

ATKINS ON BEHALF OF SOUTHWARK COUNCIL

**POLICY STATEMENT FOR
SPECIAL EDUCATIONAL NEEDS**

Revised June 2003



ATKINS

MISSION STATEMENT

An effective council needs to provide strategic leadership to its schools and service providers. It should be a major influence in improving school performance. It should provide and secure best value services. It should help to promote local and national networks to sustain school improvement, attract resources and share good practice. Southwark council's vision for success is **PRIDE** in its education services.

PRIDE stands for:

PROMOTING LEARNING

RAISING ATTAINMENT

INSTALLING CONFIDENCE

DEVELOPING COMPETENCE

EMPOWERING COMMUNITIES

ATKINS EDUCATION ON BEHALF OF SOUTHWARK LOCAL EDUCATIONAL AUTHORITY (LEA)

KEY OBJECTIVES FOR THE EDUCATION DEPARTMENT

- To raise levels of educational, social and personal achievement for early years and key stages 1 and 2.
- To raise educational, social and personal achievement for key stages 3 and 4.
- To support schools causing concern and raise standards.
- To improve participation and quality of education for all.
- To ensure that a high quality of education is provided for all, through the development of effective, self-managing schools.
- To further develop the processes and systems for improving recruitment and retention.

I. PURPOSE

This Special Educational Needs (SEN) policy has the following key purposes:

1. To make explicit the Local Education Authority's (LEA) vision for special educational needs within its key objectives for education and the overall policy for inclusive education.
2. To provide the basis for a real partnership in meeting Special Education Needs between the LEA and its service provider, its schools and the community it serves.
3. To provide a framework against which Atkins Education on behalf of Southwark LEA will develop its SEN strategy and evaluate its implementation.

4. To work towards pupils reaching an appropriate level of independence when entering Key Stage 4.
5. To work in partnership with parents/carers and of the community.

II. SCOPE

This policy applies to all involved in the LEA's work and its stakeholders.

The policy applies to all children between the ages of 0-19 years who have special educational needs.

The revised SEN Code of Practice (2002) defines a child as having special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- are under 5 and fall within the above stated categories or would do so, if special educational provision is not made;

A child must **not** be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is, or will be, taught.

Special Education Provision:

- **for a child under two** - educational provision of any kind (Education Act 1996, Section 312);
- **for a child of two or over** - educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.

Areas of need defined as impeding the learning process are:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social;
- sensory/physical needs.

III. PRINCIPLES

1. WS Atkins Education on behalf of Southwark LEA's vision for success applies fully to its approach to special educational needs. ***Our goal is to raise the educational, social and personal achievement of all children with such needs.***
2. WS Atkins Education on behalf of Southwark LEA endorses the principles of inclusive education to ensure that all pupils with special educational needs receive a high quality education appropriate to their needs. ***We will work to promote inclusion in a mainstream setting wherever possible, but high quality special schools will be maintained for those children for whom it is appropriate.***
3. WS Atkins Education on behalf of Southwark LEA will work in partnership with parents/carers and local agencies for the best interests of children with special educational needs. ***We will ensure that parents/carers and children feel that they are fully involved in the decisions we make.***
4. WS Atkins Education on behalf of Southwark LEA will meet in full its statutory responsibilities to children with special educational needs, through a full range of appropriate services, including learning support, behaviour support and sensory support. ***We will work in ways that are open, efficient and easy to understand.***
5. WS Atkins Education on behalf of Southwark LEA is committed to early intervention for children with special educational needs. ***We will ensure children with such needs are identified as soon as they begin to function at a lower level than their peers and receive the support that they need.***
6. WS Atkins Education on behalf of Southwark LEA will support schools to improve the provision they make for children with special educational needs. ***We will ensure adequate resources to schools to enable them to provide high quality education for children with special needs and provide appropriate advice and specialist support.***
7. WS Atkins Education on behalf of Southwark LEA will develop a continuum of high quality provision. ***We will , wherever possible, make provision in the context that reflects the needs and preferences of children and their families.***
8. WS Atkins Education on behalf of Southwark LEA is committed to the recommendations in the ongoing Best Value Review of Disabilities/ Special Educational Needs.
9. WS Atkins Education on behalf of Southwark LEA will monitor all provision including that provided out of Southwark.

IV. OBJECTIVES

1. To raise the educational, social and personal achievement of children with special educational needs so that:

- By 2005, progress for children in Southwark compares favourably with other LEAs who are our statistical neighbours. The success criteria are standard assessment tests, annual reviews and reduced number of statements.

2. To promote inclusive education for children with special educational needs so that by 2004:

- At least 60% of provision is to be provided within a mainstream setting. It will be necessary to review the number of places in special schools and their role as specialist providers.

3. To promote effective partnership with parents/carers and children with SEN and to involve them fully in all decisions that are made about their educational provision:

Information booklets for parents/carers, describing the range of provision have been available from May 2002 and will be reviewed as appropriate.

- All parents/carers have access to user friendly information, advice and support during assessment and any related decision making process;
- In the year 2003, parents/carers will be supported in providing their advice as part of the statutory assessment process. The target of 60% response is identified.
- No more than 5 upheld appeals to the Special Educational Needs and Disability Tribunal (SENDIST) each year by 2004.
- All parents/carers have access to conciliation arrangements as appropriate;
- Children's views are represented where appropriate in statutory assessments.

4. To ensure that WS Atkins Education on behalf of Southwark LEA meets all its statutory duties with regard to special educational needs so that the reports made at the beginning of 2004 confirm that:

- 97% of statutory assessments are completed within 18 weeks (with allowable exceptions);
- 100% of annual reviews completed.
- 100% of transitional reviews completed and transition plans prepared in liaison with Connexions.

5. To establish positive and constructive working relationships with statutory and voluntary agencies. To work with other agencies in order to ensure effective and efficient special educational needs services.

- Representatives of the Health Authority, the Social Services Department and voluntary sector participate effectively in the LEA's strategy for monitoring and evaluating its conduct of statutory assessments;
- To further develop a multi-agency process in which the role and assessment purposes of the various agencies are represented appropriately, repetition avoided and parents/carers and children understand the systems;
- All children with special educational needs who are in the Public Care of the council's Social Services Department are identified and are in receipt of provision appropriate to their needs; with effective sharing of data related to placements and to educational progress;
- Early Years Development and Childcare Partnerships (EYDCP) bring together all those who make provision for children with special educational needs in the early years;
- Southwark LEA will be pro-active in encouraging joint working protocols.

