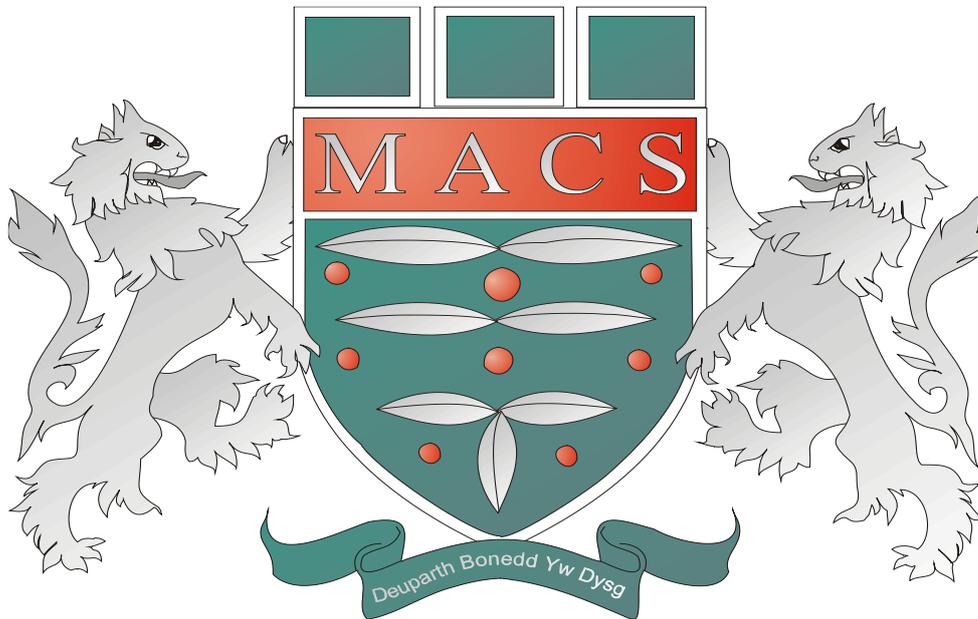


MOUNTAIN ASH COMPREHENSIVE SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Signed _____ *P. J. Jones* _____ (Chair of Governors)

Date 28.1.20

Reviewed: January 2020
Next Review Date: January 2021

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

1. Introduction

- 1.1 This policy recognises the duty upon Mountain Ash Comprehensive School to have due regard to the Code of Practice for Special Educational Needs (SEN). The policy takes cognisance of the revised Code of Practice in Wales (2002) as a means of ensuring that the school responds appropriately to children's diverse learning needs.
- 1.2 This policy fully adopts the central recommendation with the revised Code of Practice of a "graduated response" to pupils' special educational needs in which action might be taken by the school alone (School Action), or by the school with support from external agencies (School Action Plus), which in some cases, might lead to statutory assessment and a statement of SEN.
- 1.3 This policy recognises that for the vast majority of pupils, it is the actions taken by their subject teachers in classroom settings that are the key to helping them progress, as well as raising their achievements.
- 1.4 This policy provides information as to how staff at Mountain Ash Comprehensive School can respond to pupils' special educational needs and how they can decide on appropriate forms of action.

2. The Aims of the Policy

- 2.1 At Mountain Ash Comprehensive School, special educational needs are considered within a whole school perspective.
In this context, the stated goal of the school is equally applicable to all of our pupils. The stated goal of the school is as follows:

To encourage pupils to achieve their academic potential and grow up to become competent, sympathetic and responsible adults who can manage their own lives and play their part in society.
- 2.2 The aims of this policy are to assist pupils with SEN overcome barriers to learning and achieve this goal by:
 - Creating a learning environment that is fully responsive to the special educational needs of each pupil
 - Ensuring that the special educational needs of our pupils are identified, assessed and that appropriate provision is made
 - Making clear the expectation of all partners in the process
 - Identify roles and responsibilities of staff in providing for pupils' special educational needs
 - Enabling all pupils to have full access to all elements of the school curriculum

3. The aims of the Policy — Fundamental Principles

- 3.1 The underlying principles for the implementation of the policy are shaped by the detailed guidance in the revised Code of Practice and the inclusive ethos of Mountain Ash Comprehensive School. The principles are as follows:
 - All pupils with SEN will have their needs met
 - All pupil with SEN will be offered full access to a broad, balanced and relevant education
 - Statutory guidance for developing a more inclusive curriculum will be adopted to:

- i) set suitable learning challenges
- ii) respond to pupils' diverse learning needs
- iii) overcome potential barriers to learning, as part of the school action response to meeting special educational needs (Code of Practice Wales 2002)

- All pupils will be the responsibility of all staff
- All pupils with special educational needs will be identified and properly assessed as early as possible in their school careers
- The views of our pupils will be sought and taken into account in assessment and planning
- Parents will be enabled and empowered to fulfil their vital role in supporting their child's education
- Building upon an inclusive curriculum there will be additional strategies to equip staff to be able to make a graduated response to the diverse learning needs of our pupils.

4. Children with Special Educational Needs at Mountain Ash Comprehensive School

4.1 Special Educational Needs

Children with special educational needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives.

4.2 Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 school within the area of the education authority

4.3 Special educational provision means:

“For children, of two or over, educational provision 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.”

(Welsh Code of Practice 2002)

5. Identification and Assessment

- 5.1 This policy fully recognises the importance of early identification and assessment for pupils with special educational needs so that appropriate provision can be made.
- 5.2 Assessment of special educational needs will not be viewed as a single event but as a continuing process which builds on the cycle of planning, teaching and evaluation for all pupils. Sometimes this will involve the use of additional forms of assessment.
- 5.3 This process begins prior to the transfer of pupils from their primary schools so that Mountain Ash Comprehensive School staff will be fully informed of the needs of those pupils who have already been identified as having special educational needs by the primary school, and who have been helped through School Action at School Action Plus, as well as those pupils who are the subject of a statement of SEN.
- 5.4 The arrangements for acquiring this information during the period of primary/secondary transition and transfer to Mountain Ash Comprehensive School are as follows:

Partner primary schools are actively encouraged to invite representation from Mountain Ash Comprehensive School to the annual review of children with special educational needs when the children are in year 6. Consideration can be given to making recommendation if appropriate, as to the type of provision the child will require in the Comprehensive School.

Parents at this time may be invited to visit the Comprehensive School with their children.

The SENCO of Mountain Ash Comprehensive School to be invited to attend the annual review of pupils with statements.

This meeting is also the forum to enable staff pupil and parents to be reassured that a supportive transfer will occur.

The Transition Co-ordinator and SENCO from Mountain Ash Comprehensive School visit the year 6 class teachers of all partner primary schools for an in depth discussion around each individual pupils needs. During this meeting IEP's, where in place, are exchanged as well as information regarding any circumstances which may have an impact on the learning of each child.

In addition to the induction day and various events for transferring pupils held in the Summer Term, individual pupils who are experiencing great anxiety, or who have been identified as in need of further support at transfer, are invited into school for informal visits.

The information gained, during liaison processes is fed back to staff via the SENCO and Transition Co-ordinator for use within the curriculum.

- 5.5 It is intended that the information acquired from these arrangements will help the school to build upon the pattern of learning and experience established during the child's primary years and to help shape the curriculum and pastoral planning within new education settings as part of a smooth and successful transition for all pupils.
- 5.6 For pupils who arrive at Mountain Ash Comprehensive School who are known to have special educational needs, every effort is made to:
- use information from the pupil's primary school to provide starting points for the development of appropriate curriculum experiences for each pupil;
 - identify and focus attention on pupils' skills and highlight areas for early action to support the pupil within the class;
 - ensure that ongoing observation and assessment provide regular feedback to all teachers and parents.
- 5.7 Staff at Mountain Ash recognise that pupils may be admitted to Year 7 who have unidentified special educational needs. Mountain Ash Comprehensive School seeks to supplement the information received from primary schools with our own assessment procedures. These attempt to measure pupil, progress and identify pupils' special educational needs by referring to:
- i) evidence from teacher observation and assessment
 - ii) pupil performance against the level descriptions within the National Curriculum at the end of Key Stage 2 or Key Stage 3
 - iii) standardised screening or assessment tools including National Literacy and Numeracy Tests, Accelerated Reader Test.
- 5.8 This policy pays full cognisance to the recommendation of the revised. 2002 Code of Practice for Wales, that pupils' additional needs are best considered within four broad areas, mainly:
- > Communication and interaction
 - > Cognition and learning
 - > Behaviour, emotional and social development
 - > Sensory and/or physical
- 5.9 Within the context of each of these broad areas, the information, arising from such assessment is used to guide decision-making regarding what additional or different action needs to be taken for each pupil with particular learning needs to make adequate progress.

