

# Ysgol Maesydderwen



## Special educational Needs Policy

*Polisi Anghenion Addysgol Arbennig*

Type: Statutory Policy

Reviewed / Adopted On	Signed	Next Review
12/9/20	 	Autumn Term 2021

## **Special Educational Needs**

### **Introduction**

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002 and the SEN, the Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs)(Information)(Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Special Educational Needs (SEN), either throughout or at anytime during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with SEN have the right to the greatest possible access to the broad and balanced education set by the National Curriculum.

### **The Code of Practice gives these definitions:**

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 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.

### **The Code also refers to the Disability Discrimination Act 2005 which states:**

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

This policy is a whole school policy.

### **1 Objectives**

Ysgol Maesydderwen aims to ensure that all pupils with Special Educational Needs receive the best possible education and are enabled to develop their full potential both academically and socially. The school aims to integrate all pupils into all aspects of school life.

### **2 Day to day Coordination of SEN**

The designated school ALN co-ordinator is T Mellor

### **3 The arrangements which have been made for co-ordinating the provision of education for pupils with SEN at the school.**

The School Governing Body will, in co-operation with the head teacher:

- determine the school's policy and approach to ALN / SEN provision;
- establish the appropriate staffing and funding arrangements; and
- maintain a general oversight of the school's ALN / SEN provision.

The School Governing Body has a nominated 'SEN Link Governor' Mrs D Lewis to liaise with the Head Teacher and the school's designated ALN co-ordinator in monitoring the school's SEN provision. The SEN Link Governor, together with the Head Teacher and SEN co-ordinator, will report on a regular basis to the School Governing Body on the school's SEN provision.

The Head Teacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

### **The ALNco / SENCo is responsible for**

- Leadership and Management of ALN / SEN throughout the school
- SEN related policies

- SEN register
- MAT register
- IEP's
- Access Policy / "Disability Discrimination Policy"
- Annual Reviews of pupils with Statements and those on Extended School Action Plus
- Writing applications for submission to the Additional Learning Needs Panel
- Liaison with Primary Schools to establish needs of new entrants
- Attending Annual Review of year 6 pupils likely to come to Ysgol Maesydderwen
- The team of LSA's: Deployment, Welfare and Training
- Self-evaluation of SEN and the production of the SEN DDP.

Other school staff may act as the 'Named Teacher' in monitoring and co-ordinating the special provision being made for particular individual pupils or groups of pupils with special needs.

**There are procedures in the school for:**

- Planning special provision (including the early identification and assessment of special needs and special provision requirements);
- Resourcing the provision in a fair and consistent manner;
- Implementing the provision in an effective, efficient and equitable manner;
- Monitoring the progress of individual pupils and groups of pupils by keeping appropriate records;
- Evaluating the progress of individual pupils and groups of pupils by carrying out regular reviews;
- Reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual pupil.

**4 Admission arrangements for pupils with SEN who do not have a statement in so far as they differ from the arrangements for other pupils.**

Admission arrangements for pupils with SEN are the same as for all pupils as stated in the School Admission Policy (LA policy).

However, special thought is given to every individual pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with Special educational needs should have their needs met.
- The Special educational needs of children will normally be met in mainstream schools or settings.
- A parent's wish to have their child with a statement educated in the mainstream should only be refused where the child's inclusion would be incompatible with the efficient education of the children.

The school SENCO liaises closely with primary schools that are transferring pupils. IEPs are given to the secondary school to aid transition. The SENCo attends the reviews of Year 6 statemented pupils and those at Extended School Action Plus (ESA+). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis.

**5 Specialist provision for SEN and special centres.**

Ysgol Maesydderwen employs an SEN specialist for children with specific learning difficulties (SLD) of a dyslexic nature. This is an essential provision for pupils who may well be of higher than average ability but who are hampered by specific difficulties. Usually these pupils have the protection of a statement of special educational needs and are withdrawn from some lessons for one to one tuition.

In English, Mathematics and Science lessons there are small groups from Year 7 onwards.

