

Ysgol Uwchradd **Llanidloes** High School



Polisi Anhenion Addysgol Arbennig Policy for Special Educational Needs

Ionawr 2016 / January 2016

Mabwysiadwyd gan y Corff Llywodraethol ar
Adopted by the Governing Body on
27th January 2016

----- (Chair of Governing Body)

Dyddiad adolygu : Ionawr 2017
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Ysgol Uwchradd Llanidloes High School

Introduction

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002 and the Equality Act 2010. 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 Equality Act 2010 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. All faculties are encouraged to have their own policy on the teaching of children with special needs within the various subject areas. A short guide to the practical implications of the Equality Act 2010 in relation to disability is available to all staff. All new staff receive induction training that encompasses this policy and the Equality Act 2010.

Ysgol Uwchradd Llanidloes High School

1 Objectives

Llanidloes High School 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. This is in line with the school's Mission Statement (GOFAL – Giving Opportunities For All to Learn).

2 Day to day Coordination of SEN

The designated school SEN co-ordinator is Mr D Jones

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 headteacher:

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

The School Governing Body has a nominated 'SEN Link Governor' Cllr Gareth Morgan to liaise with the headteacher and the school's designated SEN co-ordinator in monitoring the school's SEN provision. The SEN Link Governor, together with the headteacher and SEN co-ordinator, will report on a regular basis to the School Governing Body on the school's SEN provision.

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

The SENCo is responsible for

Leadership and Management of SEN throughout the school

SEN related policies

School SEN policy

SEN register

IEP's

Access Policy / Equality ACT 2010 policy - disability discrimination

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 Llanidloes high

The team of LSA's: Deployment, Welfare and Training

The Specific Learning Difficulty (SpLD) Centre and SpLD teacher

Establishing criteria for entry and enforcing those criteria

Monitoring the workings of the centre and the schemes of work

Monitoring the progress of pupils attending the centre

The Aspergers Centre and Aspergers Centre teacher

Establishing criteria for entry and enforcing those criteria

Monitoring the workings of the centre and the schemes of work

Monitoring the progress of pupils attending the centre

Ysgol Uwchradd Llanidloes High School

Self-evaluation of SEN and the production of the SEN Improvement Plan

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.

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 developed in conjunction with the Primary Schools to aid transition. The SENCo attends 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.

Llanidloes High School has a centre for children with specific learning difficulties (SpLD) 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 language lessons. Aspects of French and Welsh continue to be studied in the SLD Centre and in the appropriate lessons. Qualified teachers work full time in the centre and individual pupils are given in-class support by Learning Support Assistants (Non-teaching Assistants).

Admission to the centre is through either a statement of special educational needs or a dyslexia diagnosis made by a person qualified to make such a diagnosis in terms of The British Dyslexia Association or a dyslexia screening test result (GL assessment) showing

Ysgol Uwchradd Llanidloes High School

dyslexia. The degree of disapplication is 2 lessons unless exceptional circumstances exist. Admission to the centre is arranged in consultation with parents and the specialist teacher.

For health and safety reasons the total number of persons in the SpLD centre should not exceed 10 (including staff).

Llanidloes High School provides a centre to support pupils with Asperger's Syndrome. The centre is staffed with a full time teacher. Pupils are integrated into the full curriculum as much as possible with withdrawal for homework support and social skills development. Pupils attending the centre will access the mainstream curriculum for 80 ~ 90 % of lessons. Admission to the centre is through a formal diagnosis of Aspergers. Currently there are 16 pupils attending the centre.

In English, Welsh, Mathematics and Humanities lessons there are small groups (usually between 10 and 14 pupils) from year 7 onwards.

Literacy support is give to identified pupils through the Research Machines Success Maker programme. Identified pupils are withdrawn from registration to attend. Admission is through CATS, Spelling and Reading age tests in conjunction with liaison with primary schools.

The School has a team of 18 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
- Brynlywarch 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 both Dyslexia and/ or Aspergers.

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 Science, ICT and Mathematics Classrooms that are on the second storey. Comparable facilities for these subjects exist on the ground floor. The rooming of classes would be changed to include such pupils.

Ysgol Uwchradd Llanidloes High School

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

Learning support Assistants represent the most significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in statements and for those pupils at Extended School Action Plus (ESA+). The LSA timetable is constructed to maximise the benefits 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 High School. All Year 6 statement reviews are attended. SATs and reading test scores are sent to the high school as soon as they are available.

On entry to High School pupils undertake CATs and NFER reading and spelling tests. Pupils with special needs are then placed on the register at a stage as recommended by the Code of Practice. The School also maintains a separate monitoring list called "School Concern".

The school uses a range of assessment techniques, for example, 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 to The Code of Practice and Powys LA 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 available in the shared network area. They are available to all. Curriculum Area Leaders and Year Leaders are given copies of the SEN register.

Annual Statement reviews are held as follows:

Year 7	June / July
Year 8	June / July
Year 9	March / April, prior to option choices. Transition plan written.
Year 10	November
Year 11	February, after mock examinations.

Ysgol Uwchradd Llanidloes High School

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.

Pupils in the Aspergers centre have a home school book that provides a constant dialogue. This is also extended to other pupils with particularly complex needs in consultation with or request from parents

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.

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 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. We will make all possible efforts to resolve complaints successfully and meet the needs of learners. If a concern cannot be resolved a complaint can be made using the School's complaint policy and procedure or through a support organisation such as SNAP Cymru or Tros Gynnal Plant.

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

The annual staff performance management process will assist in identifying the various training needs of staff to contribute to the school's SEN provision.

Ysgol Uwchradd Llanidloes High School

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. The current National priorities are Numeracy, Literacy and reducing the effects of Poverty and training will be directed to support these priorities.

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

The SENCO meets on a regular basis with the LEA special needs service and other secondary SENCOs annually. There are termly management meetings for the Aspergers centre.

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 through to 13. A specialist careers adviser is provided by Gyrfa Cymru for Y9 through to Y13 for pupils with a Statement of Special Educational Needs.

A good working relationship exists between the school and NPTC. There is a close contact with college special educational needs support service and a number of pupils leave school to undertake further education courses, notably the Vocational Access Course.

The school uses a range of external help. 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.

- Powys Educational Psychology Service
- Local Resource Solution Panel (North Powys)
- Social services (Children with disabilities team)
- Powys Local Health Board
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - Physiotherapy Service
 - Diabetic Nurse Service
 - School Nurse Service
 - Child and Adolescent Mental Health Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Powys Mediation
- Barnardos
- CAMHS
- Youth Gateways
- Careers Wales
- Brynlywarch Special School

Contact with other mainstream schools is maintained via subject INSET and the meeting of Secondary School SENCOs. In the past pupils from the LEA special school have spent time in Llanidloes and a good relationship exists between the two. LSAs meet with LSAs from other schools during INSET.

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

Ysgol Uwchradd Llanidloes High School

Partnership with parents is a key feature of all aspects of Llanidloes High School. Parents are always welcome to contact the School about any concerns. The development, progress and behaviour of all pupils is monitored by Heads of Year 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.

The following organisations have worked with the school;

Brynlywarch Hall School
Cedewain School
Penmaes Special School

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
Resolve Cymru
Autism Cymru
HI / VI service
Speech and Language Service
Social Services
CAMHS
Youth Gateways
School Nurse
Occupational Therapy Service
Physiotherapy Service
GP / medical practitioners

Ysgol Uwchradd **Llanidloes** High School

Educational Psychology service
LA ALN manager
Educational Welfare Officer
Pastoral Support Unit
LA School Effectiveness Officer
Complementary Education