

Pentyrch Primary School Ysgol Gynradd Pentyrch

“Learning and Growing Together”



“Dysgu a Thyfa Gyda’n Gilydd”

Special Educational Needs Policy

2016 – 2017

Updated: March 2017

SPECIAL EDUCATIONAL NEEDS POLICY

Background

1. Nearly one in six children is considered to have special educational needs (SEN) and successive governments have developed the statutory framework to respond to the diverse needs of individual children. Schools and early education settings have to have a written SEN policy.
2. The information that must be included in a policy is described fully in the *SEN Code of Practice for Wales 2002*:
 - basic information about the school's special educational provision
 - the school's policies for the identification, assessment and provision for all pupils with special educational needs
 - the school's staffing policies and its policy on partnership with bodies beyond the school
3. Governing bodies must publish information about, and report on, the school's policy on SEN. This must be freely available to parents/carers. The school as a whole should be involved in the development of the policy and it should be subject to a regular cycle of monitoring, evaluation and review.
4. The governing body's annual report must include information on the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.
5. 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."
6. "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 authority (LA); 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.
7. In relation to English Additional Language (EAL) pupils who may also have SEN needs, the Code of Practice states:

“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.”

8. 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 LA, other than special schools, in the area
 - for children under two, educational provision of any kind
9. 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. They will co-ordinate provision for pupils with SEN, maintain the SEN register, and liaise with parents, staff and external agencies. Pentyrch Primary School's SENCo in the academic year 2016/17 is Miss J Keenor

Introduction

10. Pentyrch Primary School is a traditional Victorian building with one demountable, containing two classrooms. There are currently 138 full time pupils on roll. Of the total number of pupils on roll, 10% are considered to have special educational needs.
11. Children are eligible to attend the Reception after their fourth birthday and are admitted to school in the academic year in which they are five years old. The school has a policy of establishing links with both parents/ carers and children before admission. Parents/ carers of new entrants are invited to school prior to admission and children are encouraged to visit to familiarise themselves with their new environment.
12. The 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.
13. 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

14. At Pentyrch Primary School we:
- enable every pupil to experience success
 - promote individual confidence and a positive attitude
 - ensure that *all* pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
 - give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
 - identify, assess, record and regularly review pupils' progress and needs
 - involve parents/ carers in planning and supporting at all stages of their children's development
 - work collaboratively with parents/ carers, other professionals and support services
 - ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Relationship to other policies

15. This policy also relates to the policies on Learning and Teaching and the Equalities Scheme. The Accessibility Plan is also pertinent to this policy.

Objectives

16. At Pentyrch Primary School, staff cater fully for the learning needs of all 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 identified as having Special Educational Needs
 - Class teachers will differentiate classroom tasks, resources and materials and match work to pupil need. This is reflected in all levels of planning
 - All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self assessment and personal target setting
 - Individual Education Plans (IEP)/ Individual Behaviour Plans (IBP) are in place to support individual need and provide attainable targets for children with SEN
 - Effective support will be provided by named Teaching Assistants (TAs). All staff are provided with opportunities to access training to develop the skills required to promote effective learning

17. 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, which is reflected in the Schemes of Work and all levels of planning
- parents/ carers 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
- reports and/ or 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'

18. 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

19. Teachers respond to children's needs by:

- providing support for children with speech, language and communication, literacy and numeracy and social skills difficulties

- planning to develop children’s understanding through a multi-sensory approach and a variety of 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, in order to participate in effective learning

Special Educational Needs

20. 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

21. 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 their 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.
22. 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.
23. The **headteacher** 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.
24. 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/ carers 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/ carers 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.
25. The named governor for SEN and Inclusion for the academic year 2016/17 is Guy Burfitt, who liaises regularly with the Headteacher and the SENCo.
26. 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 with pupils, 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/ carers 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/ carers
- 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 teacher assessments and standardised tests
- contributing to the in-service training of staff and presentations to governors
- managing learning support staff/ teaching assistants in conjunction with the head teacher
- 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 the feeder High School and cluster feeder primary schools to ensure high quality transition arrangements
- Provide information for Annual Reviews
- Support and Professional Development -
 - Maintain own knowledge and skills at a high level in order to advise, support and inform curriculum leaders, Class teachers, Support Teachers and TA's about practice and about pupils with SEN
 - Contribution to the in-service training of staff
- Communication and Liaison -
 - Liaise with parents/ carers of SEN pupils and inform them of the progress made by their child
 - Ensure that parents/ carers are aware of local parent partnership services
- Monitoring and Evaluation
 - Advise SLT on effectiveness of policy and practices in identifying children with SEN
 - Manage the collection, recording and updating of information re pupils with SEN
 - Monitor the progress of pupils on SA, SA+ and Statemented pupils
- Reporting and Accountability - Collaborate with colleagues to evaluate the quality of provision for pupils with SEN, to inform development planning and the evaluation of performance.