6. To ensure that children with special educational needs are identified and receive provision appropriate to their needs in a timely and effective manner:

- To set procedures for early identification of a child's special educational needs.;
- To ensure all professionals link into multi-disciplinary assessments;
- To set clear thresholds for funding that are understood by schools and parents/carers.

7. To develop the capacity of schools to make high quality provision for special educational needs:

- All schools and educational settings must have a policy for special educational needs that complies with statutory requirements;
- By 2004, provision for special educational needs is judged to be satisfactory or better in 90% of OfSTED inspections of schools and educational settings in Southwark;
- By 2004, all schools have set challenging targets for school improvement relating to special educational needs and inclusion in line with criteria set by the LEA;

- Year on year, a realistic increase in devolved and delegated funding will be available to schools for maintaining statemented and non-statemented provision;
- By 2005, 100% newly qualified teachers appointed to Southwark schools attend training on the LEA's policy and expectations for meeting special educational needs as part of their induction programme;
- All schools should have a designated governor with responsibility for special educational needs;
- The LEA will monitor the admission policies of all maintained schools; and ensure that they are in line with developing national policies.
- A full audit of special educational needs in mainstream schools was carried out in October 2002 and will be repeated at two yearly intervals;
- From September 2003 increased provision will be made to further enskill teachers in mainstream schools teaching children with special educational needs.

8. To establish a continuum of high quality non-statemented and statemented provision for children with special educational needs.

- To develop a team to support children with Autistic Spectrum Disorder from pre-school into mainstream so that the intervention is seamless and efficient.
- To increase the provision in mainstream schools for children who have been diagnosed with Autistic Spectrum Disorder.
- To develop provision at all key stages within Southwark for children with a diagnosis of Dyslexia/Specific Learning Difficulties within the mainstream schools.
- By January 2003 all special schools and resourced mainstream schools are judged to be satisfactory or better by OfSTED.
- To develop links between special and mainstream schools by developing outreach services; within the available budget.
- To further develop dual registration systems in co-ordination with the Education Welfare and Attendance service and the Pupil Referral Units.
- To develop the sharing of good practice between schools, with special reference to Beacon Schools thus building on teaching expertise.
- To respond to requests for statements of special educational need made by schools, parents/carers or others.

- To ensure appropriate thresholds for referral are in place and that these are clear and understood by all parties.

V. FINANCIAL STRATEGY

From April 1st 2002 Atkins Education on behalf of Southwark LEA will make explicit the funding that schools receive from within the LEA's base budget grant funding, e.g. The Standards Fund to support the provision they make for special educational needs. This includes funding, which is either:

- Delegated within the Fair Funding formula
- Devolved to support provision at School Action +
- Or devolved to support statemented provision

WS Atkins Education on behalf of Southwark LEA is seeking to reallocate funding, which is currently spent on transporting pupils out of borough.

WS Atkins Education on behalf of Southwark LEA will take such opportunities as they arise to increase the funding delegated/devolved to schools to support special educational needs in order to encourage independent, self-governing schools.

VI. MONITORING AND EVALUATION

- Appendix 1 outlines the medium and long-term targets, linked to its key objectives, against which WS Atkins Education on behalf of Southwark LEA will monitor performance in implementing this Policy.
- At the end of each financial year a "Moderating Team", consisting of WS Atkins staff and representative headteachers will evaluate the use that schools have made of additional funding to support provision at School Action+ and with statements. The purpose of this initiative is to identify and disseminate examples of best practice and also to ensure that schools have promoted children for support at School Action + in a valid and consistent manner. This will be co-ordinated by the Education Psychology Service (EPS).
- WS Atkins Education on behalf of Southwark LEA will provide a database to monitor the progress of cohorts and individual children.
- WS Atkins Education on behalf of Southwark LEA will provide support and guidance for individual children with special educational needs thus ensuring raised educational, social and personal achievement.
- The SEN Steering group acts as the main focus for consultation with stakeholders in relation to policy and practice for meeting SEN. WS Atkins staff will report on its performance to the working group annually at the end of each academic year. Officers will also report to Elected Members.

- WS Atkins Education on behalf of Southwark LEA will review this policy formally in consultation with its stakeholders within 3 years of its implementation.

APPENDICES

- Appendix 1:** Targets related to SEN policy objectives
- Appendix 2:** SEN provision in Southwark
- Appendix 3:** Key documents/references
- Appendix 4:** Atkins Anti-discrimination Statement
- Appendix 5:** Working with private Early Years providers
- Appendix 6:** Dyslexia / Specific Learning Difficulties
- Appendix 7:** Autistic Spectrum Disorder Policy
- Appendix 8:** SEN Transport Policy

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TARGETS RELATING TO SEN POLICY OBJECTIVES

JUNE 2003



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- Rationalise and develop systems for early identification and assessment of children with special educational needs by developing the Educational Psychology Service in order to support these systems in a variety of settings.
- To further develop systems for appropriately resourcing settings that educate children with special educational needs by developing SEN guidance and strategies.
- Increase whole school expertise through accredited professional development by:
 - ✓ Raising awareness of different types of special educational needs;
 - ✓ Developing SEN induction for all newly appointed staff including NQTs and Teacher Assistants;
 - ✓ Developing longer term in depth courses for all staff;
- Developing systems for sharing good practice;
- Facilitating multi agency training with Health, Social Services and Voluntary agencies;
- Facilitating regular training for school governors on all aspects of SEN issues in order to increase their effectiveness.

