

Royal Borough of Kingston upon Thames

Learning and Children's Services

A Parents' Guide

Special Educational Needs in Kingston

2008-2009



Fair Services for All

‘Equality of Opportunity’

**If you need help understanding this document,
please contact the Guildhall Information Desk
Telephone 020 8547 5757**

(Large Print available)

- We do not allow any form of discrimination in the services we provide and the way we deal with members of the public.
- We want everyone to receive fair treatment.
- We are always looking at how we can improve the records we keep to monitor discrimination.
- We will listen to you and ensure that your views are followed up with appropriate action.

If you feel that you have been treated unfairly, please tell us and your concerns will be treated with the seriousness they deserve.

The Royal Borough of Kingston upon Thames believes that all residents of this borough, along with other users of its services, are entitled to fair and equal access to the full range of its services. It does not tolerate discrimination in any form and actively looks to identify where there is discrimination and to make the necessary changes to stop it.

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Special Educational Needs (SEN)

Definitions

When we use the term special educational needs, we are describing children who have significantly greater difficulty learning than the majority of children the same age; or have a disability which prevents or hinders them learning as successfully.

We sometimes use 'Local Authority (LA)' to explain the Education part of the Council, which has different responsibilities to those of schools.

In this booklet we have used extracts from the Department for Children, Schools and Families (DCSF) guide to SEN for parents. You can download a copy from:

www.teachernet.gov.uk/wholeschool/sen/

The Council's Aims

We have written this booklet to explain how Kingston Council gives help to children with Special Educational Needs (SEN) and to give you details of how to contact us.

Ofsted described Special Educational Needs as one of the Council's strengths during an inspection of Kingston in 2003. When the inspectors returned in 2006, they found children and young people with learning difficulties were achieving well and they commented on the careful monitoring of progress that was taking place.

Since the last inspection, we have invested in specialist resources, including therapies, to make the best use of our schools' expertise. We are including more children in their local primary or secondary school and we have improved the accommodation at our special schools, increasing the range of pupils they can admit.

We want to improve the educational opportunities for all pupils with SEN and we know getting the best value for money and keeping costs reasonable will be challenging. We want to hear the views of Kingston children and their families so that they influence the things we do.

The inspectors will return again in the future to see if our plans are improving the lives of children with SEN and disabilities. It is our aim to be making a difference; every child matters.

Children and Young People's Plan 2010

The Council, along with its partners in Kingston (e.g. NHS, Police, Youth Justice, Careers) have agreed their top priorities for Children and Young People as:

- improving achievement and closing the gap between pupils of all abilities
- making things fairer and changing things that cause inequality
- giving help earlier and trying to prevent problems occurring
- helping the most vulnerable children and families
- improving the health and well-being of disabled children.

Children with learning difficulties are at the heart of our plans.

The Council's SEN Policy

We believe that pupils with SEN should have access to every opportunity to learn in school and in their community. In Kingston, pupils with SEN should be educated in mainstream schools unless there are convincing reasons for doing otherwise.

The government publishes a guide, known as the SEN Code of Practice. The Code tells us children stand the best chance if they have good teaching and receive help for any difficulties as soon as possible, 'early intervention'. The Code encourages specialist help in ordinary schools, often referred to as 'mainstream inclusion'.

We believe all pupils with SEN and disabilities can make progress and with the right help, reach their potential at school and continue their learning into adult life. We have invested in services which target help early and we ensure that our schools are funded to be able to give help when any difficulties occur.

We believe all pupils benefit from an approach that recognises each individual may be at a different stage of emotional, social, physical, personal and intellectual growth. The views of the child are important.

For children with more complex language, communication or emotional difficulties, we have established specialist resources in our mainstream schools so they can give most help to those with the greatest needs. We continue to maintain 3 special schools for children with profound and multiple physical disabilities, moderate or severe learning difficulties and autism.

We recognise parents may have a preference for mainstream or special school.

We know some individual learners with SEN and disabilities face inequalities and dual disadvantage related to their race, gender, home background and financial circumstances. We want to end the discrimination and disadvantages which prevent them from taking up the opportunities provided by the education system. We must all work together to reduce the barriers to their learning; access to education is a basic right.

Vision and Principles

Our SEN policy is based on a vision of:

- the best quality learning experiences for all pupils
- equal access and opportunity
- working in partnership with schools, parents and governors

and our principles are:

- commitment to high standards and continuous improvement
- value for money

How will we know if we are successful? (our policy objectives)

- Pupils with SEN make good progress
- Teaching is high quality
- Help is provided at an early stage (known as early intervention)
- Pupils are fully included in the life of their school
- Parents are important partners in their child's education
- Council services are fair, flexible and provide good value for money

Building Schools for the Future (BSF)

BSF is a £50bn programme to rebuild/refurbish every secondary school in England. Kingston was initially placed towards the end of the Government's 15 year timetable because of high levels of social need elsewhere, but this is likely to change and Councils who are 'ready to deliver' should get a higher priority so Kingston is aiming to be in the next round. Our vision for BSF will show children with SEN and disabilities as a priority and schools important role at the centre of communities.

