

Ysgol Gynradd Gwaelod y Garth Primary School



SEN Policy

In Gwaelod y Garth Primary school we aim to provide a balanced, relevant and challenging education within a rich, stimulating and caring environment. In a bilingual setting we aim to instil a sense of pride in our nation, language and heritage whilst ensuring that the children are happy, motivated and confident learners with the necessary skills to be adaptable and successful in an ever changing world.

Introduction

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

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

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 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

"Pupils 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 full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority (LEA); and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

"Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

"Special educational provision means:

- for pupils 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
- for children under two, educational provision of any kind."

All mainstream schools must appoint a designated teacher to be the special educational needs co-ordinator (SENCo), who will be responsible for the day-to-day operation of the school's SEN policy. He or she will co-ordinate provision for pupils with SEN, maintain the SEN register, and liaise with parents, staff and external agencies. Ysgol Gwaelod y Garth School's SENCo is Mrs Rhian Davies, who holds the TLR for Additional Learning Needs.

This school provides a broad and balanced curriculum for all children. Teachers identify and set suitable learning challenges and respond to children's diverse learning needs. Teachers take account of the individual needs of all pupils and make provision, where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. This policy aims to ensure that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

Aims

At Ysgol Gwaelod y Garth School, we aim to

- create in each child the desire for increased knowledge and experiences.
- Give every child the opportunity to develop to his or her full potential in all aspects of the curriculum.
- Develop a range of specific and transferable skills in oracy, literacy, numeracy and ICT as well as to develop thinking and problem solving skills.
- Assist and encourage every child in his / her efforts to live and work harmoniously with others and to develop attitudes and qualities that will make him / her a responsible member of society.
- Nurture happy, confident children who develop life long learning skills.
- Ensure equal opportunities for all.

Objectives

At Ysgol Gwaelod y Garth School all staff will cater for the pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as class teachers.

- The needs of pupils will be met through a Graduated Response to provision for all pupils registered with SEN
- Class teachers will differentiate classroom tasks, resources, materials and strive to match work to pupil need. This will be reflected in all levels of planning
- All pupils, where appropriate, participate fully in assessment for learning through self assessment and personal target setting according to the school's ethos

- Focused individual programmes (IEPs/IBPs/IPPs) are in place to support individual need and provide attainable targets for children with SEN in the key areas of communication, literacy, numeracy, behaviour, social skills and medical conditions. New Child Friendly IEP's are being trialled in the juniors this year. Individual Play Plans have been introduced in the reception Class.
- According to the Code of Practice, effective support will be provided by the school's support teachers and Teaching Assistants (TAs) All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

Policy aims

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review SEN pupils in the school. It aims to ensure that

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the special educational needs of each child
- that the special educational needs of children are identified, assessed and provided for
- the expectations of all partners in the process - staff, parents or carers, external agencies and the child - are made clear
- the roles and the responsibilities of staff in providing for children's special educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's SEN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps ' approach where appropriate
- this is reflected in the Schemes of Work and all levels of planning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with SEN are developed and audited as appropriate
- liaison with SENCO and Primary Cluster Schools is developed

- any reports/records received and maintained from previous settings and external professionals are considered.

Inclusion

'children with special educational needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources'

- 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, literacy and numeracy and social skills
- planning to develop children's understanding through a multi-sensory approach and different strategies for learning
- 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 safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, and to participate in effective learning

Special Educational Needs

Children with special educational needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have special needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment. The revised Code of Practice 2002 has identified School Action (Early Years Action) as the school based stage and School Action Plus (Early Years Action Plus) and Statement as multi-professional assessment stages which require the support and expertise of outside agencies.

Roles and Responsibilities of Headteacher, Staff and Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor, the SEN governor, who takes particular interest in this aspect of the school.