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SEN PROVISION WITHIN SOUTHWARK

JUNE 2003



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SEN Provision within Southwark

Resourced Schools & Units:

John Ruskin Primary School JMI & NC	Specific language impairment
Snowsfields Primary School JMI & NC	Autistic Spectrum Disorder (Tim Jewell Unit)
Cathedral School of the Parish of St Saviours & St Mary Overie CE Primary JMI & National Curriculum	(All children in the following categories meet the cognition and learning criteria for a mainstream setting) Physical and medical needs Hearing Impairment Visual Impairment Speech and Language difficulties and associated behaviours Autistic Spectrum Disorders (High Functioning) Dyslexia Dyspraxia
Bessemer Grange Primary School JMI & NC	Physical Accessible
Alfred Salter Primary School JMI & NC	(All children in the following categories meet the cognition and learning criteria for a mainstream setting) Physical and medical needs Hearing Impairment Visual Impairment Speech and Language difficulties and associated behaviours Autistic Spectrum Disorders (High Functioning) Dyslexia Dyspraxia (Subject to agreement)
Lyndhurst Primary School	Dyslexia (Opening September '04)
The Academy at Peckham (formerly Warwick Park Secondary)	Dyslexia (Subject to further negotiations)
Dog Kennel Hill Primary	Speech and Language ASD (Subject to further negotiations)
Brunswick Park Primary	ASD
St John's and St Clement's CE Primary School & JMI	Hearing Impairment

Special Schools & Units

Maudsley & Bethlem Adolescent Unit	Psychiatric Conditions
Spa Secondary School	Autistic Spectrum Disorder
Beormund Primary School	Emotional & Behavioural Difficulties
Bredinghurst Secondary School	Emotional & Behavioural Difficulties
Guys Evelina Hospital School	Medical Needs
Haymerle Primary School	Mixed Needs
Highshore Secondary School	Mixed Needs
Cherry Gardens Primary School	Severe Learning Difficulties
Tuke Secondary School	Severe Learning Difficulties

A range of separate information leaflets on the special educational provision made by WS Atkins Education are available from:

- The Education Resource Centre, Cator Street, London, SE15 6AA

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KEY DOCUMENTS/REFERENCES

JUNE 2003



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Key documents/references:

- Children Act 1989
- Disability Discrimination Act 1995 (as amended by the Special Educational Needs Disability Act 2001)
- 1996 Education Act (as amended by special educational needs disability act [SENDA] 1997)
- Systems of Financial Delegation (within the regulations of the 1996 Education Act)
- Special Educational Needs Code of Practice 2002
- WS Atkins Education Inclusion Policy 2002
- Access Strategy – 2003
- Behaviour Support Plan - 2003

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**WS ATKINS EDUCATION ON BEHALF OF SOUTHWARK LEA
ANTI-DISCRIMINATION STATEMENT**

JUNE 2003



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WS Atkins Education on behalf of Southwark LEA Anti-discrimination Statement

A Disabled person is someone who has a physical and/or mental disability which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

- substantial;
- adverse;
- long term.

WS Atkins Education on behalf of Southwark LEA wishes to ensure that schools do not:

- discriminate against disabled pupils;
- treat disabled pupils less favourably;
- make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

Where any special educational provision needs to be made WS Atkins Education on behalf of Southwark LEA recognises that the definition of children with a learning difficulty can include children with a disability. Therefore all children with a disability have special educational needs if they have any difficulty in accessing education. Provision will be made for them, that is **additional to, or different from**, what is normally available.

(The Disability Discrimination Act 1995 as amended by the SEN & Disability Act Sept 2002)

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WORKING WITH PRIVATE EARLY YEARS PROVIDERS

JUNE 2003



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Working with private Early Years providers

1. In order to promote inclusive education it is necessary to facilitate continuing professional development, for all staff working in private Early Years settings. Therefore, this area will be offered covering arrangements in order to facilitate attendance. The courses offered must be PLA accredited for the duration of 12 weeks. It is necessary to make explicit the requirements for this kind of course. e.g.
 - Attendance for one day per week
 - A personal diary written as evidence of attendance and course content for future reference
 - A placement that is different from the place of work.
2. Children with SEN may be supported in private settings. They will be funded for the extra support needed dependent on the children's identified needs. Early Intervention Officers should visit the settings in order to assess the situation.
3. Each setting requires an SEN policy. This is not mandatory but is a statutory requirement of their registration.
4. Each Early Years setting manager needs to give a commitment to supporting children with SEN and this should be contained in the setting's SEN policy.
5. Each Early Years setting needs a named person/special educational needs co-ordinator (SENCO) who has up to date SEN experience and knowledge.
6. Each private Early Years setting needs to obtain/have access to publications that give advice on the management of children with:
 - severe and complex SEN;
 - inclusion;
 - role of the SENCO;
 - Disabilities and Discrimination Act (Sept. 2002);
 - The Special Needs Code of Practice (Jan. 2002);
 - an equal opportunities policy;
 - a job description, person specification and examples of all grades of personnel;
 - advice on salary.
7. A register of appropriate staff should be compiled. These staff should already have been police-checked, as support workers are often required at short notice.

8. Private Early Years settings should use some of their professional development meetings to deliver whole staff SEN training.
9. Parents/carers of children with Special Educational Needs have the same decisions to make as any other parent/carer choosing a setting for their children.
10. Where an Early Years setting has a management committee active interest and support should be requested in the provision for pupils with SEN.

WS ATKINS ON BEHALF OF SOUTHWARK COUNCIL

**A POLICY FOR CHILDREN WITH
DYSLEXIA / SPECIFIC LEARNING DIFFICULTIES**

JUNE 2003



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I. PURPOSE

WS Atkins Education on behalf of Southwark Local Educational Authority (LEA) presents its policy for children with Dyslexia/Specific Learning Difficulties as having the following key purposes:

1. To make explicit the vision of WS Atkins Education on behalf of Southwark LEA for children with Dyslexia/Specific Learning Difficulties within its key objectives for education and overall policy for inclusive education.
2. To provide the basis for a partnership in meeting the needs of children with Dyslexia/Specific Learning Difficulties between WS Atkins Education on behalf of Southwark LEA, its educational establishments and the community it serves.
3. To develop a framework against which WS Atkins Education on behalf of Southwark LEA will develop its Dyslexia/Specific Learning Difficulties strategy and evaluate its implementation.

II. SCOPE

This policy applies to all involved in the work of WS Atkins Education on behalf of Southwark LEA with children between the ages of 0-19 years who have learning difficulties and its stakeholders.

The revised SEN Code of Practice (2002) **defines a child as having special educational needs if** they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- are under 5 and fall within the above stated categories or would do so, if special educational provision is not made;

A child must **not** be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is, or will be, taught.

Special Education Provision:

- **for a child under two** - educational provision of any kind (Education Act 1996, Section 312);
- **for a child of two or over** - educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.

Dyslexia/Specific Learning Difficulties as defined by the British Psychological Society, 1999:

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty, despite appropriate learning opportunities – that is, learning opportunities which are effective for the great majority of children.

In terms of the National Literacy Strategy, dyslexia can be defined as marked and persistent problems with 'word level' work.