Schools

All schools admit children with SEN as well as identifying and providing for children whose difficulties were not previously identified:

- All staff (including class and subject teachers) should be involved in developing SEN policy and carrying it out.
- The SEN co-ordinator (SENCO) will have day-to-day responsibility for monitoring progress and co-ordinating provision.
- The Headteacher has responsibility for managing the school, working closely with other staff, including the SENCO, to ensure parents are involved in decisions about their child's SEN and Governors are fully informed.
- The Governing Body has a duty to ensure pupils' needs are identified and provision is made. It also has a duty to report to parents about SEN and to ensure that disabled pupils do not face discrimination.

School Action and School Action Plus

Schools often have the skills and the resources to be able to meet most pupils' needs themselves. This leaves the LA to make provision for a much smaller group of children, typically those with severe and complex needs.

When a school identifies that an individual child is having difficulties which may need some additional support in class, this extra help is known as *School Action*.

When it becomes necessary to do something different, and extra, to what has already been done, this is known as *School Action Plus*. It is usual for the school to involve specialists from outside of the school at this stage. This means more help for pupils with the greatest needs and less help as things improve.

Criteria for School Action and Action Plus

To help schools make decisions about children at School Action and Action Plus. Schools use written down good practice examples known as “the criteria”. Schools use the criteria to:

- identify when children should be on their SEN registers
- help them know when to move to School Action Plus
- trigger a referral to the LA for severe levels of difficulty

The LA uses the criteria to:

- ensure children with similar difficulties are helped, whichever school they attend
- compare children in different schools
- decide which children need to have a detailed statutory assessment

The criteria, which were developed by London Councils working together to ensure fairness, show that 5% of all Year 6 children at National Curriculum Level 2 would be identified as School Action Plus. Using the criteria as a guide, the LA, asks questions about what the child has achieved, what difference the help already given has made and what additional help (provision) is likely to be needed. Only then can it make a decision whether an assessment is needed.

Each individual school uses its resources differently to put in place support for its pupils at School Action and School Action Plus.

Here are some examples:

- targets written by the classteacher with specialist and parent involvement
- increasing differentiation
- greater input from the classteacher and teaching assistants (TA)
- flexible group work to support targets
- access to computers and specialist materials and equipment
- opportunities to become independent and feel positive
- SENCO involved in assessing and planning
- regular planned support from classteacher, TA and the SENCO

- very small groups for literacy and numeracy
- specialist schemes and programmes i.e reading and spelling programmes
- social skills groups
- external specialist advice e.g. Educational Psychologist, Specialist Teacher for Behaviour and/or Speech & Language
- a visit to school each term from a Speech and Language Therapist
- motor skills programme like 'Jump Ahead'
- regular reviews of progress

Provision Maps

Kingston schools use 'Provision Maps' as a tool to help them plan and set out a summary of the help for pupils with additional needs, showing 'at a glance' the range of staffing, specialist programmes and other support.

Provision maps can be helpful in sharing information between home/school about the support available and involving parents in decisions. A provision map, highlighted to show help, can quickly demonstrate what exactly is being provided for the individual child. Provision maps can help reduce paperwork, e.g. for children with common difficulties in literacy groups, the school can mark individual photocopies showing help received rather than rewriting many IEPs.

Increasingly, where schools have arrangements to target setting for all individual pupils combined with a provision map, IEPs are becoming unnecessary.

For children with a Statement of SEN, IEPs continue at least twice a year; the formal Annual Review meeting and a shorter meeting, usually with the class teacher and/or SENCO, which may be part of the general parent-teacher meetings.

Kingston ‘Enhanced Action Plus’

Kingston provides extra funding at School Action Plus as an alternative to lengthy assessment for children with language and social communication difficulties because resources can be agreed much quicker than statutory assessments can be completed. It is very important to us that parents have confidence in this arrangement and agree the steps the school is taking. This does not affect parents’ statutory rights. If we believe that your child’s needs are too complex, we will suggest a statutory assessment instead. Only by working together can we ensure that the changes being made really do work most effectively to meet your child’s needs.

Schools have been able to use Enhanced Action Plus to invest in specialist training for their staff, so future groups of children can also benefit.

