements. In addition special schools are commissioned to provide outreach services to mainstream schools for children and young people with Severe Learning Difficulties and Autistic Spectrum Conditions.

¹ Schools and settings

- High need children with ASD in early years' settings and in mainstream schools have access to support from an area based ASD Network comprising of special schools, specialist teachers, educational psychologists and specialist teaching assistants.

(vi) auditing, planning, monitoring and reviewing provision for pupils with SEN.

- The Council is expected to keep its pattern of provision for special educational needs under review. A comprehensive review was undertaken in 2005-2006 and a new pattern of provision for SEN and BESD was agreed by the Council for implementation in three phases from 2007 to 2019. This includes the restructure of the above services to provide Networks of support for:
 - Cognition and Learning
 - Communication and Interaction
 - Behaviour, Emotional and Social Difficulties
 - Physical, Sensory and Medical Needs.

See appendix 1a – f.

- The Children and Young People's Plan is reviewed annually.
- The SEN database is monitored termly to provide management information relating to children with SEN.
- Inclusion Advisers and Heads of Specialist Services monitor the effectiveness of provision through a range of indicators
- Access and Inclusion Specialist Services contribute to this process through:
 - monitoring and review of Service Action Plans to improve service delivery
 - annual business meetings with schools to agree how best to support and advise the school
 - service involvement in individual casework and in developing the capacity of mainstream schools to better meet the needs of children with SEN
 - attendance at annual reviews of children with statements of SEN
- The North Yorkshire Inclusion Quality Mark enables schools to self evaluate the provision that they make for all children, including those with SEN (see section 5).
- The LA's strategy for Monitoring, Challenge, Intervention and Support for Schools and Settings promotes high standards of education and well-being for all children and sets out how we will ensure that schools are supported to make inclusive provision for children with SEN.
- School Improvement Partner (SIP) visit: In the normal cycle of visits to a school it is expected that the SIP will ensure inclusion is a high priority. Additionally, on an annual basis, the LA will request the SIP drills deeper into certain areas of inclusive practice or provision. The specific nature of some areas of inclusion, for example the education of pupils with SEN, may require the SIP to be supported by a specialist adviser.

SIPs who work in special schools will meet each half-term at a Special School forum. The objective of the forum to monitor the performance of special schools and enhanced mainstream schools for SEN or BESD as the new pattern of provision is developed.

- The LA completes a self-evaluation of SEN/LDD provision, performance and progress within the Every Child Matters Five Outcome Framework and this is reviewed with the DfES (DCSF) SEN Adviser on their annual visit.
- The APA (Annual Performance Assessment of the Children and Young People's Service aligned to the review of the CYPP) and JAR (Joint Area Review) requires Children's Service Authorities to self evaluate their performance against an inspection framework which includes the provision that we make for children with SEN/LDD.

(vii) securing training, advice and support for staff working with children with SEN.

The LA provides a developmental programme aligned to local and national priorities. This programme includes:

- Special Educational Needs Co-ordinators (SENCO) Networks – induction for new SENCOs and bi annual centrally funded Continuing Professional Development (CPD)
- National Strategies – National Primary Strategy, National Secondary (Key Stage 3) Strategy and the Early Years Foundation Stage standards for learning, development and care.
- National training programmes – Ofsted “SEN in Mainstream Schools” and “Judging the achievement of children with Profound and Multiple Learning Difficulties”
- Targeted use of resources to support specific training programmes e.g. Moving and Handling, medical needs in school, Communication Aids Project, Lets Talk Project
- Tailored development programmes aligned to specific aspects of SEN e.g. Dyslexia friendly schools, Autistic Spectrum Conditions (ASC)
- School based training aligned to identified developmental needs in individual schools or groups of schools (Education Development Plan Priority 4 “Schools Causing Concern”) e.g. developing inclusive practice, making effective use of Adults other than Teachers
- Guidance to schools on entitlement to additional support for Vulnerable Children and Young People, including those with SEN, from the CYPS specialist services and outreach support services from Special Schools
- An integrated Workforce Development training plan, as detailed in the Early Years Foundation Stage (EYFS), has been drawn up to address the needs of the practitioners from the different early years providers. The plan covers ten priority areas for training .
- Advice and support from Area Early Years SENCOs

(viii) reviewing and updating SEN policy and development plans

- The SEN Policy will be updated on a 3 year cycle.
- The CYPP objectives, targets and milestones are reviewed annually.
- The LDD Strategy – the Council and its partners have set out action to develop and implement an integrated approach to the delivery of

services for children with learning difficulties and /or disabilities and improve the range and coverage of these services (JAR Action Plan 2007)

- Service development plans/action plans are reviewed at least annually.
- The DFES (DCSF) annual SEN Adviser visit, which focuses on key areas of the LA's self evaluation against the DFES framework, informs the development of service action plans and the CYPP.

2.3 The management of SEN funding

The provision for children with SEN (but without statements) which the LA expects normally to be met from maintained schools' budget shares and that element of such provision that the authority expects normally to be met from funds which it holds centrally are described in the authority's SEN Accountability Framework. This can be located on the Council's website at http://www.northyorks.gov.uk/m280_0.pdf.