III. PRINCIPLES

1. Our vision for success applies fully to its approach for children with Dyslexia/Specific Learning Difficulties. ***Our goal is to raise the educational, social and personal achievement of all children with Dyslexia/Specific Learning Difficulties.***
2. WS Atkins Education on behalf of Southwark LEA endorses the principles of inclusive education to ensure that all children with Dyslexia/Specific Learning Difficulties receive a high quality education appropriate to their needs. ***We will work to promote inclusion in a mainstream setting wherever possible.***
3. WS Atkins Education on behalf of Southwark LEA will work in partnership with parents/carers and local agencies for the best interests of children with Dyslexia/Specific Learning Difficulties. ***We will ensure that parents/carers and children feel that they are fully involved in the decisions we make.***
4. WS Atkins Education on behalf of Southwark LEA will meet in full its statutory responsibilities to children with Dyslexia/Specific Learning Difficulties, through a full range of appropriate services. ***We will work in ways that are open, efficient and easy to understand.***
5. WS Atkins Education on behalf of Southwark LEA is committed to early intervention for children with Dyslexia/Specific Learning Difficulties. ***We will ensure children with Dyslexia/Specific Learning Difficulties are identified as soon as they begin to function at a lower level than their peers and receive the support that they need.***
6. WS Atkins Education on behalf of Southwark LEA will support its pre-school and educational establishments to improve the provision they make for children with Dyslexia/Specific Learning Difficulties. ***We will ensure adequate resources to pre-school and other educational establishments in order to enable them to provide high quality education for children with Dyslexia/Specific Learning Difficulties as well as providing appropriate advice and specialist support.***
7. WS Atkins Education on behalf of Southwark LEA will develop a continuum of high quality provision. ***We will , wherever possible, make provision in the context that reflects the needs and preferences of children with Dyslexia/Specific Learning Difficulties and their families.***
8. WS Atkins Education on behalf of Southwark LEA will monitor all provision including that provided out of Southwark.

IV. OBJECTIVES

1. To raise the educational, social and personal achievement of children with Dyslexia/Specific Learning Difficulties so that:

- By 2005, progress for children in Southwark compares favourably with other LEAs who are our statistical neighbours. The success criteria will be an increase in the number of children with Dyslexia/Specific Learning Difficulties attending mainstream settings in Southwark. Improved pass rates on standard assessment tests and the success of targets set at annual reviews.

2. To promote inclusive education for children with Dyslexia/Specific Learning Difficulties if appropriate, so that by 2004:

- At least 60% of children with Dyslexia/Specific Learning Difficulties are attending mainstream settings.

3. To promote effective partnership with parents/carers and children with Dyslexia/Specific Learning Difficulties and to involve them fully in all decisions that are made about their educational provision. Information booklets for parents/carers describing the range of provision will be available from May 2004:

- All parents/carers have access to user friendly information, advice and support;
- All parents/carers have access to conciliation arrangements;
- Children's views are presented where appropriate;
- By 2004 no more than 5 upheld appeals are heard at the SEN Tribunal each year for children with Dyslexia/Specific Learning Difficulties.

4. To establish positive and constructive working relationships with statutory and voluntary agencies in order to ensure effective and efficient Dyslexia/Specific Learning Difficulties services.

- To further develop a multi-agency process in which the role and assessment purposes of the various agencies are represented appropriately for children with Dyslexia/Specific Learning Difficulties;
- All children with Dyslexia/Specific Learning Difficulties who are in the Public Care of the council's Social Services Department are identified and are in receipt of provision appropriate to their needs;
- Southwark LEA will be pro-active in encouraging joint working protocols for children with Dyslexia/Specific Learning Difficulties.

5. To ensure that children with Dyslexia/Specific Learning Difficulties are identified and receive provision appropriate to their needs in a timely and effective manner:

- To set procedures for early identification of children with Dyslexia/Specific Learning Difficulties;
- To set clear thresholds for funding that are understood by parents/carers and by educational establishments.

V. IDENTIFICATION AND ASSESSMENT

1. WS Atkins Education on behalf of Southwark LEA are responsible for ensuring that identification of children with Dyslexia/Specific Learning Difficulties is consistent across the LEA.
2. Identification and referral can be made by all professionals working with children as well as the parents/carers. Normal special educational needs (SEN) systems will be used to achieve this.
3. The identification of children with Dyslexia/Specific Learning Difficulties will be made by one the following professionals:
 - Educational Psychology Service (EPS)
 - Specialist teacher with the relevant qualifications e.g. RSA Dip.SLD/Dyslexia or BDA Dip.SLD/Dyslexia

VI. ROLES AND RESPONSIBILITIES

1. WS Atkins Education on behalf of Southwark LEA will

- Work in co-operation with our agencies;
- Co-ordinate the system (as with the other SEN procedures) for children identified/referred as having Dyslexia/Specific Learning Difficulties;
- Advise parents/carers as to the different provision available for children with Dyslexia/Specific Learning Difficulties;
- Provide the agreed provision in the most cost effective and appropriate manner;
- Review the intervention regularly as well as annually via an annual review;
- Pay the agreed costs of the provision, resources and any necessary transport costs (in line with the WS Atkins Education on behalf of Southwark LEA's transport policy).

2. The Health Authority will

- Provide an advice as appropriate for children referred to them;
- Work in co-operation with other agencies;
- Will **NOT** identify the provision.

3. Educational Establishments will

- Work in co-operation with other agencies;
- Offer ongoing support and advice to parents/carers;
- Provide programmes as prescribed by a statement of SEN or by other professionals;
- Provide resources and facilities as prescribed by the statement of SEN or by other professionals;
- Review the progress and provision regularly by arranging meetings with the relevant professionals and parents/carers;
- Advise WS Atkins Education on behalf of Southwark LEA of any necessary changes to the provision as appropriate.

4. School Governors and Teachers will

- Ensure that the necessary provision is made for any child with Dyslexia/Specific Learning Difficulties;
- Ensure via the SENCO that the needs of a child with Dyslexia/Specific Learning Difficulties are known to all who are in contact with them;
- Ensure that a child with Dyslexia/Specific Learning Difficulties joins in as many school activities that are appropriate and provide the necessary support in order to facilitate this access;
- Ensure and facilitate contact with parents/carers of children with Dyslexia/Specific Learning Difficulties regularly.

