

Ysgol Rhydygors School



Believe, Persevere & Succeed

SEN Policy

Ratified by the Governing Body on

To be reviewed on

SEN Policy

CONTACTS WITHIN THE SCHOOL

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NOMINATED MEMBER OF THE GOVERNING BODY FOR ADDITIONAL LEARNING NEEDS

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This policy has been written taking into account the following documents:

- Statutory requirements and the SEN Code of Practice Jan 2002
- Assessment policy
- Curriculum policy
- Behaviour policy
- Attendance policy
- Inclusion policy
- Aims and Objectives of Ysgol Rhydygors

The Special Educational Needs Policy is written for the whole school community: Staff, Young Learners, Parents, Carers and the Management Committee. It is designed to be a working document.

Special Educational Needs Policy Statement

Ysgol Rhydygors offers full time provision for pupils who have exhibited social, emotional and behavioural difficulties within their mainstream placement.

Pupils attending Ysgol Rhydygors have previously experienced obstacles to learning and will require support and guidance to re-engage with the learning process.

A Statement of Special Educational Needs is a criteria for eligibility for a placement at Rhydygors.

Aims and Objectives

Ysgol Rhydygors is fully committed to inclusion. All pupils attending Ysgol Rhydygors are offered help, advice and support if they have 'special educational needs'. That is they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age. This difficulty may be academic (e.g. reading or spelling), emotional, social, behavioural or physical.

Ysgol Rhydygors and its Governing Body are committed to the following aims:

- To ensure that all pupils have a full entitlement and access for all pupils, including those with Special Educational Needs, to a high quality teaching and learning experience with a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and raise their self-esteem;
- To identify those with Special Educational Needs as early as possible following admissions through a clearly defined process of early identification, monitoring and assessment;
- To ensure a supported integration for pupils with Special Educational Needs;
- To remove the barriers to learning and participation that hinder or exclude pupils with Special Educational Needs;
- To ensure that an inclusive environment is created where all members of the school community respect and care for each other;
- To involve parents/ guardians and other agencies at every stage in any plans made to meet the child/ young person's Special Educational Need.

Special Educational Needs

The term 'Special Educational Needs' continues to be used for those learners who have a learning difficulty which calls for a special educational provision to be made for them. Under the Education Act 1996 (section 312) and the SEN code of practice for Wales (2002), a child has a learning difficulty if:

- He/ she has a significantly greater difficulty in learning than the majority of children of his/ her age;
- He/ she has a disability which either prevents or hinders him/ her from making use of educational facilities of a kind generally provided for children of his/ her age in schools within the LA;
- He/ she is under compulsory school age and is, or would be if special educational provision were not made for him/ her likely to fall within one of the above definition.

Responsibility for Special Educational Needs

The ALNCo has overall responsibility for special educational needs in Ysgol Rhydygors. Debbie Payne

is the named ALNCo for Ysgol Rhydygors.

The ALNCo works alongside all staff at Ysgol Rhydygors. The ALNCo also organises Annual Reviews, Individual Learning Plans (IEP/ IBP) in consultation with staff and liaises closely with other services such as EPS.

The ALNCo is responsible for:

- The day to day operation of the school's SEN policy;
- Liaising and advising colleagues working within the school;
- Coordinating provision for pupils with special educational needs;
- Preparing reports to be included in the Annual review process;
- Keeping the management board fully informed of all relevant SEN information;
- Maintain the SEN register;
- Organising and chairing Annual Reviews ;
- Liaising with parents and carers of pupils regarding their child's Special Educational Needs;
- Managing work with external agencies including the Educational Psychology Service;
- Attending SEN training and sharing good practice at staff meetings/ INSET training.

The Governing Body

- All members of the management board should be aware of their responsibilities for Special Educational Needs and this should be discussed regularly;
- The management board will discharge its statutory duties by using its best effort to ensure that needs of all SEN pupils on roll of Ysgol Rhydygors are met within the service;

Admission arrangements

The admission criteria and referral procedure is included in the admission policy. Once a placement has been agreed a welcome meeting will be held at the school. During that meeting, when the parent/ guardian and pupil is in attendance- the provision and long term plan is discussed and agreed by all at the meeting.

Identification, assessment and review procedures

The school follows the SEN Code of Practice 2002. The Home School Liaison Officer attends a Pastoral Support Plan meeting at the home to collect as much information as possible about the young person prior to admissions to the school.

As part of the induction pupils complete the following assessments. If the information is current the school will re-asses at an appropriate time;

- WRAT4 Word Reading Test
- WRAT4 Spelling
- Diagnostic Reading Analysis Test
- Edinburgh Reading Test
- GL Assessment
- Classroom observations
- Catch-up Literacy
- Catch-up Numeracy

In addition, use of the following can also be made:

- National Curriculum Attainment Levels

This enables staff at the school to identify areas of concern from the pupil, the parents/ carers, and other agencies working alongside the pupil/ family. The information gathered will then be used to inform the individual Learning plan.

Identification and assessment are ongoing and all staff contribute to the identification of needs and can express concern and discuss with the ALNCo at any time. The ALNCo will update staff on individual pupils as necessary and time will be allocated during full staff meetings to discuss any concerns with regards to Special Educational Needs.