27. 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
 - giving feedback to parents/ carers of pupils with SEN
32. SEN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with SEN is that of *all* staff.
33. Teachers and the SENCo meet regularly to determine appropriate planning and provision. IEPs/ IBPs are written by class teachers, with support from the SENCO, using advice from other agencies, as appropriate. Copies of individual IEPs/ IBPs are shared with parents/ carers, with a signed copy being held by the school. The targets are then discussed with parents/ carers at an arranged review meeting.
- 28. Teaching Assistants (who provide support for SEN pupils) are responsible for:**
- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
 - using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
 - supporting children with special educational needs in all areas of the curriculum
 - supporting a pupil with a specific difficulty to enable him or her to access the curriculum
 - working with individual children under the direction of the teacher
 - working with groups of children under the direction of the teacher
 - assisting in the production of differentiated materials
- 29. Keyworkers are responsible for:**
- explaining to the child any notice or document required to be given or served by a local authority in respect of a child's SEN
 - to contact the LA caseworker on behalf of the child
 - to contact SNAP on behalf of the child
 - to keep appropriate records relating to above

Admission Arrangements

30. In line with the Equalities Act 2010, the admission arrangements for pupils with SEN are the same as for all other pupils.

Allocation of resources

31. Provision is mapped and costed to ensure efficient and effective use of resources.
32. The SENCO, in consultation with the headteacher, 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.

33. The headteacher consults with the governing body of how the funding is best deployed to support special educational needs.
34. Appropriate resources for children with additional learning needs support all areas of the curriculum.

Assessment

35. Early identification is vital. The class teacher informs the parents/ carers 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/ carers 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.

36. Assessment resources may include:

- WG Reading and Numeracy SSs
- Field Notes and summative assessments made by class teachers
- Nursery Baseline Assessments, appropriate to each individual setting
- P Levels – literacy and numeracy (if appropriate)
- Foundation Phase teacher assessment levels
- KS2 teacher assessment levels

37. There is, of course, ongoing assessment for all children throughout the school year. Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, would be further assessed and monitored carefully by the SENCO, class teacher and/ or Teaching Assistant, together with external professionals, as and when appropriate. IEPs/ IBPs are written and reviewed termly. IEPs/ IBPs are also updated if a child has achieved a target before the review date.

School Action

38. 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.
39. 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/ carers, having regard for the views of the child
 - monitor progress
 - ensure parents/ carers are aware of any changes in provision
 - give advice to parents/carers regarding support at home
 - liaise with external agencies as appropriate
40. The IEP/ IBP sets out the nature of the child's difficulties, any special provision, resources involved, frequency and type of support, nature of parental/ carer involvement, targets to be achieved, success criteria and a date for review. Support may be individual or group withdrawal, or in-class support, or monitoring (particularly in cases of BESD).

School Action Plus

40. At this level of need, the class 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 or 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/ carers, may call in external specialist support to assess the needs of the child and provide appropriate support and advice.
 - The SENCO provides, with parental/ carer permission, external specialists with all relevant information on the child. Advice from support services is shared with parents/ carers 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/ carers 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.

Formal Assessment

41. 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 LA will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement.
42. The child may be brought to the LA'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.

Statement of Educational Need

43. A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs. Parental/ carer involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental/ carer and multi-agency participation as part of the annual review procedure.

Medical conditions

44. Pentyrch Primary School carefully monitors underachievement in relation to medical conditions. We consider that early identification and acknowledgement of concern is vital and thus and parents/ carers are asked to disclose details of any medical conditions on entry to school, regardless of age at entry.

Curriculum and teaching methods

45. ***It is important that each class teacher creates a learning environment which is supportive to all children's learning. In order to do this they should continually assess what they are doing by posing the following questions:-***

- is the process of learning interesting and rewarding?
- does the child understand what is required of him/her?
- is the work adequately planned and matched to individual level for pace?
- does the child learn by doing, i.e., opportunity for practical experience?
- are the learning situations suitably varied?
- does a good relationship exist between the child and the teacher which facilitates learning?
- are physical conditions conducive to learning?
- is independent learning being promoted?
- is there a positive atmosphere with plenty of encouragement within the classroom?