Schools are expected to take responsibility to financially outline the provision and support they are making for pupils with SEN by completing Part 6 of the annual Section 52 financial reporting statement. (Guidance on how to do this is in the North Yorkshire Inclusion Quality Mark).

Funding has been identified from the General Sure Start Grant to enable non-maintained settings to include children with high incidence, low need SENs at Early Years Action Plus.

For children with SEN but without statements:

(i) Schools must

- do their best to ensure that the necessary provision is made for any pupil who has SEN;
- inform the pupil's parents/carers that special educational provision is being made for them because they have SEN (i.e. they are being supported at School Action of the SEN Code of Practice);
- ensure that parents have knowledge about the SEN provision that the school makes; is able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SENs
- ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN, including differentiating the curriculum;
- ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- have a written SEN policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEN Code of Practice) and report to parents on it in the school

- prospectus, including the name of the person responsible for coordinating SEN provision;
- have regard to the SEN Code of Practice, which is designed to help schools make effective decisions but does not set out what to do in each individual case;

(ii) Schools should plan well and make good provision for pupils with SEN by ensuring that:

- learning targets for individual pupils are identified;
- additional or different provision from the differentiated curriculum is planned and offered to all pupils;
- provision is reviewed in light of individual pupil outcomes.

If a school has a policy of planning, target setting and recording the progress of all pupils as part of personalised learning then there is not a need for the school to write Individual Education Plans for children and young people with SEN.

(iii) Schools should be able to demonstrate inclusive practice is in line with the National Strategies wave model.

- **Wave 1** is quality inclusive teaching which takes into account the learning needs of all the children in the classroom.
- **Wave 2** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.
- **Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

(iv) The Local Authority must monitor, challenge, intervene and support schools in making provision for children with SEN/LDD.

Schools are monitored to ensure that the County Council is able to account for the money which it delegates and spends itself in connection with schools, and gives best value for money.

The CYPS, through the Quality and Improvement Service and its other Service Groups acts as the 'critical friend'; both supporting schools and settings in what they do well, and challenging them, when appropriate, to do better. This requires:

- a detailed analysis of all performance data related to standards, wellbeing and finances;
- a close knowledge of the current picture gained through regular visiting to most schools, with the schools' agreement;
- a good grasp of a school's aspirations including its plans and targets;
- a system of regular meetings of those with knowledge and understanding of the schools.

A school inclusion profile is maintained which includes information from:

- recent OFSTED inspection reports
- the school's PANDA and Fischer Family Trust data
- the school's Self Evaluation Form (SEF)

- the school's strategic plan
- analysis of trend data and moving averages (very important for schools with small cohorts)
- analysis of pupil progress data matching individual pupils' results between key stages
- exclusion and attendance data
- financial data
- visits by SIPs; link advisers; strategy and early years consultants; subject/aspect advisers; financial bursars.
- visits/information available from any other Service Group including Human Resources, Specialist Support Services and the Parent Partnership Service
- the Directorate's Complaints Officer
- human resources data.

If after systematic monitoring a school appears to have an issue around inclusion further investigation and challenge from initially the SIP and then specialist advisers from the LA will take place in one of the following ways:

- Immediate communication
- SIP Visit
- Paired visit
- Focussed review
- Themed review

If on monitoring a school serious and/or chronic concerns/issues around inclusion are prevalent a short-notice (one to three days), focussed review will take place. The inclusion profile may also act as an alert, including the non-return of Part 6 of the Section 52 financial statement.

For children with SEN for whom the Authority maintains a statement schools must:

- (i) ensure all of the above and
- (ii) make the provision specified in statements through the funding made available to them from the Local Authority
- (iii) monitor the child's progress against the objectives as set out in the statement
- (iv) initiate the annual review of the statements, ensure that all relevant representatives are invited to the review meeting and ensure that a report is provided to the LA following each meeting no later than 10 days after the annual review or the end of term, whichever is earlier.

(vi) Disability Equality Scheme

From December 2006 (2007 primary and special schools) schools must publish a three year disability Equality Scheme showing how they will promote equality of opportunity for disabled pupils, staff and those for whom they provide services. They must also publish an annual action plan showing how they are implementing their scheme. A school's Disability Equality Scheme should show:

- how disabled people with an interest in the Scheme have been involved in its development;
- the methods for assessing the impact of policies and practices on equality for disabled persons;

- the steps that will be taken to promote equality of opportunity for disabled people;
- the effect of policies and practices for disabled people, including information on recruitment, development and retention of disabled employees; educational opportunities for and achievements of disabled pupils;
- the arrangements for making use of this information to help promote equality of opportunity.

2.4 Monitoring and reviewing the role of central SEN support services and parent partnership services.

2.4.1 All SEN support services carry out an annual self assessment which informs service improvement and service development plans.

2.4.2 Support and outreach services commissioned from special schools have a Service Level Agreement which is reviewed annually.