Support Staff are also involved in the Academic reviews of pupils. Once identification, assessment and intervention agreed- pupils and parents/ guardians are kept informed by a variety of means- personal contact, reports, Parent meetings and Annual Reviews.

Individual Learning Plans/ Provision plans are written in line with assessment protocols and are reviewed and discussed by the ALNCo and Class teacher with the pupil and the parent/ carer.

Reading, Spelling and Maths Standardised tests are carried out regularly in line with LA requirements and results analysed to identify individuals who would benefit from additional literacy and/ or Numeracy support. Further assessments may also be undertaken if deemed appropriate.

Further diagnostic assessments are carried out where necessary and other professionals may be requested to contribute to these assessments e.g. EPS / SALT

The SEN register is regularly reviewed and updated to reflect the changing needs of the pupils attending the school.

Annual Reviews for pupils with a Statements of Special Needs are carried out on an Annual Basis and all staff contribute to the Annual Review process.

Access, by pupils with Special Educational Needs, to a balanced and broad based curriculum is

achieved through:

- Small group provision with access to additional adult support- usually not more than 6 pupils;
- KS2/3- individual withdrawal, as appropriate, for literacy and numeracy support;
- Joint planning between teachers and subject leaders- schemes of work;
- Differentiation;
- Working with outside agencies;
- Access to individualised support during lessons- additional adult support is designated by the class teacher after consultation with the ALNCo;
- Access to literacy and numeracy catch up programmes;
- Circle time/ group work focusing on behaviour - self-esteem/ anger management;
- Counselling Service;
- Input from the Educational Psychology Service;
- Input from the Advisory Teachers for SEN;
- Primary Mental Health Workers/ CAMHS;
- Support from the Youth Offending Service;
- Support from Careers Wales
- Support from the School Nurse;
- Access to LSA support
- Mentoring
- Therapeutic interventions
- Support from SUDDS

Special arrangements for Examinations

Pupils requiring special arrangements for public examinations (GCSE's) are assessed, and special considerations are applied for to the exam board. Pupils who have permission for special arrangements sit their exams and the school provides the additional resources such as readers and amanuensis;

Reviewing the success of the education provided at the school to young people with Special Educational Needs:

- The ALNCo will provide a Pupil Profile for the staff - the profile will include information on pupils on the SEN Register, main areas on need, strategies adopted to support the pupils and information regarding current initiatives;
- The ALNCo is part of the SMT and regularly disseminates relevant information;
- Value added analysis taken after public exams (Key Stage 4);
- Work with Class teachers to ensure that level of exclusions are kept to a minimum;
- Analysis of assessments;
- Monitor attendance and encourage good attendance;
- Feedback from pupils;
- Feedback from parents/ guardians;

The role of parents/ guardians and pupils;

The views of pupils are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them. Annual review targets and individual learning plans are written in agreement with the pupil and they are involved in their ongoing review

with their parent/ carer. This is done through the annual review meeting, telephone contact, target setting and Parent evenings.

We value the contribution parents and carers can make and believe that the most effective way of working with a pupil with special educational needs is where the parent/ guardian and the centre is working in partnership.

Parents/ guardians have a vital role to play and it is therefore important to ensure that information is accessible, that they are welcomed in the school and that their views and contributions are sought and encouraged. Parents/ guardians are kept informed about their child via phone calls, e mail, letters home regarding provision and copies of the individual learning plan. Parents/ guardians are welcome to contact the Headteacher, ALNCo or the pupils' key worker if they wish to discuss any aspects of child's education/social provision. Parents are invited to all meetings including Annual reviews of Statements and encouraged to make a full contribution.

Continuing Professional Development

The School is committed to offering good quality CPD for all members of staff. Priorities for CPD is identified as part of the performance management review. Any requests for CPD relating to Special Educational Needs should be discussed with the ALNCo in the first instance and then the Headteacher, who has responsibility for staff development. Requests should relate to training needs identified during the performance management interviews and also to the school improvement plan.

External support services

Contact is made with external agencies and their involvement is valued. These include:

- Educational Psychology Service;
- Advisory teachers SEN;
- Speech and Language Therapy;
- Social Services;
- School Nurse;
- Primary Mental Health Service;
- Careers Wales;
- Youth Offending Service
- SUDDS
- Area 43- counselling service

The school values the support and advice offered by the agencies above. All contribute to the running of the school and the well-being of the pupils. Pupils are worked with individually, in small groups or as part of a class. All staff are also supported through consultation, guidance and CPD. All activities are monitored and evaluated.

Careers and Post 16

It may be unlikely that pupils attending Ysgol Rhydygors will return to mainstream education during their compulsory school time. The Headteacher / ALNCo meet with the special educational needs careers advisor to discuss individual pupil needs. All pupils have access to a careers interview at both Year 9 and Year 11 and a mock interview is offered at Year 11. Careers Wales work closely with pupils in Year 11 to identify appropriate courses for them. The centre fully supports the initiatives

offered by Careers Wales to support young people into education, employment or training post 16.

The initiatives include:

- Careers interviews (Year 11)
- Attendance in Annual Reviews – Year 9 upwards;
- Arranging visits to the local colleges;
- Support with filling application forms;
- Support and advice with regards to employment opportunities and apprenticeships.

