



# *Ysgol Maesydderwen*



## **SEN/ALN Policy**

*Polisi Anghenion Addysgol Arbennig*

Type: Statutory Policy

Reviewed / Adopted On	Signed	Next Review
12/9/2021	 	Autumn Term 2022

POWYS COUNTY COUNCIL  
EDUCATION SERVICES

**Educating Children and Young People with  
Special Educational Needs (SEN)/Additional  
Learning Needs (ALN)  
SEN/ALN Policy**

September 2020



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## Introduction and Context

This document outlines Powys County Council's (PCC) policy for educating children and young people with Special Educational Needs/Additional Learning Needs (SEN/ALN).

This document also provides guidance on the council's policies and procedures for identifying and supporting SEN/ALN, including the range of provision available and funding to meet needs.

The SEN/ALN policy is an integral part of the council's framework for meeting the needs of all children and young people from birth to 19 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

It is the council's policy to educate all pupils, wherever possible, within its mainstream schools in order to enable them to achieve their potential and to ensure their well-being.

In line with the direction of national policy, PCC is committed to making provision for pupils with SEN/ALN without a Statement of Special Educational Need, wherever possible.

The policies and procedures set out within this document take into account all of the current legislation and guidance, including the Education Act (1996), Special Educational Need Code of Practice for Wales (2002) and Equality Act (2010).

PCC is mindful of the changes to legislation with regard to the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 (ALNET), corresponding regulations and Additional Learning Needs Code. **This policy will be amended and revised to meet the conditions of the new legislation ready for when they come into effect from September 2021.**



## Scopes and Definitions

The information in this document applies to all children and young people with SEN/ALN from birth to 19 years of age, including those who are:

- below statutory school age and resident in the county
- on roll in one of the county's settings or schools, or
- resident in the county and on roll at a school outside the county

Definition of SEN/SEN/ALN and other groups of pupils who may require extra support

Circular 203/2016 'Inclusion and Pupil Support' sets out different groups of 'pupils who require extra support.' One of these groups is pupils with special educational needs (SEN).

- Pupils who require extra support
- Children from families in difficult circumstances
- Pupils with SEN
- Disabled pupils
- Pupils from minority ethnic groups
- Asylum seeking and refugee children
- Gypsy, Roma and Traveller children
- Children of migrant workers
- More able and talented (MAT) pupils
- Children and young people looked after by the local authority
- Pupils with healthcare needs
- Pupils who are pregnant or are young parents
- Children and young people who offend
- Young carers
- Lesbian, gay, bisexual and transgender pupils
- School refusers and school phobics\*
- Pupils who perform or who have employment

Not all learners within these groups will require extra support. However, providers should be aware that they may experience difficulties at some time in their life.

\*It should be noted that use of the terms 'school phobics' and 'school refusers' is becoming less common. Where appropriate, we are more likely to refer to pupils who experience anxiety or pupils with poor attendance. We do not use any of this terminology in front of pupils.

### Special Educational Needs

The Education Act 1996 (Section 312) defines special education needs as follows:

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:

- have a significantly greater difficulty in learning than the majority of children of the same age; or



- 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
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

In schools, pupils with SEN are placed on the SEN register (Early Years Action, Early Years Action Plus, School Action, School Action Plus, Statement of SEN). Pupils from England may have an Education, Health and Care Plan (EHCP) instead of a statement of SEN.

Under the ALNET Act 2018, the term special educational need (SEN) will be replaced with the term additional learning need (ALN).

Many schools and local authorities are already using the term ALN instead of SEN and have ALNCoS instead of SENCoS.

In some schools, SENCoS/ALNCoS are only responsible only for those pupils who are on the SEN register. In other schools, SENCoS/ALNCoS are responsible for pupils on the register and also for the other groups of pupils who may require extra support.

In its recent inspection of PCC, Estyn identified a confusion in the terminology used by the local authority.

