



Worcestershire County Council

Policy on Education Inclusion

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www.worcestershire.gov.uk

Document Details

Status: County Policy

Date: September 2010

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Contents

Purpose	4
The Vision	4
Context to the Policy	4
Core Values	4
Principles	5
Roles and Responsibilities	6
The local authority.....	6
Settings.....	6
Glossary	7
Links	8
Appendix 1 Learner’s Charter	9
Appendix 2 Diagrammatical form of Policy	10

Purpose

The intention of this policy is to raise the achievement for children and young people from 0 -19 (25)* with a learning difficulty, disability, disadvantage, or special educational needs. It aims to improve outcomes for all children and young people by bringing together the inclusion and standards agendas to become complementary rather than competing priorities. The focus has to be all the children and young people; that their needs are recognised and assessed, with appropriate and timely intervention put in place by suitably qualified and competent professionals in a location that is as local to the child and family as possible.

This is an on-going, dynamic document that will respond to legislative changes. It defines the vision, values and principles that will drive practice in those educational settings for which Worcestershire County Council and Worcestershire Children's Trust have responsibility, commissions or has a duty to secure provision.

It informs the practice and standards for all Worcestershire County Council employees and those in educational settings for which the county council has a responsibility or that it commissions and against which monitoring by the Local Authority (LA) will take place.

It will drive practice for those with additional learning needs aged 0 to 25 years.

* Children and young people aged 0-19 or aged to 25 with a learning difficulty and/or disability.

The Vision

- All children and young people have a sense of belonging to their local community
- All children and young people are educated within or have access to their own communities, unless there are compelling reasons to do otherwise
- Everything possible is done to minimise barriers to children and young peoples' learning at the earliest opportunity

- Personalising provision will be supported to enable all children and young people to achieve their full potential
- Parents and carers will be active participants in the decisions affecting their child's education
- Children and young people's views are actively sought at all stages of their education.

Context to the Policy

This Education Inclusion Policy replaces the existing Special Educational Needs (SEN) and Inclusion policies. It will support all settings and provision in achieving the five Every Child Matters (ECM) outcomes which are central to every aspect of provision for children and young people. It incorporates the SEN policy and ensures compliance with all relevant legislation. Where statutory information is not listed within this document, then links at the end indicate where this information can be accessed. The policy defines the added measures providers will engage in to raise achievement for all learners in Worcestershire.

The LA is committed to working with all its partners to reduce inequality and narrow the achievement gap. This policy will inform strategic and operational delivery decisions.

Core Values

This policy is guided by the core values of:

- Valuing all learners
- Valuing diversity
- Safeguarding children
- Raising achievement
- Building strong local learning communities
- Promoting independence.

This policy complements Worcestershire's Equality and Diversity Policy.

Principles

Educational Inclusion in Worcestershire is based on the following principles and will support delivery of the “Learner Charter” for all (See Appendix 1). These principles will form the core and be further developed as part of the Education Inclusion Strategy.

- i. All partners have a collective responsibility to meet the learning needs of every child and young person in their community
- ii. Provision to support children’s learning (both direct and indirect) should be arranged to ensure every learner’s needs are met, wherever possible, within their own locality and that they have a sense of belonging to that community
- iii. All educational settings have an overarching responsibility for meeting all learners’ needs. As the principal service, whether at universal, targeted or specialist level, they are key to providing early intervention and addressing identified needs
- iv. All learners will be actively engaged with a broad and relevant programme of learning
- v. Holistic assessment tools will be routinely used to ensure interventions, whether at universal, targeted or specialist levels, are appropriate, coherent and relevant
- vi. All learners should have opportunities for engagement with peers who have a range of learning needs and cultural differences
- vii. All learners should feel emotionally and physically secure in order to achieve well and enjoy their learning
- viii. Collective accountability, including professional challenge and support, for achieving the Every Child Matters outcomes
- ix. Tailored support will be available for the specific specialist needs of some learners
- x. Specialist provision and support should be developed in mainstream and special schools to reflect the identified needs of learners in that area
- xi. A professional entitlement for all staff in the area to Continuing Professional Development (CPD)
- xii. Learners, their parents/carers will be active partners in shaping their programme of learning curriculum and patterns of delivery.

The Key Policy changes relate to the two following elements in respect of the roles and responsibilities of the Local Authority and Settings.

