



Gainford CE Primary SEN Policy – September 2014

# County Durham LA's Vision for Special Educational Needs and Disability

## **Durham LA's Vision for children, young people and families**

In County Durham, all children, young people and their families will: All children, young people and their families will be:

- Be healthy
- Be safe
- Enjoy and achieve
- Make a positive contribution
- Have Economic Wellbeing
- Listened to
- A full part of decision making process
- Aware of the opportunities to be involved
- Treated with the same status as adults.

## **Our Vision for Special Educational Needs and Disability**

**“The mission of County Durham County Council is to make County Durham the best place to live, work and bring up a family.”**

To fulfil this mission, the Local Authority (LA) has, as its overall vision for education, that: “County Durham is a County committed to learning, where all can reach their potential by accessing high quality education. In order to do this we will provide a culture of equality and opportunity so that all can:

- Be inspired to enjoy learning throughout their lives.
- Access a high quality education which will give them confidence, raise their aspirations and enrich their lives.
- Reach high standards and gain personal fulfilment through learning so that they and their communities can develop and prosper.”

## **Inclusion statement**

**Learners bring to the education process a diverse range of skills and needs. County Durham LA recognises the clear educational, social and moral benefits to all of providing an inclusive education system which values this diversity. In order to meet our overall vision:**

**We will ensure that educational provision in County Durham is flexible, appropriately resourced and able to respond to the needs of individuals. We will work to ensure that each school uses its organisation, ethos and resources to secure equality of opportunity, allowing all children and young people to be fully included in the life and work of their school and community.**

## **Core beliefs**

Our vision, policy and strategy support this Inclusion Statement and are founded on the following core beliefs:

The interests of all children and young people must be safeguarded;

- With the right training, strategies, resourcing and support nearly all children and young people with special educational needs / a disability, in County Durham can be successfully included in mainstream education, taking a full part in the life of their school;
- Inclusion is a process by which County Durham LA, its schools and partners positively develop their cultures, policies and practices to include all of their children and young people in education offering
- excellence and choice and incorporating the views of parents/carers and children and young people within an evolving and flexible pattern of specialist and mainstream provision;
- County Durham Local Authority, its schools and others will actively seek to remove barriers to learning and participation;
- All children and young people should have access to an appropriate education that affords them the opportunity to achieve success through access to lifelong learning;
- All children and young people benefit from being educated in inclusive schools and through developing a practical understanding of human diversity;
- Mainstream education will not always be right for every child all of the time. Equally, just because full-time mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage or from benefiting from an appropriately structured mix of mainstream and specialist provision.
- Systems underpinning provision for pupils with special educational needs / a disability should be straightforward, transparent and understandable to all involved.

## **1. INTRODUCTION**

- 1.1 This policy describes the principles and entitlements which will direct and inform the identification and assessment of, and provision for, pupils with special educational needs within Durham Local Authority (LA).
- 1.2 The LA endorses the philosophy expressed in the Warnock Report that:  
"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different".
- 1.3 The policy on special educational needs should be considered not in isolation, but in the context of an overall approach to equal opportunities.
- 1.4 In this policy, the LA recognises and seeks to reflect the good practice relating to special educational needs which is evident in the County.
- 1.5 All partners have responsibility for addressing children's special educational needs through the efficient and effective use of the total resources available.
- 1.6 The LA will continue to monitor and review its special educational provision.

## **2. THE STATUTORY FRAMEWORK FOR INCLUSION**

- 2.1 The statutory duties and expectations for LAs, schools and early education settings regarding the inclusive education of children and young people, are described in a series of key documents. These are:
  - Special Educational Needs Code of Practice June 2014.
  - The Disability Rights Code of Practice for Schools.

These publications are available on the DCSF website.