2.4.3 SEN support services are monitored and reviewed by the Quality and Improvement service through an annual questionnaire to schools and full service reviews as required.

2.4.4 The LA is required to keep its pattern of provision for SEN, including SEN support services, under review. The last review took place in 2006 with a phased implementation of the provision agreed by the Council to take place 2007/08 – 2018/19.

2.4.5 The Parent Partnership Service will be subject to external review every two years and a framework for this is being developed in 2007.

2.5 Key documents:

- Monitoring, Challenge, Intervention and Support of Schools and Settings (200-2009)
- SEN Accountability Framework (2007)
- Guidance for schools, settings, SEN Advisory Panels on the identification, assessment and provision for children with SEN (2006)
- Vulnerable Children and Young People: Specialist Support to Schools – Guidance to Entitlement and Additional Support (2007)

Section 3: The Children and Young People's Service Inclusion Statement

Inclusion Statement

Promoting inclusive education is a key strategic aim of North Yorkshire County Council and the Children and Young People's Service. This Statement sets out what we mean by 'inclusion'.

Inclusion is concerned with the identification and removal of barriers to the *presence*, *participation* and *achievement* of **all** children and young people. We also believe that there needs to be an emphasis placed on groups of learners that may be at risk of underachievement, exclusion or marginalization.² For inclusion to move forwards successfully, we need to engage all of those involved with the education of children and young people both in terms of what can be achieved now and through the continuous development of our long-term strategies.

'*Presence*', is concerned with where children and young people are educated, and whether they attend regularly and arrive punctually. In line with government policy, we believe that learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not practicable, they should receive their education as close to their home as possible. Every effort should also be made to enable learners attending specialist provision to maintain social links with their neighbourhood peers and have access to appropriate mainstream experience.

'*Participation*' is concerned with the quality of learners' educational experiences, and the extent to which they feel that they 'belong'. We believe that all learners have a right to experience success in learning and, as a result, become self-confident and develop a strong sense of self-worth. Children, and their parents, have a right to express their views about educational matters that affect them. We have a responsibility to listen to, and learn from, those views.

'*Achievement*' is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom and how they learn. Achievement, therefore, includes academic attainment, but is a much broader concept and cannot be measured by tests alone.

Finally, we believe that promoting inclusion is a 'whole-service' issue. This Statement, therefore, has implications for everything that the Local Authority, its schools and Early Years providers does, and everybody working in the Service has a contribution to make. We are committed to evaluating our progress towards becoming more inclusive and in particular, we will collect information that relates directly to the 'presence', 'participation' and 'achievement' of all children and young people with an emphasis on those learners who we believe may be at risk of under-achievement and not fulfilling their aspirations or potential.

Aims and principles of our strategies for improving the outcomes for children with SEN

These aims and principles underpin the work of the Children and Young People's Service in making provision, and improving outcomes, for children and young people with SEN or a disability; those with medical needs and those at risk of, or who are, disaffected or excluded.

(i) AIMS

Our starting point is the North Yorkshire Inclusion Statement, more specifically we aim to:

Presence

- Reduce the number of children and young people educated outside a mainstream setting.
- Ensure that all children with severe and complex needs have consistent access to specialist provision and expertise of equally high quality that is as close to their home as possible.
- Ensure that children attending specialist provision are provided with access to appropriate mainstream experience, in line with the wishes of the children and their parents.
- Improve the attendance and punctuality of these children, wherever they are educated.

Participation

- Ensure that children and young people feel included, they are listened to and that their contributions are valued, wherever they are educated.
- Ensure that provisions and services are respectful to children and young people and that they are fully consulted on educational matters that directly affect them, taking account of their developmental age.
- Ensure that parents and carers are consulted on educational matters that affect their children, and feel welcome in school or wherever their child is educated.

Achievement

- Improve the educational achievements of children and young people across the whole curriculum.
- Ensure that children and young people experience success in their education by having their achievements recognised, recorded and celebrated.

(ii) PRINCIPLES

The following broad principles are expressed in terms of what the Children and Young People's Service, schools, settings and other agencies are committed to doing in order to achieve the outcomes described in the previous section. Our strategies will:

- be informed by the DfES's *'Removing Barriers to Achievement: The Government's Strategy for SEN'*
- take full account of SEN and disability and equal opportunities legislation, other relevant DfES guidance, the National Service Framework and the Children Act 2004
- recognise the need to ensure that high quality mainstream provision is available locally before special school places and out of school provision are reduced
- improve and better co-ordinate specialist advice and support to mainstream schools through transforming the role of special schools and support services
- ensure that financial and human resources are used effectively, efficiently and transparently, targeting the greatest level of support to the greatest level of need
- recognise the importance of the early identification, assessment of need and transition planning for these children and young people.
- promote inclusive education in line with the North Yorkshire Inclusion Statement and the Children and Young People's Plan.

- promote schools working together in localities in order to enhance their capacity to meet the needs of these children and young people.
- recognise the need to provide co-ordinated community based support from all Local Authority services to schools and parents/carers.
- contribute to the development of effective partnerships between the Children and Young People's Service, health and other statutory and voluntary agencies in order to deliver properly coordinated services to these children and their families.