- is there adequate planning of the curriculum?
 - is there adequate differentiation which takes into account individuals needs and different levels of ability?
 - is expectation of each child high enough in terms of ability and progress?
 - are the materials/ resources suitable for each child's level of functioning?
 - is learning taking place in a positive, safe, learning environment to enable all pupils to take risks?
46. 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. Specialised programmes within the school that are used with SEN pupils include: SAIL, Rapid Readers, Rainbow Readers and Direct Phonics. However, the range and variety of interventions undertaken at the school will vary on an annual basis, according to the specific needs of the children.

Working in Partnership with Parents/ Carers

47. ***“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of the child’s needs, and the best way of supporting them”.*** (2:2 Special Educational Needs Code of Practice for Wales 2002).
48. It is considered very important, therefore, by the staff and governors of Pentyrch Primary School, that parents/ carers are treated as partners in their children’s education and as such are involved and informed as much as possible as soon as a special need is first identified and additional support is being considered. Parents/ carers will be invited into school to discuss the problem initially with the class teacher on an informal basis (e.g. bringing the child to or collecting the child from school.) When additional support is being considered, discussions may then take place between the parent/ carer, Headteacher, Class Teacher and Special Educational Needs Co-ordinator.
49. Any programmes, whether for learning or behaviour, take into account the knowledge, wishes and feelings of the parent/ carer. If the child is being given behavioural support, with a structured programme, then reinforcement at home by the parents/ carers will be paramount. It is essential that parental/ carer views are represented in any assessments or reviews.
50. Good links with parents/ carers already exist within the school, and, therefore, parental/ carer involvement in special educational needs is

seen as an extension of these links. (*cf Home/school Links Policy*). As well as this, various schemes are organised from time to time to involve parents/ carers in the school, for example, Families Learning Together.

51. The school believes that parents/ carers should have knowledge of their child's entitlement within the SEN framework and staff are willing to advise parents/ carers. Brochures and leaflets produced by the Government, County or special groups such as SNAP are displayed for parents/ carers' information in the main reception area of the school.

Reporting to Parents/ Carers

52. The Governors are required by law to include the following information in their annual report to parents:-
 - the success of the SEN Policy
 - significant changes in the policy
 - consultations with LEA, Funding Bodies etc
 - how resources have been allocated to and amongst children with special educational needs over the year

The rights of the child

53. The Education (Wales) Measure 2009 is a piece of legislation that gives children and young persons in Wales the right to initiate legal proceedings in the Special Educational Needs Tribunal for Wales (SENTW) themselves.
54. At Pentyrch Primary, a pupil who has a statement of SEN or who is in the process of having their needs statutorily assessed will be allocated a "Key Worker".
55. The measure sets out:
 - **Right of a child to appeal in respect of special educational needs.** This provides children with the right to appeal to the SENTW themselves in respect of a decision not to make a statement; the contents of a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement.
 - **Notice and service of documents.** Any notice or document required to be given or served by a local authority in respect of a child's SEN must also be provided to the child involved. This includes any documentation related to an appeal against a decision not to make a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement.
 - **Case friends.** This provides Welsh Ministers with the power to provide by regulations for case friends who can make representations on behalf of a child with a view to avoiding or

resolving disagreements. Case friends can also exercise the rights of the child to appeal to the SENTW on the child's behalf.

- **Advice and information.** Any child with special educational needs, a parent/ carer and case friend must be provided with advice and information about matters relating to those needs.
- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between the child or parent/ carer of a child and the relevant school or authority.
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any child or case friend should be referred to that service provider if requesting such services.
- **Tribunal procedure.** It made amendments to the provisions about the procedure for SENTW proceedings on appeal on matters relating to SEN.

56. Disability discrimination claims

- **Right of a child to make a disability discrimination claim.** This is in regards to a claim that a responsible body for a school has discriminated against a person because of disability in a way which is unlawful may be made to the SENTW by that person.
- **Case friends.** This provides Welsh Ministers with the power to provide by regulations for a disabled child to have a person make representations on behalf of the disabled child with a view to avoiding or resolving disagreements about instances of disability discrimination in school. Case friends can also exercise the rights of the child to make a claim to the SENTW on the child's behalf.
- **Advice and information.** Any disabled child and case friend must be provided with advice and information about matters relating to disability discrimination in schools.
- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between responsible bodies and disabled children about instances of unlawful disability discrimination.
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any disabled child or case friend should be referred to that service provider if requesting such services.
- **Tribunal Procedure.** It made amendments to the provisions about the procedure for SENTW proceedings on claims of disability discrimination, so that they cover direct claims by children.