Literacy support is given to identified pupils through the ARROW programme. Identified pupils are withdrawn from lessons to attend. Admission is through CATs, spelling and reading age tests in conjunction with liaison with primary schools.

The School has a team of 10 Learning Support Assistants. The Assistants are deployed to meet the specified time of statemented pupils and those at ESA+.

Pupils with significant special needs may receive part-time outreach specialised provision from a range of organisations in addition to the special provision being made by the school. These include:

- Powys Educational Psychology Service
- Powys Local Health Board
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Powys Mediation
- CAMHS
- Youth Gateways
- Careers Wales
- Penmaes Special School

## **6 Facilities for pupils with SEN at the school, including facilities which increase or assist access to the school by pupils who are disabled.**

As described in Section 5 specialist support is available for pupils with Dyslexia.

The school, is mainly a single storey building on a level site and is accessible for pupils with a physical disability who may have to use a wheelchair or crutches for support. Suitable ramps and rails are provided at each entrance point where steps would otherwise have to be negotiated. Wheelchair based pupils would not be able to access certain D&T classrooms that are on the second storey. This situation will be resolved with the completion of the new building phase, however at present individual curriculum for D+T would be delivered on the ground floor.

## **7 How resources are allocated to and amongst pupils with SEN.**

Learning support Assistants represent a significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in statements and ESA+. The LSA timetable is constructed to maximise the benefit against the legal constraints of statements. Remaining time is then allocated to maximise benefit to as many pupils as possible or those with identified difficulties (long and short term).

Resources for children with special educational needs are allocated to all faculties and subject departments to allow for materials, books and staffing to be available according to needs. The SENCO is allocated a separate budget for some teaching resources and administrative costs.

## **8 How pupils with SEN are identified and their needs determined and reviewed.**

The school SENCO contacts all feeder primary schools to gather information on pupils in Year 6 with special needs prior to pupils starting at Ysgol Maesydderwen. All Year 6 statement reviews are attended. SATs and reading test scores are sent as soon as they are available.

On entry to Ysgol Maesydderwen pupils undertake CATs and reading tests (AWRT). Pupils with special needs are then placed on the register at a stage as recommended by the Code of Practice.

The school uses a range of assessment techniques, e.g. standardised tests, classroom observations, use of standard checklists and profiles, parental views. In addition, Educational Psychologist reports may be sought. The assessment seeks to identify the nature of the difficulties being experienced, and the resulting special needs and special provision requirements.

The assessment of a pupil's special needs will lead to a description of the special provision and any special resources required to meet the special needs. The provision planning and resourcing will consider both the special provision required to meet the pupil's additional needs and any special arrangements to ensure access to a broad, balanced and relevant education.

Following identification the pupils are placed on the School's SEN register in accordance with The Code of Practice and Powys LEA policy.

The Levels are:

- School Action
- School Action Plus
- Extended School Action Plus
- Statement

The SEN register and copies of IEPs which give details of pupils' needs are kept in the ALN Department and in the shared staff network area. They are available to all. All staff are given copies of the SEN register.

Annual Statement reviews are held as follows:

- Year 7            May
- Year 8            May
- Year 9            January
- Year 10          January
- Year 11          January.

School assessments in all subjects are held annually, parents receive full and interim reports and are asked to respond.

Pupils with literacy difficulties are tested annually on reading comprehension and spelling. Dyslexia screening is carried out after staff or parental request.

### **9 Arrangements for providing access by pupils with SEN to a balanced broadly based curriculum (including the National Curriculum).**

It is the school's policy that all pupils with SEN follow the National Curriculum as other pupils in the school. Children are only disapplied from any part of the National Curriculum in consultation with themselves, parents and in some cases the Educational Psychology Service. Pupils are supported in line with individual needs and with the aim of ensuring that pupils with special needs have exactly the same opportunities as all pupils.

### **10 How pupils with SEN engage in the activities of the school together with pupils who do not have SEN.**

Pupils with SEN are placed in groups according to attainment and aptitude. Pupils with SEN are located in all ability groups in all School Years. The School supports the education of post 16 SEN pupils including those with Aspergers syndrome.