North Yorkshire Inclusion Quality Mark

The North Yorkshire Inclusion Quality Mark (IQM) is an incremental, self-evaluation award. It is achievable at different levels on an annual basis and aims to:

- increase understanding of inclusion as an ongoing process;
- foster inclusion (in terms of presence, participation and achievement);
- strengthen school self-evaluation, improvement and staff development;
- celebrate good inclusive practice;
- use learner participation as a stimulus to school improvement;
- provide clear judgements to inform school self-evaluation.

The IQM has been produced to help schools to engage with the educational and social inclusion agenda. A framework of 12 standards sets out the institutional and adult behaviour and processes needed to achieve a genuinely inclusive school. The IQM is practical and asks schools to reflect, examine and make judgements through sets of key questions on each of the standards.

The standards are as follows:

1. Welcoming school and ethos
2. Access
3. Resource Management
4. Active Participation
5. Policy driven inclusive practice
6. Personal and professional development
7. Partnership with the community
8. Partnership and collaboration
9. Monitoring achievement
10. Transitions
11. Behaviour and Attendance
12. Curriculum

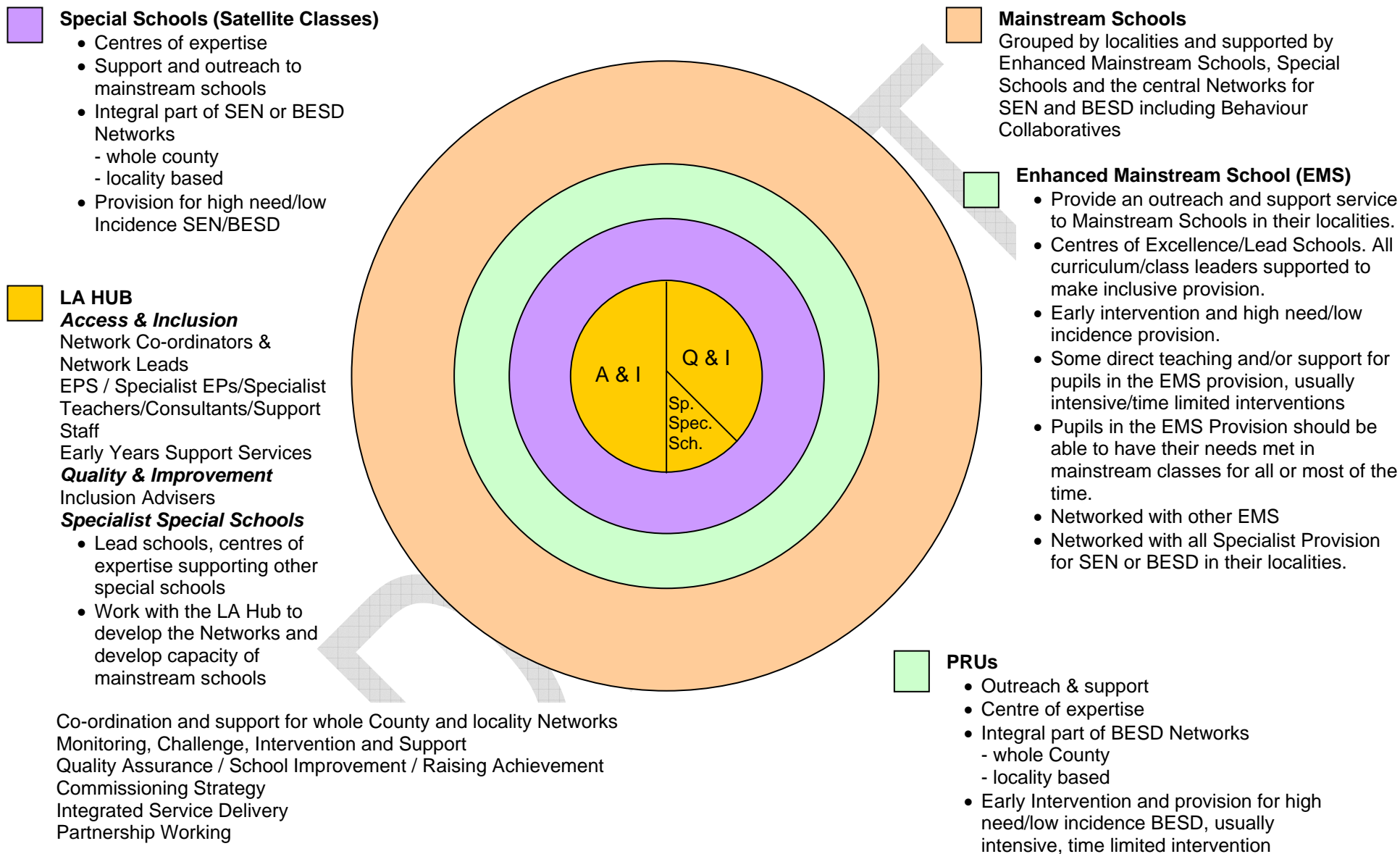
The IQM is awarded at 5 levels graduated between Level 1 for a school which is beginning to focus on inclusion though to Level 5 which celebrates the school being a fully inclusive, highly effective, leading school.

