



YSGOL GYNRADD BRYN DERI PRIMARY SCHOOL



A POLICY FOR SPECIAL EDUCATIONAL NEEDS

SCHOOL CONTEXT

Bryn Deri Primary School is situated in Radyr, a suburb of Cardiff.

There are approximately 207 pupils on roll (maximum is 210) and there are 7 classes.

There is currently a 48 placement Nursery for both morning and afternoon.

BACKGROUND INFORMATION

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales in December 2017. The legislation then received Royal Assent in January 2018 and became the additional Learning Needs and Education Tribunal (Wales) Act 2018. The act makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN). The Act replaces legislation around special educational needs (SEN) and the assessment of children and young people with learning difficulties and or disabilities (DD).

The school is working towards the three overarching objectives:

- To provide a unified legislative framework to support children and young people aged 0-25 with ALN in schools and further education institutions (FEIs)
- To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
- To have a fair and transparent system for providing information and advice for resolving concerns and appeals

As such processes and procedures are being refined and updated in line with new expectations wherever deemed appropriate. However, the school is currently still required to work within the parameters of the Education Act 1996 and the SEN Code of Practice for Wales.

DEFINITION

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales.

1. INTRODUCTION AND CONCEPT

- The aim of this document is to outline the procedures and strategies used to identify, assess, monitor and review the Additional and Special Educational Needs of the pupils in Bryn Deri Primary School. A child may have particular needs relating to Physical, Intellectual, Emotional and Social development.
- A Whole School Approach implies that all people involved in the life of the School have both a collective and an individual responsibility for meeting the needs of all pupils. In Bryn Deri, we encompass the following principles:
- SEN is a curriculum issue and can be defined as a mismatch between the child and the curriculum, which results in a learning difficulty.
- All Staff at Bryn Deri have a responsibility for any pupils with SEN and all staff will attempt to use their expertise to support pupils experiencing difficulties by a more appropriate match of curriculum and child.
- To that end, a Whole School Approach will relate to the degree of differentiation made for pupils experiencing difficulties in learning and the degree to which the teaching takes account of individual variations i.e. provision for SEN is included in Teachers' Short Term Planning.

Due consideration is given to the **Children Act 1989** in that we have a responsibility to facilitate co-operation between other agencies involved with the child and the family in order to make adequate provision for the child's educational needs.

Regard is also given to The **1996 Education Act** which incorporates earlier legislation includes provision for SEN pupils of equal opportunities and for curriculum entitlement. It reiterates the requirement that schools must have regard for the **Code of Practice – 2002**, which recommends a staged approach to support pupils with SEN.

2. EQUAL OPPORTUNITIES

Summary

Bryn Deri is a happy, caring school in which all children can feel confident and able to learn.

Our school is committed to equal opportunities regardless of religion, belief, race, transgender, gender, sexual orientation, ability or disability.

Our school endeavours to treat everyone equally favourably and with respect.

Children with SEN will be treated equally. We endeavour to operate an inclusion Policy (see Strategic Equality Plan.) Our school is on one storey and has wheelchair access. There is a space reserved for disabled parking in the car park and a toilet that has disabled access.

2a. PRACTICE IN THE LIGHT OF THE DISABILITY DISCRIMINATION ACT

Inclusion of Pupils:

Bryn Deri will endeavour to treat every child 'equally favourably' and not discriminate against children with disabilities. Hence, if a request is made for a child with a disability to be admitted we will endeavour:

- To make reasonable adjustment to routines and / or environment and / or seek advice on what provision is needed and how it would best be addressed for that pupil's needs
- To respect confidentiality particularly if requested by parents / guardians as far as possible, however, those staff that 'need to know' e.g. class teacher, will be given as much information as necessary for the well being of that child.
- To consult regularly with parents / guardians on the well being and progress of their child and inform them of any needs / circumstances that may arrive which may need addressing
- To ensure that other pupils' rights of provision are not effected detrimentally

If parents / guardians believe that their child has been discriminated against they can follow the complaints procedure and bring their concerns to:

