



Special Educational Needs Policy

Reviewed by: Progress & Standards Committee (Lead)
Wellbeing Committee

Version: 1

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Signed by:  (Chair of Governors)

Next Review: 20th January 2016

OVERALL AIM:

Ysgol Treffynnon will endeavour to ensure:

- that those pupils with special educational needs are identified, assessed and receive their full entitlement to a broad, balanced and differentiated curriculum;
- that the pupils develop their full potential in literacy and numeracy, and in all areas of the curriculum and beyond;
- that pupils develop appropriate behavioural skills and a sense of self discipline;
- that pupils become more independent as learners as they grow and mature;
- that pupils benefit from suitable resources and appropriate technology to support their areas of need;
- that pupils have a positive attitude towards themselves, their peers, the staff and the school as a whole;
- that pupils' self esteem is enhanced as well as their ability to participate appropriately in society as adults.

This aim is formulated with the overall context of the following policy statements:

Special Educational Needs Code of Practice for Wales,

S.E.N. and Disability Act 2001

The Special Educational Needs (Provision of Information by L.E.A.s) Regulations 2002

Ysgol Treffynnon Curriculum Policy Statement

Ysgol Treffynnon Prospectus

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Special Educational Needs Code of Practice for Wales: Principles and Policies 1:3

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) are under compulsory school age and fall with the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to; or otherwise different from, the educational provision made generally for children of their age in schools maintained by the L.E.A., other than special schools, in the area.
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995:

- A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

- A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1) Disability Discrimination Act 1995.

S.E.N. (Special Educational Needs) includes statemented and non-statemented pupils.

S.E.N. (Special Educational Needs) includes pupils who experience problems in a number of or one of the following areas:

- Learning – literacy / numeracy difficulties.
- Learning – gifted.
- Physical – gross / fine motor skills.
- Sensory.
- Psychological.
- Behavioural.
- Medical (including long illness).
- Carers.
- Pupils who are parents.
- Any other relevant condition which impinges on the provision of educational for the pupil.

ADMISSION ARRANGEMENTS

Pupils will be admitted in accordance with the Admission Policy of the school and in line with the L.E.A.'s Outline of Provision needed to Implement Policy.

Pupils with S.E.N. (Special Educational Needs) statemented and non-statemented will be integrated wherever possible and practicable into mainstream teaching groups and will follow the full school curriculum.

Pupils are admitted with mild, significant and moderate learning difficulties and a small number with severe learning difficulties whose advised placement could have been special school but whose parents chose mainstream school.

There is a M.L.D. (Mild Learning Difficulties) Resource in the school. Pupils who have low General Conceptual Ability Scores and who have a Statement of Need for the Moderate Learning Difficulties can access this facility. This generally means that the pupils have a dis-application from French, L.S.A. (Learning Support Assistant) support and follow a Communication Programme for one hour a week from English. In all other respects their admission arrangements will follow the same pattern as other pupils with S.E.N. (Special Educational Needs).

E.B.D. (Emotional and Behavioural Disabilities) pupils are admitted after careful consideration of the pupils' difficulties, and the support provision from L.E.A. and available school provision.

The school has facilities for wheelchair pupils – ramps, stair lift to upper floor giving access to a section of upper floor. Disabled toilet facilities are situated on ground floor. It is the intention to comply fully with the requirements and Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001).

IDENTIFICATION AND ASSESSMENT PROCEDURES

Pre-entry to High School:

Interviews with:

- Year 6 Teachers;
- Primary ALNCo (Additional Learning Needs Co-ordinator);
- L.S.A. (Learning Support Assistant);
- E.S.W. (Educational Social Worker);
- Educational Psychologist;
- Outside agencies;
- School Doctor/Nurse;
- Pupils;
- Parents.

On entry:

- (a) Transfer of details:
 - Support Stage.
 - Primary N.C. Records;
 - N.R.o.A.;
 - Literacy, Numeracy, Oracy, Auracy Levels, Pace, Presentation.
- (b) Individual testing procedures e.g. C.A.T.s, Year 4 Numeracy.
- (c) Staff Surveys.
- (d) Parental Involvement.
- (e) Pupil Involvement.
- (f) Special Needs Register File for all Staff.
- (g) Use of Graduated Approach – Code of Practice.