### **11 How the governing body evaluate the success of the education which is provided at the school to pupils with SEN.**

The SEN procedures will be kept under review by:

- (1) carrying out an annual self evaluation of our SEN provision;
- (2) identifying key areas for development in our SEN Development Plan;

- (3) reporting on the progress of our SEN policy and provision in the school Governing Body's annual report to parents.

### **12 Complaints from parents of pupils with SEN concerning the provision made at the school.**

Parents are welcome to contact the School. If a concern cannot be resolved a complaint can be made using the School's complaint policy and procedure

### **13 Any arrangements made by the governing body relating to in-service training for staff in relation to SEN.**

The annual audit of staff professional development needs and Performance Management will assist in identifying the various training needs of staff in contributing to the school's SEN provision.

The '*Better Schools*' funding, and any other available funding, will be used to assist staff in attending external courses relevant to their individual needs, and for providing appropriate school-based in-service training when needs are shared by all or several of the school staff.

Every encouragement will be given to staff to seek specialised training and qualifications in line with their areas of responsibility, subject to financial constraints.

The SENCO meets on a regular basis with the LEA special needs service and other secondary SENCOs annually.

SEN training and advice will be provided by the SENCO and specialist centre staff as and when required.

### **14 The use made of teachers and facilities from outside the school including links with support services for SEN.**

All pupils have access to the Careers Service and pupils with special educational needs have interviews with our adviser in Years 9, 10 and 11.

The school uses a range of external help (see Section 5). An educational psychologist will visit on request if particular issues arise. Children with hearing and vision difficulties are seen by the appropriate LEA designated teachers and the Speech and Therapy service is contacted when necessary. Regular contact is kept with local health board services. The school is visited weekly by an educational welfare officer and has a contact with Powys Social Services through the officer designated for schools liaison.

Contact with other mainstream schools is maintained via subject INSET and the meeting of Secondary School SENCOs.

### **15 The role played by the parents of pupils with SEN.**

Partnership with parents is a key feature of all aspects of Ysgol Maesydderwen. Parents are always welcome to contact the School about any concerns. The development, progress and behaviour of all pupils is monitored by Key stage managers in conjunction with subject staff. Parents are contacted at the earliest signs of difficulty.

There is a regular pattern of parents' evenings, and this is supplemented by a full school report and invitation to parents to contact school at any time.

Parents and pupils are always invited to reviews of pupils with special needs. The SENCO first makes contact with parents when children are in Years 5 and 6 of their primary school

### **16 Links with other schools, including special schools, and the provision made for the transition of pupils with SEN between schools or between school and the next stage of life or education.**

The school ensures that all appropriate documentation and information is received when a pupil with special needs enters the school, and also that the appropriate records are transferred when a pupil with special needs transfers to another school. The school Careers Officer, and representatives of other appropriate agencies, will be involved in planning for the transition from school either into further or higher education, training or employment.

The school will also consider very sympathetically any requests to provide mainstream school experiences for pupils enrolled in a special school.

The SEN co-ordinator, specialist teachers and SEN support staff also join with staff from other secondary schools for in-service training sessions.

### **17 Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN.**

The SEN co-ordinator and other staff, as appropriate, meet on a regular basis with representatives of the School Medical Service, the Social Services Department, and the Education Welfare Service to discuss any pupils who are a cause of concern. Interim contact is also possible in dealing with more urgent cases. These contacts may lead to members of these services contributing to individual or group action plans.

A number of voluntary organisations and support groups often assist the school in special initiatives aimed at improving the school's SEN provision. This may involve contributing to the special provision of individual pupils or groups of pupils, assisting in developing resources, or fund raising. The following organisations have worked with the school:

- Snap Cymru
- Powys Mediation
- Autism Cymru

### **18 Monitoring and Review**

This policy will be monitored by the governing body's Pupil Wellbeing and Safeguarding Committee. The Head will report on its operation at least annually.

It will be reviewed by the governing body every two years.