

Standards, Respect, Achievement, Care



Special Educational Needs Policy

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	
Review Date(s):	
Signed (Headteacher/School)	
Signed (Chair of Governing Body/Chair of Committee)	
Issue No:	2

Member of staff responsible: SENCo

This ALP policy (Additional Learning Provision) was written by Mrs G Williams (SENCo), in consultation with Headteacher, the ALP team and the governors. It is reviewed regularly.

This policy needs to be read in conjunction with the Whole-School policies.

Ysgol Clywedog's Mission Statement is:-

"Ysgol Clywedog is committed to the pursuit of excellence by all, for all, in a supportive and challenging environment".

This is underpinned by the philosophy that our students are:-

"All made to feel included and welcomed as valued members of the school community who are given the opportunity to succeed".

This philosophy will be reflected in the:-

- whole-school, through our ethos, values and attitudes;
- curriculum, where lessons will aim to have regard for the principles of ALP i.e.
 - setting suitable challenges;
 - responding to students' diverse needs;
 - overcoming potential barriers to learning and assessment for individuals and groups;
 - learning support and ALP centre provision.

Ysgol Clywedog will regularly review and develop strategies to ensure it is an inclusive school.

Staff training and development for the ALP of all will be ongoing.

ALP will enlist all the partners in education, including the LA, outside agencies, governors, parents and students. The support and partnership with parents and appropriate agencies will be crucial. Clear links will be established with the support structures within the school.

Basic information about the school's special education provision

The main aims of Ysgol Clywedog are:-

- to ensure all students, including the students with special educational needs reach their full potential;
- to create school community for all students, including students with special educational needs, which is based on mutual respect, responsibility and courtesy;
- to enable all students, including students with special educational needs to make a successful transition to adulthood and to be able to face the responsibilities of living in an ever-changing society

All school activities, curricular and extra-curricular are based on the principle that each student is of equal value.

Central to all matters relating to special educational needs at Ysgol Clywedog is the definition of special educational needs given in the SEN Code of Practice for Wales 2002:

“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 within 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 LEA, other than special schools, in the area

(b) for children under two, educational provision of any kind.”

The governing body of Ysgol Clywedog has overall responsibility for ensuring that the school's special educational needs Policy contributes towards meeting the main aim of the school.

The school's special educational needs Policy does this by:

- accepting that a student with special educational needs should have their needs met within the school;
- recognising that students with special educational needs are the responsibility of all staff;
- recognising that early identification of special educational needs is essential;
- being aware that students may experience a range of learning difficulties, including communication and interaction difficulties, cognitive and learning difficulties, behaviour, emotional and social difficulties and sensory/physical difficulties;
- working in partnership with parents to support their child's education;
- taking into account the views of the student;
- offering students with special educational needs full access to a broad, balanced and relevant education based on the National Curriculum;
- ensuring that the provision provides the appropriate intervention
- maintaining a list to track and check the progress of students with special educational needs;
- adopting a graduated response to students with special educational needs as per Code of Practice for Wales 2002;
- liaising closely with the LA and relevant outside agencies.

In order to co-ordinate the provision of education for students with special educational needs at Ysgol Clywedog the School:

- maintains a current list of those students who have been identified as having special educational needs;
- studies prior data of Year 7 students to aid early intervention;
- tests new students reading/spelling upon arrival at Clywedog;
- Use national testing WNT tests to identify student needs;
- Use CATs when appropriate to identify student needs;
- shares "new" information about the identified students with special educational needs including those with Statements at a staff meeting;
- prepares an IEP for every student who is on the SEN register;
- discusses and reviews each IEP twice a year;
- liaises with the Primary Schools before the students transfer;
- invites students who have a statement of Educational Needs to attend additional transition sessions at Clywedog, prior to transfer into Year 7;
- organises Annual Reviews and Transition Plans for students with Statements of special educational needs and ARSAPS;
- liaised closely with the LA's special educational needs service;
- contacts outside agencies as required;
- liaises closely with parents and students themselves;
- liaises closely with Careers Wales, inviting a representative to Key Stage 4 Annual Review;
- uses the school assessment programme to monitor attitudes and attainment across all curriculum areas.

The school admits students with identified special educational needs on the basis of the school's published admissions criteria; these students are treated as fairly as all other applicants for

admission and are considered as part of the normal admissions procedures. The LA admits students with a Statement of Educational Needs, in liaison with the school governors.

Ysgol Clywedog is a fully inclusive school in partnership with the LA, it caters for students with a wide variety of special educational needs both with and without a Statement of Educational Needs.

