MAYFIELD PRIMARY SCHOOL

SPECIAL EDUCATION NEEDS & DISABILITY POLICY

Policy approved by Local Governing Body

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MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG
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Introduction

Mayfield is a Community Primary School catering for pupils aged 3 to 11. We deliver a well-balanced curriculum with experienced staff trained to a high level.
In addition to gaining language, mathematical, scientific, artistic, physical and technological skills, your child will build confidence, develop self-reliance, and learn to make decisions whilst developing the ability to articulate feelings and ideas.
We attach great importance to the development of the children’s social and emotional skills and seek to enable them to build relationships with other children and adults, be sensitive to the feelings and needs of others and learn self-discipline. We aim to provide a wide range of opportunities and experiences that will greatly benefit all children.

We aim to nurture a caring school with both adults and pupils supporting each other and the values of the school.

Here at Mayfield, we strive to ensure that each child reaches their potential. All staff are committed to the inclusion of all pupils and where children are not making the progress expected, school will liaise closely with parents to put in place support and intervention to address this.

Day to day management of SEN is delegated by the head teacher to the Special Educational Needs Co-ordinator (SENCo).
The SENCo at Mayfield is Mrs Whittaker. Any parents and carers wanting advice or information about any aspect of SEN or inclusion can contact Mrs Whittaker or speak to the head teacher, Mr Couper-Barton.

The school’s SEN Governor is Mrs R Glover.

During our most recent Ofsted inspection (July 2013), it stated that, “The co-ordination of support for pupils with special educational needs and disabilities is outstanding. These pupils are now making much better progress because of the high quality support and tailor-made learning packages that are in place.”
Section 1: The SEN Code of Practice (2014)

The SEN Code of Practice (2014) came into effect in September 2014 and reflects the changes introduced by the Children and Families Act 2014 (see link in references section). This Code of Practice is statutory guidance for the following organisations:

- local authorities,
- the governing bodies of schools, including non-maintained special schools,
- the governing bodies of further education colleges and sixth form colleges,
- the proprietors of academies (including free schools, University Technical Colleges and Studio Schools),
- the management committees of pupil referral units,
- independent schools and independent specialist providers,
- all early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority,
- the National Health Service Commissioning Board,
- clinical commissioning groups (CCGs),
- NHS Trusts,
- NHS Foundation Trusts,
- Local Health Boards,
- Youth Offending Teams and relevant youth custodial establishments,
- The First-tier Tribunal (Special Educational Needs and Disability).
Section 2: Aims of the Code of Practice (2014)

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents,
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions,
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, their parents and young people in decision-making,
- the early identification of children and young people’s needs and early intervention to support them,
- greater choice and control for young people and parents over support,
- collaboration between education, health and social care services to provide support,
- high quality provision to meet the needs of children and young people with SEN,
• a focus on inclusive practice and removing barriers to learning
• successful preparation for adulthood, including independent living and employment.

Section 3: What is SEN?

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

• ensure decisions are informed by the insights of parents and those of children and young people themselves,
• have high ambitions and set stretching targets for them,
• track their progress towards these goals,
• keep under review the additional or different provision that is made for them,
• promote positive outcomes in the wider areas of personal and social development, and
• ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Disability and SEN

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

• They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
• They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Single Equality Scheme sets out the steps taken to ensure that Mayfield complies with the obligations of the Equality Act 2010. This can be accessed from the policy section of the school website or a paper copy can be obtained from the school office.

This policy should be read alongside the Single Equality Scheme and the school’s access plan.

Section 4: Impartial information, advice and support

Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care. This must include information, advice and support on the take-up and management of Personal Budgets. In addition, in carrying out their duties under Part 3 of the Children and Families Act 2014, local authorities must have regard to the importance of providing children and their parents and young people with the information and support necessary to participate in decisions.

Local authorities must ensure that their Local Offer includes details of how information, advice and support related to SEN and disabilities can be accessed and how it is resourced.

