

## YSGOL RHIWABON

### **SPECIAL EDUCATIONAL NEEDS POLICY**

This policy was adopted/updated by the Governing Body on:

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

The policy will be reviewed: Spring Term 2017

#### **Introduction**

The school believes that students with special educational needs:

- are a shared responsibility of all staff
- are entitled to a broad, balanced and relevant curriculum which is differentiated to ensure maximum progress and is inclusive and responsive to the needs of the student
- will require additional resources to meet their needs
- should be integrated as fully as possible into the educational and social life of the school
- all staff should have maximum awareness of SEN and be offered the opportunity to attend in-service courses to allow them to acquire appropriate professional skills
- parents should be involved as partners in the education of their children.

#### **Aims**

- 1 We aim to identify and address any needs that a student may have, at any given time, as efficiently and effectively as possible, utilising all resources available.
- 2 We aim to maintain students with SEN within the mainstream curriculum, and address their needs within the mainstream classroom.
- 3 We aim to nurture and strengthen each individual's skills, talents and self-esteem to facilitate their optimum education and personal development, both at school and in later life.

- 4 We aim to pursue a 'whole school approach' to addressing the needs of students with SEN to acknowledge the mutual responsibility of students, staff and parents and external agencies towards meeting the aims outlined above.
- 5 We aim to work in close co-operation with the students at Ysgol Rhiwabon, and respect their rights, as individuals, at all times.

### **Definition of Special Educational Needs**

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

Students have an Additional Learning Need if they:

- (a) have a significantly greater difficulty in learning than the majority of students 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 students of the same age in schools within the area of the local education authority
- (c) are more able and talented (MAT) as identified by the school within each cohort.

Special educational provision means:

- (a) for students of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for students of their age in schools maintained by the LA, other than special schools, in the area

### **Policy Elements**

#### **The Fundamental Principles of the Code of Practice Governing SEN are that:**

- the needs of all students who may have special educational needs at any time throughout their school careers must be addressed; we recognise that there is a continuum of needs and a continuum of provision, which may be made in a wide variety of different forms
- students with special educational needs require the greatest possible access to a broad and balanced education
- the needs of most students will be met in the mainstream and without statutory assessment, Extended School Action Plus or Statement of Special Educational Needs. Students with special educational needs, including students with statements of special educational needs should, where appropriate, take into account the wishes of their parents, be educated alongside their peers in mainstream school

- the knowledge, views and experience of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and their students and their schools, LA's and other agencies

### **The Principles and Procedures Essential in Pursuit of these Principles are that:**

- all students with special educational needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness
- provision for all students with special educational needs should be made by the most appropriate agency. In most cases this will be the student's mainstream school working in partnership with the student's parents: no statutory assessment will be necessary
- where needed the LA must make assessments and Statements or Extended School Action Plus in accordance with the prescribed time limits; must write clear and thorough statements setting out the student's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review; and ensure the annual review of the special educational provision arranged for the student and the updating and monitoring of educational targets
- special educational provision will be most effective when those responsible take into account the ascertainable wishes of the student concerned considered in the light of his or her age and understanding
- there must be close cooperation between all the agencies concerned and a collaborative approach to the resolution of issues

### **Whole School Approach**

In order to achieve a "whole school approach" to special educational needs the following aims and objectives are applicable.

- 1 To integrate students with special needs with their peer group in social and learning situations whenever possible.
- 2 To encourage empathy among students of differing physical and intellectual development.
- 3 To provide opportunities for the students which will encourage a positive attitude to their own self esteem and worth.
- 4 To ensure that the educational resources provided are suitable for the needs of the individual student.
- 5 To provide positive learning situations through which the students may achieve their full potential and to foster an awareness and a willingness amongst teaching staff to accept individual learning differences.

### **Additional Learning Needs Co-ordinator**

Within this role, Alex Navarro fulfils the statutory role of SENCO.

## Procedures

The school has a setted system for Years 8 to 11. Curriculum Leaders decide appropriate sets after liaison with colleagues and SENCO. Year 7 groups are mainly mixed ability with some setting in maths after the first term.

### **Admission Arrangements for Students with SEN**

- Students with Statement of Special Educational Needs or Extended School Action Plus are admitted after consultation with LA and Headteacher/Governors.
- Students transferring form another LA identified as having SEN, the SENCO becomes part of the process of admission.

### **School Action**

This is the first level of provision and will consist of support additional or different to the normal classroom teaching. It will provide for students who are failing to make progress and will involve one or more of the following:

literacy programmes  
alternative learning materials or special equipment  
differentiation of learning programmes  
implementation of group IEPs, related to students of similar need in a subject area.