The school has a Moderate Learning Difficulty, LA resourced provision and a Social Anxiety LA resourced provision. This caters for 8 and 11 KS3 and KS4 students respectfully, the units are headed by a qualified specialist teachers. See Resource Provision SLA.

The LA may provide funding for teaching assistant support for a number of named students within the schools. Occasionally some students displaying some behavioural problems may receive support.

School resources provided by the LA are used as flexibly as possible to the best possible advantage of all students with special educational needs, both with and without Statements. The deployment and use of resources is constantly reviewed and evaluated.

Information about the school policies for the identification, assessment and provision for all students with special educational needs.

Ysgol Clywedog admits students who have already been identified as having special educational needs, both with and without Statements. The school is also aware that any student admitted to the school may have unidentified special educational needs.

By the summer term, prior to the Year 7 transfer, the following information about the school's new intake should have been received from the "feeder" primary schools, we are dependant upon our feeder schools to supply this information as soon as it is possible.

- KS2 NC teacher assessment;
- English reading ages and standardised scores;
- where relevant, copies of the SEN records including – Statements, ARSAPS, Annual Reviews, IEPs and reports from outside agencies;
- WNT data;
- SEN information contained in PLASC.

Further screening procedures reading/spelling tests are given to the Year 7 students during their first term at Ysgol Clywedog. Students may also sit the CAT test early in Year 7 (Also in Year 9) if appropriate. This information, together with teacher observation and parental expressions of concern, enable identification of special educational needs. Early identification, assessment and provision for any SEN child is very important for the following reasons:-

- it can minimise the difficulties which can be encountered when intervention and provision occur;
- it can maximise the likely response of the child;

- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty proves less transient when addressed by the school alone, the external agencies can be brought in earlier and, very likely, with more success.

Once identified, the needs of all students with SEN are met at either School Action, School Action Plus, ARSAP (Additional resources at School Action Plus) or via a Statement of special educational needs. This process recognises there is a continuum of special educational needs and that the needs of the majority of SEN students lie at the School Action stage.

Stage 1 - School Action

When the required action in support of SEN students is possible from within the resources and expertise that are already available in the mainstream school, then these actions are described in the SEN Code of Practice as **School Action**. The ALP Manager will provide relevant data and concerns and initial action is taken to address the identified special educational needs. There is discussion with parents during this stage. The manager takes responsibility for monitoring and managing the student's SEN provision and the manager liaises closely with the student's teachers, attainment tutors and parents/guardians.

1. At **School Action** if any additional support is deemed necessary then individual education plans (IEP) are drawn up for each student and progress is reviewed twice a year). Parent's, student's, attainment teacher's and subject teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.
2. For children of an ethnic minority groups, lack of competence in English does not conform to the definition of SEN. The child's home, language, culture and community, should all be considered to ascertain if interpreters or bilingual support staff, etc are required. The ALP department always endeavours to make good use of any source of relevant and accurate ethnic advice.
3. During **School Action**, the school will, as necessary, call upon the help of external specialists, perhaps for one off help in identification or assessment.

Stage 2 - School Action Plus

When the school requires ongoing or regular support in monitoring and delivering the SEN provision for an individual child from outside agencies and other specialists the process has then moved to **School Action Plus**. Subject specialist teachers and parents/ guardians are made aware of the agencies and outside specialists who are involved.

Additional Resources at School Action Plus (ARSAP) - In some cases the LA has sufficient information about a student's SEN and clear evidence that the child's needs are significant and long term, so a statutory assessment is not deemed necessary. In such instances the LA may decide to provide the necessary support via a formal agreement. These formal agreements are reviewed at least annually in the way as statements are reviewed.

Stage 3 - Statement of special educational needs

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case the school will make a referral to the Local Authority (LA). After referral, the LA considers the need for a statutory assessment and may make an interdisciplinary assessment if this is deemed appropriate. If the LA makes a statement it will then arrange, monitor and review the provision.

Note: this stage is only applicable for around two per cent of children.

All teachers at Ysgol Clywedog are teachers of students with special educational needs and the teaching of these students is a whole school responsibility.

When teaching students with special educational needs, staff:-

- make themselves familiar with the contents of the student's Statements;
- take the student's learning styles into account;
- use known information as a starting point for an appropriate curriculum;
- identify and focus attention on the student's skills;
- highlight areas for early action to support the student within the class;
- carry out ongoing observation and assessment;
- use the outcomes of assessments to form the basis for planning the next step of the student's learning;
- arrange learning and pastoral programmes to offer students appropriate informal opportunities to show what they know and understand;
- involve the student in planning and target setting;
- participate in the production and review of IEPs;
- involve the parents in a joint home/school learning approach;
- differentiate work to meet individual needs of students;
- aim to increase student self-esteem by developing and praising skills other than academic skills.

