

Ysgol Gymunedol Penrhyn-coch ac Ysgol Penllwyn Community School

Special Educational Needs (SEN) Policy

The Education Act 1993 places important responsibilities on the Governing Body of every school to . . .

“ make special educational provision for all of its pupils who have additional educational needs, either with or without a statement. ”

Principles:

- our school aims to secure, wherever possible, equal opportunity both through the curriculum and socially for pupils who have special educational needs
- our school aims to co-operate effectively with all statutory agencies and others relevant to the young person and his/her difficulties and needs
- our school aims to work closely with parents and guardians in an effort to ensure an effective partnership which will benefit the young person
- our school places an emphasis on the pupil's contribution and pays respect to their opinions
- our school ensures that a differentiated curriculum is accessible to meet the pupil's needs
- our school will aim to achieve a whole school response in addressing the needs of the pupil rather than confining the responsibility to particular members of staff.

Objectives:

- to ensure that systems are in place, throughout the school, that will identify at an

- early stage the child who is experiencing difficulties in their learning
- to collate information from all concerned and from the pupil themselves,
- to ensure the best understanding of the nature of their difficulty
- to ensure that the most effective provision is made for any young person
- with special educational needs
- to secure the co-operation and support of parents, guardians and all others in these objectives.

Provision:

- our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning which will meet the specific needs of individuals and/or groups of children
- children may have special educational needs at any time or, throughout their school career, and these needs will range from moderate educational difficulties to severe physical disabilities
- in line with the Education Act this school will aim to provide for these pupils in a mainstream setting
- when planning, all staff will set suitable learning challenges and respond to the diversity of needs so as to ensure all pupils progress according to their ability
- an Individual Educational Plan (IEP) will be drawn up, in conjunction with the Class Teacher, for all pupils named on the SEN Register
- various teaching methods and strategies will be used to achieve the targets set, supported by additional and appropriate age / ability resources in order to enhance the delivery of the curriculum
- the pupil's development will be recorded systematically and discussed with the pupil,

where appropriate, and parents kept informed

- where the school feels additional support is needed advice will be sought from all the appropriate services
- at this school we will strive to take into account the wide diversity of special educational needs and ensure that every child has the opportunity to reach their potential.

Assessment of Needs:

Early identification is vital.

- in line with the Graduated Response the class teacher will inform the parents at the earliest opportunity in order to alert them to concerns and enlist their active help and participation
- the procedure of referral is known to every teacher. It is then the teachers' responsibility to draw the SENCo's attention to the needs of the child in his/her care
- the referral relates to the specific needs of the child and includes evidence
- all relevant evidence will be up to date and show how the Graduated Response has been applied within the classroom
- a written record of the referral will be kept by the SENCo
- the class teacher and the SENCo will assess and monitor the child's progress in line with School and LEA practices
- standardised tests will be used as a screening process and pupils with special educational needs will be placed on the school's Special Needs Register
- parents and guardians will be informed of all decisions made concerning their child

The Role of the SEN Co-ordinator:

The SEN Co-ordinator at this school is Miss Rhian Cory
The Designated Governor with responsibility for SEN is Rhodri Gibson

In this school the SENCo's responsibilities are :

- to manage the day to day implementation of this policy
- to maintain the school's SEN register
- to co-ordinate the provision for pupils with special educational needs
- to support, advise and train colleagues on the delivery of a suitable curriculum and ensure that staff training needs are included in the school's development plan
- to liaise and co-ordinate with staff in the structuring of IEPs
- to regularly contribute to and monitor the records of every pupil who has SEN
- to act as a link with external agencies and regularly review the provision
- to manage a range of resources, human and material, linked to pupils with SEN
- to maintain a range of appropriate and effective teaching materials
- to compile the relevant documentation required by the LEA and other agencies
- to liaise with the designated governor
- to regularly report to the school's Headteacher and Management Team on the school's provision for SEN pupils.

The Role of the Governing Body and Designated Governor :

- to ensure that the best provision possible is made for pupils with special educational needs
- to ensure that all staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- to consult with the LEA and governors of other schools, when it seems necessary or desirable, in the interests of co-ordinating Special Educational Needs provision in the area as a whole.
- to ensure that a pupil with SEN is included in all the activities of the

school, together

with all other pupils, so far as is reasonably practicable and compatible with the needs of

the child and, is to the benefit of all concerned in accordance with the Disability Rights

Commission Code of Practice

- to be available to listen to and support parents and guardians in difficult circumstances

- to monitor the appropriate and most efficient use of SEN funding.

It is essential that the SENCO is fully aware of the resource allocations made to children and young people with special educational needs and that there is

transparency in the way
resources are distributed overall.

Partnership with Parents and Guardians:

This school acknowledges the all-important influence parents and guardians have on their

children's educational development. In order to foster an effective partnership, our school will

encourage parental co-operation by:

- paying professional attention to parents' and guardians' views and concerns, ensuring that they are confidentially discussed at the earliest opportunity and for a reasonable time

- ensuring that the assessments carried out are based on firm and comprehensive

knowledge of the child and are carefully recorded

- informing parents and guardians of decisions made with regard to their child's difficulties

- seeking their permission for the child's placement on the Special Needs Register

- showing respect for parents' and guardians' support where appropriate

- ensuring that, on request, this policy is available for parents to consult

- sharing information concerning sources of relevant support e.g. local and national bodies, SNAP Cymru, as well as the Parent Partnership Service and

the

Dispute Resolution Service provided by the LEA

- ensuring that the School Brochure /handbook contains relevant, up to date information about SEN provision within the school
- inviting parents and guardians to all Annual Review meetings.

Criteria for Success :

Day to Day Management :

- the school has a SEN policy to correspond with the Code of Practice
 - a SEN co-ordinator has been appointed
 - the co-ordinator has opportunities to meet with the Head Teacher and other staff
 - a link exists between the SENCO and the designated governor
 - non– contact time is provided to allow the SENCo to discuss needs and implement the policy
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- the assessment of pupils will reflect, as far as possible, their participation in the whole school curriculum
 - the class teacher and the SENCo will break down the assessment into smaller steps in order to aid progress and provide more detailed and accurate indicators.
 - where *SMART* targets are set the pupil's views and ideas will be valued and included
 - in line with the *Code of Practice* and the LEA's *Special Needs Strategy* the school will respond to pupils' needs at the appropriate level
 - **School Action:** the SENCo takes the lead in gathering information and co-ordinating the provision within the school in line with the child's IEP
 - **School Action Plus :**

