

LINCOLNSHIRE COUNTY COUNCIL POLICY STATEMENT AND DEVELOPMENT STRATEGY FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS : SUMMARY

On 7 December 2004 the County Council's Executive approved a new Policy Statement and Development Strategy for supporting young people with Special Educational Needs (SEN). This document links closely with the Council's ambitions and objectives and reflects the Council's aspirations and medium term goals for this important aspect of the education service.

Policy Statement

The statutory basis of the Council's work in special educational needs is the obligation to implement fully the requirements of all national legislation and codes of practice in the areas of SEN and Disability. In meeting these national requirements, the Council's SEN policy emphasises twelve key principles.

- i) All children with special needs should have their needs met.
- ii) Raising the achievement of children with SEN should be an area of central focus in all education settings.
- iii) The most effective means of meeting children's special needs is to assist schools and early years settings to develop their capacity to meet a range of need.
- iv) Early identification and early intervention lead to better outcomes for children.
- v) Actively involving parents as equal partners in the education of their children has a positive and lasting impact on the learning and well being of children.
- vi) All children with SEN should have opportunities to learn alongside mainstream peers. However, some children will continue to require specialist placements.
- vii) The needs of Lincolnshire children should be met in Lincolnshire settings if possible. No child should be required to live away from home solely to access an appropriate education.
- viii) Agencies and services should work collaboratively to meet children's needs.
- ix) Effective transition arrangements across all phases of education and into early adult life lead to positive outcomes for children and their families.
- x) Children should be active partners in making decisions about their education.
- xi) Resources allocated to SEN should be used to secure maximum impact and value for money.
- xii) Systems for monitoring and evaluating developments in SEN should support improvement in children's learning and provide challenge.

Development Strategy

The Development Strategy reflects the four priorities in the National Strategy for SEN “Removing Barriers to Achievement”. Within this framework eleven key activities are identified.

A Early Intervention

- 1: Developing the capacity of early years settings to meet special educational needs
- 2: Producing a faster and more flexible response to special needs and reducing the LEA's reliance on statements by developing means of meeting special needs at earlier stages of the Code of Practice.

B Removing Barriers to Learning

- 3: Developing inclusive opportunities within Lincolnshire and reducing reliance on out-county provision
- 4: Developing the role of special schools
- 5: Implementing the Accessibility Strategy
- 6: Developing the role of SEN Support Services

C Raising Expectation and Achievement

- 7: Supporting professional development
- 8: Ensuring that parents and carers are fully involved in all aspects of their child's education
- 9: Enabling the participation of children and young people in their learning and the decisions which affect them

D Delivering Improvements in Partnership

- 10: Improving the production of statements within statutory timescales
- 11: Developing closer working with Social Services, the Health Service and the Regional SEN Partnership within the framework of government legislation

Implementation

The Strategy will be delivered over the next several years through an annual implementation plan. Progress on each year's plan will be reported to the Education Overview and Scrutiny Committee twice a year.

The Full Document

The full document is available for inspection on the Lincolnshire County Council website www.lincolnshire.gov.uk/education