The Graduated Approach in the Secondary Sector:

Classroom Action:

This has to be based on knowledge of each pupil's skills and abilities and on the teacher's ability to match this knowledge to appropriate ways of allowing the pupils to access the curriculum. A variety of approaches can be adopted to facilitate easier access.

All pupils should know what is expected of them, consistently across curriculum, e.g. in behaviour and presentation of work – refer to School Literacy, Numeracy Policies and the Incentives and Disruption Policy.

Monitoring is an essential element at this stage and should take place mainly through Departmental Meetings. The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all pupils will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that a particular pupil will achieve. Where progress is not adequate, it will be necessary to take some **additional** or **different** action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- matches or betters the pupil's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the pupil's behaviour.
- is likely to lead to appropriate accreditation.
- is likely to lead to participation in further education, training and/or employment.

Evaluation of progress may lead to the conclusion that the pupil needs help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through **School Action**.

School Action:

When staff identify that a pupil has S.E.N. (Special Educational Needs), Subject teachers, in consultation with the ALNCo (Additional Learning Needs Co-ordinator), will devise interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum offer:

- subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme – an I.E.P. (Individual Educational Plan) will usually be devised.
- ALNCo (Additional Learning Needs Co-ordinator) could take the lead in:
 - planning future interventions for the pupil in discussion with colleagues.
 - monitoring and reviewing the action taken.

School Action Plus:

- ALNCo (Additional Learning Needs Co-ordinator) and subject/ pastoral staff, in consultation with parents, will ask for help from external services.
- Teachers and ALNCo are provided with advice or support from outside specialists.
- **additional** or **different** strategies to those at **School Action** are put in place – an I.E.P. (Individual Education Plan) will usually be devised.
- ALNCo should take the lead in:
 - any further assessment of the child.
 - planning future interventions for the child in discussion with colleagues.
 - monitoring and reviewing the action taken.

Post-Entry:

- (a) I.E.P. (Individual Education Plan) and/or School Progress Reports. Refer to Code of Practice for Wales, Chapter 6, 6:58 and 6:61.
- (b) Multi-Agency assessment if pupils have behavioural problems of a serious nature. A Behaviour Support Plan is implemented as a result of this and if no improvement is made a Behaviour Planning Meeting is held. A further Pastoral Support Plan will be drawn up and if there is still no improvement, the information is taken to the Behaviour Planning Group of the L.E.A.

- (c) Pastoral, Departmental, Head of Department or Senior Management Team assessments.
- (d) Annual Reviews for procedure, please refer to Code of Practice for Wales, Chapter 9.
- (e) Transition Plans for procedure, please refer to Code of Practice for Wales, Chapter 9, 9:51. The Transition Plan involves Careers Wales, refer to 9:56.

COMMUNICATION OF INFORMATION

School pastoral and curricular organisation will provide adequate and effective communication procedures.

Two way processes between S.E.N.CO. (Special Educational Needs Co-Ordinator):

- Headteacher and Senior Management Team;
- Subject Teachers;
- Pastoral Co-Ordinator;
- Pastoral and Curricular Heads;
- Examinations Officer;
- Assessment Co-Ordinator;
- L.S.A. (Learning Support Assistant);
- E.S.W. (Educational Social Worker);
- Educational Psychologist;
- Outside agencies;
- School Doctor/Nurse;
- Statementing Officers (L.E.A.);
- Social Services;
- Pupils;
- Parents.

LOCATION OF INFORMATION

Record Cards – card stating support stage

E.S.W.'s Office

Statement

Individual Education Plan

Transition Plan

Outside Agencies Reports

C.A.T.s Information.

ALNCo's Office

EDUCATIONAL PROVISION

The following provisions will be implemented within the contexts of resources made available by L.E.A.

Learning Support Centre Provision:

- Extraction in groups operate from English for English and from Mathematics for Mathematics (Criteria dependant on Reading/Spelling Age Level in cohort).
- Full three hours for each subject or part time if the difficulty is of a limited nature.
- Available to pupils in Years 7, 8 or 9.
- The continuum is to C.o.E.A. (Certificate of Educational Achievement), O.C.R Vocational Modules and other appropriate courses in Years 10, 11, 12 and 13.
- I.C.T. provision in the Learning Support Centre for Years 7, 8 and 9.
- Parents and pupils are involved in all decisions about participation in the various provisions.