Evaluation of Special Educational Needs Policy

57. Under the 1993 Education Act it is the duty of the school through the Headteacher, SENCO and nominated school governor, to evaluate the effectiveness and efficiency of the policy and to report back to the

remaining governors and to the parents annually. This evaluation will be done through the following procedures: -

- Reporting on the means of identifying and assessing pupils with special educational needs
- References to examples of previous and current work of special educational needs children
- The level of attainment achieved by special educational needs children in relation to the general level of attainment for the whole school through assessments, teacher assessment results where appropriate and records of achievement
- Periodic review of progress as detailed in this policy
- Physical, personal and social development of special educational needs children
- The number of children who have special educational needs provision, distinguishing between those with and without statements
- Attendance figures

Arrangements for Monitoring and Evaluation

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

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- 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 LA personnel and ESTYN inspection arrangements
- feedback from parents/ carers and staff, both formal and informal, following meetings to produce IEPs/ IBPs and targets, revise provision and celebrate success

Complaints Procedure

59. If a parent/ carer is concerned about the decisions made about his/her child, or the type of support being received then the parent/ carer can express those concerns in the first place to the child's teacher. Further concerns can be expressed to the Special Needs Co-ordinator or the Head Teacher. Where a parent/ carer is not satisfied with the response

at school level they may make a complaint to the Chair of Governors using the complaints procedure.

60. In some cases, particularly those where decisions are taken by the LA, there are other agencies who will act on behalf of the parents/ carers.

SNAP Cymru

61. Snap Cymru is a registered charity which offers free, independent and confidential advice to families of children and young people who have, or may have, special educational needs.
62. It also operates a “Named Person Scheme” and will support parents in expressing their views to the LEA, or at appeal tribunals. Their contact details are:

Head Office, 10 Coopers Yard, Curran Road, Cardiff, CF10 5NB
Tel: 02920 348990 Email: headoffice@snapcymru.org

Involving the Child

63. **“Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”** (*Articles 12 and 13, The United Nations Convention on the Rights of the Child*).
64. At Pentyrch Primary School it is our policy to involve the pupil as much as possible in implementing any individual educational programme. Pupils need training and encouragement to help them participate and become involved in their own decision-making. Children are involved in their own assessments and in choosing work for their own Record of Achievement (*see assessment policy*). Where practicable, children are involved in setting the targets for their IEPs so they are aware what they have to do in order to achieve them. They also set their own classroom targets. By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

SEN In-Service Training

65. The *Staff Development Policy* ensures that all teaching and support staff have access to relevant INSET. A whole school policy for special educational needs can only be viable with *all* the staff involved with Inset. The special educational needs co-ordinator, with the Headteacher will be aware of available training and the needs of the staff as a whole. It is, however, a two-way system and staff are encouraged to bring to the attention of the special needs co-ordinator and Headteacher any needs or training requirements that they feel they

may have. This may also be done through the Performance Management Meetings with line managers.

66. Twilight sessions may be arranged where necessary for members of the LA's inclusion team to provide INSET.
67. The special needs co-ordinator attends the LA SENCO professional development course on a termly basis.

Outside Agencies

68. The school makes full use of outside agencies to support the needs of the children within the school. Some of these outside agencies are provided by the LA Achievement Service, for example, specialist teachers from SAIL and STARS teams, BESD and Hearing Impairment. Some pupils with BESD difficulties receive support from the Fast track Team. The school also consults the Education Welfare Officer, Social Services, paediatric medical experts at St. David's Hospital, speech therapists, the Early Years Forum, the School Nurse and the Health Visitor. The school will continue to consult outside agencies according to the needs of individual children.
69. The Educational Psychologist works in partnership in school with pupils, class teachers, SENCO and parents/ carers. Class teachers, in conjunction with the SENCO Support teacher need to complete an 'Educational Psychologist Consultation Request' form prior to the visit for each pupil that advice is needed.

Links with other Schools

70. All pupils in year 6 are involved in transition days to their feeder High School. The SENCO from the High School liaises with the SENCO from Pentyrch Primary School, to ensure that they have all relevant information and documentation prior to transfer.
71. When a child with SEN transfers to another school, care is taken to ensure that the receiving school has all the relevant information and documentation for that child.