There is no need for schools to change the terminology they are using. However, it is important that schools provide appropriate support for all groups of pupils. During inspection, schools should make Estyn aware of the terminology used in the school and provide Estyn with the names of staff who have responsibility for the different groups of pupils.

Until the implementation of the ALNET Act 2018, PCC will use the following terminology:

- ‘Pupils with SEN/ALN’ – for pupils on the SEN register
- ‘Other pupils who may require extra support’ – for the other groups of pupils listed above

## Disability

According to legislation, children and young people are considered to have be disabled if they are

*“blind, deaf or dumb or suffer[s] 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.”*

- [Powys County Council Other Groups Policy](#)



## Vision

The draft ALNET Code sets out its aim and principles as follows:

### Aim

To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

### Principles

- A rights-based approach where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support.
- Early identification, intervention and effective transition planning
- Collaboration where all involved work together in the best interests of the child or young person
- Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh.

The vision for SEN/ALN in Powys is that:

- All pupils across Powys will receive high quality provision that meets their needs, no matter where they live
- Most pupils with SEN/ALN will be taught in their local mainstream school
- All pupils with SEN/ALN will be placed in a provision that meets their needs, as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- There will be a comprehensive range of specialist provision, including special schools, PRU, specialist centres, satellite centres and early assessment provision
- This will include both English and Welsh medium provision
- Special schools will cater for those pupils who have the most complex needs, for example severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex ASD
- Schools within and across geographical areas will support each other and share effective practice

The council is committed to raising the achievement for children and young people with SEN/ALN so that they achieve the best possible standards, wellbeing and long-term life chances.

The council believes that improving outcomes for pupils and young people with SEN/ALN is everyone's responsibility.

Accordingly, it works in partnership with schools, parents and other agencies to ensure that all children in Powys, whatever their needs, are valued, experience success in their learning, achieve their potential and personal goals and maximise their chances of a full and meaningful life.

**This vision is achieved by providing:**

- An inclusive education as close to home and the local community as possible
- Early and accurate assessment of needs
- A broad, balanced and relevant range of learning opportunities
- A range of mainstream, enhanced and specialist provision
- High quality support, advice and training for schools
- Timely, accurate and relevant information for parents and carers
- Resources and services that are appropriate, effective, equitable, transparent, consistent, efficient and accountable
- Access to social and leisure activities within the community





## Roles and Responsibilities

### PCC is responsible for

- Providing pupils, parents and schools with access to specialist staff qualified or with expertise in auditory and visual impairment, multi-sensory impairment, autism, physical and neurological impairment, speech and language and specific learning difficulties
- Ensuring efficiency and effectiveness of services
- Collating and evaluating performance data in relation to all pupils with SEN/ALN
- Keeping up to date with guidance in relation to funding and overseeing the distribution of funding in the most cost-effective way
- Monitoring and reviewing the SEN/ALN strategy, provision and services
- Challenging all providers to improve their performance and ensure that all children and young people with SEN/ALN are able to fulfil their potential

### All schools and settings are expected to

- Maintain an inclusive ethos for all pupils with additional learning needs
- Identify an appropriate person from the governing body, to take responsibility, along with the Headteacher, for ensuring the setting or school maintains provision for pupils with SEN/ALN according to the SEN Code of Practice
- Identify a SENCo/ALNCo
- Develop, implement, report on and annually review the setting or school's SEN/ALN policy
- Ensure that the responsibility for meeting the needs of pupils with SEN/ALN is shared by all staff
- Ensure that delegated resources for SEN/ALN are allocated fairly, efficiently and address identified needs
- Ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the 'Graduated Response to need'
- Ensure the identified needs and objectives are recorded in a child's statement of SEN where one applies
- Provide an appropriately differentiated curriculum across all areas of learning in order to match the child or young person's needs
- Work in partnership with children, young people, their parents, guardians and / or carers ensuring they have access to information about their child's needs and difficulties and, where appropriate, access to independent advice and support
- Take advantage of training opportunities provided in order to develop SEN/ALN expertise throughout the school



## Early Identification of Need

The early identification of SEN/ALN is PCCs priority and is key to ensuring that all children and young people have access to effective teaching and support as soon as possible.