More information about the authority’s Local Offer and the school’s SEN information report can be found in section 6 of this policy.
Section 5: Identification and Provision for SEN

Every school is required to identify and address the SEN of the pupils that they support. Schools must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN,
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN,
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO,
- inform parents when they are making special educational provision for a child,
- prepare an SEN information report (see section 6 of this policy) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time (see the Single Equality Scheme and access plan).

At Mayfield, we ensure that children of all abilities access a broad and balanced curriculum. During our most recent Ofsted inspection (July 2013), our curriculum was rated as ‘outstanding’.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
How we identify SEN

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Staff are constantly assessing the needs and progress of their pupils. This includes daily observations of pupils, marking of work and at certain times throughout the year, more formal assessments.

Staff may identify that a child is having difficulty in accessing the curriculum or that they are making slower progress than is expected.

Slow progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline,
- fails to match or better the child’s previous rate of progress,
- fails to close the attainment gap between the child and their peers,
- widens the attainment gap.

In the first instance staff will combine high quality teaching, alongside differentiation and where appropriate, additional intervention, to address this need. In the vast majority of cases, this will be sufficient and the pupil will need no additional provision.

Where progress continues to be less than expected, the class or subject teacher, working with the SENCO, will assess whether the child has SEN.
During this process, we will speak to the parents / carers of the child to gather their views around progress and attainment. We will also, where appropriate, gather the views of the child to help build a full picture of their strengths and areas for development.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

If parents have concerns that their child is not making the expected progress or that they may have SEN, in the first instance they should speak to their child's class teacher, as this will be the adult in school who knows the child best.

This discussion will usually help to answer many of the questions a parent may have and a plan for moving forwards can be created.

If it is then felt that the child may have SEN, the SENCo will be involved at this stage and a provision map will be created, outlining the steps which school and home will take to provide additional support / intervention for the child.

**Areas of SEN**

Where it is decided that a child does have SEN, their needs will often come under one of the four broad areas of need identified in the Code of Practice (2014).

These are:

- **Communication and interaction**
  
  Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**
  Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**
  Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**
  Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or
a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

**The Graduated Approach**

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Parents will be included, informed and consulted at all steps throughout the process. If they feel that they need further information, clarification or advice about the support that their child is receiving, they are encouraged to speak to their child’s class teacher, the SENCo or the head teacher.

Children who receive SEN provision will be recorded as ‘SEN Support' on the school’s information management system.

Children who receive SEN provision may access a wide range of interventions which could include:

- Wellington Square (reading),
- The Power of 2 (maths),
- Stern (maths),
- BLAST (speech and language),
- ELKLAN/ WELCOMM (speech and language)
- Lego Therapy (speech and language / social skills).

•
Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, school will consider involving specialists, including those secured by the school itself or from outside agencies.

School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

School work closely with a range of specialists to access: training for staff, advice for supporting pupils with a range of needs, in depth assessments of pupils’ skills and areas of difficulty, support in identifying appropriate interventions, support and feedback for parents, advice and reports to contribute towards an EHC assessment (see section 8 for information about EHC plans).

If school feel that it is appropriate to involve an outside agency, this will be discussed with parents first and consent sought. Equally, parents are welcome to speak to school if they feel that there is a particular professional who their child could benefit from being assessed by.

Some professionals, such as the Educational Psychologist will come into school to work with the pupil. Other agencies such as Speech and Language Therapy (SALT) complete their assessments at their own base and a referral form is usually completed first and the child then placed on a waiting list.

The professionals which school work closely with at various points throughout the year include:

- Quality and Effectiveness Support Team (QEST),
- Educational Psychologist (EP),
- Speech and Language Therapy (SALT),
• Occupational Therapy (OT),
• Early Help team.

At every point throughout the involvement of a professional, parents will be kept informed and consulted on any information, advice or decisions made. If parents feel that there are unanswered questions or that they would like clarification around what is happening, they should speak to the SENCo in the first instance.