A moderation and validation process is undertaken annually by a Quality Assurance Group, including Quality and Improvement inclusion advisers, Access and Inclusion Service managers and representatives from primary, secondary and special schools.

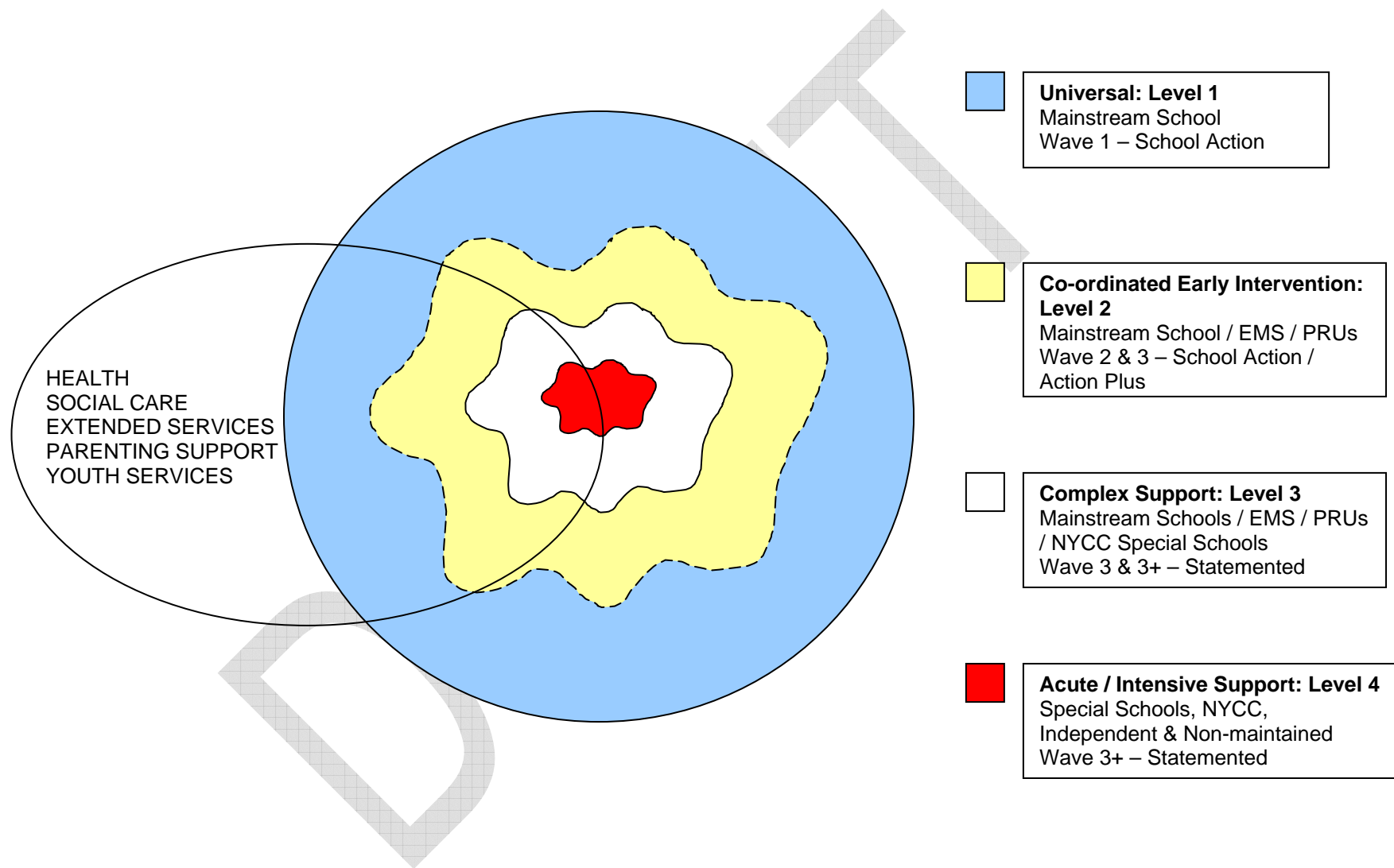
Glossary of Terms

ADHD		Attention Deficit Hyperactivity Disorder
AIS/A&I		Access and Inclusion Service
APA		Annual Performance Assessment
ASC		Autistic Spectrum Condition
ASD		Autistic Spectrum Disorder
BESD		Behaviour, Emotional and Social Difficulties
CIS		Children's Information Service
CPD		Continuing Professional Development
CYPP		The Children and Young People's Plan
DCSF		Department for Children, Schools and Families
DDA		Disability Discrimination Act
DfES		Department for Education and Skills
DRC		Disability Rights Commission
EMS		Enhanced Mainstream School
EP		Educational Psychologist
EPS		Educational Psychology Service
EYFS		Early Years Foundation Stage