Speech, Language and Communication Needs (SLCN)

Language and communication difficulties can affect children’s educational progress and social involvement in many ways. These are just some examples:

- understanding and/or following classroom instructions
- participating in discussions
- working in a group with other children
- making and maintaining friendships
- learning new vocabulary
- developing the phonological (sound) awareness skills necessary for Literacy

All schools have access to training and advice from LA specialist teachers and therapists. For children with deep-rooted difficulties, schools can make referrals to NHS speech and language therapists. Therapists work alongside teachers to provide a joint education service for schools and their pupils.

Many schools have developed a significant level of expertise in SLCN through the school action and action plus approaches they have put in place.

For pupils at school action plus with the most significant SLCN, we bring together the advice and expertise of teachers and therapists to help us target our specialist services in addition to schools resources. We do this through meetings known as the SALEP and SCEP:

- **Speech & Language Education Placements Meeting (SALEP)**
- **Social Communication Education Placements Meeting (SCEP)**

At the SALEP and SCEP we are able to look at individual pupils as well as groups with similar needs and match appropriate support, which can range from extra classroom support in the current school to specialist individual packages (called Intensive Package (IP) or Social Communication Intensive Package (SCIP)) in any Kingston mainstream school or a move to specialist placement/school.

Kingston Schools

All schools in Kingston help children with SEN. If you would like school details contact Admissions on 020 8547 4610 or school.admissions@rbk.kingston.gov.uk.

Some of our schools provide help for the greatest difficulties, either as:

Specialist Resourced Provision (SRP) – additional dedicated accommodation with increased access to teaching, therapy and support staff pupils are included in main classes on an individual basis as appropriate

or

Enhanced Specialist Teaching – specialist support for autism, in the classroom from staff working alongside mainstream classroom teaching.

With SRP:

For Moderate to Severe Learning Difficulties, at

Tolworth Infants' School, School Lane, Tolworth, Tel: 020 8399 4231

For Speech & Language Difficulties, at

Castle Hill School, Buckland Road, Chessington, Tel: 020 8397 3951

For Autistic Spectrum Disorders, at

Surbiton Children's Centre (Nursery), Alpha Road, Tel: 020 8390 2555

King's Oak Primary School, Dickerage Lane, New Malden, Tel: 020 8942 5154
(Formerly The Mount Primary School)

Knollmead Primary School, Knollmead, Surbiton, Tel: 020 8337 3778

Latchmere School, Latchmere Road, Kingston, Tel: 020 8546 7181

For Social and Emotional needs, at

Malden Manor Primary, Lawrence Avenue, New Malden, Tel: 020 8337 9620

For Hearing Impairments, at

Knollmead Primary School, Knollmead, Tolworth, Tel: 020 8337 3778

With Enhanced Specialist Teaching for Autistic Spectrum at

Fern Hill Primary School, Richmond Road, Kingston, Tel: 020 8247 0300

Grand Avenue Primary School, Grand Avenue, Surbiton, Tel: 020 8399 5344

We also have 3 Special Schools:

Bedelsford School, Grange Road, Kingston, KT1 2QZ

Tel: 020 8546 9838, Fax: 020 8296 9238, E-mail BDS@rbksch.org

For pupils aged 3 to 16 with physical, profound & multiple learning difficulties.

Dysart School, 190 Ewell Road, Surbiton, KT6 6HL

Tel: 020 8412 2600, Fax: 020 8412 2700, E-mail DYS@rbksch.org

For pupils aged 5 to 19 with severe learning difficulties/autistic spectrum disorder.

St. Philip's School, Harrow Close, Chessington, KT9 2HR

Tel: 020 8397 2672, Fax: 020 8739 1969, E-mail PHS@rbksch.org

For pupils aged 11 to 19 with moderate to severe learning difficulties and autistic spectrum disorder.

Changing School

When a pupil with a Statement needs to change schools, it is discussed at the Annual Review and a recommendation sent to the LA. This should mean there is plenty of time to make arrangements for help to be put in place and transfer smoothly. An amended Statement will be issued.

Transfer to Secondary School (or from Infant to separate Junior)

When a pupil with a Statement is in Year 5 (Year 1), the annual review will be held in the summer term, or, at the very latest, the start of the autumn term Year 6 (Year 2) to discuss parents' preferred secondary (or junior) school placement.

Some parents know which school they prefer because of a family link, or perhaps a local church and this will be noted on the Annual Review report. If you don't know, you can tell us when you have decided. We will write to you about your preference during the summer before your child enters Year 6 (Year 2).

Early in the Autumn term of Year 6 (Year 2), the Caseworker will consult your preferred school. We will be working to issue a new proposed Statement, confirming the secondary (or Junior) school place **by February 15th of Year 6 (Year 2)** following strict guidelines and time scales. The Caseworker will keep you informed.

Staying on after 16

Further education is available for all young people over the age of 16. Your child can choose to stay on at school or move to a college. Every Annual Review of the Statement, from Year 9, will discuss these choices for post 16, known as Transition Planning.

