

## ***'The Information Regulations'***

### **The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001**

This document has been written because the Information Regulation say that every Local Authority (LA), formerly known as the Local Education Authority (LEA), must publish information about the help it gives to children with special educational needs.

Kingston LA has written a booklet version of essential information for all parents and carers of children with SEN, known as the 'Parents' Guide'. Every parent is sent a copy. Further copies are available on request or a download.

<b>What the regulations require: (Information that the LA must publish)</b>	<b>Kingston Information:</b>
1. What the LA expects schools to provide	<b>Paid for from schools budgets</b> Kingston Schools are expected to: <ul style="list-style-type: none"><li>• Deliver high quality teaching, national strategy</li><li>• Provide a suitable learning environment e.g. adequate lighting, heating and physical space for movement</li><li>• Promote equality and inclusive practice</li><li>• Involve all staff in developing SEN policy and carrying it out; all teachers are teachers of SEN</li><li>• Ensure that there is a named SENCO with day to day responsibility</li><li>• Identify children whose needs fall within its guidance 'criteria' for school action/plus</li></ul> Produce a provision map detailing all of the children identified on their SEN registers as being at school action/plus and setting out appropriate and effective resources, including staffing, specialist programmes and other support, targeting their AEN allocations (published as Section 251 (formerly Section 52) at: <a href="http://www.kingston.gov.uk/s251statement201011.pdf">http://www.kingston.gov.uk/s251statement201011.pdf</a> ) <ul style="list-style-type: none"><li>• Involve an appropriate range of external specialists, including the Education Psychologist, in developing provision</li><li>• Refer children with the most complex needs to the authority for consideration of a statutory assessment</li></ul>

<p>And normally from LA funds</p>	<p><b>Paid for from Budgets held centrally by the LA</b></p> <p>Support services from:</p> <ul style="list-style-type: none"> <li>• Assessment &amp; Support for Learning, including speech &amp; language</li> <li>• School Improvement Service</li> <li>• Parent Partnership</li> <li>• Education Psychology Service,</li> <li>• Pre-School Support Service, including Portage,</li> <li>• Sensory Impairment Team,</li> <li>• Youth &amp; Inclusion (Behaviour Support),</li> </ul> <p>For complex speech, language and communication needs, an enhanced level of support is available at school action plus through bespoke packages, which may include central support services, assessment, additional funding for in-school provision or placement in resourced provision.</p> <p>For pupils subject to a Statement, funding from the Kingston Matrix to facilitate the provision set out in Part 3 of the Statement</p>
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<p>2. The broad aims of the LA policy</p>	<p><b>(a) Promoting High Standards</b> See 'A Parents' Guide' to SEN in Kingston' for details.</p> <p><b>(b) Encouraging children with SEN to participate</b> As (a)</p> <p><b>(c) Encouraging schools to share good practice</b> The LA facilitates sharing practice through:</p> <ul style="list-style-type: none"> <li>• SENCO networks,</li> <li>• professional networks for any staff working in schools with an interest in ASD,</li> <li>• school clusters</li> <li>• and transition planning.</li> </ul> <p>The LA targets funding to sharing practice through enhanced school action plus to support cluster collaboration.</p> <p>As part of the resource allocation to schools which are host to SEN specialist resources, the LA has included an element of funding to support outreach.</p> <p>The LA encourages schools to be involved in the delivery of Continuing Professional Development e.g. through workshops its Annual SENCO conference.</p> <p><b>(d) Working with other agencies</b> As (a)</p>
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3. General arrangements

**(a) To identify children with SEN**

The LA uses London wide guidance as our 'criteria' for School Action and Action Plus to identify children with SEN.

**(b) To monitor admission of children with SEN**

The LA monitors the overall level of admissions to school of children with SEN through termly benchmark data which it collects from every school. The LA's Pre School Support Service (incorporating Portage) maintain an overview of complex children and ensure, in liaison with the Education Psychology Service, that children who will require assessment or specialist provision on entry into school, are brought to the attention of the LA early. Through its processes known as \*SALEP and \*\*SCEP, the LA has overview of children with communication difficulties and their admission to nursery and school.

**(c) To organise assessments**

The Statutory Assessment team organises assessments, making and maintaining Statements. There is a named caseworker for every school. The LA operates an advisory group, SAAG, to discuss and recommend, appropriate support and placement for pupils with a Statement. The Statutory Assessment Advisory Group (SAAG) is the first point of referral for a pupil who has arrived in the area with complex/severe needs. The Statutory Assessment Team Manager prepares the agendas and notes for action. The caseworker will present individual cases, prepare the relevant paperwork and undertake action to implement LA decisions as appropriate.

**(d) To organise, make and maintain Statements**

As (c)

**(e) To support schools**

The LA provides financial support to schools through its formula funding for additional needs, early intervention and the Kingston Matrix for children with Statements.

Further details of this funding are available. See weblink details above for S52.

Information about funding for Statements and additional support for pupils at school action plus is given in the Parents Guide. Where pupils are subject to a Statement, the Statutory Assessment Team will ensure that Matrix support is delegated to Kingston schools and recouped for any non Kingston resident pupils, from their home LA.

All Schools are provided with core services and the LA summarises schools' entitlements in a written documents setting out the support services they will receive from the LA 'free' and

those which are available on a 'buy back' basis.

**(f) To audit, plan, monitor and review provision**

Pupil progress is reviewed through the Statutory Annual Review for those subject to a Statement. The LA has set up a core team, known as the Support for Learning, to undertake its statutory function in regard to annual reviews. The lead Inspector for SEN in conjunction with the Strategic Manager for Assessment & Support for learning have responsibility for ensuring provision for children generally and individually is audited, planned and monitored.

**(g) To secure training, advice and support for staff working in their area**

The LA has a comprehensive professional development programme to provide training, advice and support for staff working with SEN. This programme includes termly network meetings for School key teachers with responsibility for SEN, the SEN Co-ordinator (SENCO) and an Annual SEN Conference, planned by the lead inspector for SEN.

All Schools have access to training and advice from LA specialist teachers, speech therapists and EPs.

The LA also provides training and development for school governors with regard to their SEN duties, particularly targeting governors with responsibility for SEN and inclusion.

**(h) To review and update the arrangements**

The LA operates a strategic group 'the SEN Policy Group' comprising key senior officers, with responsibility for reviewing and updating the arrangements referred to in (a) to (g) above.

\*SALEP and \*\* SCEP Further information about these is available in the Parents Guide to SEN Policy