- the head teacher
- the governing body
- the LEA
- the SEN and Disability Tribunal (SENDIST)

3a. AIMS

- It is the responsibility of the teachers in the school to meet the learning needs of all pupils. These needs can vary in degree and in kind and will require a variety of responses, which could relate to learning development, emotional, behavioural or personal and social aspects of the child.
- The response to any pupil with any need as far as learning development is concerned must be led by the fact that all pupils are entitled to meaningful access to a balanced curriculum, including the National Curriculum.
- School provision should take into account the need for continuity between the phases (nursery/Foundation Phase/ Key Stage 2//Secondary), between the different agencies concerned with pupils with SEN (voluntary and statutory) and between mainstream and specialist facilities.
- All members of Staff at Bryn Deri are aware of the importance of early identification of, assessment of and subsequent suitable provision for those pupils who have SEN. The emphasis is on a planned pro-active approach that anticipates the fact that one child in five will experience learning difficulties at some time during his/her school career.

- All staff and, in particular, the ALNCo should be seen as a resource for the whole school.
- In planning INSET, SEN is seen as a priority issue.
- Parents are encouraged and given many opportunities to become active participants in the education of their children at Bryn Deri. A form is signed by parents of the children on the SEN Register (who have an IEP) to show they have received and read their child's IEP.
- At Bryn Deri, we ensure that all pupils who have ALN/SEN are kept under regular review.
- The pupils have full ownership of IEPs and review their own learning inline with the objectives set within them. By completing a simple self assessment form on a termly basis.
- The ethos of Bryn Deri aims to give the pupils who have SEN confidence, self-esteem and a positive self-image, which hopefully will lead to a sense of self-reliance and a feeling of success.

3b. OBJECTIVES

- The needs of pupils will be met through a Graduated response to provision for all pupils identified as having Special Educational Needs.
- All staff will endeavour to cater for the pupils in their class and will allow equality of opportunity in fulfilling their responsibility as class teachers.
- Class teachers will ensure that all pupils with SEN have their needs identified as early as possible and that teachers will then differentiate classroom tasks, resources etc., and strive to match work to pupil need.
- Class teachers will strive to ensure a pro-active and preventative approach to SEN by making full use of resources, materials and flexible teaching approaches.
- The school will operate a staged approach to meeting the needs of individual pupils, with individual education plans being implemented for those at **School Action** and above. This is in addition to any differentiated work.
- Continuity between phases will be achieved through constant liaison between all staff at Bryn Deri, also between staff and outside agencies and visits to and from Radyr Comprehensive and / or Radyr Primary School (with regard to Nursery / Foundation Phase transition.)

- All professionals within the School have a responsibility for identifying those pupils who have SEN. The ALNCo will, when necessary/appropriate, withdraw pupils in order to assess/monitor SEN pupils.
- SEN INSET is regularly used to update all staff on practice and procedures for SEN.
- Parents of pupils identified as having SEN are informed as soon as possible and are encouraged to participate in the education and support of their child. Their children's IEPs will be regularly discussed with them.
- All interaction with the pupil who has SEN should promote positive aspects and not dwell solely on the child's problems. All pupils have strengths and Bryn Deri aims to quickly identify and then build upon the particular strengths of the individual child.

3c. KEY OBJECTIVES

Governors and Staff at Bryn Deri aim to support all pupils with SEN to make good progress in Basic Skills, develop self esteem and to have equal access to the Whole Curriculum.

In order to fulfil this aim, specific objectives have been set:

- To carry out formal standardised tests / assessments in Reading, Spelling and Maths for each year group (these tests will complement the tests already going on at the School e.g. as well as the WG numeracy and literacy tests in those in years 2,3,4,5 and 6) The additional School based tests will ensure that all age groups are formally assessed on a regular basis and that progress can be measured.
- Language Link Screening tool for all Reception pupils.
Junior language links in KS 2 wellcom nursery
- Speech Links screening for individual pupils who may have speech difficulties or delays.
- Develop strategies for co-ordinating the support provided to pupils with statements within the School.
- Continually evaluate current SEN practice and procedures and, if appropriate, collate information to inform future SEN Actions.
- To ensure actions are taken that are in line with the Basic Skills Quality Mark.

