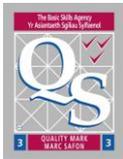


YSGOL GYFUN BRYNTIRION COMPREHENSIVE SCHOOL



Special Needs Policy



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Bryntirion Comprehensive School

Special Educational Needs Policy 2010.

All teachers are teachers of Special Educational Needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our Inclusion policy.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Objectives in making provision for pupils with SEN

- We value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school

- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governors have specific responsibility to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, pupils needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult 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
- ensure 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 with the child receiving the special educational provision their learning

needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so Governors will have regard to the Special Educational Needs Code of Practice and the Disability Discrimination act. Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator or team. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Frances Manship. She can be contacted by telephoning the school office. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liasing with and advising fellow teachers particularly the Departmental SENCO's.
- Managing learning support assistants
- Liasing with parents of pupils with special educational needs
- Liasing with the Junior/Secondary school SENCO's, Educational psychologists, specialist teachers, school nurse, speech and language therapists and other health services.

The SENCO meets regularly with SENCOs in other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria. (See LEA's policy and admissions arrangements)

Specialist provisions

The school **does** have a special unit. Mrs. Glenys Curtis is responsible for the resource base unit and the support staff who work at the unit.

(The School has special facilities for Pupils with communication difficulties. Pupils needing to use these facilities usually have statements of SEN and are placed by the LEA.)

The School SENCO has the following specialisms :Diploma in Advanced Special Education.(GLD, SPLd,Challenging Behaviour) Certificate in Special Educational Needs.

Mrs J Williams: Certificate in Special Educational Needs. Autistic Spectrum disorder certificate.

Ms M Bidder : Certificate in Special Educational Needs.

Mr J Logan : Certificate in Special Educational Needs.

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties **but does not have** complete wheelchair access. *Blocks are connected via a catwalk.*

The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities. This is being taken forward through the Access Initiative Scheme and The Disability Equality Scheme (see staff handbook for most recent audit).

Allocation of resources

The LEA provides the school with a school budget towards meeting pupils' SEN. In addition the school plans and provides for pupils with SEN

from their main budget. The costs of the SENCO) are set against the core or base budget of the school.

The school spends this money on:

- Learning support teachers and assistants.
- Mrs F. Manship, Mrs T .Williams, Mrs. S. Parry, Mrs S. Emanuel, Mr D. Illston, Mrs K Griffiths , Mrs. D.Bowser ,Mrs. J.Evans and Miss. C. Bestwick.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Special books and equipment

The details of how individual pupils receive support are recorded on their Individual Action Plans. All staff members are given copies of pupils' action plans.

The school receives additional funding for pupils with statements.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided.

Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum . This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as withdrawal support for both reading and spelling. Target group spelling and the paired reading scheme.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress in different rates. Not all

pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. The range of support that every pupil at the school can expect is: The Bridgend model of SEN services delivery is a generic graduated response.

The Bridgend Model of SEN Services Delivery is a graduated response:

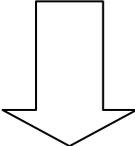
SCHOOL ACTION	(SA) School based intervention
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SCHOOL ACTION PLUS	(SA+) The involvement of external agencies
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STATUTORY ASSESSMENT	
STATEMENT Of SEN	School based provision or transfer

Triggers for School Action and School Action Plus

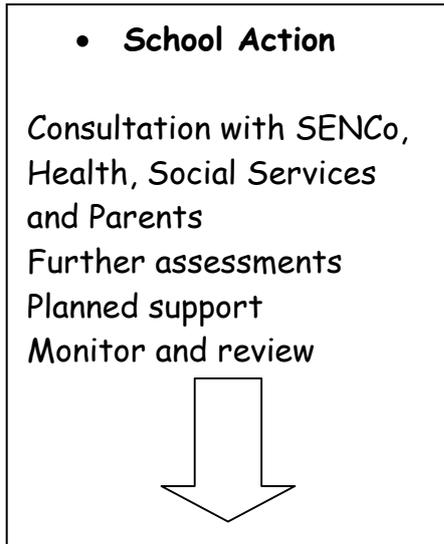
Triggers for School Action

<ul style="list-style-type: none"> • Raising a concern <p>Consultation with parents and staff</p> 

