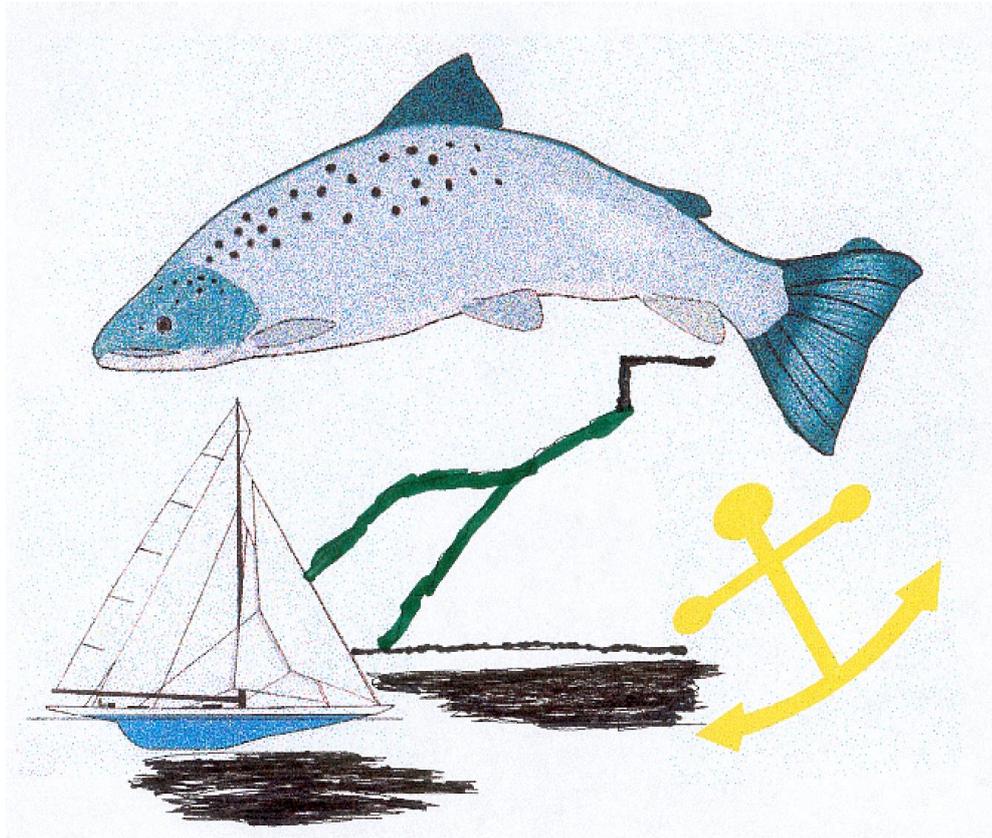


# Special Educational Needs Policy

for

Ferryside V. C. P. School  
Ysgol Glanyfferi



**2016 – 2018**

|                 |                    |  |
|-----------------|--------------------|--|
| <i>Approved</i> | <i>Summer 2017</i> |  |
| <i>Signed</i>   |                    |  |

# **ADDITIONAL** **EDUCATION NEEDS POLICY**

If school or parents/carers have concerns about a child's progress there is a clear procedure that will be followed. This is set out in the 2002 Code of Practice (this is a government guidance document on the identification and assessment of special educational needs) and is called a staged model of assessment.

As a Church in Wales school committed to Christian values, positive attitudes and relationships between teachers, learning support staff, non-teaching staff, pupils and parents are fundamental to the success of the education of all children.

## **ALNCO**

Mrs L Howells.

As ALENCO, Mrs L Howells. co-ordinates Additional Educational Needs within the school. Issues are discussed during staff meetings. However, all staff may discuss issues pertaining to Additional Educational Needs at any convenient time during or after school. IEP's are reviewed twice a year between ALNCO and class teachers.

## **GOVERNORS**

The Governing Body is very supportive of Additional Needs Education within the school. A School Governor has responsibility for Additional Educational Needs. (Mrs R Eyton-Jones).

## **AIMS**

- To provide a broad and balanced curriculum.
- To ensure that every child follows the Foundation Phase Framework and National Curriculum unless he/she is temporarily exempted by the Authority.
- To encourage the child to realise his/her full potential.
- To integrate the child into the social and cultural life of the school.
- To formulate a close liaison between school and home in order to ensure that parents are kept fully informed.