5. Designated teacher (usually the SENCO) will

- Work co-operatively with other agencies;
- Ensure the daily programme for a child with Dyslexia/Specific Learning Difficulties is occurring and is appropriate;
- Advise parents/carers on a regular basis or as appropriate of any necessary changes to the programme of a child with Dyslexia/Specific Learning Difficulties
- Devise, deliver and review the necessary programme of intervention as advised via the statement or other professionals;
- Plan and chair the necessary liaison meetings with parent/carers and other professionals;
- Keep any necessary records;
- Make any necessary plans and arrangements for any external tests e.g. SATS, GCSE's etc.
- Plan and facilitate the necessary continuing professional development for all staff as well as teachers and teaching assistants in daily contact with a child with Dyslexia/Specific Learning Difficulties.

6. Class teacher or subject teachers will

- Work co-operatively with other agencies as appropriate;
- Deliver the necessary daily programme for a child with Dyslexia/Specific Learning Difficulties in co-operation with teaching assistants or other agencies;

- Ensure, when planning for the class that the needs of a child with Dyslexia/Specific Learning Difficulties are taken into account and met;
- Attend any necessary liaison meetings;
- Keep the necessary records for a child with Dyslexia/Specific Learning Difficulties;
- Attend any necessary courses made available for children with Dyslexia/Specific Learning Difficulties.

7. Teaching assistants will

- Work co-operatively with other agencies as directed by the class/subject teacher;
- Deliver programmes devised by the class/subject teacher/SENCO;
- Keep any necessary records as directed by the class teacher/subject teachers/SENCO;
- Attend any necessary liaison meetings;
- Attend any necessary courses relating to children with Dyslexia/Specific Learning Difficulties facilitated by the SENCO.

8. Specialist Teams will

- Arrange any necessary meetings with the home/other educational settings/school in order to liaise or work co-operatively with the appropriate personnel that support children with Dyslexia/Specific Learning Difficulties;
- Devise specialist programmes of intervention for children with Dyslexia/Specific Learning Difficulties.
- Ensure the efficient and effective delivery of these programmes;
- Advise WS Atkins Education on behalf of Southwark LEA on any changes including progress on a regular basis;
- Do NOT advise on any alternative specialist provision or equipment.

9. Parent/Carers will

- Work in partnership with WS Atkins Education on behalf of Southwark LEA;
- Seek the necessary support and advice for their child;
- Ensure that the programme of intervention is being completed;
- Attend any necessary liaison meetings;
- Liaise regularly with any necessary personnel;
- Advise WS Atkins Education on behalf of Southwark LEA of any changes including progress to their child.

VII. REVIEW AND EVALUATION

WS Atkins Education on behalf of Southwark LEA will

- Review and evaluate this policy after one full year of operation and thereafter subject to changes in local or national policy, every two years. This policy will be reviewed by the Professional Manager SEN and Transport in partnership with the SEN Steering Group;
- Seek advice/support from parents/carers, staff groups and the British Dyslexia Association as appropriate;
- Set up action research projects to evaluate provision approaches, strategies and introductions for pupils with Dyslexia/Specific Learning Difficulties

VIII. CONTINUING PROFESSIONAL DEVELOPMENT

WS Atkins Education on behalf of Southwark LEA recognises the implications of the improved rate of diagnosis for LEA wide training and will develop a training programme to meet the needs of teachers, teaching assistants, parents/carers and children with Dyslexia/Specific Learning Difficulties. They will:

- Carry out an analysis of the training needs of the different groups across the LEA;
- Liaise with our other agencies and work co-operatively with them to provide training for all according to their particular level of need;
- Ensure that all adults who have contact with children with Dyslexia/Specific Learning Difficulties have awareness of their common needs;
- Ensure that all adults using specific teaching approaches understand the underlying principles;
- Develop a Southwark LEA based professional support group.
- Maintain an accredited training course.

WS ATKINS ON BEHALF OF SOUTHWARK COUNCIL

**A POLICY FOR CHILDREN WITH
AUTISTIC SPECTRUM DISORDER**

JUNE 2002



ATKINS

I. Purpose

WS Atkins Education on behalf of Southwark Local Educational Authority (LEA) presents its policy for children with Autistic Spectrum Disorder (ASD) as having the following key purposes:

1. To make explicit the vision of WS Atkins Education on behalf of Southwark LEA for children with ASD within its key objectives for education and overall policy for inclusive education.
2. To provide the basis for a partnership in meeting the needs of children with ASD between WS Atkins Education on behalf of Southwark LEA, its educational establishments and the community it serves.
3. To develop a framework against which WS Atkins Education on behalf of Southwark LEA will develop its ASD strategy and evaluate its implementation.

II. Scope

This policy applies to all involved in the work of WS Atkins Education on behalf of Southwark LEA with children between the ages of 0-19 years who have ASD and its other stakeholders.

The revised SEN Code of Practice (2002) **defines a child as having special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- are under 5 and fall within the above stated categories or would do so, if special educational provision is not made;

A child must **not** be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is, or will be, taught.

Special Education Provision:

- **for a child under two** - educational provision of any kind (Education Act 1996, Section 312);
- **for a child of two or over** - educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.

The term 'Autistic spectrum disorder' covers those conditions in which there is impairment of social interaction, and impairment of the social use of communication and imagination. These impairments are accompanied by a narrow range of activities and/or interests and a marked tendency to repetitiveness. They can be manifested in a very wide range of ways. They can occur on their own but may be accompanied by other developmental disabilities affecting language development, reactions to sensory input, motor co-ordination and specific or general aspects of cognitive ability.

The impairments may also be accompanied by diagnosable physical, psychological or psychiatric conditions. In such cases, they are still covered by the term 'autistic spectrum disorder'. The basic impairments are, typically, present from birth or early childhood, as revealed by a detailed developmental history, though they may not be recognised until later childhood, adolescence or adult life.