If your child with a Statement wants to continue studying outside of school a Personal Adviser from the Connexions Service will assess the education/training help they will need. (Connexions is a youth support service providing advice, information and personal development for all 13-19 year olds). Like schools, all colleges have SENCOs and can offer help. Connexions South London also has a website for young people: www.connexions-direct.com **The Statement will end automatically when your child leaves school.**

Getting to and from School (transport assistance)

Most children are able to get to and from school by walking, cycling or using public transport. In some cases, children may share car journeys with friends and family. However, a small number of children will be unable to make this journey without some help, and the LA may provide transport assistance if necessary.

There is no legal requirement for the LA to offer assistance unless a child lives over a minimum distance from their *nearest suitable school*. For Kingston residents the following distances apply: Over 2 miles from primary school (ages 5 – 11); over 3 miles from secondary school (ages 11-16).

The nearest suitable school will not always be the school which you have stated as your preference.

The LA has a policy for transport assistance and as part of this will look at the distance from school as well as each pupil's individual special educational or medical needs. Further guidance on transport assistance is available from the Contracts Officer Tel: 020 8547 5304.

Schools outside Kingston

In very rare cases, there are no suitable schools in Kingston and we have to look further afield. If the only appropriate school is a long way from this area, a residential placement may have to be considered. Exceptionally there may be reasons why an individual pupil requires a boarding school, such as being in the care of the Local Authority. If this is the case for your child, we will let you know and we will discuss with you what choices exist. If the provision named on your child's Statement is made outside of Kingston, we will usually meet the education costs. We will provide you with some assistance towards travel (in line with the arrangements for school travel). The Secretary of State approves independent and non-maintained schools as suitable for pupils with SEN. The LA always sends out details of DCSF approved schools when a proposed Statement is issued.

Pupils

Pupils with SEN should have equal access to the curriculum. They are entitled to different or additional support and to learn in classrooms where the staff are aware of their needs and take action to support them and reduce their barriers to learning.

It is very important that the pupils are appropriately involved in making decisions that affect them. This may be in setting targets, choosing a school they will attend, reviewing their progress and planning for their move to the world of work or further study, known as 'transition'. They should be encouraged to take as much responsibility as possible, depending on their age and ability, for their own learning. Involving pupils is a two way process, beginning with asking their views and keeping an open mind about their contribution. Pupils can share their feelings and suggest solutions to their difficulties.

Schools have a range of ways to involve pupils e.g. home/school contact book, School Council, Healthy Schools and staff involvement in support. Arrangements will be in place to build the pupils' confidence to contribute. Some schools will be further forward with producing copies of reports, which can be understood by pupils although all schools will be continuing to improve when, what and how they involve pupils.

Pupils with a disability

The Council revised its SEN policy in light of the SEN & Disability Act 2001 and welcomed the changes which have made it unlawful to discriminate against disabled pupils. We have 2 principles in our strategy (Copies available) to increase accessibility:

1. Where there is parental preference for a particular school, changes will be made to the building (if it is practicable and reasonable) including access to the curriculum through equipment and ICT.
2. Borough wide changes on a planned, phased approach to support pupils in their local communities and reduce the journey times of home to school transport. This will increase the choice of schools.

See also Disabled Children's Information Service.

Targets for improvement

All children have targets against which teachers, parents and pupils can see how much progress the pupil is making. For most children these will be part of the teacher's planning to ensure that the lesson is suited to the pace at which each individual child can learn. This is known as differentiation. Personalising learning means children will be involved in target setting e.g. 'I can' statements, in History:

Level 1: I can put things in the order in which they happened

Level 2: I can ask simple questions about the past

Level 3: I can suggest why things may have changed in the past

Targets can be called SMART targets, this means that it will be clear from the target how the progress will be measured e.g. By the end of term, John will be able to...

Individual Education Plans (IEPs)

IEPs help schools plan provision and record outcomes against 3 or 4 targets, recording what the pupil needs to learn, what extra help will be given, by whom, how often, and when the targets and progress will be measured. IEPs should reflect the contributions of everyone involved, including the pupil and give parents reassurance that their child's needs are being addressed. As a 'tool' for target setting and reviewing, IEPs have been in place for many years. Unlike provision mapping at school action/action plus, they do not help schools plan the best use of their resources and are generally now only in use alongside Statements.

What happens when pupils meet their targets?

Schools recognise effort and attainment, individually and as part of a team. This may include stickers, certificates or assemblies to record performance. Each review meeting is an opportunity to celebrate progress as success. Parents will be aware how important it is to their children to know that they are doing well. The SEN Code sets out "adequate progress" is when the pupil is able to match or increase their own previous rate of progress, when the gap between them and the rest of the class reduces, or in some cases, does not grow larger. It also describes progress where the child's behaviour, self-help or personal skills improve.