Allocation of Funds via the County 'Green Sheet'

SEN Funding at Pentyrch Primary School

72. A single SEN funding stream supports the 5 stage graduated response to need.

Lump sum

There is a standard 'lump sum' for each school which recognises that every school, regardless of size, requires a minimum level of funding in order to provide a graduated response to special educational needs.

Lump sum (primary)
£15,389 (M6 teacher 0.4 FTE)

SEN Formula distribution

A proportion of the funding is distributed by a formula which predicts the general level of high incidence needs in each school.

73. The Primary model considers 3 indicators (Free School Meals, 20% most deprived areas, NFER score <85)
- 20% FSM
 - 10% pupils in the 20% most deprived areas
 - 70% NFER score <85
74. These weightings are used to produce an overall score for our school which is applied to our pupil numbers, to derive a weighted pupil number. The funding is allocated based upon those weighted pupil numbers. The SEN formula recognises that these high incidence needs exist in every school, but that they will be higher in those schools with higher levels of social deprivation.

Complex needs enhancement

75. It is recognised that many low incidence complex needs, such as sensory/ physical/ medical needs, autism spectrum conditions and chromosomal disorders cannot be predicted using the above indicators. The school's SEN budget therefore includes an 'enhancement' to reflect the distribution of pupils with low incidence complex needs. This enhancement will be revised each year by the LA, in order to reflect pupil transfers between schools and will be related to the actual distribution of complex needs.
76. Pupils with complex needs have been 'banded' by the LA to generate an enhancement for the school delegated budget. These four 'bands' are as follows:

	Needs	Code
Severe and complex additional learning needs	Requires individual support and supervision throughout the school day, including unstructured times, to secure health and safety and access to the curriculum. May require significant support to develop behaviours for learning, peer relationships and self care or life skills. May require substantial modification of learning resources (e.g. text enlargement, Braille). <i>(Has a statement specifying 25 hours or more of support)</i>	A
Complex additional learning needs	Requires a high degree of individual and small group support to ensure access to the curriculum. This may include close supervision at unstructured times to secure health and safety. May require significant input on individual strategies(e.g. visual timetables, daily mentoring) <i>(Has a statement specifying 20 hours or more support in secondary school, or 15 hours</i>	B

	<i>or more in primary school)</i>	
Additional learning needs	Requires flexible support across the timetable, which may include small group work, individual support on daily programmes, and additional shared support in some subjects. May require a range of reasonable adjustments and modifications, including ASD friendly approaches, mentoring, differentiation of learning tasks and materials. <i>(Has a statement specifying fewer than 20 hours of support in secondary, or fewer than 15 hours of support in primary)</i>	C
Severe and complex additional learning needs in nursery	Requires substantial adult support to access the nursery curriculum Requires close adult supervision to secure health and safety <i>(Likely to require a place in an SRB or Special School in Reception, and to have funding for 10 hours or more in Nursery)</i>	N

77. The enhancement for Pentyrch Primary School is now calculated at the beginning of the financial year according to the numbers of statements in the different bands. Y6-Y7 transfers are taken into account and these are included in the school's enhancement for the summer term. There will be no additional payments from the LA throughout the course of the year, therefore the figure provided in the initial budget must be regarded as the complete budget for the year.

78. However, there will be adjustments to the individual school budget if pupils with complex needs leave mid-year or if there are new arrivals with complex needs.

Implications for current and future statements

79. References to funding for our pupils with current statements are now no longer appropriate, but our school remains responsible for delivering the provision as set out in the statement, regardless of how the funding is described.

80. The lump sum and formula elements of the delegated SEN budget, plus an element from the school's base budget, should be used to support statements, and to make provision for pupils at School Action and School Action+. The majority of statements are therefore not listed on the 'Green Sheet'.

81. The school's 'Green Sheet' provides details of the statements for severe and complex needs that have generated the enhanced element of the budget (statements specifying more than 15 hours of support). The level of support for each individual child must be provided to *at least* the level specified in a statement unless an amendment is made following annual review.

82. There may be occasional cases where a child who lives in another authority or is 'looked after' by another authority, attends our school with a statement that is supported and funded by their 'home' Authority. In this case, Cardiff LA will consider these pupils not to be covered by

the SEN formula and will pass on the full amount of additional support to the school.

The special educational needs policy will be reviewed on an annual basis and any amendments or additions will be made accordingly.

*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.

This policy is freely available to governors, staff and parents.

Signature of SENCO..... Date.....

Signature of Headteacher..... Date.....

Signature of Nominated Governor Date.....