

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

S.E.N. POLICY

Introduction:

This policy for supporting learners with special educational needs in Creigiau Primary School has been devised with regard to the 1996 Education Act and updated in December 2002 in line with the revised Code of Practice for Wales (2002). It is reviewed and revised annually.

Special Educational Needs Code of Practice for Wales

This Code of Practice came into force on April the first 2002, and thus replaces the 1994 Code. (The responsibility to give this Code due regard will last while this Code is in force - see Part IV of the 1996 Education Act.)

The Code gives practical information to:

- Local Education Authorities
- maintained schools
- early years settings
- and others

on carrying out their statutory duties to:

- **identify** the special educational needs of children
- **assess** the special educational needs of children
- and make **provisions** for children's special educational needs.

Definition of Special Educational Needs:

- 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 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...

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....

See Section 312, Education Act 1996

- It is estimated that about 20% of children will have SEN sometime during their school career (Warnock Report 1978). The needs of the majority of children will be met by their local school - with external support if needed. Only in a small minority of cases - about 2% of the children nationally - will children have such intense or complex needs that it requires the local education authority to determine and arrange the special needs provision for the child through a statutory statement of special educational needs.
- It is expected that the policies on raising standards in the BEST White Paper, especially in the early years, will begin to reduce the number of children who require special educational needs provision in the long term. According to the Green Paper - 'The Best for Special Education' 1997 the

intention is to identify children with SEN early and step in early in the hope that the proportion of children of secondary age that the schools need to denote as children with SEN would move closer to 10%.

- Because of the range of special needs - from the least to the most serious, a proportional range of provision is required, ranging from very little to an intense level of support. One of the main aims of Creigiau Primary is to ensure that every pupil reaches his/her potential and learns to the best of his/her ability.
- Pupils with special educational needs have a right to be full members of the school society with every educational experience available to them. When appropriate, and taking their parents views into consideration, children with special educational needs, including those with statements of special educational needs, should be educated alongside their peers in the mainstream. Since September 2002 it has been a requirement to consider the **Disability Rights Code of Practice for Schools along with the SEN Code of Practice**.
- To achieve the aims and objectives of the school, and to ensure that *every pupil* profits fully from the educational experience available to them within the school, the necessary provision must be made for every pupil with special educational needs. This must also be done to comply with the statutory requirements of Part III of the 1996 Education Act and also with the Local Education Authority guidelines. The management structure and the procedures for the provision within the school is outlined below. The policy is based on *The Special Educational Needs Code of Practice for Wales*

[April 2002] which identifies the duties and responsibilities of schools. The Code should be referred to for further information.

Abbreviations used in the Policy:

LA	-	Local Authority
SEN / ALN	-	Special Educational Needs / Additional Learning Needs
SENCO	-	Special Educational Needs Coordinator
G&T / MAT	-	Gifted and Talented / More Able and Talented
PSS / A&I	-	Pupil Support Service / Achievement and Inclusion Service
IEP	-	Individual Education Plan
INSET	-	In Service Training

Principles

- The staff and governors of Creigiau Primary School recognise that SEN is a whole school issue and that all teachers are teachers of learners with Special Educational Needs.
- Our policy recognises that many learners will have Special Educational Needs at some point in their school career and that early identification is vital.
- All learners, including those with SEN will have access to a broad, balanced and relevant curriculum, including the National Curriculum and the Foundation Phase Framework.
- Learner's views on their learning are relevant and must be considered.
- Parents and guardians have an important role in supporting their child's education and therefore partnership with school is promoted.
- Learners with SEN are fully integrated into the life of the school.

Aims

At Creigiau Primary School we aim to;

- Provide a happy, caring supportive community where each child is encouraged to achieve their potential and have full access to all aspects of school life.
- Use appropriate assessment and observation strategies to identify individual needs and to develop and deliver appropriate programmes to support learning.
- Work closely with parents and guardians to support their child's learning and foster positive partnerships with parents.
- Work closely with outside agencies such as LEA, Educational Psychologists, health and social services.

SEN staffing, responsibilities and qualifications

The named SENCO is Mrs Buddug Bevan, since September 2011.

The SENCO is assisted by the Support Teacher, Mrs Rhiannon Lynch and the shadow SENCO Mrs Kirstie Rees. Mrs Shan Stone and Mrs Carwen Jones (Two teaching assistants) are responsible for most of the administrative work.

The identified governor with responsibility for SEN is Miss Sarah Maunder.

The key responsibilities of the SENCO are;

- The day to day operation of the school's SEN policy.
- Liaising with and advising class teachers
- Co-ordinating provision for learners with special educational needs in conjunction with the Support teacher
- Maintaining the school's SEN register and overseeing records of all pupils with SEN
- When appropriate, liaising with parents of learners with special educational needs
- Contributing to the in-service training of staff.

- Liaising with external agencies including the psychological service and other support agencies in conjunction with the Headteacher and Support Teacher.
- Liaising with the identified governor for SEN on a termly basis and reporting to full governing body as appropriate
- Keeping up to date with current SEN issues, attending courses and cluster meetings
- Updating and devising school pro-formats for use with children with SEN and adults who support them.
- Leading and Managing SEN support assistants.