The **Headteacher** (Mrs Jan Jones) has responsibility for

- the management of all aspects of the school's work, including provision for pupils with SEN
- Informing the Governing body about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the annual report to parents

- they have regard to the requirements of the *SEN Revised Code of Practice* (2002)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEN provision is an integral part of the school improvement plan
- the quality of SEN provision is regularly monitored.

The named governor for SEN and Inclusion is Mrs Sara Brown who liaises regularly with the Headteacher and the SENCo (Mrs Rhian Davies).

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to children's special needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- working in partnership with class teachers to identify and support pupils with SEN
- contributing to the development of joint and detailed assessments and observations of pupils with specific learning problems
- managing the records of all children with special educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs/IBPs/IPPs and the new Child Friendly IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year TA and standardised tests
- contributing to the in-service training of staff and presentations to governors
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- plan and prepare for reviews including annual reviews, IEP reviews for Maths.
- The SENCO has a weekly non contact time on Thursday morning. This is used to liaise with teachers, support assistants, parents, pupils, Achievement and Inclusion Service, Educational Psychology Service, Health and Social Services, prepare and report on annual reviews, reviews for IEP's and to plan, coordinate and monitor the provision for pupils with SEN.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN

- writing Child Friendly IEP's in collaboration with Mrs Lynch, parents and pupils (KS2)
- writing IEPs for pupils who receive additional support in Maths in collaboration with Mrs Wade.
- giving feedback to parents of pupils with SEN.

SEN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with SEN is that of all staff.

Teachers and SENCo discuss issues as they arise within the school and determine appropriate planning and provision. IEPs/IBPs and Child Friendly IEPs are written collaboratively between appropriate staff, and take account of parents opinions and also the child's input, whilst also using advice from other agencies.

The Role of the Language Support Teacher

Mrs Rhiannon Lynch works with individual children and small groups on a Thursday and Friday afternoon. She liaises closely with Senco and meets both parents and teachers each term to review previous I.E.P. targets and discuss and agree new targets for individual children.

In addition, Mrs Lynch liaises with Mrs Delyth Wade who provides further support in reading during morning sessions each week.
(See Language Support at Ysgol Gwaelod y Garth School)

The Nippers Programme

NFER Maths data is analysed to determine if pupils need extra support in Mathematics. Children are supported in small groups by Mrs Delyth Wade. A MALT assessment determines areas of weaknesses. An IEP is drawn collaboratively with Class Teachers and Mrs Wade. IEPs are reviewed termly. Nippers reviews are also held termly with parents.

Teaching Assistants (see TA and SEN provision maps)

- are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission Arrangements

In line with the Disability Discrimination Act (DDA) Wales (2002), the admission arrangements for pupils with SEN are the same as for all other pupils. Please see Equalities Policy and Admission Policy.

Allocation of resources

- Provision is mapped and costed to ensure efficient and effective use of resources
- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including coordinating the provision for children with statements of special educational needs.
- The headteacher consults with the governing body of how the funding is best deployed to support special educational needs.
- Resource boxes for junior classes will be developed by the SENCO and Mrs Rhiannon Lynch for the junior classes and will be introduced in the summer term 2013.

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support learning.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers, TAs and external professionals (as appropriate) to plan a programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class

teacher and the SENCO can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

Assessment resources

- County Guidance Criteria
- Field Notes and subjective assessments made by class Teachers
- Cardiff County Baseline Assessment
- Foundation Phase Teacher Assessment
- KS2 Teacher Assessment
- Salford Reading Test
- NFER Mathematics
- Nelson Individual Placement Test
- Youngs' Parallel Spelling Test
- BSTS Spelling tests
- BPVS
- Assessment administered by Support Teacher to include: Salford Reading Test, Miscue Analysis, Concepts about Print Test, Writing Vocabulary, Reading Vocabulary - high frequency, Words and Oxford Reading Tree keywords, Sound /Letter and phonic analysis and writing sample. British Ability Scale Reading Test.
- Analysis of data from Dewi, County, NFER etc.
- Handwriting Motorway

There is, of course, ongoing assessment for all children throughout the school year eg teacher assessments, reading records, field notes etc. Any child presenting with difficulties would be further assessed and monitored carefully by the SENCO/Support Teacher, classteacher and external professionals (as appropriate). We are keen to respond to children's difficulties promptly and whenever they become apparent as we recognised the value of early intervention - thus SEN assessment is at any time and on-going.