## **OBJECTIVES**

- To foster a happy working relationship.
- To create a stimulating, supportive working environment.
- To encourage and develop the child's self-esteem.
- To provide differentiation of work and individual education development plans.

## **IDENTIFICATION, ASSESSMENT PROVISION**

### **Identification and Assessment**

Early identification of pupils with Additional Educational needs is important. Teachers, parents or outside agencies may identify pupils with Additional Educational needs at any time during the year.

ALENCO needs to be informed and concerns discussed so that pupils may be assessed and monitored.

During the Autumn Term every pupil aged 4+ upwards within the school is screened.

Tests are administered in order to:

- Identify pupils with Additional Educational needs.
- Ensure that pupils are placed on the school's ALN register.
- Provide an objective measure of the child's progress.
- Provide evidence for evaluation of ALN provision.

Tests administered during the Summer Term for Years 2-6 are set by the County.

They are:

National Tests  
NFER Mathematics and Reading tests.

Baseline tracking for new pupils entering the Foundation phase (administered during the first six weeks).

These objective standardised tests together with the Foundation Phase Outcomes, CHATT screening and the National Curriculum attainments, teacher assessment, class records and observation on behaviour and emotional development form final assessment of pupil's educational needs.

Difficulties experienced by some pupils who are identified as having Additional Educational Needs may require further individual diagnostic testing e.g.

Glannau Menai  
Diagnostic Reading Analysis

Diagnostic tests provide valuable information for preparing Individual Education Plans for pupils on School Action or School Action Plus.

Further individual assessments include:

- Carmarthenshire Assessment Profiles
- Behaviour Assessment Profile

These profiles help to highlight the pupils strengths and weaknesses.

Should a pupil of non-compulsory school age be identified as having Additional Educational needs then the pupil will be referred to appropriate external agencies for assessment.

## **SCHOOL ACTION**

When a child is identified as having Additional Educational needs and interventions are provided by the class teacher that are additional to or different from those provided as part of the usual differentiated curriculum, these actions are described as School Action.

“The basis for intervention through School Action could be a teacher’s or other’s concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.”

## **SCHOOL ACTION PLUS**

At School Action Plus, concerns about the pupil’s rate of learning and the barriers to their learning will have increased. The signs to include a pupil on School Action Plus would be:

If the pupil

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below those expected of children of a similar age.
- Continues to have difficulty in literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impede the development of social relationships and cause substantial barriers to learning.

## **INDIVIDUAL EDUCATION PLANS**

An Individual Education Plan (IEP) is used to plan intervention for individual pupils who are on School Action and School Action Plus and for pupils with Statements of Additional Educational Needs.

IEP's for statemented pupils need to reflect the aims and provision of the statement.

The content of the IEP sets out:

- What should be taught.
- How it should be taught.
- How often the additional or different activities should take place.

A good IEP should:

- Set out the objectives of the plan.
- Focus on a pupil's strengths and successes to underpin the targets set and the teaching strategies to be used.
- Detail provision to be put in place for the pupil with Additional Educational needs.
- Detail three to four individual SMART targets (Specific, Measurable, Attainable, Relevant, Timely) which are extra or different from those for most pupils.
- Be a simple, jargon-free, working document, comprehensible to all staff and parents.
- Be distributed to all staff as necessary.
- Result in good planning and intervention by staff.
- Help pupils monitor their own progress.
- State when the plan is to be reviewed.
- Include success and/or exit criteria.
- Give information about outcomes.

Specific IEPs may be used to:

- Help a pupil manage his/her behaviour and emotions.
- Assist pupils to take part in learning, physical and practical activities safely,
- Develop better communication, numeracy and literacy skills.
- Develop better powers of observation and description by showing them how to use all of their senses and experiences.
- Targets will focus on communication, literacy, maths, behaviour and social skills depending on the child's needs.

The targets must be SMART:

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

The IEP is a major part of the reviewing process. IEPs are reviewed every six months to ensure that provision continues to meet pupil needs. Clear targets with specified actions and clear identified outcomes allow decisions to be made regarding future targets and action.

### **ACCESS TO THE FOUNDATION PHASE FRAMEWORK AND NATIONAL CURRICULUM**

Every pupil with Additional Educational needs has access to the Foundation Phase Framework National Curriculum unless a statement maintains that a pupil would benefit from temporarily opting out of the National Curriculum whereby an alternative structured programme would be outlined within the statement.