IQM		Inclusion Quality Mark
JAR		Joint Area Review
LA		Local Authority
LDD		Learning Difficulties and/or Disabilities
Ofsted		Office for Standards in Education
PANDA		Performance and Assessment Reports (Ofsted)
PRU		Pupil Referral Unit
Q and I		Quality and Improvement Service
RBA		Removing Barriers to Achievement – The Government Strategy for SEN
SEAL		Social and Emotional Aspects of Learning
SEF		Self Evaluation Form
SEN		Special Educational Needs
SENCO		Special Educational Needs Coordinator
SIP		School Improvement Partner
SLD		Severe Learning Difficulties
SpLD		Specific Learning Difficulties
Specialist Special Schools	CL	Cognition and Learning Networks
	CI	Communication and Interaction Networks
	SPM	Sensory/Physical/Medical Networks
	BESD	Behaviour, Emotional and Social Difficulties

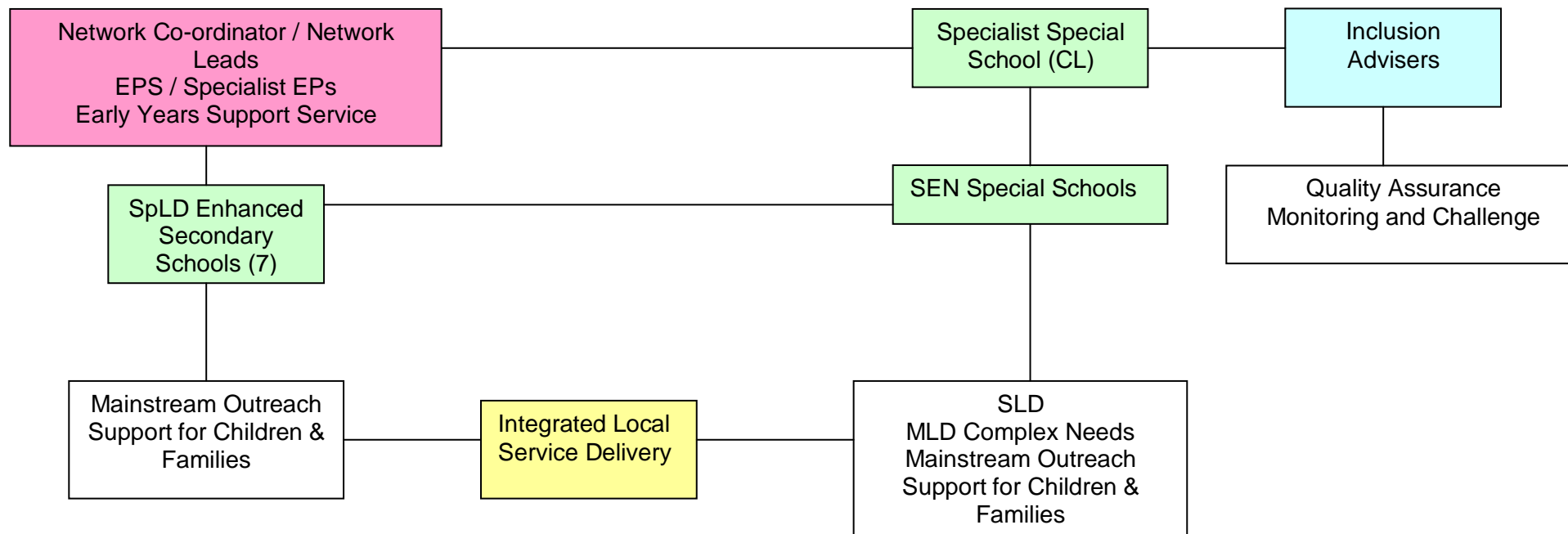
SEN and BESD Networks – Provision & Outreach Support



Provision and Levels of Intervention (SEN & BESD)