The council provides a multi-agency model, consisting of education, Children's Services and health staff, which covers the whole of Powys. Our Early Years ALN Lead Officer (EYALNLO) works with families coordinating relevant agencies for individual cases. The council places great importance on collaboration which is transparent and consistent to identify and meet the additional needs of individual children as early and as effectively as possible.

### Early Identification: Pre-School

The lead agencies for identifying pre-school children who are likely to have or may have additional learning needs are the pre-school settings and the Health Service, including Health Visitors and Speech and Language Services.

It is expected that the Health Service will:

- provide opportunities for parents to discuss their child's needs
- inform parents that the Health Service has a duty to bring their child's needs to the attention of the council by contacting the EYALNLO
- inform pre-school settings of children who they consider have, or may have, additional learning needs as identified through screening and/or intervention

On receipt of notification from the Health Service of a child 0-5, who presents as having additional learning needs, PCC will undertake an assessment through the Early Years SEN/ALN provision.

A minority of pupils, whose individual needs and difficulties are particularly complex, and who will possibly require specialist support or equipment, may be discussed at the Powys Inclusion Panel (PIP).

### Early Identification: Schools and Settings

The importance of early identification, assessment and provision cannot be over emphasised. PCC's EYALNLO will work in close partnership with parents, Health Visitors, Speech and Language therapists, other health professionals (involved in the individual cases), teachers and teaching assistants to identify and meet the needs of children and young people in childcare settings, pre-school settings and schools.

PCC will:

- provide schools and settings with Educational Psychology Service (EPS), including consultation, advice and training, to enable childcare, pre-school setting staff and teachers to accurately assess and address whole childcare/pre-school and school needs, as well as those of individuals and groups of pupils



- ensure that appropriate education plans are in place and monitored appropriately at least annually.
- provide training for childcare, pre-school settings and schools to meet the needs of children 0-5 with SEN/ALN
- provide advice to settings and schools regarding support and intervention for pupils

PCC expects all schools and settings to:

- identify at the earliest possible stage, any pupils who may need educational provision 'different from, or otherwise in addition to' that normally provided
- make full use of all available Early Years setting/classroom and school resources, and differentiate learning opportunities to meet individual learning needs
- ensure that SEN/ALN registers in schools and settings provide a comprehensive record of all pupils with SEN/ALN and that the required additional learning provision (ALP) is in place for those pupils
- use pupil-level data, including attendance records, other progress data and information and standardised testing at the end of each key stage, to inform the identification of needs, to target intervention appropriately and to evaluate the effectiveness of provision.
- monitor, review and evaluate all pupils' progress

### **Graduated Response**

The council will adhere closely to the principles and practice embodied in the SEN Code of Practice for Wales. It relies on the consistent and effective implementation of its graduated response procedures for the success of this strategy.

The council's approach to the graduated response recognises that:

- Children learn in different ways and have different kinds and levels of need
- All teachers are teachers of children with SEN/ALN
- Pupils may need help through the graduated response for just a short time or for many years
- The range and style of support can be increased or reduced according to pupils' individual needs
- Where a child's progress continues to cause concern, additional support and expertise must be made available as part of a continuous cycle of plan, do and review

Where there is clear evidence of concern about a pupil's progress, the council will work with pre-school settings/schools to implement the graduated response procedures according to the following levels:

- School (or Early Years) Action (SA)
- School (or Early Years) Action Plus (SA+)
- Statutory Assessment
- Statement (S)

## **School Action (SA)**

School Action is defined as provision that is 'additional to or otherwise different from' expected mainstream differentiated provision.

It will be made available at the earliest possible stage to any pupil who experiences greater difficulty in learning than the majority of their peers.

The needs, and the action required to meet those needs, must be discussed with the parents and be recorded in school, both as part of the SEN/ALN Register and on the pupil's Individual Education Plan (IEP).