Provision Maps

All pupils who are identified as SEN support will have a provision map. This document has replaced the IEPs (individual education plans) previously used and they are designed to provide a clear and easy to understand overview of the support and intervention each child receives. The provision map will be made available to parents, staff involved with the child and any outside agencies who are working with the pupil. The provision map will outline the pupil’s targets, including the interventions which will support the pupil in reaching these targets. These will be specific, measurable, achievable, realistic and time limited (SMART).

SEN Review Meetings

For some pupils with SEN, there may be a lot of intervention and support in place at school and there may be involvement with external agencies. For these children, parents will be invited to an SEN Review Meeting each term (usually held in December, March and June), where they can discuss their child’s progress, update school with any changes or progress at home and also keep informed as to the involvement of other professionals. At the moment, these SEN Review meetings are additional to the regular parents’ evening appointments which all families are offered.

We aim to organise our SEN Review Meetings in a person-centred way. By using this approach we can ensure that children and parents are involved in all aspects of planning and decision-making.
Section 6: The Local Offer and the School SEN Information Report

What is the Local Offer?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The local authority’s Local Offer can be found by following the link below.

www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
The School’s SEN Information Report

The governing bodies of maintained schools must publish information on their websites about the implementation of the governing body’s policy for pupils with SEN.

The school’s SEN Information report can be found in the SEN section of the website, alongside this policy. Additionally, paper copies can be requested from the school office.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for,
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools),
- arrangements for consulting parents of children with SEN and involving them in their child’s education,
- arrangements for consulting young people with SEN and involving them in their education,
- arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review,
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society,
- the approach to teaching children and young people with SEN,
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN,
• the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured,
• evaluating the effectiveness of the provision made for children and young people with SEN,
• how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN,
• support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying,
• how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families,
• arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Section 7: Children with Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.
Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.
Where children and young people also have SEN, their provision should

The statutory guidance: ‘Supporting pupils at school with medical conditions’ can be found in the SEND section of the school website.
Section 8: Education, Health and Care (EHC) Plans

EHC plans are replacing Statements and LDAs (learning disability assessments). Any child who currently has a Statement of SEN will have this transferred to become an EHC plan by April 2018 at the latest.

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

• establish and record the views, interests and aspirations of the parents and child or young person,
• provide a full description of the child or young person’s special educational needs and any health and social care needs,
• establish outcomes across education, health and social care based on the child or young person’s needs and aspirations,
• specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in chapter 9 of the Code of Practice (2014), as are the factors a local authority should take into account in deciding whether an EHC plan is necessary.
The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child’s parent,
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school.

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend.

Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child’s parent or the young person.

The local authority must make a decision and communicate the decision to the child’s parent or to the young person within 6 weeks of receiving a request for an EHC assessment.

If the local authority decides not to conduct an EHC needs assessment it must inform the child’s parents or the young person of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.

The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority’s attention) until the final EHC plan is issued, must take no more than 20 weeks (subject to some exemptions).
During the EHC assessment process, families should experience a person-centred approach, providing them with clear information relating to each step of the process.

**What does an EHC plan look like?**

EHC plans must include the following sections, which must be separately labelled from each other using the letters below. The sections do not have to be in the order below and local authorities may use an action plan in tabular format to include different sections and demonstrate how provision will be integrated.

**Section A:** The views, interests and aspirations of the child and his or her parents or the young person.

**Section B:** The child or young person’s special educational needs.

**Section C:** The child or young person’s health needs which are related to their SEN.

**Section D:** The child or young person’s social care needs which are related to their SEN or to a disability.

**Section E:** The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

**Section F:** The special educational provision required by the child or the young person.

**Section G:** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

**Section H1:** Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

**Section H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person’s eligible needs (through a statutory care and support plan) under the Care Act 2014.
**Section I:** The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

**Section J:** Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

**Section K:** The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

**Choosing a school for your child with an EHC plan**

The child’s parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:

- maintained nursery school,
- maintained school and any form of academy or free school (mainstream or special),
- non-maintained special school,
- further education or sixth form college,
- independent school or independent specialist colleges.