Regular reviews of a student's progress and needs, both formally and informally take place. A student's IEP will be reviewed at least twice a year. Attainment tutors play a large role in the review of student's progress. We have an "open house" policy whereby parents may contact the SEN Manager at any time to arrange meetings to discuss any aspect of their child's education, particularly additional needs and provision.

Ysgol Clywedog aims to provide all students including those with special educational needs access to a full and balanced curriculum. The curriculum is delivered with regard to the school's Teaching and Learning policy and in a way which recognises and rewards the achievement of all students, including those with special educational needs. On rare occasions where a student is unable to cope with the demands of all curricular areas the school will arrange for the student to be disapplied from a particular area.

- targeted bespoke provision will be provided for students who have been disapplied from a subject. These may include special interventions to meet specific needs e.g: Social Communication support, Speech and Language support.

All students, including those with special educational needs, have access to all the specialised fields and equipment and during their school career are taught by subject specialists.

Each subject area is responsible for organising its own internal teaching arrangements and structure so that it allows for the access and delivery of the National Curriculum in the best possible way to meet the needs of all students, including those with special educational needs. In class support is identified or requested based on individual needs. In order to ensure the full access to a broad and balanced curriculum, the attainment tutors and SENCo support the work of the subject areas by:-

- offering advice to the subject teachers regarding student needs;
- providing in-class support for small groups of students;
- providing in-class individual support;
- arranging small group withdrawal;
- teaching small groups for specific intervention e.g: Social Communication;
- offering extra support sessions eg – reading support during registration periods;
- mentoring KS4 students e.g: Key word revision sessions during registration periods;
- offering a “catch-up” programme;
- organising visits from outside speakers to share knowledge;
- providing a daily lunchtime and breaktime homework club;
- organising advice from relevant outside agencies;
- arranging specific support for individual students from the relevant outside agencies;
- offering additional pastoral support for students on SEN register.

In this way the school offers a graduated response to the needs of the students, whether at School Action or School Action Plus levels.

The support timetable is constantly reviewed to ensure effective deployment of resources.

The governing body evaluates the success of the education which is provided at the school to students with special educational needs via:-

- the annual report to governors;
- the progress of the students;
- parental satisfaction;
- departmental self-review;
- the SEN governor meeting with the ALP Manager to discuss issues and monitor success.

Information about the school’s staffing policies and partnership with bodies beyond the school

Ysgol Clywedog recognised the importance to its staff of knowledge and understanding of Additional Learning matters and:-

- endeavours to provide SEN in-service training for all members of staff;
- provides in-service training for all attainment tutors;
- provides in-service training for all NQTs and teachers undergoing training;
- ensures the school supports all the attainment tutors' in-service activities;
- ensure the school prepares in-service training for the governing body, as required
- where external agencies provide in-service training opportunities, decides which member of staff it would be most appropriate to send to the training; the member of staff is then responsible for cascading the information to other members of staff

Ysgol Clywedog makes use of teachers and facilities from outside the school, including links with support services for special educational needs according to the individual requirements of each student with special educational needs.

Advice and support is received from the following educational support services:-

- The Local Authority;
- the Educational Psychology service;
- the Learning Support service;
- the Behaviour Support service;
- the Sensory service;
- the ITC service;
- the Careers Wales service;
- Looked After Children (LAC);
- CAMHS;
- Speech and Language Service.

Consultations/contacts with these educational support services are usually made by the SENCo, Assistant Headteacher (Pastoral) or other members of the Leadership Team.

Ysgol Clywedog recognises the importance of close partnership with parents. It acknowledges and aims to draw on parental knowledge and expertise in relation to their child.

Parental Liaison and Involvement

In everything but detail, the department's policy for parental liaison and involvement reiterates that of the school. Central to both policies is the tenet that, at its most effective, the education of young people is a collaborative enterprise involving teachers, attainment tutors, parents and the students themselves. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of the meaningful, regular and positive communication between teachers and the parents of their students can hardly be overstated - this principle forms the foundation of the department's policy on liaison with parents.

Note - the term "parents" is employed throughout this policy to refer to parents, guardians or others in loco parentis.