The class teacher, in consultation with the SENCo/ALNCo, will review the pupil's progress at regular intervals to determine whether the provision is effective or not, and to determine whether to continue, amend, or remove the additional support, or move up to the next graduated response level.

The responsibility for identifying and meeting the needs of pupils, and for organising and delivering provision at School Action, rests with schools. Funding for this provision is included in each school's delegated budget.

The role of PCC is to advise and support schools in how best to provide effectively at School Action. PCC will monitor and evaluate the effectiveness and value for money of provision, by reviewing data on pupils' attainments as part of its school improvement work and also through the data analysis work of the central SEN/ALN team.

## **School Action Plus (SA+)**

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The basis for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The school will continue to monitor, evaluate and review the pupil's progress, to determine whether the programme is effective.

## **Statutory Assessment**

The council accepts the basic principle incorporated in the SEN Code of Practice that only a very small minority of children would have SEN/ALN of a severity or complexity that requires a statutory assessment and a statement of SEN.

Statutory assessment involves

*“Consideration by the local authority, working co-operatively with the child’s school and parents and, as appropriate, with other agencies, as to whether a Statutory Assessment of the child’s special educational needs is necessary”*

Normally, the council will carry out a statutory assessment if

- there is evidence to show that the school has implemented the graduated response and that the pupil continues to underachieve despite receiving the highest level of support available without a statement of SEN; or
- there is convincing and well-documented evidence of the immediate need for a statutory assessment, for example where a pupil has experienced a sudden and traumatic change of circumstances; or
- where the authority is aware that a pupil may need a special school placement.

## **Statement (S)**

The council aims to meet the needs of as many pupils as possible without recourse to a Statement. However, for a small number of pupils, including all those for whom a Powys special school or an out-of-county special school placement is needed, it is possible for the council to maintain a Statement in the usual way.

Requests for Statutory Assessment are considered by the SEN/ALN Statutory Panel.

## **PCC Panels**

PCC has a range of panels at which the needs of individual children and young people are considered and, where appropriate, support or placement at a specialist provision are agreed.

## **Statutory Assessment Panel**

The statutory assessment panel meets every two weeks to discuss requests for an assessment in respect of a statement of special educational need. It also considers requests for amendments to statements following annual reviews.

### **Powys Inclusion Panel (PIP)**

PIP is the single point of access for all requests for additional support for children and young people who present with special educational needs/additional learning needs and those who require additional support.

The need for a single point of access to support for schools, children and young people was developed as a result of feedback from schools and other professionals who felt that the process for accessing support from the Schools Service should be simplified.

Panel meetings are held fortnightly. These may be virtually or in exceptional circumstances, in County Hall (unless otherwise stated). An extraordinary meeting can be called as necessary.

### **SEN/ALN Exceptional Resources Panel**

Schools who wish to request additional resources will do so through the SEN/ALN Exceptional Resources Panel referral form.

In line with the graduated response, all requests must include evidence of parental permission for the request and detailed evidence of all previous support and impact of intervention including use of SEN/ALN budgets.

The following criteria is used to access this funding

*“pupils with significant physical factors, significant medical factors, sensory needs, complex social and communication difficulties, social and emotional behavioural difficulties and health and safety issues”*

Following the request from the school, the SEN/ALN Panel will consider the evidence received that appropriate strategies have been implemented over a reasonable period without success. Schools are informed of the panels' decision through a standardised letter.

- effective classroom management
- positive relationships
- the classroom

## Providing Effective Teaching and Support

The council is committed to providing effective teaching and support for all pupils, both to ensure that pupils with SEN/ALN achieve the highest possible standards and to enable schools to meet the needs of all pupils with effective differentiation and quality first teaching. PCC will offer high quality challenge and support to schools to ensure that schools are meeting the needs of all pupils.