Roles and Responsibilities

The local authority has a statutory and operational role to play in ensuring education inclusion through:

- Taking a strategic lead in developing policy and implementing strategies to ensure inclusive practice
- Carrying out rigorous countywide and local data and needs analysis to inform decision making process
- Commissioning provision and services in line with a detailed area needs analysis
- Developing funding arrangements in line with Education Inclusion Policy
- Ensuring that settings comply with their statutory duties and Local Authority good practice
- Actively seeking and valuing the views of a range of stakeholders including children and young people
- Promoting integrated/partnership working to deliver effective provision and ensure value for money
- Encouraging a shared responsibility and commitment to high quality inclusive provision
- Supporting and challenging all settings to raise achievement and improve the five Every Child Matters outcomes for all children and young people
- Identifying and disseminating best practice including the assessment of individual needs
- Providing guidance on the universal element of provision which settings make from within their own budget
- Promoting the role of lead professionals in the co-ordination of support for individual children
- Promoting the role of parents/carers as partners in identifying and meeting individual needs
- Ensuring quality assurance of all settings including the establishment of sound arrangements for rigorous self-evaluation
- Sharing information in line with agreed protocols and reflecting one child/one plan principles.

Settings have a statutory and operational role to play in increasing education inclusion in their communities through:

- Educational settings, whether mainstream, targeted or specialist, are key to ensuring individual needs are identified early and addressed through a single plan
- Being collectively responsible for meeting the needs of all children and young people in their community through partnership working when appropriate
- Engaging in collaborative working with a range of partners and other settings to deliver flexible personalised provision with the aim of overcoming barriers to learning; one child/one plan
- Production of trackable provision maps for learners in their areas in order to facilitate monitoring and evaluation and early identification
- Undertaking best practice in assessment processing, making use of specialist support when appropriate
- Active engagement with learners and their parents/carers
- Developing, implementing and monitoring inclusive policies and practices
- Targeting resources to promote achievement of all learners across the five Every Child Matters outcomes
- Narrowing the gap in attainment between children and young people 0-19 (25) with a learning difficulty, disability, disadvantage, or special educational needs and their peers
- Monitoring, evaluating and moderating the impact of universal, targeted and specialist provision on progress of all learners, and reporting outcomes to parents/carers and responsible bodies
- Using professional development and sharing of good practice to promote inclusion
- Ensuring that accurate data is held on the needs of all learners and that this is appropriately disseminated to all relevant partners in line with agreed sharing information protocols.

Glossary

Children and Young People

Children and young people between the ages of 0-19 and to age 25 for young people with learning difficulty and/or disability.

Early Intervention

Intervention at an early stage of a child's life or when needs are first identified.

Every Child Matters (ECM)

A Government initiative to improve outcomes for all children and young people

Provision

Services provided by the LA, commissioned by the LA, secured by the LA, provided by the settings or commissioned by the settings.

Settings

Private Voluntary and Independent Pre-School settings, home educated, the maintained school sector, Out of County placements, learning outside the classroom, FE colleges, off-site and work based provision.

SEN

Special Educational Needs

Specialist

Directly provided or commissioned services for those children and young people whose assessed needs cannot be met solely by universal or targeted provision, although they still require access to those services.

Targeted

Directly provided or commissioned services for those children and young people whose assessed needs cannot be met solely by universal provision, although they still require access to those services.

Universal

Front line provision which should meet the needs of the majority of pupils.

Worcestershire Children's Trust

This came into effect in Worcestershire from April 2010.

Links

Parents/Carers who wish further information on this policy can talk in the first instance to their local setting or to talk to the Local Authority please contact:

Worcestershire Hub

Telephone: 01905 765765

(Mon – Fri 8am – 8pm, Sat 9am – 5pm)

Email: worcestershirehub@worcestershire.gov.uk

Parent Partnership Service

Telephone: 01905 727940 (24 hour answer service) or

Email: ppservice@worcestershire.gov.uk

Website: www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/parent-partnership.aspx

SEN Website: www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/parent-partnership/special-educational-needs-info.aspx

Local Authority Websites

Parents and Carers

www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/children-and-families/children-with-disabilities/parents-and-carers.aspx

SEN Services

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/special-educational-needs.aspx

SEN Services: Information for Parents/Carers

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/special-educational-needs/information-on-sen-for-parents.aspx

SEN Services: Information for Settings, Governors, Agencies

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/special-educational-needs/information-for-schools-setti.aspx