Pupils who make good progress probably need less help often or may no longer need to be on the school's SEN register. Success should always be celebrated.

Parents

Making decisions about your child's education is a worry for all parents, but can seem particularly complex if your child has SEN. Partnership with parents is essential. We expect schools to encourage partnership. Parents are entitled to:

- be closely involved and receive regular information regarding their child
- know what they can expect during their child's statutory assessment
- make their views known and have their preferences considered
- assistance in advocating their child's needs.

You can help your child by working with the school, ensuring school attendance is good and if your child has a statutory assessment, by keeping appointments made and by giving us your views (contributing to the process)

Help for Parents

We realise that parents need help from time to time. We have listed below some of the people who can help. All our services want to work co-operatively with parents.

Statutory Assessment Team

Tel: 020 8547 4615

The Team has allocated a named person as SEN Caseworker for every school (and pre-school) who will be pleased to talk to parents about assessments, Statements, placements for children with a Statement and Annual Reviews.

We will treat you fairly, with integrity and professionalism.

We want every Kingston child to make progress and enjoy school.

We understand that you have concerns. We know you need to talk to us. We will listen and try to answer questions. We will only use voice mail when it's essential.

We realise you want to know outcomes as soon as possible. We try to meet timescales.

We won't 'close' during the school day unless it's for training or to improve the service for everyone. We operate a normal service during school holidays. We want to write clear and thorough Statements that set out your child's needs and the help you can expect.

We want an outcome you are happy with wherever possible. We will offer to meet with you informally, to discuss matters of concern to reach agreement and avoid unnecessary appeals.

Parent Partnership Service

Tel: 020 8547 6203

E-mail: children@enhanceable.org

Parent Partnership offers *impartial* SEN information, advice and support for parents of children with special educational needs. It is part of the Disabled Children's Information Service provided by Enhanceable.

If you need information about services for Disabled Children,

Tel: 020 8547 6201, email: Caroline.Baxter@enhanceable.org

- Leisure
- Blue Badges
- Benefits
- Childcare
- Disabled Children's Register 'Register Services'
- Where to go? What to do? Who to talk to?

The Advisory Centre for Education (ACE)

General advice: FREEPHONE Tel: 0808 800 5793 (Monday to Friday 2-5pm).

Website: www.ace-ed.org.uk

ACE offers free telephone advice on SEN, exclusion, bullying and admissions appeals.

The DCSF has set up an on-line resource for all parents and carers who want to help their child or children to learn: www.parentcentre.gov.uk

Statutory Assessments

It is laid down in law who must write a report for the assessment and how long each part of the process should take.

The assessment should take 18 weeks but there are a few occasions, called allowable exceptions, when the timetable is allowed to be longer. Even though we know some lateness is allowed, it always causes concern. In some cases, doctors have explained that they cannot write their reports because parents have missed an appointment. We always send reminders when reports are overdue.

In the cases where we receive all the reports 'on time', we have been completing 100% of assessments in 18 weeks for many years.

By the end of the statutory assessment, we will have received a number of reports from you and from all of those professionals contacted who are involved with your child. The school will also have provided a report. We use the reports to tell us whether we should make and maintain a Statement. You will be given copies of all of these reports with our decision.

Giving help at an early stage means there will be fewer children whose needs cannot be met at School Action Plus. The vast majority of children will have their needs met in mainstream schools, targets will be in place and the graduated approach to support will provide help.

In Kingston we have extra resources for children with speech, language and social communication difficulties at school action plus, which may not be available in many other areas. This is because we have committed funding to our early intervention strategy. We have well established systems (known as SCEP and SALEP) to target extra help where it can be most effective. If we think your child will benefit from this approach we will explain this to you.

<p>The Department for Children, Schools and Families (DCSF) produces a guide for parents to explain statutory assessment.</p>

Statements

A Statement is a legal document which sets out the extra help which the Council is making and the name of the school at which it will be provided. We know if a Statement is needed once we have carried out a Statutory Assessment.

Research by a Government watchdog (the Audit Commission) has shown that statutory assessment is a costly, lengthy and bureaucratic process, which many parents find stressful. We agree with the research which is why we made changes to ensure that the right support is given at the time when it's needed.

The Audit Commission said that Statements fulfil three roles:

- Providing a detailed assessment of a child's needs
- Allocating resources to meet those needs
- Providing assurance to parents

We believe that in most cases in Kingston, we can do all this without the need for a Statement. For some pupils, the assessment may show that it is only possible for them to progress if a Statement is issued. A Statement for a pupil in a mainstream school will rarely be required.

Each individual Child's Statement is unique to them. It is based on the reports gathered during the assessment. Parents are asked to give us their views before we begin the assessment and to send us their contribution as part of the assessment.