Non contact time for the SENCO:

Time is needed for the SENCO to liaise with support teachers, subject teachers, personal tutors, learning support assistants, pastoral colleagues, parents, pupils, the Achievement and Inclusion Service and Educational Psychology Service, Careers Wales, Health and Social Services and voluntary bodies to plan, coordinate and monitor the provision for pupils with SEN.

The SENCO does not take a weekly non-contact slot, but instead has non-contact time as required to carry out specific SEN duties e.g. to prepare for and report on annual reviews.

Some responsibilities are delegated to the SEN support teacher. She is responsible for working with class teachers to prepare IEPs. As well as providing support for pupils on the school's SEN register; monitoring progress, carrying out assessments and participating in termly IEP reviews. The children may be supported within the classroom or withdrawn from class.

Class teachers are aware of their responsibilities to manage and implement IEPs. They provide an appropriately differentiated curriculum for learners with SEN. The class teacher is responsible for working with the child on a daily basis and for planning and delivering an individualised programme

Parents and guardians are always consulted and kept informed of the action taken to help the learner, and of the outcomes of this action or intervention.

The school currently employs six SEN teaching assistants who work under the direction of the class teacher; they are line-managed by the SENCO.

Admission Arrangements

In line with the Disability Discrimination Act (DDA), the admission arrangements for pupils with special needs are the same as those for all pupils. Details are contained in the county's admissions policy. The staff and governors will do their utmost to ensure that the necessary provision is made for any pupil who has special educational needs.

Identification, Assessment and Provision

The code of practice recommends that schools in the primary phase should adopt a graduated response, encompassing an array of strategies in order to help learners who have special educational needs. This approach recognises a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties being experienced by the learner. When a child is identified as having special educational needs, the school should intervene as described below at School Action, School Action Plus and Statement.

The majority of learners will not pass through all school-based stages of assessment and provision. In most cases action taken at one stage will mean a child will not have to move to the next stage. These interventions are not steps on the way to Statutory Assessment. Most learners will require less not more support when the interventions work successfully. The interventions are a means of matching education provision to the needs of the learner.

Creigiau Primary School has strategies in place to ensure the early identification of learners with special educational needs:

- SENCO, Support teacher and ARR co-ordinator analyse internally administered test results
- Consideration of concern expressed by staff, parents, the child or health and social services
- Reports/records from previous educational establishments

In school Assessment procedures

- Foundation Phase child development assessment profile
- Performance monitored by the teacher as part of ongoing observation and assessment
- Performance against the level descriptors within the National Curriculum at end of Key Stage
- Individual Reading analysis carried out by support teacher
- Edinburgh Picture Test carried out in year 3
- Prawf Darllen Cymru B3 - B6
- NFER Reading and Maths Tests in Y3-Y5
- Youngs` Spelling Y3-Y5
- SERT Y6
- NVR Y6
- Analysis of data from e.g. Dewi, Ffynnon, FFT, NFER., County etc

The Cardiff Guidance Criteria for School-Based Action is used to aid the appropriate identification of pupils with special educational needs.

A continual cycle of planning, teaching, assessment and reviews is used to inform initial assessment and to monitor progress and the effectiveness of interventions.

Provision for pupils with Special Educational Needs

Learners identified as having special educational needs as defined in the Code of Practice are placed at *School Action* on the SEN register and parents or guardians informed. Strategies employed to enable the child to progress are recorded within an Individual Education Plan (IEP) which records what is additional to and different from the normally differentiated curriculum plan.

The IEPs include information on;

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed)
- views of the child (where appropriate)

A review of the learners IEP takes place termly with class teacher and support teacher. IEPs are discussed with parents or guardians during reviews and copies are given to parents/guardians once target have been set.

Learners who fail to make adequate progress as defined by the Code of Practice may be placed at *School Action Plus*.

The basis for School Action Plus could be;

- learner 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, behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an Individual Behaviour Plan (IBP)
- 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.

At School Action Plus, additional teaching support in the form of SEN teaching assistance may be provided by Creigiau Primary School. A request can also be made to Assessment and Inclusion Service for advice from a specialist teacher (SA+ referral). This support can take the form of;

- general advice
- advice and support for IEPs
- observation of pupils
- teaching techniques and strategies
- classroom management
- curriculum materials
- advice on assessment/monitoring

In a very small number of cases children may continue to give significant cause for concern despite receiving concentrated support and the school having acted

on advice of external specialists. In such a situation the school, in consultation with parents or guardians, may decide to refer the child for statutory assessment. This may result in the provision of a *Statement of Special Needs*.

The routes for referral are a request for assessment from;

- the child's school
- the child's parents or guardians
- an external agency, e.g. health authority or social services

Statementing proceeds when the LEA, after considering the evidence presented, is satisfied that the child's needs are significant and/or complex; have not been met by the measures taken by the school; or may call for resources which cannot be "reasonably provided" within the budget of a mainstream school.