M.L.D. (Moderate Learning Difficulties) Resource Provision:

- The pupils who are included in this resource have Moderate Learning Difficulties as defined in their Statements.
- Three L.S.A.s (Learning Support Assistants) support these pupils, where possible, across the curriculum.
- They are disapplied from French in Years 7, 8 and 9 in order to develop their basic literacy skills.
- A Communication Programme is provided for one hour a week in Years 7, 8 and 9. This is run by a Drama Specialist who is not a teacher.

Departmental Provision:

- Refer to Departmental Handbooks for specific details.
- Regular consultation with parents and regular discussion with pupils will take place.
- The ALNCo has an advisory role in this provision.

Personnel Support Provision:

- ALNCo.
- Subject Staff.
- Pastoral Staff.
- Behaviour Support Teacher.
- L.S.A. (Learning Support Assistants).
- Sixth Form Assistants.
- Parents.
- E.S.W. (Educational Social Worker).
- Youth Worker.
- School Doctor.
- School Nurse.
- L.E.A. Special Education Phase Officer.
- L.E.A. Year 7 S.E.N. (Special Educational Needs) Co-ordinator.
- L.E.A. Year 8 and Transition Years Co-ordinator.
- L.E.A. Learning Support Assistant Co-ordinator.
- Youth Access Co-ordinator.
- Educational Psychologist.
- Speech and Language Therapist.
- Physiotherapist.
- C.A.M.H.S. Team (Child and Adolescent Mental Health Service).
- Local Authority Child Health Team.
- N.C.H. Team (National Children's Home).
- Social Services/Education Welfare and Voluntary Agencies.
- Links with staff in other mainstream and special schools.
- I.C.T. County Co-ordinator.

Training Provision:

All teaching and support staff at Ysgol Treffynnon are committed to their on-going professional development. Training and development opportunities for enhancing the provision for pupils with special educational needs is a priority and this may take place in a number of ways:

- L.E.A. provided in-service training;
- school provided in-service training;

- advice from related agencies.

Resources Provision:

For information on material resources refer to Special Needs Departmental Handbook.

Curriculum Cymreig and Cross Curricular Provision:

All pupils at Ysgol Treffynnon have an entitlement to learn about the heritage and culture of Wales and this is delivered through all areas of the curriculum by the Subject Teachers and the Special Needs Teachers. Wherever possible, opportunities are taken for all pupils to make the links between what they are learning in one subject and how it can be applied in another. This helps to reinforce and consolidate the learning.

WORKING IN PARTNERSHIP WITH PARENTS

“Partnership with parents plays a role in promoting a culture of co-operation between parents, schools, L.E.A.s and others. This is important in enabling children and young people with S.E.N. (Special Educational Needs) to achieve their potential.”

S.E.N. Code of Practice for Wales 2:1

The school makes every endeavour to work in partnership with parents in the educational process. They are kept informed of all S.E.N. intervention and their views are sought at all stages.

Regular parental consultation meetings are arranged to suit the individual needs of the pupil.

Parents are also invited to attend Multi-Agency meetings if their child is being reviewed.

Where appropriate individual parents’ meetings are convened by S.E.N.CO. with L.E.A. representative.

If a referral to the Educational Psychologist is considered necessary parental consent is secured prior to the appointment.

Complaints:

At all times parents are encouraged to contact school with any concerns relating to their child. If the matter cannot be resolved by a member of the S.E.N. team or the S.E.N.CO., then an appointment for further discussion can be made with the Headteacher.

All parents are made aware of the Parents' and Carers' Handbook produced by the Flintshire Parent Partnership.

WORKING IN PARTNERSHIP WITH YOUNG PEOPLE

"Children who are capable of forming views have a right to receive and make known information to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

The United Nations Convention on the Rights of the Child

"Children and young people with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur in education including the setting of learning targets and contributing to I.E.P.s, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition processes. They should feel confident that they will be listened to and that their views are valued. However there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experiences and knowledge to make appropriate judgements without additional support."

S.E.N. Code of Practice for Wales 3:2

Having regard to the above statements, we endeavour in Ysgol Treffynnon to work in close partnership with all S.E.N. pupils.

EVALUATION

School and departmental plans will include a review of S.E.N. provision and indicate targets for further development.

The Special Needs governor will report to the governing body annually.

The ALNCo will collate the above information and report annually to the Governing Body.

The Governing Body will then report annually to parents on the S.E.N. policy.