Although we always invite parents to tell us what they think of the Statement by sending them a draft 'proposed' statement before we finalise it, the strict timescales for completing the Statement mean that we hope that in most cases, it won't be necessary to make any changes.

The additional support set out in a Statement is put in place once the Final Statement has been issued.

What a Statement says:

- Part 1 of a Statement sets out the child's name, date of birth and parents
- Part 2, known as '*the needs*' describes the child's educational difficulties
- Part 3; details the extra help, known as '*the provision*'
- Part 4, the '*school named*', the place where help will be given

Part 2 needs

We will use all of the reports we received to help us know what needs to be set out in Part 2. We will only include things which have been identified during the assessment. Usually we find that although different people have contributed reports, they have identified the same difficulties. You will recognise some of their phrases in the wording we use in the Statement. We will only use extracts from the reports to make sure that the Statement is a manageable length. The entire reports, however, always remain with the Statement as appendices.

Part 3 provision

Although the details set out in Part 3 set out the quantity (*input*) each child will receive, parents will want to consider how the help will ensure progress and what difference (*output*) will it make and they may want to talk to the school's SENCO.

All Local Authorities have a strict legal duty to arrange the help described in Part 3 of the Statement.

The description in Part 3 must leave no room for doubt about what is to be provided; it is not open to interpretation later and cannot be changed without notice. Any future changes will give you a further right of appeal. (*When children attend special school, a lower level of detail can be written into Part 3 of the Statement*).

Where there is a mainstream school named in Part 4, Kingston gives the school an additional, specific amount of funding according to the individual level of need and the help that must be provided.

We have a very short timescale in which to finish the Statement and make sure the help will be available for your child without any delay. After the proposed 'draft' Statement we will send you the Final version. We will always tell you how you can appeal and any time limits that apply.

We know that some solicitors (and groups with links to a Solicitor) offer an expensive service to 'check' proposed Statements for parents.

You do not need to incur any expense:

- Let us know if something is factually wrong in the Statement so we can make changes; this is why we have sent a draft version
- We will meet with you to talk; you can bring a friend or supporter

Parent Partnership will also give impartial advice on Statements; free of charge

Funding for Statements 'Matrix'

All Schools receive an element of their funding specifically to meet the additional needs of children on their SEN registers. This funding is given to them each April as part of the funding they receive from the Council.

For pupils with a Statement in a mainstream school, the provision specified in their Statement means they receive more help than is routinely available for all pupils as a matter of course and is also greater than the extra help already available at School Action/Action Plus. In this way, the Statement makes provision '*as well as*', not '*instead of*' that which the schools provide.

Kingston gives this extra funding directly to schools so they can make the additional provision specified within the Statement. This direct funding is known as delegation.

When this system was introduced, the Council distributed its entire budget across all of the pupils who were subject to a Statement and all of its mainstream schools. Each budget share was known as a Matrix unit. Over the 5 years since, each unit has increased in line with inflation and for September 2008, schools know that each unit will be £310.

We work out the number of Matrix units an individual child will get from the reports gathered during the Statutory Assessment and the needs set out in the Statement e.g.

- Younger children may have units for Early Learning but not for Thinking and Problem Solving
- Units for Numeracy, Thinking and Problem Solving are likely to be more appropriate for older pupils
- Children with a Social Communication Disorder would have units in Social Communication and not in Social Skills

Because Matrix funding is **in addition**, the support identified on the funding Matrix is not the maximum help available to an individual child. It is a combination of LA and school resources.

Annual Reviews

If your child has a Statement of SEN his/her progress will be reviewed at some point during the school year, known as the Annual Review. The Annual Review records updates to the Statement and becomes part of the record of progress over time. The Annual Review meeting is usually a longer, possibly more formal meeting than those which are held to discuss progress or IEPs, e.g. other professionals might be present. You will be invited. You will get the chance to say what you feel is going well or badly. You will feel most confident about attending these meetings and giving your views if you know what to expect and have prepared for this meeting.

Parents' written contribution can be as short or long as you feel necessary. The Parent Partnership Service can help you prepare for the meeting

After the meeting, the school will prepare a review report (including any reports from therapists, medicals etc.) giving a summary:

1. the school's assessment
2. the main issues discussed at the meeting
3. educational targets for the coming year
4. any other steps that should be taken, including whether the Statement should be amended maintained or ceased and the reasons for any recommendations
5. if there are any areas of disagreements, they will need to be recorded

This report will be a summary of outcomes NOT a complete (verbatim) record of everything which was said.

The report will be circulated to everyone who attended the Annual Review including parents/carers (even if you did not attend) and sent to the LA, for the attention of the Administrative Caseworker, Assessment & Support for Learning Service, within 10 working (school) days, or the end of term, whichever is the sooner.