Despite

opportunities

- Little or no progress
- Difficulty developing literacy and/or numeracy skills
- Persistent EBD despite behaviour management strategies



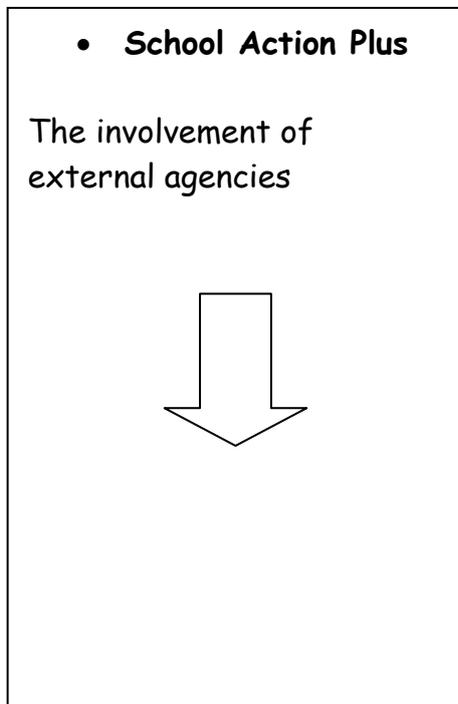
The **School Action** may include:

- Differentiated learning materials
- Special Equipment
- Individual or group support
- Staff development or training in alternative strategies
- Occasional advice from LEA support team
- An IAP/IEP will be necessary to record details that are extra to differentiated plan

Triggers for School Action and School Action Plus

Triggers for School Action Plus

If the child continues to make little or no progress in learning or behaviour, the School will need to:



- Seek help from outside agencies
- Review the interventions already implemented
- Write a new IAP to include the new strategies or recommendations from external agencies e.g. Educational Psychologist
- Parental consent must be obtained
- The School must present evidence to show what strategies and interventions have been carried out.
- Evidence from assessments made by other professionals should also be submitted. The child should still be supported using the

Mrs. T. Williams, Learning Support Officer is employed 5 days a week. Mrs Williams accompanies pupils on vocational courses, is responsible for running a Dyspraxic programme to year 7 and 8 pupils and supports pupils who are following a modified curriculum.

Mrs S. Parry and Mrs. S. Emanuel, Learning Support Assistants are employed 5 days a week. Mrs Parry also accompanies pupils on vocational courses . offers in class support to pupils in mainstream classes who have both specific and moderate learning difficulties. Mrs. S. Emanuel is undertaking the PREVENT scheme. Mrs. K. Griffiths, ELSA.

Mrs. D. Illston offers in class support to a pupil who has behaviour difficulties in a low ability class of pupils who have moderate learning difficulties.

Mrs. J Evans offers in class support to a pupil who has social and communication difficulties and is statemented..

Miss C. Bestwick offers in class support to a statemented pupil who has social and communication difficulties.

School Action Plus

If the pupil does not make adequate progress receiving School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **School Action Plus** will be similar to that made for **School Action** but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the Individual Action Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Action Plan will have fresh targets and strategies which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **School Action Plus** provision.

A number of pupils may have statements of SEN. In addition to the regular review of their IAPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

e.g.

The school will liaise with the Careers Service and other agencies to arrange Transition Plans for students with Statements (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

There are currently three pupils with statements in the school who are educated within mainstream classes.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus/Handbook.

Under the SEN and Disability Discrimination Act 2005 parents may seek advice on resolving disagreements through the LEA and/or the Independent Mediation Service, SNAP. The school will make further information about this process available on request.

