



Brynteg School SEN Policy

Date Adopted: 2020/2021

Review Date: Autumn Term Annually (or when a legal change / update is required)

Signed	Date
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Chair of Governors Signature:	Linda Lewis	
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Head teacher Signature:	Ryan Davies	
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BRYNTEG SCHOOL - SPECIAL EDUCATIONAL NEEDS POLICY.

Preface

Brynteg School recognises that many pupils have 'additional learning needs' (ALN). This is a term used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a subcategory of additional learning needs and is used to identify learners who have severe, complex and/or specific learning difficulties as set out within the Education Act of 1996 and the SEN Code of Practice for Wales 2004.

Introduction.

Brynteg School values the abilities and achievements of all of its students and is committed to providing for each student, the best possible environment for learning. We recognise that each student has individual and unique needs and at any point some children may require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly.

ALL teachers are teachers of SEN. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

We acknowledge that a significant proportion of all pupils will have special educational provision at some point in their school career. Some pupils may require help throughout their time in school, whilst others may need a little extra support for a short period of time to help overcome short term needs.

THE AIMS OF BRYNTEG SCHOOL.

- To enable every child to experience success.
- To promote individual confidence and a positive self-esteem.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that responsibility held by all staff and Governors for SEN is implemented and maintained.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- Is under compulsory school age, or would be if special educational provision was not made for the child.
- **Special education provision means:**
 - For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
 - For a child under two, educational provision of any kind. (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Brynteg School will have due regard for the **Special Needs Code of Practice** when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

STAFFING.

The Student Support Department Headship Team line manager link is Mrs L Mackie.

Name	Job Title
Mrs Natalie Williams	ALNCO
Mrs Katie Green	ALN Teacher
Mrs Andrea Stimpson	ALN Manager
Mrs Vanessa Howells	Learning Support Officer
Miss Lisa Brunt	Learning Support Officer
Mrs Rachael Mann	Nurture Support Officer
Mrs Emma Palfreman-Brown	Learning Support Assistant
Mrs Sian Morgan	Learning Support Assistant
Mrs Jane Gray	Inclusion LSA support for VI pupil
Miss Lisa Brunt	Inclusion LSA support for VI pupil
Mrs Martine Hancock	Inclusion LSA support for HI

ADMISSIONS.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

"All schools should admit pupils already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN...Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

EVALUATING THE SUCCESS OF THE SEN POLICY.

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under ' THE SEN AIMS OF THE SCHOOL ' at the beginning of this policy.

The SEN Link Governor for the Student Support Department is Mrs Rachel Evans.

In evaluating the success of this policy, the school will consider the views of:

- Teachers.
- Parents.
- Pupils.
- External professionals.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. These targets will form part of the department improvement plan.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets.
- Use of standardised tests.
- Evidence generated from IEP review meetings.
- Tracking week data.

ALLOCATION OF RESOURCES FOR SEN.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. The ALNCO should request any resources required via the school ordering system.

IDENTIFICATION, ASSESSMENT AND PROVISION.

At Brynteg School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2004 makes it clear that:

All teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

IDENTIFICATION AND ASSESMENT.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information from parents/carers.
- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions and their performance in desirable outcomes.
- Records from our cluster primary schools and information gathered by the Cluster LSO and Student Support Manager.
- Standardised screening or assessment tools.

SEN PROVISION.

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN the ALNCO and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Involve pupils in planning/agreeing their own targets. Full pupil involvement in the IEP process.
- Involve parents in a joint home-school learning approach.

THE RANGE OF PROVISION PROVIDED FOR PUPILS WITH SEN.

Provision for pupils with SEN is varied. Full details of ALL interventions and provisions for the school can be found on the school intranet ('G' drive – Interventions).

The following are just a few of the interventions which pupils at Brynteg can access:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a specialist teacher or support officer.
- In-class support with adult assistance.
- Ty Seren Nurture group provision. (Breakfast, break, lunchtime support in addition to 1:1 sessions and small group work)
- Support from specialists within class or as part of a withdrawal programme.
- Access to external support - e.g. Educational Psychologist, advisory teachers from Inclusion Services, Behaviour Support, Alternative Curriculum providers.
- Provision of specialist resources - e.g. laptop computer, HI and VI resources.

- KS3 Curriculum Support lessons (for pupils identified as benefitting from additional literacy support)
- Access to an alternative curriculum when required.
- KS4 Curriculum Support Lessons
- Mentoring
- ELSA sessions

MONITORING PUPIL PROGRESS.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the pupil and their peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the pupil's previous progress rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the pupil's behaviour.

Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support was needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage.