Inclusion

‘children with special educational needs should normally be educated in main stream schools so long as this is compatible with receiving the special educational provision that their learning calls for; the efficient education of other children and the efficient use of resources’

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 approaches and experiences

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, 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

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 times in their lives. Schools are statutorily instructed to distinguish between 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.

4. ROLES AND RESPONSIBILITIES AT BRYN DERI

a) The Additional Learning Needs Co-ordinator (ALNCo)

The ALNCo at Bryn Deri is Miss Patricia Evans and she is responsible for:

- The day to day operation of the School's SEN policy
- Liaising with and advising class teachers re: SEN policy and practice
- Co-ordinating the provision of SEN
- Managing the provision for pupils at School action and School Action +
- Collating IEPs at School Action and above
- Collating IEPs for those at School Action and above in liaison with appropriate outside agencies
- Ensuring IEPs are updated regularly and that they are discussed with pupils and parents / guardians
- Managing and developing the resources for pupils with SEN
- Updating and overseeing the records on all pupils with SEN
- Maintaining and keeping up to date the school's SEN Register
- Meeting with the HT on a half termly basis to discuss SEN issues e.g. the pupils on the SEN Register
- Meeting on a half termly basis with SEN support staff to discuss timetable issues and progress of the children on the SEN Register.
- Working with parents of pupils with SEN
- Liaising with External Agencies including the Educational Psychology service, other support agencies, medical and social services and voluntary bodies
- Providing / organising School Based INSET on SEN issues
- Assisting the HT with Annual Reviews.

b) The **Headteacher** is responsible for:

- The day to day management of all aspects of the School's work, including the provision for pupils with SEN
- Keeping the Governing Body fully informed
- Working closely with the ALNCo – at Bryn Deri
- Ensuring confidentiality and effectiveness of record keeping systems for medical matters
- Ensuring that all who teach the pupil know about his/her SEN
- Liaising with the LEA over SEN issues e.g. Annual Reviews
- Ensuring that all SEN pupils join in the activities of the School together with their peers as far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of the other children in the school and the efficient use of resources.

c) For **Annual Reviews**, the Head teacher / ALNCo must:

- Seek written advice from parents, those specified by the LEA, and anyone else he/she considers appropriate
- Circulate the written advice to those invited at least two weeks prior to the meeting
- Convene a meeting of parents, relevant staff, LEA specified people, etc. to assist in preparing the report
- Submit the Review Report by a specified date.

d) Teaching and non-teaching Staff:

- All teaching and non-teaching staff must be fully aware of the School's procedures for:
 - Identifying**
 - Assessing**
 - Making Provision**
 for pupils with SEN.
- **Class Teachers** must provide an appropriately differentiated curriculum and liaise with ALNCo regarding the individual programme.
- **Class Teachers** liaise with the ALNCo about any pupil who is causing concern and regarding the intervention procedure for any pupils with SEN.

5. ADMISSION ARRANGEMENTS

The admission arrangements are set out in the LEA's and the school's admissions policies.

6. IDENTIFICATION AND ASSESSMENT

At Bryn Deri, early identification, assessment and provision for any pupil with SEN is emphasised.

Information is gathered from a range of sources when a child enters school i.e.:

- Parents
- Feeder Nursery School (or other, if appropriate)
- Outside Agencies e.g. medical.

Formal structural assessments are made during a pupil's time at Bryn Deri:

- In house base line test which is assessed on the Foundation Phase outcomes.
- Foundation Phase assessment profiles
- Continuous assessments through supported field notes

- End of Key Stage Teacher Assessments (Year 2 and Year 6)
- Screening (Non Verbal Year 2 and Year 6)
- WAG Numeracy and Literacy tests 2/3/4/5/6 (compulsory from 2013)
- NFER numeracy tests for Reception and Year 1
- In-house testing of Reading and Spelling
- Screening of all Reception pupils in Language Link
- Speech Link screening with individual pupils when necessary
- Screening all of Nursery pupils in Welcomm

Teacher Observation and Formative assessment of all pupils by class teachers /support staff is also used to identify and assess needs.