Written by the National Autistic Society

III. Principles

1. Our vision for success applies fully to its approach for children with ASD. ***Our goal is to raise the educational, social and personal achievement of all children with ASD.***
2. WS Atkins Education on behalf of Southwark LEA endorses the principles of inclusive education to ensure that all children with ASD receive a high quality education appropriate to their needs. ***We will work to promote inclusion in a mainstream setting wherever possible.***
3. WS Atkins Education on behalf of Southwark LEA will work in partnership with parents/carers and local agencies for the best interests of children with ASD. ***We will ensure that parents/carers and children feel that they are fully involved in the decisions we make.***
4. WS Atkins Education on behalf of Southwark LEA will meet in full its statutory responsibilities to children with ASD, through a full range of appropriate services. ***We will work in ways that are open, efficient and easy to understand.***
5. WS Atkins Education on behalf of Southwark LEA is committed to early intervention for children with ASD. ***We will ensure children with ASD are identified as soon as they begin to function at a lower level than their peers and receive the support that they need.***
6. WS Atkins Education on behalf of Southwark LEA will support its pre-school and educational establishments to improve the provision they make for children with ASD. ***We will ensure adequate resources to pre-school and other educational establishments in order to enable them to provide high quality education for children with ASD as well as providing appropriate advice and specialist support.***
7. WS Atkins Education on behalf of Southwark LEA will develop a continuum of high quality provision. ***We will , wherever possible, make provision in the context that reflects the needs and preferences of children with ASD and their families.***
8. WS Atkins Education on behalf of Southwark LEA will monitor all provision including that provided out of Southwark.

IV. Objectives

1. To raise the educational, social and personal achievement of children with ASD so that:

- *By 2005, progress for children in Southwark compares favourably with other LEAs who are our statistical neighbours. The success criteria will be:*
 - *an increase in the number of children with ASD attending mainstream settings in Southwark*
 - *ASD children achieving improved pass rates on standard assessment tests*
 - *the success of targets set at annual reviews.*

2. To promote inclusive education for children with ASD if appropriate, so that by 2004:

- *At least 30% of children with ASD are attending mainstream settings.*

3. To promote effective partnership with parents/carers and children with ASD and to involve them fully in all decisions that are made about their educational provision. Information booklets for parents/carers describing the range of provision will be available from May 2004:

- All parents/carers have access to user friendly information, advice and support;
- All parents/carers have access to conciliation arrangements;
- Children's views are presented where appropriate;
- By 2004 no more than 3 upheld appeals are heard at the SEN Tribunal each year for children with ASD.

4. To establish positive and constructive working relationships with statutory and voluntary agencies in order to ensure effective and efficient ASD services.

- To further develop a multi-agency process in which the role and assessment purposes of the various agencies are represented appropriately for children with ASD;
- All children with ASD who are in the Public Care of the council's Social Services Department are identified and are in receipt of provision appropriate to their needs;
- WS Atkins Education on behalf of Southwark LEA will be pro-active in encouraging joint working protocols for children with ASD.

5. To ensure that children with ASD are identified and receive provision appropriate to their needs in a timely and effective manner:

- To set procedures for early identification of children with ASD;
- To set clear thresholds for funding that are understood by parents/carers and by educational establishments.

V. Identification and Assessment

1. WS Atkins Education on behalf of Southwark LEA are responsible for ensuring that identification of children with ASD is consistent across the LEA.
2. Identification and referral can be made by all professionals working with children as well as the parents/carers. The usual SEN systems will be used to achieve this.
3. The diagnosis of children with ASD will be made by the Primary Care Trust.

VI. Roles and Responsibilities

1. WS Atkins Education on behalf of Southwark LEA will:

- Work in co-operation with other agencies;
- Co-ordinate the system (as with the other SEN procedures) for children identified/referred as having ASD;
- Advise parents/carers as to the different provision available for children with ASD;
- Provide the agreed provision in the most cost effective and appropriate manner;
- In the case of home based provision, entrance and exit criteria will be provided at the start of the intervention to be agreed by all parties concerned;
- Review the intervention regularly as well as annually via an annual review;
- Provide packages for the purpose of reintegration, e.g. Pre-school to school, special to mainstream etc;
- Pay the agreed costs of the provision, resources and any necessary transport costs (in line with the WS Atkins Education on behalf of Southwark LEA's transport policy).

2. The Health Authority will:

- Provide an assessment and diagnosis for children referred to them.
- Work in co-operation with other agencies.
- Will NOT identify the provision.

3. Educational establishments will:

- Work in co-operation with other agencies;
- Offer ongoing support and advice to parents/carers;
- Provide programmes as prescribed by a statement of SEN or by other professionals;
- Provide resources and facilities as prescribed by the statement of SEN or by other professionals;
- Review the progress and provision regularly by arranging meetings with the relevant professionals and parents/carers;

- Advise WS Atkins Education on behalf of Southwark LEA of any necessary changes to the provision as appropriate.

4. School Governors and Headteachers will:

- Ensure that the necessary and appropriate provision is made for any child with ASD;
- Ensure via the SENCO that the needs of a child with ASD are known to all who are in contact with them;
- Ensure that a child with ASD joins in as many school activities that are appropriate and provide the necessary support in order to facilitate this access;
- Ensure and facilitate contact with parents/carers of children with ASD regularly.

5. Designated teacher (usually the SENCO) will:

- Work co-operatively with other agencies;
- Ensure the daily programme for a child with ASD is occurring and is appropriate;
- Advise parents/carers on a regular basis or as appropriate of any necessary changes to the programme of a child with ASD;
- Devise, deliver and review the necessary programme of intervention as advised via the statement or other professionals;
- Plan and chair the necessary liaison meetings with parent/carers and other professionals;
- Keep any necessary records;
- Make any necessary plans and arrangements for any external tests e.g. SATS, GCSE's etc.
- Plan and facilitate the necessary continuing professional development for all staff as well as teachers and teaching assistants in daily contact with a child with ASD.

6. Class teacher or subject teachers will:

- Work co-operatively with other agencies as appropriate;
- Deliver the necessary daily programme for a child with ASD in co-operation with teaching assistants or other agencies;
- Ensure, when planning for the class that the needs of a child with ASD are taken into account and met;

- Attend any necessary liaison meetings;
- Keep the necessary records for a child with ASD;
- Attend any necessary courses made available for children with ASD.

7. Teaching assistants will:

- Work co-operatively with other agencies as directed by the class/subject teacher;
- Deliver programmes devised by the class/subject teacher/SENCO/specialist teacher;
- Keep any necessary records as directed by the class teachers/subject teachers/SENCO;
- Attend any necessary liaison meetings;
- Attend any necessary courses relating to children with ASD agreed by the SENCO.

8. Specialist Teams will:

- Arrange any necessary meetings with the home/other educational settings/school in order to liaise or work co-operatively with the appropriate personnel that support children with ASD;
- Devise specialist programmes of intervention for children with ASD;
- Ensure the efficient and effective delivery of these programmes;
- Advise WS Atkins Education on behalf of Southwark LEA on any changes including progress on a regular basis;
- Do **NOT** advise on any alternative specialist provision.
- Work closely with other health care professionals, to focus on targets and support.