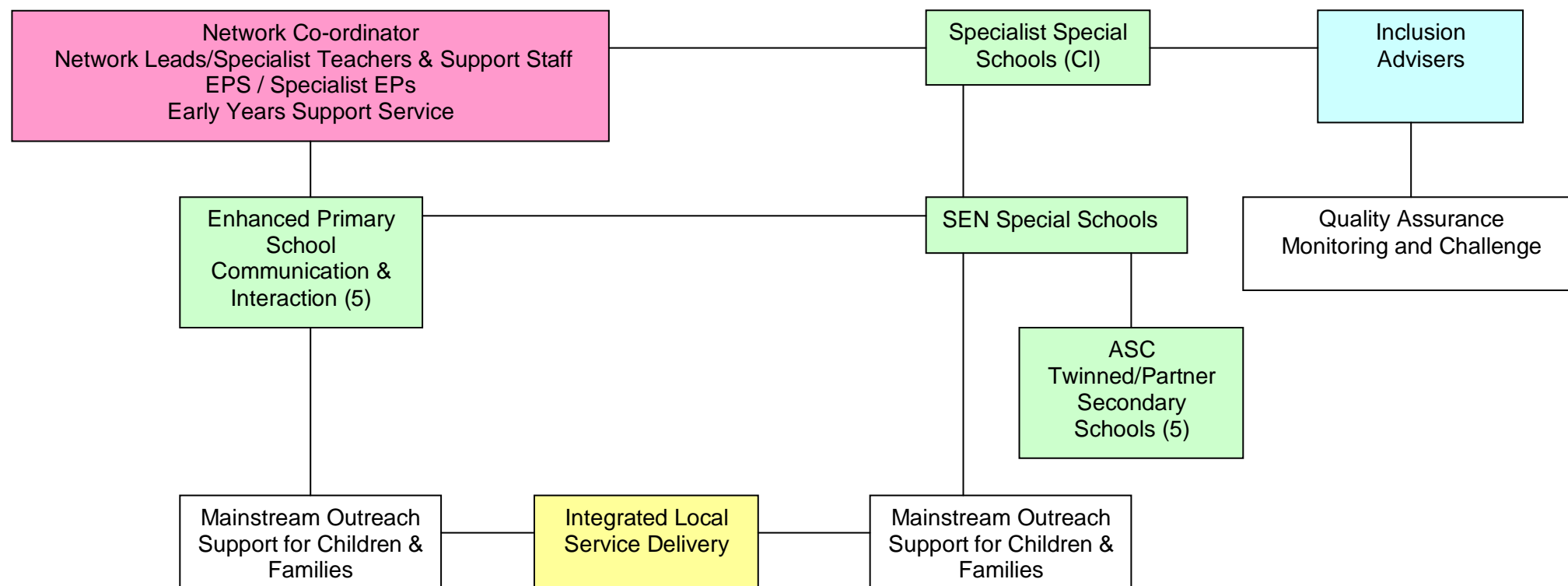
Cognition & Learning Networks



- Co-ordination and support for the whole county and locality networks; monitoring of access and entitlement; targeted use of resources; commissioning strategy; partnership working and strategic developments; provision of expertise and specialist support including wave 3 strategies for low need/high incidence SENs
- Centre of expertise making provision and providing training and advice/outreach support. Working to quality standards.
- Raising achievement and quality assurance.
- Integrated, local, front-line services to improve outcomes for vulnerable children.