Arrangements for training and development of all staff including Support Assistants and Midday Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Better Schools Fund each year which it may use to meet identified needs. Particular

support will be given to Newly Qualified Teachers and other new members of staff.

Special Educational needs is included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Your child's SENCo will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the school SENCo. Parents are invited to attend all reviews.

Pupil participation

Pupils and young people with special educational needs often 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 will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Action Plans, discussions about choice of schools and transition processes.

HOW? Pupil interviews, questionnaires, surveys, self evaluation (pictures, written answers), making choices

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 and Year 9 is essential to allow appropriate options to be considered. The SENCo will liaise with the

SENCo's of the primary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Secondary schools prepare Transition Plans, e.g. The school will liaise with the Careers Service, Mr Dylan Evans and other agencies to arrange Transition Plans for students with Statements (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In addition pupils within the communication resource base attend mainstream lessons with LSA support.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the Mr. D. Williams the Education Welfare Officer and Mrs. L. Silver our link Educational Psychologist for the area. *In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.*

- *Fortnightly visits with the Educational Psychologist are held to ensure that any pupils with difficulties are seen.*
- *The school has access to a counsellor three days a week where pupils may discuss any problems in confidence.*
- *The school also has an emotional literacy support assistant to whom pupils are referred. Mrs. K. Griffiths has an office and works one day per week in this role.*
- *Multi-agency liaison meetings, with representation from Social Services, the Careers Service, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.*
- *The Careers Service Personal Adviser, Mr Dylan Evans is invited to attend all Annual Reviews in Year 9 in order to contribute to the first*

Transition Plan, and then to the subsequent reviews of the Transition Plan.

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria for each year is kept in the Learning Support Department.

All children will have demonstrated measurable progress. In evaluating the effectiveness of its SEN policy, Governors have set additional targets.

- *By 2010... all pupils with SEN will be invited to contribute to the planning and review of their IAP and their views will be recorded*
- *The percentage of parents attending IAP reviews will be increased from .40% to75..%*
- *100...% of LSAs will have attended training in behaviour management*
- *All teaching staff will have updated training on the Code of Practice by 2010....*
- *The SENCO will introduce procedures to ensure that all pupils with SEN are identified within one term of their starting school*
- *All school policies will be reviewed by Mr A. Thomas to ensure that the requirements of the Disability Equality Scheme legislation are met.*
- *To ensure that every department in school has one member of staff who has responsibility for ensuring that the planning meets the needs of the pupils at classroom differentiation, on school action or school action plus.*

- *To provide training on differentiation{see Learning Support Department for further information on the above issues}*

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the Disability Discrimination Act 2005. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>

Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling - pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 2005	<i>As amended by the SEN and Disability Act 2001</i>
Disability Equality Scheme	<i>DRC website at www.drc-gb.org. Code came into force from September 2005</i>

Appendix 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils 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 do so if special educational provision was not made for them.

Pupils must not be regarded as having a 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:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the Area.

See Section 312, Education Act 1996

Definition of Disability

Bryntirion recognises the definition of disability given below: "

" A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

We subscribe to the following description of the " social mode of disability"

"At present disabled people do not have the same opportunities as non-disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. The poverty, disadvantage and social inclusion experienced by many disabled people is not the inevitable result of their

impairments or medical conditions, but rather stems from attitudinal and environmental barriers.”

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

See Bryntirion's Accessibility Development plan and the Disability Equality Scheme and action plan in the school handbook.

Appendix 3

Special Educational Needs Budget Allocation

With regard to the annual allocated budget in line with the aims and beliefs of this policy document, the following information outlines the basis on which the school plans for the delivery of SEN support.

Annual Budget Allocation for the Learning Support Department is £1400.

Each subject department also has a set budget allocation for pupils with additional needs within their subject area. The Senior Management team also help with the purchase of additional resources, such as Neos, resource manuals, equipment and games for the friendship groups.

F. Manship. 2010