PCC's central SEN/ALN team offer

- advice, support and training for teachers and support staff in strategies that promote inclusion, such as effective differentiation and behaviour management
- support and challenge for underperforming schools, including those where attendance and/or behaviour is an issue
- support school improvement through quality assuring leadership and pedagogy in all schools, and in specifically supporting pupils with SEN/ALN

### Targeted Advice and Support

Advice and support is available, through PCC's graduated response system, to assist individual pupils and groups of pupils with a range of difficulties.

This includes advice and support from:

- SEN/ALN Managers and caseworkers
- Educational Psychologists
- The sensory team (including qualified teachers of the visually impaired, teachers of the deaf and officers with expertise in ICT and other equipment for pupils with sensory and/or physical difficulties)
- Specialist Habilitation Officer for Children and Young People (from October 2020)
- The early years multi-agency pre-school team
- The early years Additional Learning Needs Lead Officer (Early Years ALNLO)
- The Special School Outreach Services
- The Pupil Referral Unit (north and south)
- Specialist centres based across Powys

### Educating Pupils with SEN/ALN within PCC

There are a range of settings in which pupils with SEN/ALN can be educated. These include:

- Mainstream schools
- Specialist centres within mainstream schools
- Special Schools
- Pupil Referral Unit

In addition, during 2020/2021, PCC is looking to develop a small number of satellites of the special schools.



## Mainstream Class Provision

PCC will aim, wherever possible, to educate almost all children and young people with SEN/ALN either within their local mainstream schools.

In order to enable pupils with SEN/ALN to flourish within their local school and in a mainstream class wherever possible, the authority is committed to developing the capacity of mainstream schools to identify and meet pupils' needs.

In order to achieve this goal, PCC aims to ensure that:

- pupils' needs are identified at an early stage
- schools have access to high quality specialist support and training to keep them informed of current advances in SEN/ALN and to assist them in implementing appropriate programmes for pupils
- all SEN/ALNCoS, particularly those newly appointed, benefit from termly training, networking and monitoring sessions
- schools can access highly specialist advice from the special school outreach service, specialist centres and pupil referral unit
- staff in the Foundation Phase are supported in developing skills in early identification of children's needs
- teachers and teaching assistants have opportunities to attend appropriate training in SEN/ALN, delivered as part of the council's ongoing professional development programme
- support for individual schools ensures consistency and effectiveness of approach throughout PCC

## PCC Supported Specialist Centres in Mainstream Schools

There are currently 23 specialist centres in Powys. Nineteen of these cater mainly for pupils with moderate learning difficulties (MLD) and autistic spectrum disorder (ASD), based in primary and secondary schools. Four of them are pre-school assessment centres.

School	Key Stage	Need
Llanfaes Primary	Pre-school	Children with emerging or identified needs
Llandrindod Wells CP Cefnlllys	Pre-school	Children with emerging or identified needs
Maesyrrhandir CP	Pre-school	Children with emerging or identified needs
Ysgol Golwg y Cwm	Pre-school	Children with emerging or identified needs
Welshpool C in W Primary	FP	MLD
Mount Street Infants	FP	MLD



Mount Street Juniors	KS2	MLD
Ysgol Bro Tawe	FP and KS2	ASD and diagnosed social communication difficulties
Ysgol Dyffryn y Glowyr	FP and KS2 Welsh medium	MLD
Ysgol Golwg y Cwm	FP	MLD
Ysgol Golwg y Cwm	KS2	MLD
Builth CP	KS2	MLD
Knighton CP	KS2 in morning FP in afternoon	MLD
Llandrindod Wells CP Cefnlllys	FP	MLD
Llandrindod Wells CP Cefnlllys	KS2	MLD
Llanidloes Primary	KS2	MLD
Bro Hyddgen	FP and KS2	MLD
Maesyrrhandir Primary	KS2	MLD
Welshpool CinW Primary	KS2	MLD
Brecon High	Secondary	ASD and diagnosed social communication difficulties
Calon Cymru (Llandrindod)	Secondary	ASD
Llanidloes High	Secondary	ASD
Ysgol Maesydderwen	Secondary	MLD
Ysgol Maesydderwen	Secondary	ASD

Pupils who access these centres should be placed at School Action Plus. They should not require a Statement of SEN. This provision is not appropriate for pupils who are at School Action, whose needs should be met in mainstream classes.