IEPs will record:

targets for student progress  
action related to teaching strategies  
progress  
review date

### **School Action Plus**

If students continually fail to make progress at School Action level it may be necessary to increase the level of support through consultation with outside agencies such as:

Education Psychologist  
Behaviour Support Service  
Speech and Language Service  
Schools Physiotherapy Service  
Hearing Impaired Service  
Visually Impaired Service  
Child and Adolescent Mental Health Service  
Social Services  
Youth Offending Service

In addition to the programmes of support in place at School Action level, agencies may become involved in working directly with the student, or with staff involved. They may offer advice and resources to provide support within the school.

Student IEPs will reflect the input of any outside agencies. In the case of students with emotional, social or behavioural difficulties an IEP (Behavioural) may be implemented.

If, following an appropriate period of support and review, a student continues to fail to make progress it may be necessary to refer to the LA for formal assessment of SEN. This may, or may not, result in a Statement of Special Educational Needs or Extended School Action Plus.

### **Statement of Special Educational Need/Extended School Action Plus**

A Statement will normally be provided when, after a Statutory Assessment, the LA considers that a student requires provision beyond what a school can offer without additional resources being made available. Additional resources often includes the provision of Learning Support Assistant time to enable students to have a much greater degree of support in mainstream classes. Statements are reviewed at least annually.

Throughout this graduated response parents and students are fully involved in the planning and review of provision.

## **Support**

### **Provision for Moderate Learning Difficulties**

Students with MLD at School Action Plus or needing School Action are placed in appropriate mainstream classes where they are supported by a Learning Support Assistant with each group, as far as possible.

At Key Stage 4 Vocational courses are offered through the 14 – 19 network. An opportunity to discuss the courses are given to both students and parents before a place is offered.

### **Access for Disabled Students**

All new buildings are fully accessible to disabled students. Some areas of the school have yet to be adapted for use. However should a request for a disabled student be made to attend Ysgol Rhiwabon would consider a flexible use of rooms and liaise with the LA. Similarly should students with sensory impairments need adaptations to buildings, school would discuss with relevant advisory services.

### **Specific Learning Difficulty**

Some support is provided on a one-to-one/small group basis.

## **Responsibility and Accountability**

### **Arrangements for In-Service Training**

The SENCO is responsible for the monitoring of students on the special needs register with liaison and consultation she will decide when students either come off the register, or that the level of intervention is increased.

Staff are nominated, as appropriate, to attend SEN training in their subject. Staff are expected to cascade aspects of courses attended to the rest of their department.

### **Process for Complaints about SEN Provision**

This process is in line with the School Complaints Document Policy. In the first instance the SENCO may be contacted. Should it be necessary the complaint will be addressed by the Headteacher, then Chairman of Governors, then the LA.

## **Monitoring and Evaluation**

### **How the needs of pupils are identified, determined and reviewed**

On transfer at Y6/Y7 SENCO liaises with Primary Feeder School. She visits Y6 SEN students prior to transfer and assesses their needs.

LA send Y6 Annual Reviews of Statemented students to SENCO prior to their transfer, indicating those needing 'Resourced Provision'.

Y6 National Curriculum Teacher Assessments are used by Curriculum Leaders of Mathematics, English and Science, in consultation with SENCO, to establish support needed in Y7.

Concerns from departments or Lead Learners which may need School Action or School Action Plus are passed to SENCO for discussion.

Regular meetings between Lead Learners and SENCO take place to discuss referrals. Reviews take place on a regular basis in line with the Code of Practice.

Termly Concern and Action meetings are held with SENCO, Lead Learners and outside agencies to review individual students.

SENCO meets with LSAs two or three times per half term during tutor group.

### **Criteria to evaluate success of SEN provision**

Continuous assessment takes place in all departments alongside nationally recognised standardised testing.

### **IEPs**

These are evaluated bi-annually or for specific reviews.

IEPs (Behavioural) are monitored more regularly.

### **LA Support Services and Outside Agencies**

School has regular contact with:

- a) Educational Social Worker

- b) School Nurse and School Medical Officer
- c) Sensory Services
- d) Behaviour Support Service
- e) Statementing Officer
- f) Educational Psychology Service
- g) Social Services
- h) Speech and Language Service
- i) LAC Service
- j) Special schools, college
- k) LA specialist teachers/officers
- l) NSPCC
- m) Youth Work in Education and other agencies as required.

### **Links with other schools**

Ysgol Rhiwabon has strong links with Feeder Primary Schools. The SENCO meets with primary SENCOs and Y6 teachers.

School welcomes requests from Special Schools to integrate their students into our school community.

Link Governor: Councillor J Lowe