The panel may consider that the child's needs can be met by delegating further resources to the school at *School Action Plus Plus*. Where SA++ is considered by the panel to be appropriate, the school will be offered this option.

A statement of Educational needs is a means of access to additional resources and services. The final statement will specify the child's;

- Special Educational Needs; as identified in the assessment and following advice
- Special Educational Provision; including objectives, the nature of provision and monitoring arrangements
- Placement; the school where provision will be made or provision outside school
- Non-educational Needs; all relevant non-educational needs of the child as agreed between the health services, social services or other agencies and the LEA

- Non-Educational Provision; details as to how and where the non-educational needs of the child will be provided for

The LEA is required to carry out an *Annual Review* of the statement. The Annual Review should aim to assess the child's progress, review the special provisions made and consider the continuing appropriateness of the statement. If the statement is to be maintained, new targets are set for the year ahead.

Communication Arrangements

The class teacher should communicate any concerns to the SENCO, support teacher or the admin teaching assistants.

The class teacher in conjunction with the Headteacher will liaise with the parents or guardians of children with special educational needs. The SENCO will co-ordinate provision for these children and in conjunction with the Headteacher, liaise with external agencies as appropriate.

The Headteacher/SENCO updates governors on the operation of the SEN policy in termly meetings. In addition, in the Annual Report to parents, the Governing Body will ensure parents are fully informed about the school's provision for pupils with Special Educational Needs.

It is the responsibility of the SENCO to ensure that all teaching staff are aware of the school's SEN policy and how it operates.

Monitoring and Review

The policy will be reviewed annually.

Staff are aware that they can discuss any concerns regarding policy, provision or individual cases with the SENCO at any time.

- The SENCO will keep governors informed on a termly basis by reporting at SEN governing body sub-committee meetings
- The annual report to parents will contain information on the provision for pupils with Special Educational Needs
- The Headteacher/SENCO will liaise with other concerned professionals and agencies as appropriate
- The views of the children, parents and guardians will be sought and considered
- The Headteacher/SENCO will ensure that the governor with particular responsibility for SEN is fully informed.

The criteria for the successful implementation of our policy will be;

- The early identification of pupils with SEN
- Early and effective intervention, assessing the needs of the child and responding appropriately
- Positive, supportive relationships established between home, school and any involved agencies
- The maintenance of up-to-date records which inform and contribute to an effective process
- The involvement and awareness of all staff in constructing and applying the policy

If parents or guardians have complaints or concerns about special educational needs provision within our school, they should contact the Headteacher. As far as possible any problems will be dealt with in informal discussions with Headteacher, class teacher and SENCO.

Transition arrangements

During the Summer term staff from the nursery visit the village playgroup and the Welsh language Cylch Meithrin, this gives an opportunity for staff to meet future pupils in a familiar environment as well. Prior to admission into Nursery, parents are given the opportunity to visit the school and discuss any issues with the class-teacher. In addition, health professionals e.g. health visitors will send reports to the SENCO.

When a child with Special Educational needs moves to their next class within Creigiau Primary; the class teachers closely liaise, passing test results and discussing individuals; all documentation contained within the IEP file is passed to the new class-teacher. It is the responsibility of the current class- teacher to ensure that outcomes of IEPs and aims for the coming year are correctly completed before passing to new teacher.

The transition between Foundation Phase and Key Stage 2 is similar to that between classes.

At the end of Key Stage 2 most pupils in the Welsh Section transfer to Ysgol Gyfun Plasmawr, most children in the English section transfer to Radyr Comprehensive. A small number of pupils transfer to other secondary schools. Both Radyr and Plasmawr have transition plans which allow for this transition to be as smooth as possible. In addition, those pupils identified as having a Special Educational Need will need greater support and communication between all those concerned.

Documentation relating to pupils who are on the SEN register will be passed to SENCOs of appropriate secondary school. In addition the SENCO or representatives of the SEN team at secondary school will be invited to Creigiau to discuss the needs of these pupils with the Support Teacher.

For statemented pupils, a transition review is held in Year 5 (or as early as possible during Year 6). All concerned parties are invited, including the SENCO

from the secondary school. When secondary placement has not been agreed, SENCOs from a number of secondary schools will be invited.

Resources

There are a variety of resources for special educational needs available throughout the school. They are available for use by teachers and SEN teaching assistants.

We are all teachers of pupils with SEN, and to that end the Language Support teacher has organised that class resource boxes containing a variety of resources e.g. plastic letters, magnetic whiteboard, sand/glitter tray and sand are to be distributed. These are modified to meet the needs of the individuals within the class and as such resources will be added or removed as appropriate. These SEN Toolkits will be collected at the end of year to be replenished. Class teachers and TAs are asked to keep a "running audit" in order that these Toolkits are stocked.

Documentation relating to SEN issues and the class teachers' responsibilities for SEN can be found on the shelf marked "SEN" in the staff room. Confidential paperwork is kept in the SEN cupboard.

If members of staff require particular resources or equipment they should approach the SENCO, support teacher, SEN admin staff or appropriate curriculum co-ordinator.

Updated by Mrs Buddug Bevan (November 2011)