Teachers use:

- Analysis of pupils' work
- Diagnostic assessments e.g. reading assessments
- Structured observations
- Standardised tests of reading / maths in order to ensure that individual needs and difficulties are identified and subsequently addressed.
- Discussion with pupil

7. PROVISION FOR PUPILS WITH SEN

Having regard for the Code of Practice (2002), Bryn Deri operates a staged approach to supporting pupils with SEN. This is in line with the new LA 5 Staged Graduated Response.

'Concerned/Monitoring' List

At this stage, the class teacher and/or parent identifies a concern about a difficulty with learning or with behaviour and gives support / differentiated tasks in the normal classroom setting.

The class teacher will:

- Inform the ALNCo of any concerns
- Gather relevant information
- Provide appropriate support within the classroom
- Keep records of Differentiation in Short Term planning
- Monitor and review progress.
- Liaise with the parents (and child as appropriate)

In addition, the ALNCo will:

- Keep the child's progress under review and put him / her on the register if it is thought the child needs to go to SCHOOL ACTION.

Wherever possible,

- Additional structured support will be given to pupils for Literacy/ Numeracy.

School Action (Stage 1)

The pupil may be moved to SCHOOL ACTION and officially included on the register if the child seems not to be making sufficient progress. Consideration will be given to the Cardiff Guidance Criteria for School Based Action together with regard for the School context. An IEP should be put in place and parents consulted to gain their agreement for inclusion on the register and to show how the child's needs are to be addressed.

IEPs are written by the class teachers in liaison with the ALNCo - Parents and pupils are involved.

IEPs are supported in the classroom and/or by withdrawal.

Reviews are usually on a termly or half termly basis.

School Action + (Stages 2, 3 & 4)

If little or no progress is made at School Action, and if pupils meet the Guidance Criteria for School Action + set out in the Code of Practice, then the child will be put on the register at SCHOOL ACTION + (with permission from the parents / guardians) and referred to the, Cluster/Specialist forums who may advise on more complex SA+ pupils and then on to the appropriate section of the Pupil Support Service.

Pupils registered at School Action + will continue to have an IEP drawn up and this will be implemented with due regard to advice from member(s) of the Pupil Support Service E.g. Specialist teacher or Educational Psychologist. The IEP will be monitored as at SCHOOL ACTION

Statement (Stage 5)

If after referral and support from SCHOOL ACTION + onwards a child has not made sufficient progress and with parental permission, then a **Statement of Special Educational Needs** shall be sought. The school and the LA under the requirements of the Code of Practice will follow procedures. If the child meets the criteria then the statement will be issued and the recommended actions in the statement undertaken.

Parents have a right to appeal if they are not satisfied with the content or recommendations of the Statement. The Appeals procedure will be explained to them and put in place.

Pupils with Statements will be subject to an **Annual Review**. Children in year 6 will have a Review before the end of December (regardless of their expected review date) to give time for the correct provision to be made if necessary, for their entry into the secondary school.

The above forms the basis of the 5 Staged Graduated Approach.

SEN Register

This will be continually monitored; as will the children being included on it or removed from it. Parents will be kept fully informed and their agreement acquired before inclusion on the Register or moving to another stage.

8. CURRICULUM MANAGEMENT

Pupils at SCHOOL ACTION to STATEMENTING will have an Individual Education Plan which will focus on no more than 4 specific targets, usually Literacy based but also Numeracy based, where appropriate. The IEP will allow pupils to work on specific skills which have been identified as needing improvement.

In addition to this, and for the majority of their working time, they will have access to a broad and balanced curriculum, including the National Curriculum, alongside their peers.