### 3. PRINCIPLES

The LA operates within the statutory context and is committed to the following principles:

- children and young people with special educational needs should have their needs met;
- with the right training, strategies and support nearly all children and young people with special educational needs in County Durham can be successfully included in mainstream education;
- the interests of all children and young people must be safeguarded;
- the LA, schools, parents, children and young people and others should work in partnership;
- all children and young people should have full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum which affords them the opportunity to achieve high standards;
- County Durham Local Authority, its schools and others will actively seek to minimise and present special educational needs through removal of barriers to learning and participation;
- all children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- mainstream education will not always be right for every child all of the time. Equally, just because full-time mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage or from benefiting from an appropriate mix of mainstream and specialist provision;
- inclusion is an process by which County Durham LA, its schools and others develop their cultures, policies and practices to include all of their children and young people in education offering excellence and choice within an evolving and flexible pattern of specialist and mainstream provision;
- the allocation and distribution of all resources for special educational provision should be based on clear and equitable criteria, compatible with Government guidelines and LA policy and practice;
- special educational needs should be identified, assessed and provided for as early as possible;
- all partners should be aware of their statutory responsibilities with regard to special educational needs and should be supported

in fulfilling these duties;

- the LA, its Services and schools should continue to review and evaluate policy, practice and provision for meeting special educational needs in order to ensure high quality education for all.

#### **4. EXPECTATIONS**

The LA operates within the statutory framework and is committed to provide the following:

**Children and young people can expect:**

- access a broad, balanced and relevant curriculum including the National Curriculum which is differentiated to their individual needs;
- full participation in the National Curriculum. Only in the most exceptional circumstances should consideration be given to any modification to, or disapplication from, the National Curriculum;
- have their special educational needs identified and assessed and addressed through an Individual Education Plan;
- have their special educational needs met through effective school policies and practices which make the best use of available resources;
- have their views considered when decisions are being made.
- to have access to an appropriate, broad and balanced curriculum well matched to their learning needs which enables them to maximise their attainment;
- to be taught by staff who are aware of their needs and have the necessary skills and support to meet those needs;
- to have those needs identified by agencies working collaboratively in a co-ordinated way;
- to be able, where appropriate, to access a place at a mainstream school close to their home or linked to their community;
- to have their progress and needs closely monitored;
- to be fully involved in all decisions made about their education.

**Parents/carers of a child with special educational needs can expect:**

- their child to receive appropriate assessment and support to meet all of his or her special educational needs in ways which maximise progress and attainment regardless of where they are being educated;
- to receive appropriate information and to have their views listened to and taken into account by schools, the LA and others;
- their child to be able to access specialist provision if they request it and if such provision is appropriate for their child's special educational needs;
- to have access to high quality advice;
- high quality provision to meet their child's special educational needs;
- high quality, co-ordinated specialist support services which follow a joined up approach towards meeting their child's needs.

**Schools and other Education Providers can expect:**

- to be resourced appropriately, transparently, equitably and rationally in order to meet the needs of children and young people in their settings;
- to access high quality advice and continuing professional development;
- to be provided with examples of good practice;
- to be assisted in ways which enable them to work co-operatively with other schools and providers in the best interests of children and young people;
- to be supported in extending opportunities for children and young people and parents/carers to express their views and take account of them;
- to be increasingly empowered in meeting a wide range of special educational needs;
- to be monitored and held accountable for the provision made for children and young people with special educational needs;
- to have access to well-resourced and co-ordinated support services;



- to be active partners in reviewing Special Educational Needs arrangements and provision.

**Parents can expect to:**

- access to relevant information;
- professional advice on the needs of their child;
- have their views taken into account;
- be involved in decisions affecting their child's education;
- appropriate special educational provision for their child within the efficient use of available resources.

**Schools are entitled to:**

- appropriate high quality services;
- consultation about developments relating to special educational needs;
- training, advice and guidance on issues relating to special educational needs.

**5. CONCLUSION**

All partners must operate within the Statutory Framework for Inclusion and should give due regard to the Code of Practice for SEN (June 2014. )