Pupils attain different levels within the Foundation Phase Framework National Curriculum according to their ability and development.

Progress within the framework of the Foundation Phase Framework National Curriculum is accomplished by children with Additional Educational needs by ensuring:

- work is carefully graded.
- consolidation of previous work.
- variety of teaching methods.
- Readability of text and non-verbal information.
- Differentiated work.
- implementation of IEP's.
- support of Learning Support Assistants.

### **RESOURCES – STAFFING**

Various teaching methods are used in the school such as the whole class approach, small group work and individual learning. According to need, pupils with Additional Educational needs will be supported individually, within a group and within class.

Tric a Chlic sessions take place throughout the Foundation Phase and extended to year 3 pupils. Read Write Inc sessions are used with KS2 pupils, also Hwb Ymlaen - where targeted pupils work in small groups for 20-30 minutes with a Learning Support Assistant, at least twice per week.

To help teachers, pupils have easy access to resources they are suitably located within both departments. Resources include reading schemes, language and mathematical games, computer software and construction kits.

Information on some specific Additional Needs disorders are also available.

### **MONITORING AND REVIEW PROCEDURES**

All pupils with Additional Educational Needs are entered electronically on the SEN register.

Pupils' progress are continually monitored through:

- Teacher assessment.
- Standardised and non-standardised tests.
- Annual Screening Tests.

This helps to establish progress achieved and effectiveness of teaching strategies, differentiation, IEPs and behaviour strategies (if necessary).

Records are kept of pupil's results of school based assessment, results of tests administered, reports from outside agencies, parental comments and information and Behaviour Assessment Profile (if necessary).

Pupils Additional Needs are reviewed at least twice yearly involving the pupil, ALNCO, the class teacher and discussed with parents during parent's evenings. If necessary, the SEN register is adjusted according to the outcome of the review.

Once a year, the school undertakes a Statutory Annual Review of pupils who have Statements of Additional Educational Needs. This review is chaired by the Headteacher and involves the class teacher, SENCO, parents and all professionals working with the pupil. A representative from the county is also invited to attend.

The purpose of the Statutory Annual Review enables us to:

- Assess the progress made by the pupil in achieving the objectives set out in the Statement.
- Bring together all of the information that can be used in planning future support for the individual, including data on attainments and progress with the National Curriculum.
- Review the targets and actions set out in the last meeting and the outcomes from such actions, with the pupil, the parents and other practitioners.
- Review the impact of Additional provision made for the pupil.
- Examine the appropriateness of any specialist equipment.
- Consider the level of support and ways in which this can be refined.
- Set new targets and actions for the following year.
- Consider the appropriateness of the Statement and whether to amend, continue or cease to maintain the Statement.

Where a child is coming towards a change in phase of his/her education, for example, a Year 6 pupil moving to a secondary school then the ALNCO from that school will be invited to attend the transfer review meeting.

## **EVALUATION**

The effectiveness of the school's Additional Needs Policy is evaluated through full consultation between headteacher, ALNCO, teachers and learning support assistants. Further consideration is given to feedback from parents, pupils and governors. The County and the Educational Psychological Service also provide invaluable advice. The provision is amended as the need arises.

When the school has evidence that a child is making insufficient progress, despite support and intervention at School Action, then the school will seek further advice and involvement of external support services.

These will include discussion with:

Local Authority:

Educational and Child Psychologist –  
ALN Advisory Teacher - Steve Campbell  
ALN Family Support Worker – Kate Jones  
Sensory Impairment Officer – Sally Durbridge,  
Advisory Teachers for : (a) Dyslexia (Viv Thomas)  
(b) Speech, Language and Communication (Elinor R. Williams) ?  
(c) ASD (Emma Wheeler)  
BSCT (Angela Davies)  
Behaviour / Exclusions / Home Tuition – Paul Williams  
Team Around the Family – Liz Barney ( Sian Burt)  
MEAS (EAL) + travellers (Shelly Clarke)  
Advisory Teacher LAC (Sara Walters)

Health

Occupational Therapist  
Physiotherapist  
Speech and Language Therapist  
School Health Nurse – Gwennan Williams / Health Visitor – Holly Lewis  
Community Paediatrician

Education and Children's Services:

Family Disability Team  
Childcare Team

Other Agencies/Organisations:

SNAP  
Disability Sports  
Barnardo's  
Autism Cymru  
Dyslexia Association

**COMPLAINTS PROCEDURE**

As per County Guidelines.