If a child’s parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
• the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, ‘others’ is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

**Personal budgets for a child with an EHC plan**

Once a child has been issued with an EHC plan, their parents will have the option of being given a Personal Budget.

‘A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.’ Code of Practice (2014)

Local authorities must provide information on Personal Budgets as part of the Local Offer.

The Personal Budget can include funding from education, health and social care.

Personal Budgets are optional for the child’s parent or the young person but local authorities are under a duty to prepare a budget when requested. Local authorities must provide information about organisations that may be able to provide advice and assistance to help parents and young people to make informed decisions about Personal Budgets.

The child’s parent has a right to request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan.

Personal Budgets should reflect the holistic nature of an EHC plan and can include funding for special educational, health and social care provision. They should be focused to secure the provision agreed in the
EHC plan and should be designed to secure the outcomes specified in the EHC plan.

There are four ways in which the child’s parent and/or the young person can be involved in securing provision through a Personal Budget:

- **Direct payments** – where individuals receive the cash to contract, purchase and manage services themselves,
- **An arrangement** – whereby the local authority, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets),
- **Third party arrangements** – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child’s parent or the young person,
- **A combination of the above.**

The child’s parent will be given an indication of the level of funding that is likely to be required to make the provision specified, or proposed to be specified in the EHC plan.
An indicative figure can be identified through a resource allocation or banded funding system.
As part of a person-centred approach to the development of the EHC plan, the local authority should agree the provision to be made in the plan and help the parent or young person to decide whether they want to take up a Personal Budget.
Details of the proposed Personal Budget should be included in section J of the draft EHC plan and, where the proposed budget includes direct payments for special educational provision, this section must include the SEN and outcomes to be met by the payment.

Where a direct payment is proposed for special educational provision, local authorities must secure the agreement of the school, if any of the provision is to be delivered on that their premises.
Where the disagreement relates to the special educational provision to be secured through a Personal Budget the child’s parent or the young person can appeal to the First-tier Tribunal (SEN and Disability), as with any other disagreement about provision to be specified in an EHC plan.
Annual Reviews

EHC plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. An EHC plan must be reviewed by the Local Authority at least annually. At this review, it may be decided, in liaison with all involved professionals, that changes need to be made to the EHC plan. Reviews must focus on the child or young person’s progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

Reviews should also:

- gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person’s progress and their access to teaching and learning,
- review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress,
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes,
- consider the continuing appropriateness of the EHC plan in the light of the child or young person’s progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued,
- set new interim targets for the coming year and where appropriate, agree new outcomes,
- review any interim targets set by the early years provider, school or college or other education provider.

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow
for planning for and, where necessary, commissioning of support and provision at the new institution.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.
References

Supporting pupils at school with medical conditions – see Mayfield website – SEND section.

Oldham LA Local Offer
www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Equality Act 2010 – see Mayfield website – SEND section.

POINT – Parents Of Oldham In Touch – support, advice and activities for families with children with SEN
pointoldham.co.uk

British Dyslexia association – information and advice for families
www.bdadyslexia.org.uk

Autism Education Trust (AET) – support, advice and training for professionals working with pupils with Autism
www.autismeducationtrust.org.uk

NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN
www.sendgateway.org.uk

Early Support - information materials for families and professionals
www.ncb.org.uk/earlysupport

The Communications Trust - speech, language and communication difficulties
www.thecommunicationtrust.org.uk
The Dyslexia SpLD Trust – information related to dyslexia and literacy difficulties
www.thedyslexia-spldtrust.org.uk

The National Sensory Impairment Partnership - vision impairment, hearing impairment and multi-sensory impairment
www.natsip.org.uk

MindEd is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people’s mental health, wellbeing and development.
www.minded.org.uk
Information re: personal budgets

The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England, with links to other UK nations.
http://www.councilfordisabledchildren.org.uk/

Other Mayfield policies which should be read alongside the SEN policy:

- Single Equality Scheme
- Admissions Policy