These centres provide specialist teaching and intervention for pupils who are generally not able to manage in mainstream classes, despite effective teaching and the use of appropriate strategies. According to individual need, placement at the centres may be short-term and/or part-time.

Current staff working in the centres will be required to undertake specialist training, for example Post-graduate diplomas in a recognised learning need e.g. ASD, Pupils with SPMLD. New appointees will be expected to have a specialist qualification already.

### Special Schools

The council maintains three special schools:

- Ysgol Cedewain, Newtown
- Ysgol Penmaes, Brecon
- Brynllwarch Hall School, Kerry

Ysgol Cedewain and Ysgol Penmaes provide education for pupils aged 3-19 who have profound and multiple learning difficulties, autistic spectrum disorder or severe learning difficulties.

Brynllwarch Hall provides education for pupils aged 8-19 who have social, emotional, behavioural difficulties

Access to the three special schools is via the SEN/ALN Statutory Panel.

### **Pupil Referral Unit (PRU)**

The PRU provides support for pupils with Behaviour, Emotional and Social Difficulties (BESD) at ks2, ks3 and ks4. Where possible, especially at KS2 and KS3, the aim of the PRU should be to help pupils to return to mainstream education after a period of targeted intervention.

The PRU is based at two sites, under the guidance of one Management Committee.

All pupils who enter this provision are regarded as in need of SEN/ALN support at School Action Plus level (SA+). There is no need for pupils attending the PRU to have a statement of SEN.

All PRU pupils will have an IEP and specific targets, where appropriate, for transitioning back into a suitable educational setting or further education, training or employment at post-16.

### **Satellites of Special Schools**

A satellite is, essentially, a special school class within or attached to a mainstream school. It is managed by special school staff. Pupils are on roll at the special school.

It is intended that a small number of satellites should be developed in the academic year 2020-21, in areas where pupils are unable to access a special school without travelling long distances.

## Working in Partnership with Pupils, Parents and External Agencies

Local authorities are required under Section 332A of the Education Act (1996) to arrange for the parent, guardian or carer of any child with SEN/ALN residing in their area to be provided with advice and information about matters relating to their child's needs.

### Children, Young People, Parents, Guardians and Carers

When a child is placed on the school SEN/ALN register, the school's SENCo/ALNCo must seek the parents' permission and inform them of the availability of all parent partnership services.

EPs, SEN/ALN Managers and education welfare officers will be available to support and advise schools and parents. This service will afford parents the opportunity to discuss their concerns with appropriate council staff and work together with schools towards a positive outcome for the child or young person.

It is recognised that occasionally, parents, guardians or carers will not agree with the council on the level and/or type of support or the placement their child may need. They may need support with regard to understanding the SEN/ALN process. In order to address these issues, in addition to PCC SEN/ALN staff, the council currently commissions SNAP Cymru through which an Independent Disagreement Resolution Service is available.

These partnerships will ensure that all parents, guardians, carers and children with SEN/ALN have the opportunity to freely access accurate, impartial and confidential advice, support and information regarding the additional needs of their children and young people from birth to 19 years.

PCC also recognises the needs and rights of eligible pupils to have access to an independent person who will work in an open and accessible manner to promote and realise their rights. This service is provided by SNAP Cymru.

*"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 matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child"*

Pupils with SEN/ALN should be actively involved, at an appropriate level, in discussions about their education plans including target setting and a review of their progress in achieving those targets.

Child friendly formats for all key stages, containing positive statements, to be completed by pupils, will be available to all schools; this ensures that pupils and parents are fully aware and understand the targets and how they can be achieved.

Pupils will also have a One Page Profile (OPP), providing information on the individual and how best to support them in line with Person Centred Practices (PCP).