Learning Support

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/learning-support.aspx

Learning Support: Information for Parents/Carers

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/learning-support/information-for-parents-carers.aspx

Learning Support: Publications

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/learning-support/publications.aspx

Early Years and Childcare Service

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/early-years-and-childcare.aspx

Integrated Services – Specialist Support (ISSS)

www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/children-and-families/children-with-disabilities/integrated-services---speciali.aspx

Vulnerable Children Service

www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/vulnerable-children.aspx

Integrated Working Programme

www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/integrated-working-programme.aspx

14-19

www.worcestershire.gov.uk/cms/education-and-learning/enjoy-and-achieve/14-to-19-learning.aspx

Department for Education Websites

Teachernet: Special Educational Needs and Disability

www.teachernet.gov.uk/wholeschool/sen

Every Child Matters

www.dcsf.gov.uk/everychildmatters

Appendix 1 – Learner’s Charter

The Worcestershire Learner Charter

We are committed to providing you with enjoyable, engaging and stimulating learning experiences, which will enable you to be successful, regardless of your age, gender, disability, ethnic or social group. We will achieve this by:

- Listening to you and working with you to provide learning experiences, courses and other opportunities that are appropriate to you and that will help you fulfil your potential and prepare you for adult life in the 21st century
- Providing you with a wide range of learning experiences both inside and outside the classroom that you will find relevant, will open up the new and the unfamiliar and will help you develop academically, personally, socially and emotionally
- Giving you choice: you will have opportunities to decide how to approach your learning, when to do it and where. You will also have opportunities to choose from a range of courses, including academic, applied, vocational and work-based
- Helping you to make the right choices, by listening to you, by knowing you as an individual, by providing impartial advice and by helping you to develop the skills to make effective decisions
- Supplying you with the resources you need to be successful in your learning. These will include skilled and trained adults, who know how to support your development, safe and stimulating places to learn, and the latest materials and tools for learning
- Making sure we know you as an individual in order to provide you with the learning experiences that will help you make the most of your abilities and opportunities: together with you, we will recognise what you are good at, your interests, your ambitions, how you learn best and what you need as a learner to make progress
- Valuing you as a member of our community and demonstrate this by using what you say to make decisions about how to improve the quality of education we provide to you and all learners.

Education Inclusion Policy



The Vision

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- Personalising provision will be supported to enable all children and young people to achieve their full potential
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Learner's Charter

We are committed to providing you with enjoyable, engaging and stimulating learning experiences, which will enable you to be successful, regardless of your age, gender, disability, ethnic or social group.

Core Values

- Valuing all learners
- Valuing diversity
- Safeguarding children
- Building strong local learning communities
- Promoting independence.

Settings have a statutory and operational role to play in increasing education inclusion in their communities through:

- Identifying and addressing individual needs
- Meeting the needs of all children and young people in their community
- Collaborative working
- One child/one plan
- Trackable provision maps
- Best practice
- Active engagement
- Developing, implementing, moderating
- Targeting resources
- Narrowing the gap in attainment
- Monitoring, evaluating, and reporting
- Professional development
- Accurate data.

The local authority has a statutory and operational role to play in ensuring education inclusion through:

- Strategic lead
- Local data and needs analysis
- Commissioning provision and services
- Developing funding arrangements
- Ensuring that settings comply with their statutory duties
- Valuing views
- Promoting partnership working
- Encouraging high quality inclusive provision
- Raising achievement
- Best practice
- Guidance
- Lead professionals
- Promoting the role of parents/carers
- Quality assurance
- Sharing information

You can contact us in the following ways:

By telephone:

01905 766249

By fax:

01905 766766

By post:

Worcestershire County Council, County Hall, Spetchley Road, Worcester WR5 2NP

By email:

rjwilliams@worcestershire.gov.uk

Online:

www.worcestershire.gov.uk

Copies of this plan can be obtained from the address above or can be viewed and downloaded from our website:
www.worcestershire.gov.uk

This document can be made available in other languages (including British Sign Language) and alternative formats (large print, audio tape, computer disk and Braille) on request from Robert Williams, Project Manager Special Schools' Review, Directorate of Children's Services, County Hall, Spetchley Road, Worcester, WR5 2NP, telephone 01905 766249 or email: rjwilliams@worcestershire.gov.uk

Reference is made within this Policy to other related County Council policies and plans. These can be found on our website or can be obtained from the above address

To the best of our knowledge all information was correct at the time of printing: September 2010.