**IN SERVICE TRAINING OF STAFF IN ADDITIONAL EDUCATIONAL NEEDS**

The ALNCO attends courses and meetings, relating to Additional Needs organised by the County.

Other members of staff also have the opportunity to attend courses.

Courses attended are reported on and discussed at staff meetings.

### **LINKS WITH PARENTS**

The school promotes an open-door policy with parents. If a parent is concerned about a child's progress or welfare, then the school may be contacted at any time. Arrangements will then be made to discuss the issues fully.

A formal parents evening is held at the end of the Summer Term in order to discuss the child's needs, progress and a target setting evening takes place in the Autumn Term.

If the school is concerned about a pupil at any time, then the parents will be informed and invited to discuss the situation.

Parents are kept fully informed of the involvement of outside agencies and no statutory assessment will be requested without full consultation and consent of parents.

### **LINKS WITH EXTERNAL AGENCIES**

The school has access to various external agencies. Letters and forms prepared by Carmarthenshire LEA, with some included in 'The Carmarthenshire Inclusion Handbook for Schools' are used to obtain support of external agencies e.g. The Educational Psychology Service.

The learning support officer allocated to the school provides a key contact point for head teachers, ALNCOs and parents, for all aspects of Additional Educational needs.

Advisory teachers for Additional Educational needs e.g. for dyslexia, sensory impairment are available and offer advice and support when needed.

The Behaviour Support Service can be called upon to help with children experiencing behavioural difficulties at different levels.

A number of children attending the school have speech and language therapy. The school is kept informed of the child's progress.

### **LINKS WITH OTHER SCHOOLS**

As a school, we have developed close links with Ysgol Bro Myrddin and QEH. The ALNCO attends meetings as required during transitional periods.

Pupils have the opportunity to visit the secondary schools during the summer term.

### **Transference to Another School**

When a pupil with Additional Educational needs transfers to another school during his Primary School life then all records and documents will be forwarded to the headteacher of the new school.

Similarly, when a child with Additional Educational needs enrolls on our school register during Primary School life, every effort will be made to obtain past records from the headteacher of the previous school.

## **Looked After Children**

### **Definition**

Looked After is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting. Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Nationally, Looked After Children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. A high percentage of Looked After children leave education with no formal qualifications. Helping LAC succeed and providing a better future for them is a key priority in our school.

Looked After children can experience specific and significant disadvantage within a school setting, and is committed to ensuring they reach their potential in all areas. We are aware that Looked After children may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

We see the enhance the achievement and welfare of Looked After Children in the following ways:

Regular Personal Centred Planning reviews to incorporate the PEP (Personal Education Plan) into one plan.

Having high expectations for the child and ensuring equal access to a balanced and broadly based education.

Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing through INCERTS, provision mapping, ChATT and Boxhall assessments.

Achieving stability and continuity through key interventions such as ChATT, positive play and Talkabout with key adults. Providing additional adult support within class when necessary and seeking to ensure the relationship develops to support transitions. Prioritising reduction in exclusions and promoting attendance.

Promoting inclusion through challenging and changing attitudes. Promoting good communication between all those involved in the child's life and listening to the child.

Maintaining and respecting the child's confidentiality wherever possible.

Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.

Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.

### **RESPONSIBILITY OF THE HEADTEACHER**

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **RESPONSIBILITY OF THE GOVERNING BODY**

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.

*The Education (Admission of Looked After Children) (England) Regulations 2006. Relevant DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).*

- Ensure the school has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Provision mapping incorporates:
  1. The number of looked-after pupils on the school's roll (if any).
  2. Their attendance, as a discreet group, compared to other pupils.
  3. Their Teacher Assessment, as a discreet group, compared to other pupils.
  4. The number of fixed term and permanent exclusions (if any).

### **THE ROLE OF THE DESIGNATED TEACHER**

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them."

It is strongly recommended that this person should be a member of the Senior Leadership Team.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of

Looked After Children.

- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.

### **THE RESPONSIBILITIES OF ALL STAFF**

All our staff will:

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.

This policy will be regularly monitored and will be updated when needed for example, to include new initiatives that are brought in by the County.