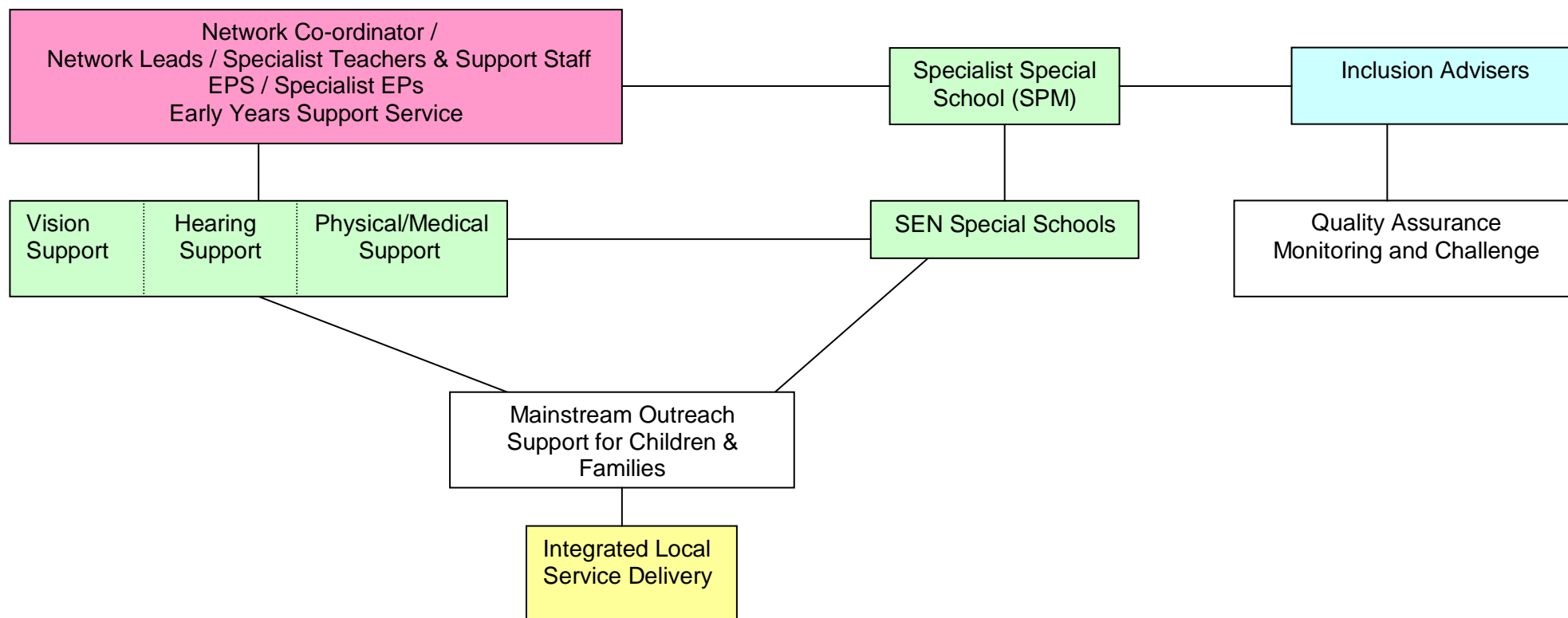


Communication & Interaction Networks



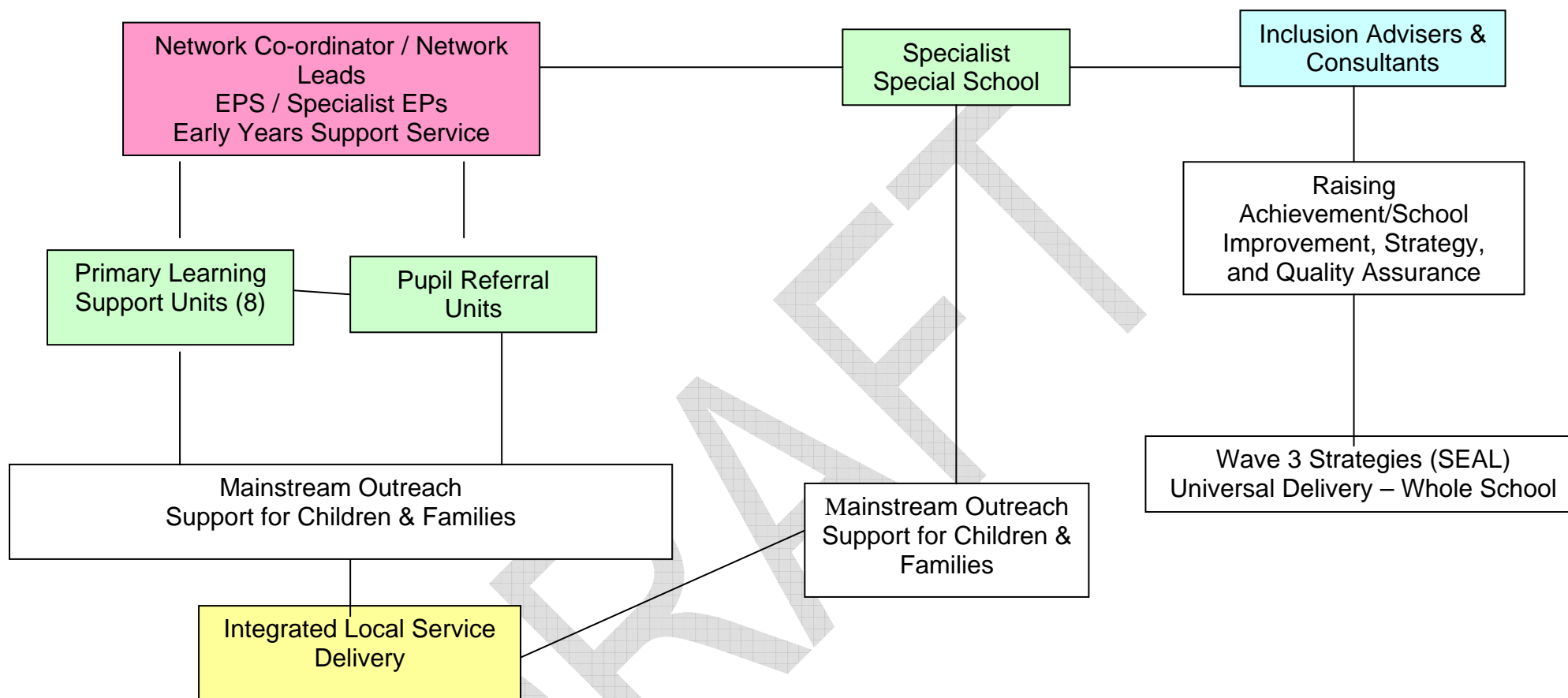
- Co-ordination and support for the whole county and locality networks; monitoring of access and entitlement; targeted use of resources; commissioning strategy; partnership working and strategic developments; provision of expertise and specialist support
- Centre of expertise making provision and providing training and advice/outreach support. Working to quality standards.
- Raising achievement and quality assurance.
- Integrated, local, front-line services to improve outcomes for vulnerable children.

Sensory/Physical/Medical Networks



- Co-ordination and support for the whole county and locality networks; monitoring of access and entitlement; targeted use of resources; commissioning strategy; partnership working and strategic developments; provision of expertise and specialist support.
- Centre of expertise making provision and providing training and advice/outreach support. Working to quality standards.
- Raising achievement and quality assurance.
- Integrated, local, front-line services to improve outcomes for vulnerable children.

Behaviour, Emotional & Social Difficulties Networks



- Co-ordination and support for the whole county and locality networks; monitoring of access and entitlement; targeted use of resources; monitoring, challenge, intervention and support; commissioning strategy; partnership working .
- Centre of expertise, training and advice/outreach support. Working to quality standards.
- Raising achievement and quality assurance.
- Integrated, local, front-line services to improve outcomes for vulnerable children.