For their part in this liaison, during a normal academic year, teachers in the department communicate with parents, directly or indirectly, by means of:-

- a number of parents' evenings, which are arranged throughout the year (above and beyond the legal requirement);
- an "Open House" policy, which means parents can contact us at any time to discuss any issues;
- a range of standard letters, either:-
 - to parents, typically regarding parents' evenings, open days, prize-giving ceremonies, careers forums, educational visits, visiting speakers and school or local exhibitions and workshops;
 - to parents of individual students concerning, for instance, achievement and progress (IEP), attendance, punctuality or some commendatory or disciplinary matter.
- "personal" letters, which address some matter(s) or incidents idiosyncratic to the student concerned, the style and manner of which often reflect the close relationship which has developed between the teacher and the parents - this may refer to matters concerning a statement or other issues related to the Code of Practice;
- formal reports that summarise student's achievement and progress over a specific period;
- Annual reviews, IEP reviews, option choice reviews.

The school tells parents when they first identify that a student has special educational needs and welcomes and encourages parents to participate throughout their child's educational career at the school. Parents of students who transfer with special educational needs are encouraged to meet with the SEN Manager prior to their child's transfer. The SENCo attends the induction evening for new students and their parents. Parents are consulted and encouraged to be fully involved in the school-based response for their child in accordance with the Code of Practice for Wales 2002. Parental permission is always sought before referring a student to others for support. Parents are invited to Parents' Evenings and Annual Review meetings and are aware they can contact the SEN department at any time and arrange an appointment, if necessary.

Ysgol Clywedog liaises closely with its "feeder" primary schools to ensure that all relevant information about incoming students, including students with special educational needs are received.

Contacts are made with special schools, such as St Christopher's, as necessary and ideas/resources for supporting students with additional learning ideas are shared. Ysgol Clywedog welcomes requests for integration from special schools.

The school fund a number on modular, pre-vocational short courses at the local college for some Year 10 and 11 students with statement of special educational needs, plus some ARSAP at school action and school action plus level. This involves close liaison with the Coleg Cambria staff and St Christopher's staff, to identify appropriate courses and monitor progress throughout.

Regular contact with the other secondary schools within the LEA is made via the Secondary SENCo meetings, held termly.

Post 16 planning begins at the Year 9 Annual Review and Transition Plan meetings – students are offered the opportunity to attend Link Courses at Yale College during Years 10 and/or 11.

Ysgol Clywedog has links with the following child health Services, Social Services, Educational Welfare Services and voluntary organisations, which work on behalf of children with special educational needs:-

- the school medical officer;
- the Physiotherapy service;
- the Speech and Language service;
- the Occupational Therapy service;
- the Child and Adolescent Mental Health service;
- Social Services;
- the Youth Offending service;
- the Education Welfare service;
- the NSPCC;
- Nightingale House – bereavement counselling;
- Parent Partnership service.
- TAC
- TRAC

The Educational Social Worker is based at the school and the school nurse & NSPCC counsellor visit the school regularly, therefore a very close liaison takes place with these services. The other services are contacted according to the individual needs of each child. Contact with the various services is made after consultation with the parents.

Provision made by the School – See Appendix 1 – SEN Provision Map

It is the responsibility of every teacher to ensure that the nature of provision within the classroom is appropriate for all students in their care. The nature of provision for any individual student will, of course, depend upon the needs that have been identified for the student. The range of provision at this school includes:

- differentiated work in mixed ability grouping
- ability grouping (setting)
- temporary withdrawal
- basic skills booster courses in literacy and numeracy
- Attainment tutor (AT's) supporting individuals or classes
- close monitoring of behaviour, progress etc
- specialist support for those with Specific Learning Difficulties
- specialist support for those with sensory difficulties
- Educational Psychologist involvement
- Educational Social Worker involvement
- School Nurse and Student Advisory Link to advise on medical matters
- home-school liaison
- career service advice

- Social Services involvement
- Health Service involvement
- Social Inclusion Service (SIS)
- Youth Service involvement
- Support from Student Referral Units (PRU's)
- LA involvement
- Lunch-time clubs
- After school clubs
- cross-age tutoring

Criteria for Evaluating the SEN Policy

The SEN policy will be kept under review by the governing body. As well as general reporting on developments to the governing body through the termly report and appropriate committees of the governing body, an annual report will be made to the governing body on the SEN policy. The link governor will be involved in preparing the report and will maintain contact with the department.

The Annual Report to Parents from the governors will contain comments on the specific area identified in this policy.

Success Criteria

1. The policy meets legal requirements.
2. The policy has been evaluated by the LA's SEN Officer, modifications have been made in the light of any recommendations.
3. The policy has been adopted by the governing body.
4. The policy is understood by all staff.
5. The policy is available to all parents.
6. The procedures, as outlined within the policy, are implemented to the agreed timescales.
7. Students' needs are efficiently and effectively identified and appropriate support deployed within the resource constraints.
8. As a consequence of the implementation of the procedures set out within the policy, students make progress.
9. The policy is the subject of regular evaluation.