We will then consider the report and any recommendations for change and decide whether those changes (such as amending the Statement or beginning a reassessment) are necessary and advise all concerned of our decision.

An amendment or a reassessment will only be made in cases where considerable alterations to the Statement are necessary e.g. very significant changes/additional needs, progress means the child no longer has needs; success is celebrated.

People to contact in the Local Authority

The Statutory Assessment Team administrates assessments, Statements, Annual Reviews and finds placements for children subject to a Statement. Support for Learning represents the LA at the Annual Review and provides training for schools.

Strategic Manager of Assessment and Support for Learning Service:

Julie Ely Tel: 020 8547 5269 E-mail: julie.ely@rbk.kingston.gov.uk

Statutory Assessment Team Manager:

Linda Walsh Tel: 020 8547 5254 E-mail: linda.walsh@rbk.kingston.gov.uk

Administrative Caseworkers:

Caroline Haynes Tel: 020 8547 5255

E-mail: caroline.haynes@rbk.kingston.gov.uk

Ann Hinshelwood Tel: 020 8547 5266

E-mail: ann.hinshelwood@rbk.kingston.gov.uk

Diana Stanley Tel: 020 8547 5230

E-mail: diana.stanley@rbk.kingston.gov.uk

Administrative Assistants:

Carol Wells Tel: 020 8547 4615

E-mail: carol.wells@rbk.kingston.gov.uk

Jean Tagg (part time) Tel: 020 8547 4619

E-mail: jean.tagg@rbk.kingston.gov.uk

Finance Officer:

Bernadette Egan Tel: 020 8547 5261

Support for Learning Team Manager:

Debby DaSilva Tel: 020 8547 5265 E-mail: debby.dasilva@rbk.kingston.gov.uk

Advisory Teacher:Support for Learning:

Cathy Coma Tel: 020 8547 6673 E-mail: cathy.coma@rbk.kingston.gov.uk

Speech & Language Service (SALE) Tel: 0208 547 6659/72

Advisory Speech & Language Teachers:

Mark Bryant E-mail: mark.bryant@rbk.kingston.gov.uk

Hannah Webber E-mail: hannah.webber@rbk.kingston.gov.uk

Speech and Language Inclusion Assistant:

Val Edwards E-mail: val.edwards@rbk.kingston.gov.uk

Speech and Language Therapists: Tel: 0208 547 6670/71



The Educational Psychology (EPS), Sensory Impairment and Pre-School Support Services

Services Manager:

Principal Educational Psychologist:

Julia Hardy Tel: 020 8547 6699

E-mail: julia.hardy@rbk.kingston.gov.uk

Senior Administrative Assistants: Marina Davies Tel: 020 8547 6698

Jemma Cooper-North 6699

Administrative Assistant: Charlotte Fuller 6675

Facsimile number: 020 8439 7794

The Educational Psychology (EPS)

The EPS is a specialist support service. Psychology is all about understanding ourselves and others, including how we think, feel and behave. It is also about how we learn. Educational Psychologists (EPs) assist schools to have a better understanding of children's development, by working with individuals and groups of children, adults in schools and families. Each school has an EP.

Services for Sensory Impairment

Teacher for Hearing Impaired (HI):

Beverley Westwood Tel: 020 8547 6746 (Ansaphone)

Teacher for Visually Impaired (VI):

Barbara Nixon Tel: 020 8547 6684 (Ansaphone)

Pre-School Support Service

The Portage Service helps support the inclusion of young children with special educational needs. It provides Pre-school Support Service and Portage Home Teaching Service.

Pre - School Support Service Co-ordinator:

Ann Macpherson Tel: 020 8547 6698

E-mail: ann.macpherson@rbk.kingston.gov.uk

Early Years Advisory Teacher with responsibility for SEN:

Lyn Buller Tel: 020 8399 7089

E-mail: lyn.buller@rbk.kingston.gov.uk

The Behaviour Support Service (BSS)

The BSS supports the inclusion of pupils with behavioural, emotional or social needs (BESN) and learning needs into mainstream school where appropriate and enforces good attendance.

Pupil Support Manager:

David Kinsley Tel: 020 8547 6678

E-mail: david.kinsley@rbk.kingston.gov.uk

Co-ordinator for Learning Support:

Chris Tozer Tel: 020 8547 6679

E-mail: chris.tozer@rbk.kingston.gov.uk

Principal Education Welfare Officer:

Ming Zhang Tel: 020 8547 5243

E-mail: ming.zhang@rbk.kingston.gov.uk

Education Welfare Service (EWS)

The EWS, in liaison with other support agencies such as the Educational Psychology Service and Children and Family Services, work on a planned basis with schools, parent/carers and pupils to promote positive attitudes to school attendance and to address any non-attendance issues for pupils of statutory school age. To do this, they develop proactive projects to improve school attendance.