Pupils should be encouraged to formally review their progress and be involved in setting their new targets. All schools are encouraged, where appropriate, to include pupils in their individual annual review meetings by seeking and recording their views. The council provides a pupil friendly proforma for this purpose as part of PCPs.

It is important not to make assumptions about levels of understanding especially among very young children or children and young people with communication or sensory difficulties. Some young people may need or wish for personal support or, may wish to express their views through a parent, friend or peer, social worker, counsellor, advocate or a communicator.

PCC will continue to work alongside SNAP Cymru and other agencies to take into account the views of the child or young person.

### **External Agencies**

PCC recognises the contribution of external agencies in improving outcomes for pupils with additional learning needs by enhancing teaching and support for all pupils, in accordance with the statutory requirements of the Special Educational Needs Code of Practice for Wales (2002) and Equality Act (2010).

PCC works in partnership with a wide variety of agencies, including:

- Health Service and associated therapy services (e.g. Speech and Language Therapy - SALT)
- CAMHS
- Neuro-Developmental Service (NDS)
- Start Well Board
- Integrated Disability Service
- Children's Services (Early Help)
- Youth Intervention Service
- Tros Gynnal
- SNAP Cymru

## Working in Partnership with other Providers

For the very few pupils whose needs cannot be met through mainstream education including Powys special schools, the council seeks high quality specialised education and support by working in partnership with other agencies and providers.

There is, on occasion, a need to place a very small number of pupils with exceptionally complex needs outside Powys.

Out-of-county provision is normally in a day or residential special school maintained by another authority, or in the independent sector. The council will only recognise schools that are registered with the Welsh Government or Department for Education.

Decisions to place pupils out of county are taken by the Statutory Assessment Panel, and if there is a social care requirement with Powys multi agency approval panel (MAAP). Its purpose is to provide a forum in which partner agencies can work together to plan, develop and commission services for children and young people with complex needs where an out of county placement is being considered, and to oversee the delivery of these commissioned services.

The core decision-making Multi-Agency Approval Panel membership includes senior officers from the PCC Children's Services Department, Schools Service and Powys Teaching Health Board (PtHB) who have responsibility for commissioning services.

PCCs central SEN/ALN team monitor and evaluate pupils' progress, by attending Annual Review meetings, through discussion with parents and by analysing progress data.

## Monitoring and Evaluating Data on Outcomes for Children and Young People with SEN/ALN

The council regards the collection and recording of precise information and data for children and young people with additional learning needs as an essential factor in the development of policies and planning for effective provision.

The central SEN/ALN administrative team collects specific SEN/ALN data, including information from schools' SEN/ALN registers, the annual PLASC SEN/ALN data records, and individual and school-level progress data.

Through regular analysis of this comprehensive data record, the council aims to:

- monitor and evaluate the impact of interventions for individual pupils, groups of pupils and at school level
- monitor and evaluate the impact of additional funding, both delegated and centrally held, on outcomes for pupils with SEN/ALN
- target additional funding appropriately and identify future funding needs
- monitor trends and identify emerging areas of need

## Monitoring and Evaluation of the Impact of the SEN/ALN Strategy

The implementation of the SEN/ALN policies and procedures outlined in this document is subject to continuous monitoring by the council.

The impact of the policy on outcomes for children and young people with SEN/ALN is also reviewed on an ongoing basis, as part of an overall programme of self-evaluation and improvement planning.

## SEN/ALN Funding

A review of SEN/ALN funding is being carried out in 2020 with a view to developing a new model for implementation in April 2021. Information will be added to this document once a new model has been agreed.



## Other Relevant Guidance

### Welsh Government Guidance

This policy should be read in conjunction with the following documents

- [SEN Code of Practice for Wales](#)
- [ALN Act](#)
- [Draft ALN Code for Wales](#)

### PCC Guidance

- [Powys Inclusion Panel \(PIP\)](#)
- [Promoting Positive Behaviour Policy](#)
- [Entry/Exit Criteria for Special Schools](#)

## Help at a Glance

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This document is to be reviewed: September 2021