Individual Education Plans

Strategies employed in School Action and School Action Plus to enable the child to progress are recorded within an Individual Education Plan (IEP/IBP). This 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)

All children on the SEN register have an appropriate IEP / IBP or both. All children on the SEN register who are supported by Mrs Rhiannon Lynch has an additional Child Friendly IEP for literacy. All children on the SEN register for additional support in Maths has an IEP. The reception class has now introduced an Individual Play Plan. The Foundation Phase will receive training on the use of Individual Play Plans Spring term 2013. Key Stage 2 are trialling use of Child Friendly IEPs which is written in child friendly language so that each child is fully aware of his/her targets. Use of Child Friendly IEP's will be reviewed at the end of the academic year 2013 by the SENCo and class teachers.

A review of the learners IEP takes place termly by class teacher, Rhiannon Lynch, Delyth Wade and SENCo (staff involved.) IEPs are discussed with parents or guardians during reviews or parents evening and copies are given to parents/guardians once target have been set.

School Action / Early Years Action

The SENCO takes the lead in gathering information and coordinating the child's SEN provision.

A child might be moved to School Action as a result of

- performance monitored by teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- lack of progress in literacy or numeracy
- standardised screening or assessment tools
- Behavioural, Social or Emotional Difficulties etc

The SENCO will, in consultation with the class teacher:-

- review all performance/assessment information
- seek further advice if needed
- draw up and implement Individual Education Plan/Behaviour Plan collaboratively with class teacher, TAs and parents, having regard for the views of the child
- monitor progress
- ensure parents are aware of any changes in provision
- give advice to parents regarding support at home
- inform headteacher
- liaise with external agencies as appropriate

Support may be individual or group withdrawal, or in-class support, or monitoring.

School Action Plus / Early Years Action Plus

- At this level, the teacher and the SENCO are supported by outside agency involvement.
- The child's attainment at School Action level is monitored and reviewed.
- If the child continues to make little or no progress, has difficulties in acquiring key skills and concepts
- has emotional or behavioural difficulties which regularly interfere with child's own learning or that of peers
- has sensory or physical needs requiring specialist input and resources

- has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning

The SENCO, after consultation with class teacher and parents, may call in external specialist support to assess the needs of the child and provide appropriate support and advice.

The SENCO provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up a new IEP/IBP. Support may again be individual or group support, withdrawn or in-class support.

Reviews are arranged three times per year to monitor targets. Parents and external agencies, as appropriate, are invited to participate in the review, along with the SENCO and class teachers and TAs. Action as a result of a review might involve another IEP/IBP at School Action Plus; a reversion to School Action with appropriate IEP/IBP or consideration for the need for statutory assessment.

School Action Plus Plus / Formal Assessment

The needs of the majority of children should be met by School Action and School Action Plus. In a small number of cases, however, the LEA will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement. If a statement is not issued they may consider to register the child at School Action Plus Plus which gives access to further resources for the child.

The child may be brought to the LEA's attention as possibly requiring an assessment through school request with relevant evidence and assessment data or a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency (eg Health Professionals or Social Services)

Statement

A statement provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs.

Parental involvement and views are encouraged and welcomed.

Statements are reviewed annually with school, parental and multi-agency participation.

Ysgol Gwaelod y Garth School carefully monitors underachievement and medical conditions. We consider that early identification and acknowledgement of concern is vital and thus, we keep details notes on all children, in particularly those who whilst not meeting the criteria for School Action, are of concern. This is noted unofficially on a Class Register as area of concern.