- 5.10 In this context it is recognised that individual pupils may well have needs which span two or more areas (eg a pupil with general learning difficulties may also have behavioural difficulties or a sensory impairment. In such instances, a detailed assessment of individual pupils and their situations will be carried out to acquire a 'full picture' of the nature and extent of needs.
- 5.11 Every effort is made to fully involve parents and the pupils themselves, taking full account of their views and information provided and encouraging and valuing such contributions.
- 5.12 It is intended that the school's identification and assessment procedures will lead to equitable decision in terms of provision; ensuring that pupils receive the provision they need and that the resources of Mountain Ash Comprehensive School are used effectively and efficiently.

6. Provision to meet SEN

- 6.1 Mountain Ash Comprehensive School uses a staged model as a means of making a graduated response to pupils' special educational needs as outlined within the Welsh Code of Practice 2002. In summary this staged model is as follows:

>School Action: Cause for Concern:

The Department's SEN representative identifies and consults with the department and refers concerns to SENCO

➤ **School Action:**

The SENCO takes the lead in gathering information and co-ordinating the provision in school, using a Group Learning Plan (GLP) and/or an Individual Education Plan.

➤ **School Action Plus:**

The pupil and the SENCO are supported by outside agency involvement; each pupil will have an individual plan.

Information about pupils who are included in the SEN register at School includes the stage of action currently provided for them.

The provision for a pupil with special educational needs should match the nature of his or her needs. (5.8)

- 6.2 The starting point for this graduated approach is an inclusive whole school curriculum in which the wide range of flexible differentiated strategies that teaching staff at Mountain Ash use are sufficient to support all pupils including many of those pupils with learning difficulties. Statutory guidance upon developing a more inclusive curriculum is provided within Curriculum Wales 2002 in this respect, which is based upon the principles of:
- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning
- 6.3 Even where powerful strategies are available there will be circumstances in which additional or different action will be needed in order for pupils with particular learning needs to make adequate progress. At Mountain Ash Comprehensive School additional action to meet special educational needs tends to fall within one or more of four broad categories:
- Assessment, planning and review
 - Grouping for teaching purposes
 - Additional resources
 - Curriculum and teaching methods
- 6.41 Individual Education Plans (IEPs) and Group Learning Plans (GLPs) Basic Skills Initiative.
- At Mountain Ash Comprehensive School, the Individual Educational Plans (IEPs) and Group Learning Plans (GLPs) feature significantly in the provision that is made for pupils with SEN. Primarily these are used as assessment/planning mechanisms which build upon the wider educational experiences of the pupils to address particular skill areas. However, IEPs and GLPs are also used to fulfil a central requirement Of the Code of Practice for Wales 2002 that
- “There should be regular recording of a pupil’s special educational needs, the action taken and the outcomes.”*
- 6.42 At Mountain Ash Comprehensive School the above dual purposes of planning and recording are achieved upon formats which include information which is additional or different from the differentiated curriculum which is in place as part of provision for all pupils in terms of:
- Short term targets set out for the pupil
 - When the plan is to be reviewed
 - Success and or exit criteria
 - Outcomes (to be recorded when IEP is reviewed).
- 6.43 IEPs or GLPs are constructed following a thorough analysis of strengths and needs, which result in medium to long term aims for the year, which are translated into short term targets in respective subject areas. Targets are set using information from SENCO along with teaching staff. Every effort is made to involve pupils and positive development of the IEP/GLP.
- A copy of the format used for IEP/GLP and pupil target sheets are included in Appendix.
- 6.44 IEP's/GLP's are constructed by SENCO. The targets set for individuals or groups of pupils tend to focus upon the specific skills required by those pupils to be able to make progress in their learning at that time. Whilst these targets primarily seek to develop skills in terms of literacy and numeracy (and for certain individuals, behaviour), the targets selected will inevitably be based upon individual need.
- 6.45 Once they are written, the IEP's and GLP's are then circulated to all of the staff who teach the individual or groups of pupils (via the SEN reps.), in order that an appropriate teaching programme can be planned.
- 6.46 IEP's/GLP's are reviewed at least twice during the course of an academic year. At least one of those reviews is planned to coincide with a Parents Evening for pupil's year group.
- The views of parents and pupils are also included in the review process in addition to the target setting process.