9. Parents/carers will:

- Work in partnership with WS Atkins Education on behalf of Southwark LEA;
- Seek the necessary support and advice for their child;
- Ensure that the programme of intervention is being completed;
- Attend any necessary liaison meetings;

- Liaise regularly with any necessary personnel;
- Advise WS Atkins Education on behalf of Southwark LEA of any changes including progress to their child.

VII. Review and Evaluation

WS Atkins Education on behalf of Southwark LEA will:

- Review and evaluate this policy after one full year of operation and thereafter subject to changes in local or national policy, every two years. This policy will be reviewed by the Professional Manager SEN and Transport in partnership with the SEN Steering Group and the local Parents Autistic Society;
- Seek advice/support from parents/carers, staff groups and the National Autistic Society as appropriate;
- Set up action research projects to evaluate provision approaches, strategies and introductions for pupils with ASD.

VIII. Continuing Professional Development

WS Atkins Education on behalf of Southwark LEA recognises the implications of the improved rate of diagnosis for LEA wide training and will develop a training programme to meet the needs of teachers, teaching assistants, parents/carers for children with ASD. They will:

- Carry out an analysis of the training needs of the different groups across the LEA;
- Liaise with other agencies and work co-operatively with them to provide training for all according to their particular level of need;
- Ensure that all adults who have contact with children with ASD have awareness of their common needs;
- Ensure that all adults using specific teaching approaches understand the underlying principles;
- Develop a WS Atkins Education on behalf of Southwark LEA based professional support group;
- Maintain an accredited training course.

WS ATKINS ON BEHALF OF SOUTHWARK COUNCIL

SEN HOME TO SCHOOL TRANSPORT POLICY

Revised Policy – 2nd Draft

JUNE 2003



ATKINS

BACKGROUND INFORMATION

The vast majority of Southwark pupils and students do not receive or require travel assistance from the Local Education Authority (LEA). They make their way to school either independently, with friends or accompanied by their Parent/Carer which may be in their private vehicle.

However, local authorities are required by law, to make arrangements for the transport of pupils from home to school or college in certain circumstances. In carrying out this duty local authorities also have a responsibility to ensure that allocated **resources are used in the most cost efficient manner possible.**

The LEA will only **assist with or fund travel support in certain circumstances** under the following categories

1. Special Educational Needs

Pupils and students with statements of Special Educational Need (SEN). The legal distance criteria applies to all pupils (5-16 years) i.e. two miles for pupils under 8 years and three miles for pupils over 8 years of age.

2. Pupils over statutory school leaving age (16 years +)

Where a student has a disability or a special educational need assistance may be given upon application. This applies also to students attending Learning Skills Council (LSC) funded placements. Applications will be considered up until the age of 19 years.

3. Specific and exceptional medical needs

Pupils having a diagnosed medical condition which has been certified by a medical specialist.

1. SPECIAL EDUCATIONAL NEEDS (SEN)

Whenever possible, a pupil with a statement of SEN should not be treated differently from a pupil who does not have a statement. The LEA tries to place pupils with SEN in a mainstream school or FE setting if their primary needs can be met.

1.1 Parent/Carer Preference

The Parent/Carer preferred school might be further away from the pupil's home than another school that can meet the pupil's special educational needs. In such a case, the LEA would consider the naming of the closer school if it would be compatible with the efficient use of LEA resources. Consideration would also be given to the LEA naming the school preferred by the pupil's parent/carer on that condition that the parent/carer agreed to meet the transport costs.

1.2 Eligibility for transport

The LEA recognises that some pupils with SEN will require assistance with travel due to their disabilities. An individual's primary travel needs shall be considered either as part of the statement process or at the Annual Review. Needs shall be assessed based on supporting evidence, pupil's age and route to school. However, Parent/Carers should be aware of the following

- pupils with a statement of SEN are not automatically entitled to travel assistance
- not all pupils attending special schools, or a specialist unit attached to a mainstream school, will be entitled travel assistance
- on granting travel assistance the LEA is not making a commitment of resources for the remaining period covering a pupil's education. Entitlement to assistance with travel may change or be withdrawn following the pupils' Annual Review.

The LEA will normally provide assistance with travel for pupils, irrespective of the statutory walking distances to school, if one of the following criteria is met

- the pupil has a **physical disability** that rules out the use of public transport, for example due to difficulties in walking or the requirement of specialised seating arrangements
- the pupil has a **severe learning difficulty** and a placement in a special school
- the pupil is deemed to be **vulnerable and at serious risk of danger** if they were to use public transport or walk to school independently, unless arrangements are made for them to be transported to and from school. Evidence from a suitably qualified professional (e.g. Clinical or Educational Psychologist) is required to support the above
- The fact that a Parent/Carer has other children or in employment will not be grounds for providing transport assistance.

1.3 Non-eligibility for transport

Assistance with travel will **not** be provided in the following circumstances:

- the Parent/Carers preferred school is further away from the pupil's home than another school that can meet the pupil's special educational needs. In such circumstances Parent/Carers will have to make their own arrangements for transporting their child to school
- for extra curricula or after school activities
- for medical or dental appointments
- for clinical, psychiatric, speech therapy, occupational therapy or physiotherapy appointments
- in the event of sickness where a pupil has to be collected from school
- for Parent/Carers to attend a review meeting at school
- to work experience placements

1.4 Pupils placed in a residential school

The general principles of this policy will continue to apply where the LEA has placed a pupil in a residential school.

The LEA will expect the pupil to travel by public transport independently, or with a Parent/Carer acting as an escort where necessary. Bus or travel passes to cover the cost of travel will be issued by the LEA before an agreed period. Where Parent/Carers elect to transport their child in their own private car then a mileage allowance will be paid in accordance with the provisions set out in **SECTIONXXXX**.

In the cases where pupils attending a residential school and have a physical or learning difficulty the LEA may schedule private transport that is appropriate to the pupil's needs.

The LEA will assist with or fund the following journeys in the appropriate mode of transport

- termly boarders – at the start and end of each term, and half term
- weekly boarders – at the start and end of each week

2. Students over statutory school leaving age (16 years +)

Travel assistance will cease on the school leaving date for the academic year in which the student reaches their 16th birthday. Southwark LEA is normally unable to provide assistance to students over the statutory school age to attend a sixth form or an institution within the Further Education (FE) sector. The LEA expects that the majority of students aged 16 years and over will travel independently.