Access to the Curriculum

We are an inclusive school. All our children are entitled to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and to experience level 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 / Individual Behaviour Plans , which employ a small steps approach, as mentioned, 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.

We endeavour to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, we deliver SEN provision in a range of environments; the children work in small groups, or in a one-to-one situation outside the classroom, or in-class support is given. At all times

we try to ensure that the environment chosen is that most appropriate to effective learning.

Partnership with Parents

At all stages of special needs provision, the school keep parents fully informed and involved. They are invited to all reviews and are actively encouraged to work in partnership. We take account of the wishes, feelings and special knowledge of parents at all times. We encourage active parental contribution by involvement in setting targets and discuss ways to support at home. Parents are informed of all 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 Monitoring and Evaluation

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject coordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts, alongside the assessment coordinator.
- value-added data for pupils on the SEN register
- Meetings between SENCo and SEN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LEA personnel and Estyn inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/IBPs and targets, revise provision and celebrate success.

Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo (Mrs Rhian Davies). For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Headteacher, Mr Iwan Ellis or the Chair of Governors, Mrs Sam Austin if they prefer.

*The policy is to be **reviewed** during the whole-school review as part of the school's development plan unless principles or practice change during the interim, in which case the review will take place immediately.*

*The headteacher is responsible for **monitoring** the policy to ensure that it is applied.*

The policy applies equally to all pupils in the school community regardless of gender, ethnicity, social circumstances and prior attainment.

J Jones
Headteacher

C Roberts - Amos
Chair of Governors

School Based

*SENCO, Mrs Rhian Davies,
Mrs Rhiannon Lynch,(Language Support Teacher)*

Review date - September 2015

Useful contacts

- SEN
7JJ
- BECTa
Gives advice regarding IT for children with
Milburn Hill Road, Science Park, Coventry, CV4
0247 641 6944
<http://inclusion.ngfl.gov.uk>
<http://www.becta.org.uk>
- East
- Diabetic Association
Quebec House, Castlebridge, Cowbridge Road
Cardiff, CF11 9AB
029 2066 8276
<http://www.diabetes.org.uk>
- Director of Education
County Hall, Atlantic Wharf, Cardiff
029 2087 4000
- Dyslexia Association
1st Floor, 12 Cathedral Road, Cardiff
029 2066 6626
- Dyscovery Centre
4a Church Road, Whitchurch, Cardiff
029 2062 8222
<http://www.dyscovery.co.uk>
- Eczema National Society
0207 388 4097
- Education Welfare Officer

029 20 629800

Mencap (Wales)
169 City Road, Cardiff, CF2 3JB
029 2049 4933

National Assembly for Wales
<http://www.wales.gov.uk/education>
It is also possible to download the Revised
Code of Practice 2002 from this site.

National Association of Gifted Children
08707 703217
<http://www.nagcbritan.org.uk>

National Association for the Education of Sick
Children
0208 980 6263

Latch
West 1, The Bungalow, Llandough Hospital,
Llandough
029 2071 2217
latchcharity@aol.com

National Asthma Campaign
0207 226 2260
<http://www.asthma.org.uk>

School Nurse, Mrs Jane Dyson
Health Centre, 11a Park Road, Whitchurch
029 2062 5603

Scope

The Lodge, Gwaelod y Garth, Cardiff

029 2076 1655

<http://www.scope.org.uk>

SNAP (Special Needs Advisory Project)

45 Penarth Road, Grangetown, Cardiff

029 2038 4868

<http://www.snapcymru.co.uk>

Wales Council for the Disabled

Llys Ifor, Crescent Road, Caerphilly, CF8 1XL

029 2088 7325

Wales Council for the Deaf

Maritime Offices, Woodland Terrace,

Maesycoed

Pontypridd, CF37 1DZ

01443 485687

Wales Council for the Blind

3rd Floor, Shand House, Newport Road, Cardiff

029 2047 3954

<http://www.wcb-cc>