6.47 The review meetings of IEPs are the occasions when decisions are made regarding the need to involve external specialists as part of the progression towards school action plus, should such additional support be required.

6.5 Requests for Statutory Assessment

In the case of pupils who are given support through action plus but who still do not make adequate progress, proper arrangements are in place for the SENCO in consultation with the parents and any external agencies, to consider whether to ask the LEA to initiate statutory assessment.

6.51 All requests for statutory assessment will be issued by the Headteacher and SENCO and will be accompanied by written evidence and information which will include:

- The school's action through School Action and School Action Plus
- Individual Education Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- National Curriculum levels including those in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- involvement of other professionals
- Any involvement by the social services or education welfare service

6.6 Reviews For Statements

Pupils who are the subject of a statement of SEN are reviewed annually in terms of the statement in addition to the reviews of the IEP's. This follows the guidelines set out by Rhondda-Cynon Taff LEA.

7. Resources to Meet Pupils' Special Educational Needs

7.1. At Mountain Ash Comprehensive School the culture, practice management and. deployment of resources are all designed to ensure all pupils' needs are met.

7.2 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within Mountain Ash Comprehensive School, including the provision for pupils with statements of SEN.

7.3 The Headteacher will keep the Governing Body fully informed of how the funding allocated to support special educational needs has been employed.

8. Roles and Responsibilities

8.1 A Whole School Responsibility

At Mountain Ash Comprehensive School provision for pupils with SEN is viewed as a matter for the school as a whole. Consequently, all members of staff have important responsibilities. At Mountain Ash Comprehensive School all teachers are teachers of pupils with SEN and will respond to individual pupil needs in the following ways:

- By providing support for pupils who need help with communication, language and literacy and numeracy skills
- By planning for pupils' full participation. in learning and in physical and practical activities
- By ensuring that informal as well as formal opportunities for pupils to demonstrate their knowledge, skills and abilities are maximised through the school's curriculum
- By involving pupils in planning and agreeing targets to meet his or her needs
- By involving parents in developing a joint learning approach between home and school

8.2 The Role of the SENCO. The named SENCO for Mountain Ash is Mrs C Long

The SENCO role is as follows:

- Oversee the day to day operation of the SEN policy for Mountain Ash Comprehensive School
- Liaising with SEN Department representatives and advising fellow teachers
- Managing the team of learning support assistants
- Co-ordinating assessment provision for pupils with SEN
- Managing human resources linked to pupils with SEN
- Monitoring and evaluating the special educational needs provision and reporting to the Headteacher
- Co-ordinating and contributing to the in-service training of staff
- Overseeing the records of all pupils with SEN
- Arranging and conducting reviews of Statemented Pupils
- Liaising with parents of pupils with SEN
- Liaising with partner primary schools in respect of pupils with SEN
- Liaising with external agencies including the LEA's Support and Educational Psychology services, Health and Social Services, Medical Services, Education Welfare, Voluntary Bodies, Careers Wales
- Line manager to the Learning Support Department

9 - Partnership with Parents

9.1 Mountain Ash Comprehensive School recognises its duty under the 1996 Education Act to keep parents of pupils with SEN fully informed of any special educational provision being made as a consequence of those needs.

At Mountain Ash Comprehensive School this is achieved in the following ways:

- Through early transition meetings in year 6 which are hosted by the partner primary school.
- Information regarding the availability of additional provision for individual pupils is communicated to parents via a letter, inviting further discussion if required.
- Parents and pupils are invited to review the child's progress twice a year at a meeting in school. The provision included in the IEP is discussed with parents and pupils at the review. They are also encouraged to contribute their views in the meeting through discussion.
- Any parents who request an additional review at any other time are supported in their requests as far as possible.
- Where external support is requested, parents are informed by letter and asked for their permission, as well as invited into school to attend preliminary interviews with any representatives from outside agencies.

10 Working in Partnership With Other Agencies

10.1 The school recognises that the partnership with other agencies who are involved in the life of the school and who aim to support pupils and staff is more likely to be most effective when:

- it is part of a broad network which works together whenever possible
- creates opportunities to respond to difficulties as early as possible to tackle these difficulties and
- responds in a flexible way in the context of individual needs.

