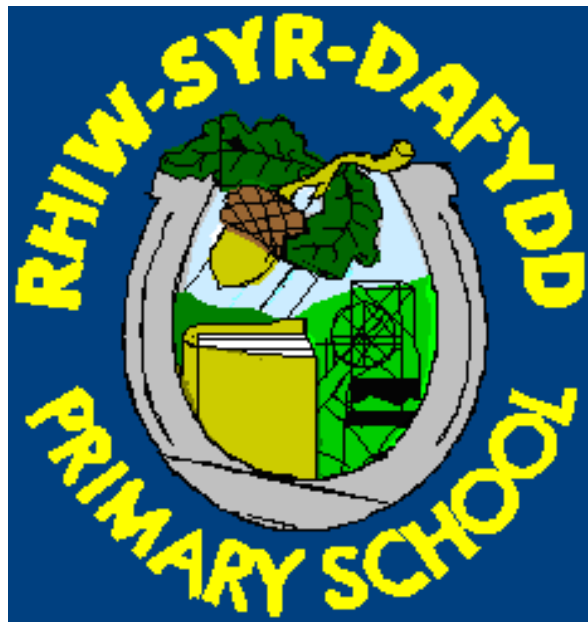


Rhiw Syr Dafydd

Primary School



SEN Policy

Issue	Author	Date	Approved by Governors
1.0	C George	Feb 13	March 13
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Mission Statement

Our mission is to create a happy and productive community of learners who are

- R**espectful of everybody and everything
- S**haring our knowledge and understanding
- D**etermined to make a difference
- P**assionate about lifelong learning
- S**aying yes to success

Race Equality Statement

At Rhiw Syr Dafydd Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We at Rhiw Syr Dafydd recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

Rationale

At Rhiw Syr Dafydd Primary School the staff strive to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Teachers will encourage and support pupils to achieve their full potential, raise self - esteem and achieve success.

Children who have exceptional talents in one or more area are also said to have SEN, and a similar process of staged intervention, planning and recording will be implemented for these pupils.

All teachers are teachers of children with SEN and as a school we aim to provide opportunities for all pupils with SEN to have access to a broad balanced curriculum. At Rhiw Syr Dafydd Primary school we aim to provide a wholly inclusive environment. All pupils, irrespective of gender, social background or need, will form part of supportive and caring community.

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 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.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each individual child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to include parents and pupils as fully as is practical in decisions affecting the child's future;

- to review policy and procedure on a regular basis, keeping in line with current advice and best practice.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

(refer to Inclusion Policy)

Special Educational Needs

Most of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP) or Play Plan in Early Years. The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being sought. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

Early Years

Monitoring of individual children's progress throughout the early years is essential. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning.

Once practitioners have identified that a child has special educational needs, the school will intervene through **Early Years Action**. If the intervention does not enable the child to make satisfactory progress the SENCO will seek advice and support from external agencies. These forms of intervention are referred to below as **Early Years Action Plus**.

Roles and Responsibilities

The governor responsible for Special Educational Needs is Mr Stephen Gammage.

The Governing Body's responsibilities to pupils with additional and different needs include:

- doing its best to ensure that provision of a high standard is made for any pupil who has special educational needs;
- ensuring that, where the 'responsible person' – the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;
- ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consulting the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensuring that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible;
- being fully involved in developing and subsequently reviewing SEN policy, including the allocation of resources from the school's developed/delegated budget;
- for the "named" governors to meet with the SENCO on a regular basis.

Headteacher – Mr C George

The headteacher's responsibilities include:

- day-to-day management of all aspects of the school's work, including provision for children with SEN. The head teacher should keep the governing body fully informed and also work closely with the school's SEN coordinator or team;

- keeping the Governing Body well informed about SEN within the school;
- working closely with the SEN team;
- informing parents of the fact that SEN provision has been made for their child ensuring that the school has clear and flexible strategies for working with parents and strategies encourage involvement in their child's education;
- support the SEN team in managing procedures in school.

Parents

Parent's responsibilities include:

- communicating regularly with the school and alert them to any concerns they have about their child's learning or provision;
- fulfilling their obligations under home-school agreements which set out expectations of both sides;
- playing an important part in the process of planning/reviewing their child's IEP;
- participating in the Annual Review of a Statement of SEN where such applies to their child;
- encouraging and supporting the idea of pupil participation in all their schools.

SEN Team - Mrs Robins and Mrs Deplace

The SEN Team, in collaboration with the headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SEN Team takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

The SEN Team's responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with special educational needs;
- liaising with and advising fellow teachers;
- managing learning support assistants;

- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Class Teachers

“All teachers are teachers of children with special educational needs”

SEN Code of Practice for Wales 5.2, 6.2.

The Code of Practice clearly acknowledges the importance allocated to the class teacher whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils;
- collaborating with the SEN Team to decide what action is required to assist the SEN pupil to progress;
- working with the SEN Team to collect all available information on the SEN pupil;
- working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP;
- liaising with SEN Team to develop IEP's for SEN pupils;
- keeping the white SEN file up-to-date;
- developing constructive relationships with parents;
- being involved in the development of the School's SEN policy.