Headteacher of Pupil Referral Units (PRU):

Trevor Sykes Tel: 020 8547 6736/6660

Mecklenberg email: mbs@rbksch.org

Malden Oaks email: mos@rbksch.org

Pupil Referral Units (PRUs)

The BSS has two PRUs – for secondary age pupils who require time out because of their emotional needs (Malden Oaks) or behavioural needs (Mecklenberg). The aims of the PRUs are to reintegrate pupils to mainstream school, special school, and the world of work or further education/training as appropriate. Placement is with the consent of the parent.

What do all the abbreviations mean?

Some abbreviations are used so frequently that it feels like you should just know what they all mean. Often this makes people avoid asking people to explain them.

Don't sit there in silence – always ask!

Professionals never mind explaining what they meant; many will apologise for using unnecessary jargon.

ASD	Autistic Spectrum Disorder
BSF	Building Schools for the future; a DCSF initiative
BSS	Behaviour Support Service
Connexions	advice, information and personal development for all 13-19 year olds. www.connexions-direct.com
CYPP	Children & Young People's Plan
DDA	Disability Discrimination Act 1995
DCSF	Department for Children, Schools and Families
EP	Educational Psychologist
EPS	Educational Psychology Service
EWS	Education Welfare Service
HI	Hearing Impairment
ICT	Information, Communication & Technology
IEP	Individual Education Plan
IP	Intensive Package
KS	Key Stage
LA	Local Authority
NHS	National Health Service
OFSTED	Office for Standards in Education
PPS	Parent Partnership Service
PRU	Pupil Referral Unit
RBK	Royal Borough of Kingston
SAAG	Statutory Assessment Advisory Group
SALE	Speech and Language Education
SALEP	Speech and Language Education Placements
SALT	Speech and Language Therapy
SAP	Statutory Assessment Panel
SCEP	Social Communication Education Placements
SCIP	Social Communication Intensive Package
SEN	Special Educational Needs
SENCO	SEN Co-ordinator
SENDIST	SEN & Disability Tribunal
SfL	Support for Learning Team
SLCN	Speech, Language and Communication Needs
SMART	Specific, Measurable, Achievable, Realistic Target
SRP	Specialist Resourced Provision
TA	Teaching Assistant
VI	Visual Impairment

Not all of these abbreviations have been used in this booklet.

How well is the Local Authority doing?

We have a target to achieve 100% of our assessments within the statutory time scales when we receive reports on time and we are achieving this. We aim to be helpful and efficient but we know there are times when people are not happy with the outcome they have received. We will attempt to explain any decision that may have come as a disappointment to you and be willing to see you or go to conciliation (see below for details), if you want us to. We will give you details of your right to appeal, the time to make your appeal and where to send your appeal form.

In the event that you are unhappy with the services we provide, we ask you initially to discuss it with the relevant member of our Service and if after doing so, you remain dissatisfied it can be referred to the Team Manager. We will respond to your complaint within 10 working days. Complaints of a particularly serious nature will also be referred to the Head of Service or to the Directorate Head.

The Local Government Ombudsman

The Local Government Ombudsman can also investigate certain types of complaints about how the Council has dealt with the assessment and provision.

The Ombudsman is based at: 21 Queen Anne's Gate, London, SW1 9BU

Conciliation

Conciliation is a chance for us to get together with an independent mediator and talk. We will **always tell you** when you have a right to appeal against a decision we have made, however you can ask us to arrange for a conciliation meeting while you appeal. The **mediator** is an independent person who is trained in working with people in disagreement to help them talk and solve their problems.

Parents sometimes find they are in disagreement over a request for an assessment, the description of their child's needs or the school their child should go to. Of course the Parent Partnership Service can help parents with issues like these but sometimes it can be useful for someone completely new to the case to help the parties to talk.

In some cases it is also possible to arrange conciliation when your child's school, not the LA, has made the decision. For further details ask the Parent Partnership Service or the Administrative Caseworker.

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Please tell us what you think of our Services:

(tick the box which applies most AND SEND IT TO US)



1. Did you find it easy to contact us?

By Phone			
By email			
In person			
In writing			

2. Did we answer your question/respond to you promptly?

3. Did you receive enough information about:-

The Assessment Schools we suggested			
Annual Review			

What did we get right? What are the things we should NOT change? _____

What could we do better? _____

Thank you for your comments

Please return to: Julie Ely,
 Strategic Manager Assessment and Support for Learning Service
 Royal Borough of Kingston
 Guildhall 2 Kingston KT1 1EU
 E-mail: julie.ely@rbk.kingston.gov.uk