10.2 The involvement of other agencies is not viewed as a single event, rather as part of a process which builds on the cycle of planning, teaching and evaluation for all pupils.

10.3 It is recognised that individual pupils may well have needs which span two or more of the agencies involved. In such instances a 'full picture' of the nature and extent of the pupils needs is important to all involved; all relevant agencies are invited, to contribute towards provision of support.

10.4 Every effort is made to fully involve the parents and the pupils themselves taking full account of their views and information provided and encouraging and valuing such contribution in any meetings arranged.

10.5 In working with other agencies there is a clear focus on achievement, on the need to provide all involved - pupils, parents and teachers - with support and advice to enable them to work effectively with the pupils.

10.6 To ensure a clear focus for any work to be undertaken all involved need to be clear on what the difficulties are, what the expected outcomes of the intervention will be and which strategies need to be implemented by all parties involved to achieve that outcome. The action taken is then reviewed to consider further action if necessary.

10.7 It is essential to ensure that the pupils who most need the support to meet the aims of the school, have access to this support.

10.8 For most pupils this support is provided by home, family and friends and the school community. However some individuals may need further action or receive the benefit of action plus to meet the challenges they face.

- 10.9 Our partnership with other agencies is focused around the provision, of this extra support and is available through a very wide range of services which include:
- close links with partner primary schools.
 - The Careers Education Service is an important support service for many pupils which can lead to further support becoming available
 - The Attendance Welfare Officer who has close links with pupils, staff and families, as well as being a link with partner primary schools and Social Services.
 - Educational Psychology Service (EPS). .
 - Behavioural Support Service.
 - Learning Support Service
 - Speech and Language Service
 - Specific Learning Difficulties Support
 - Attendance Welfare Service.
 - Children Looked After

There is also a wide range of support which becomes available through family group conferencing which includes;

- Youth Offending Team
- Community Service Volunteers.
- Child and Adolescent Mental Health Support Team.
- Youth Access Workers.
- Educational Link Workers.
- Social Services Involvement. .

10.10 Further to this there is the work of Behavioural Support Service through Educational Otherwise i.e. the Pupil Referral Unit at Key Stage 3 and 4 and The Home Tuition Service.

10.11 Also available to pupils is the support for pupils with physical disabilities through access to Occupational Therapist, Speech Therapist, Physiotherapists, Child and Adolescent Mental Health Team and Community Paediatrician.

11 Monitoring and Evaluation

- 11.1 The SENCO monitors the movement of pupils on the SEN register at school and the progress made as a consequence of additional or different action.
- 11.2 Information in terms of the extent to which additional or different action at school has been effective is gathered from the following sources:
- i) The outcomes recorded by teachers on IEP's or GLP's
 - ii) The views of pupils upon the progress that they have made in their subject areas
 - iii) The views of parents acquired at the times of review of the IEP's in terms of:
 - Progress made.
 - Provision generally.
 - Targets set.
 - iv) information arising from departments and whole school reviews involving classroom observation.
- 11.3 The information arising from these sources will be collected and presented to the Governing Body as means of evaluating the effectiveness of the policy and provision for pupils with SEN at Mountain Ash Comprehensive School.

12. Review

This policy is will be reviewed and amended as required in accordance with any changes to the Code of Practice

Appendix A

MOUNTAIN ASH COMPREHENSIVE SCHOOL
SPECIAL NEEDS REFERRAL FORM

Department

Name of Pupil

Date of Birth Form

1. Description of problem(s)

2. Action Taken So Far

Action	By Whom	Date Started

3. Action Requested

Signed(Head of Learning Support or Rep.)

Date

- Please attach examples of work and any other data that may help in addressing this pupil's difficulties.

Pupil IEP / LEARNING NEEDS PROFILE

NAME:	YEAR:	
DOB:		
Code of Practice STAGE		
Category of Need primary		
secondary		

LEARNING PORTRAIT:

KS2 English	KS2 Maths	KS3 English	KS3 Maths

YEAR	Reading Comprehension Age	Spelling Age	Maths Age
7			
8			
9			
10			
11			

Provision: School	
Outside Agency	

Pupil Target:

Subject Target:

SUBJECT _____

TEACHER _____

DATE _____