Learning support assistants

Learning support assistants have a vital role to play within the classroom. Their roles and responsibilities include:

- To work with pupils or groups of pupils as directed by the SEN Team;
- To keep regular records of support and intervention;
- To contribute to and participate in writing IEPs;
- To attend review meetings as requested;
- To meet regularly with the SEN Team;

- To contribute to, and participate in INSET;
- To work in partnership with outside agencies.

Effective Coordination by the SENCO Team Result In -

a. Pupils with Special Educational Needs who:

- are effective and confident communicators;
- can listen attentively and respond appropriately;
- understand their targets;
- are able to express themselves effectively through speech, sign or symbol when appropriate;
- are able to develop their ability to use both English and Welsh as necessary and appropriate within the learning context;
- make progress towards targets set in their individual education plans;
- show improvement in their literacy, numeracy, information technology, communication and social skills;
- are supported to access the wider curriculum;
- are motivated to learn; and,
- develop self-esteem and confidence in their ability as learners.

b. Teachers who:

- are familiar with the schools policy for pupils with special educational needs and the approaches required to meeting these needs;
- identify pupils who may require additional provision;
- differentiate as a normal part of their teaching role to enable all pupils to access the curriculum;
- direct learning support assistants effectively;
- communicate effectively with pupils, parents, the SENCO, support staff, and external agencies;
- have high expectations of pupils' progress, setting realistic targets which they monitor and review; and,
- provide appropriate support.

c. Learning Support Assistants who:

- fully understand their role and the valuable contribution they make to teaching and learning in the school;
- work collaboratively with the SENCO, teaching staff and staff from external agencies; and,
- through opportunities develop their skills to become more knowledgeable of ways in which pupils can be supported helping them to maximise their levels of achievement and independence.

d. Parents who:

- share information about their child's progress, achievements and expectations;
- understand the targets set for their children and their contribution to helping them achieve them;
- are valued and encouraged in their partnership with the school;
- contribute to their child's development in school and in the home; and
- have the opportunity to share the skills and knowledge of how to support their child from an early age and throughout their school life.

Identification and Assessment

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

To help identify pupils who may have special educational needs, the school measures pupil progress by referring to:

- performance monitored by the teacher as part of on-going observation and assessment;
- the outcomes from baseline assessment results;
- their progress in literacy and numeracy;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and,
- standardised screening or assessment tools.

Rhiw Syr Dafydd Primary School is also open and responsive to expressions of concern by parents, and takes account of any information that parents provide about their child.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to

maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

Partnership with parents plays a key role in promoting a culture of cooperation between parents, schools¹³, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential.

‘Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.’

SEN Code of Practice for Wales: 2.2

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors’ Annual Report to Parents contains an evaluation of the policy in action. The named governor takes a special interest in special needs and is available to talk to parents if requested.

We have regular meetings each term to share the progress of special needs children with parents. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Arrangements for Partnerships with Parents:

- Staff and parents will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. A member of the SEN Team will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents we always ensure that the child's strengths as well as needs are discussed. Where we make suggestions as to how parents can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents are always invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents and distributed on request.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Pupil Participation

'Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.'

**United Nations Convention on the Rights of the Child
Articles 12 & 13**

Children and young people with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur in education including the setting of learning targets and contributing to IEPs, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition processes. They should feel confident that they will be listened to and that their views are valued. However there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support."

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Staff

All teaching staff are responsible for identification and assessment of Special educational needs within their classroom and make the appropriate provision. They are required to follow the procedures set out on the Code of Practice for Wales (2002) Copies of the Code of Practice are kept in the staff-room and Head teacher's office.

At present there are seven children with a statement of special educational needs in the school, this may be subject to change in order to meet the needs of individual children.

Inset and Training

All staff are encouraged to attend relevant courses that allow them to acquire the skills and knowledge required to work with pupils.

Monitoring and Evaluation

The SEN Team monitors the movement of children within the SEN system in school. The SEN Team provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SEN Team have non-contact time on a Thursday afternoon.

The SEN Team is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SEN Team and the headteacher hold regular meetings to review the work of the school in this area. The SEN Team and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN Team reports the outcome of the review to the full governing body.

Links with External Agencies / Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for, SEN pupils.

When it is considered necessary, colleagues from the following services will be involved with SEN pupils:

- Educational Psychologists
- Learning Support
- Advisory Teachers for SEN
- Community Paediatrician
- Speech and language Service
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Services
- Visual Impairment services
- Behaviour Support Service

In addition, important links are in place with the following organisations:

- The LEA
- Educational Welfare Officer
- Social services
- Family Intervention team
- CASS
- SNAP Cymru
- TAF
- CAMHS
- Down Syndrome Society
- Epilepsy Nurses
- Severe Allergy Nurses