Bryn Deri staff will employ a range of strategies and resources to help support individual pupils within their care.

This will include:

- Differentiated individual tasks
- Group Work – with extra support
- Group Work – mixed ability, same ability, partnered working etc.
- Additional resources (including ICT e.g. Nessy).
- Individual Stars
- NIPPERS
- Maths Factor
- SAIL
- Wellcom screening
- Direct Phonics
- Spirals (Nursery)
- Small group work using activities generated as a result of Language Link screening and Speech Links
- ELKLAN
- ELSA

9. EVALUATING SEN POLICY

The effectiveness of Bryn Deri's SEN policy is monitored in the following ways:

- Movement of pupils between stages of the Code of Practice, including those leaving the SEN register
- Monitoring of attainment of IEP targets
- Evaluation of progress made in basic literacy / numeracy as measured by standardised tests
- Informal assessment of SEN pupils self-esteem and confidence levels

- Informal assessment of the satisfaction level of parents / pupils regarding the support given by the school.

10. INTEGRATION / INCLUSION

Pupils with SEN are fully integrated into the life of the School. Like their peers, they hold responsibilities and represent the school in a wide variety of activities. (See Inclusion Policy.)

11. RESOURCES

- Effective use is made of available funds to support pupils with SEN to provide individual and / or group support.
- The School has built up a comprehensive resource bank for use by all staff.
- The level of need allocates resources or support that particular children need.
- Staff have been trained in SAIL (School Action in Literacy), group STARs, Individual STARs and 'Direct Phonics' and specific pupils are identified and follow these programmes.
- ICT is
- Advice is sought from the Achievement and Inclusion department of the LA as and when needed
- Outreach workers for speech and language are also called on when needed
- One teacher and two TA's are NIPPERS trained. (Maths Intervention)
- One TA is Maths Factor trained (maths Intervention)
- One TA is PoPPAt Trained
- Spirals training of Nursery Staff
- Language Link Programme (Screening to be carried out on all Reception Pupils From September 2013)
- Speech Link Programme
- ELKLAN Resources
- WELCOMM screening of Nursery pupils (January 2017)

12. STAFF DEVELOPMENT

Bryn Deri is committed to training all teaching staff to meet a range of needs. Non-teaching staff are included in any relevant SEN INSET Training and are encouraged to take advantage of any such training offered by the Advisory Service e.g. Learning Support Assistant Short Course.

The ALNCo attends relevant SEN INSET training provided centrally by the Advisory Service.

The ALNCo plays a role in disseminating information about effective SEN practice and procedures to all staff in School Based INSET sessions.

In-house In Service Training sessions on SEN is provided to the Staff by external agencies, as appropriate.

There is a commitment to facilitating communication and liaison between all staff in Bryn Deri regarding SEN issues. Liaison time has been timetabled for this purpose.

Links have been made between Bryn Deri staff and the staff at the local Special school for Children with Speech and Language difficulties. This is seen as important and relevant in order to raise awareness of SEN issues and to allow dissemination of good practice.

13. PARENTS

Great value is placed on parental involvement with their child's education. There is an 'open door' policy whereby parents are able to contact School immediately they have a concern.

There are various home / school initiatives in place in order to enable parents to support their children e.g. Home Reading programme
Home / School Spelling initiatives.

Children and parents are consulted on the content of their child's Individual Action Plan and have an end of year report summarising progress.

14. LINKS WITH OTHER SCHOOLS

Links have been established with the local Speech and Language school and may be called upon if necessary.

There are good links with the local Secondary school e.g. Link visits in the Summer term and attendance at Age Transition Annual Reviews by the Secondary ALNCo are well established.

ALNCo attends termly cluster meetings with Radyr Comprehensive ALNCO and all other feeder school ALNCo's.

15. COMPLAINTS PROCEDURE

Parents who wish to complain about a child's provision can do so by following the Governing Body's Complaints procedure.

16. ANNUAL REPORT

The Governors produce an Annual Report on the SEN practice and procedures as laid down in this policy.

Updated March 2017