However, the LEA will consider applications for the provision of transport in order to facilitate the attendance of a student at an institution within the FE sector where a student has a disability or special educational need. Such transport provision will be made in accordance with the criteria set out in this policy and based on the individuals needs.

3. Pupils living outside the statutory walking distance

To be eligible for assistance a pupil must satisfy the criteria as defined in section 444 of the Education Act 1996 for travel from home to school, measured by the **shortest safe walking distance**, which is at least:

- 2 miles for pupils up to the age of 8
- 3 miles for pupils aged 8 and above

Pupils must live in the London Borough of Southwark and attend the nearest suitable and available school maintained by the LEA, or another Local Education Authority, i.e. Community primary and secondary schools, Voluntary Aided Primary and Secondary Schools, Foundation Primary and Secondary Schools, Community Special Schools.

4. Children in Public Care

Pupils that are in Public care, both in-borough and out-borough may receive transport if they meet the eligibility criteria set out in this policy. The provision of transport will be funded by LEA Social Services where the care placement is out of borough and the Corporate Parent/Carer states a preference that the pupil should remain on roll at a Southwark School.

5. Transport provision

5.1 Public transport

Where a pupil is eligible for transport assistance the LEA expects that public transport will be used as the first option. If a pupil needs to be accompanied then transport assistance may be given to a Parent/Carer to escort them. Where there are compelling reasons as to why a Parent/Carer cannot escort their child then the LEA may consider the provision of an escort to supervise their journey.

For pupils and Parent/Carers that are eligible for transport assistance the LEA will arrange for the issue of bus or travel passes before the journeys are scheduled to commence.

5.2 Private transport provision

In circumstances where a pupil is eligible for transport assistance, and public transport is not appropriate, then the LEA would expect a Parent/Carer to transport them in their own private vehicle.

Parent/Carers will be entitled to a mileage allowance, which is currently paid at the rate of 40 pence per mile.

5.3 LEA transport provision

Where public transport is not appropriate and a Parent/Carer does not own a private vehicle, the LEA may decide to provide alternative transport arrangements.

These arrangements will be based upon a review of a pupil's primary travel needs that will be determined from details of their statutory assessment or annual review. Transport provision will be arranged to take account of journey times, safety and a pupil's individual needs.

The LEA has made arrangements for the delivery of a private transport service, which includes minibuses, coaches and taxicabs. A pupil will be added to an existing transport round wherever possible and arrangements for pick up and set down times will be made.

The LEA and its contractors would expect pupils to be picked up and set down at designated points close to their home addresses. In cases where a pupil has difficulty with mobility then they will be collected and returned to Parent/Carer's address.

5.4 Provision of escorts

Where a pupil is eligible for transport assistance and requires the supervision of an escort the LEA expects a Parent/Carer to fulfil that function. In the event that there are compelling reasons for a Parent/Carer not being able to accompany their child then the LEA will assist with the provision of a private escort.

The circumstances where an escort may be provided are where a pupil

- is less than 12 years of age
- exhibits challenging behaviour
- has a medical condition that requires them to have assistance or supervision on the journey

Students who are over the statutory school age (16+) will not normally be provided with an escort. The LEA expects that students will travel independently to attend Sixth Form or College establishments.

6. Safety

Delivering a safe and reliable service is a prime objective for the LEA.

- 6.1 Children have a right to safe and trouble free travel. Whilst the behaviour of the vast majority of pupils is good, the behaviour of a small percentage of pupils gives cause for concern and can, in some circumstances, put at risk the safety and welfare of pupils, operators, drivers and escorts on school transport.
- 6.2 Parents/carers have a key role to play and are responsible for the conduct of their children on transport and for ensuring that their children are aware of the necessity to behave in a reasonable and responsible manner. Parent/carers need to ensure their children are aware that failure to behave in a reasonable manner may have consequences, including
- A cost to parent/carers for replacement travel permits if lost or damaged
 - Costs to parents/carers for damage to the vehicle or to property caused by misbehaviour of their children
 - Temporary or permanent withdrawal of transport with no recompense

Where a contractor is forced to wait for a pupil and therefore the LEA incur a 'waiting expense', this expense will be passed on to the parent/carer.

7. Parent/Carer's responsibilities

Southwark LEA encourages Parent/Carers to work in partnership with them to ensure the smooth running of their child's transport arrangements. The LEA expects Parent/Carers to take the following steps

- ensuring that their child is ready for the vehicle at the pick up point, or at home where the pupil has a mobility problem, 5 minutes before the scheduled pick up time. Transport will wait no more than 3 minutes after arrival. Parent/Carers should appreciate that transport may occasionally arrive after the scheduled time due to traffic patterns in the Borough
- bringing their child to the vehicle and assisting them with the boarding and placement in that vehicle
- advise the driver or escort if there is likely to be a particular difficulty with their child on a specific day
- if their child will not be using the arranged transport for whatever reason, notice should be given as early as possible to Southwark Passenger Services – see contact details. Similarly, following a period of illness parent/carers must advise of return to school
- advising Southwark Passenger Services staff, not just the driver or escort, of any changes to normal arrangements
- provide Southwark Passenger Services with up to date telephone numbers in the event that they need to contact the Parent/Carer

- Parent/Carers will be responsible for the cost of any damage caused to the vehicle by their child and will have to reimburse the operator accordingly.

It should be appreciated that pick up and drop off times cannot always be arranged to suit Parent/Carer's convenience.

8. Complaints and appeals

Where Parent/Carers are concerned regarding a decision about the provision of transport for their child, they may appeal to the Professional Manager, SEN & Transport to request that their child's transport needs be reconsidered.

In the unlikely event of a complaint about the transport arrangements, or its service delivery, Parent/Carers may contact the Southwark Passenger Services. Should Parent/Carers wish to take the matter further then they should contact the Professional Manager, SEN and Transport, SEN Section in writing with details of their concerns.

Useful Contacts

Southwark Passenger Services

Chumleigh Gardens
Chumleigh Street
Burgess Park
London, SE5 ORJ
Phone: 0207 525 0983
Fax: 0207 525 0904

SEN Section

John Smith House
144-152 Walworth Road
London SE17 1JL

Professional Manager, SEN and Transport

Phone 020 7525 2685
Fax 020 7525 2664