Pupils will be monitored through internal tracking systems and monitoring by support staff and teaching staff.

The school also recognises that parents have a right to request a Statutory Assessment.

RECORD KEEPING.

The school will record the steps taken to meet pupils' individual needs. The ALNCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's file will include:

- Information from previous school/phases.
- Information from parents.
- School information on progress and behaviour.
- Information from external agencies.
- Individual Education Plans.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

SCHOOL ACTION.

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the ALNCO, Assistant ALNCO or Senior Support Officer who will then gather information regarding the pupil. Information will be sought from the pupil, parents, class teacher, form teacher, subject teachers, support staff, Progress Leader and Assistant Progress Leader. Information gathered will help to determine what support may be needed. Parents will be closely informed of the action and results.

NATURE OF INTERVENTION.

The ALNCO, ALN Manager and ALN Teacher will decide the action required to help pupils progress. Subject teachers, support staff and pastoral staff will also feed into this process. Interventions will be specific to each pupil, with some pupils requiring a greater level of intervention than others.

INDIVIDUAL EDUCATION PLANS.

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- A thumbnail sketch detailing the pupil's main areas of need.
- SMART targets
- Teaching strategies.
- Things to avoid.
- Parent / pupil comment.

REVIEWING IEP'S.

IEP's will be reviewed, during parent teacher evenings. The school appreciates that for some parents, a school based meeting is not always possible and therefore parental feedback will be sought through other means, E.g. telephone conversations and in writing (letters/ emails). The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Where involved, external agencies will be consulted and invited to contribute to / attend review meetings.

SCHOOL ACTION PLUS.

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the ALNCO after full consultation with parents at an IEP review undertaken within School Action. External support services may be asked to provide advice on targets for a new IEP and provide specialist input to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

REQUEST FOR STATUTORY ASSESSMENT.

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to **School Action** and **School Action Plus**.
- The pupil's IEP's Records and outcomes of reviews undertaken.
- Information on the pupil's health and relevant medical history N.C. levels.
- Literacy/numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of both parents.
- Where possible, the views of the child.
- Social services/educational welfare service.
- Any other involvement by professionals.

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in an IEP.
- Delivered by the Subject teacher with appropriate additional support where specified.

REVIEWS OF STATEMENTS.

Statements must be reviewed annually. The LEA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The ALNCO will organise these reviews and invite:

- The child's parent / carer.
- The child if appropriate.
- Relevant pastoral/teaching staff.
- Support Staff working with the pupil.
- A representative of the LEA.
- Any other person the LEA considers appropriate.
- Any other person the ALNCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set out in the statement and IEP.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Decide upon new or ongoing targets for the coming year.

Year 9 annual reviews for statemented pupils will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the 'Transition Plan' will be reviewed and involve the Careers Service Wales.

With due regard for the time limits set out in the Code, the ALNCO will complete the Annual Review of Statement paperwork and send this together with any supporting documentation, to the LEA/Inclusion Services. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

The School recognises that where a pupil with a Statement of SEN continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the Statement until age 19.

THE ROLE OF ALNCO

The ALNCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy.
- Teaching commitment
- Co-ordinating the provision for pupils with SEN.
- Liaising and giving advice to fellow teachers.
- Managing Student Support staff - ancillary support staff, Special Support Officers and SEN teachers.
- Overseeing the records of pupils with SEN.
- Liaising with parents.
- Making a contribution to staff professional development
- Liaising with external agencies, LEA support services, Access and Inclusion Services, Health and Social Services, Careers Service, voluntary bodies and parental support organisations such as SNAP.

THE ROLE OF THE GOVERNING BODY.

The SEN link Governor is Mrs Rachel Evans.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities.

- Having a regard to the Code of Practice when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing SEN policy.
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's budget.

THE ROLE OF THE SUBJECT TEACHER.

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils.
- Collaborating with the ALNCO to decide what action is required to assist the SEN pupil to progress.
- Working with the ALNCO to collect all available information on the SEN pupil.
- Read and take note of information provided in pupil IEP's.
- Developing constructive relationships with parents.

THE ROLE OF THE HEADTEACHER.

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the ALNCO/SEN team.
- Informing parents of the fact that SEN provision has been made for their child.

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEN INSET.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the ALNCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEN pupils. This training is delivered as and when required E.g. lunchtime meetings to update staff on teaching approaches for named pupils. The ALNCO delivers NQT, PGCE and new staff induction training annually.

As a routine part of staff development, CPD requirements in SEN will be assessed. Special Support Officer's / Support Assistants requirements in supporting pupils' needs will be considered frequently.

PARTNERSHIP WITH PARENTS.

Brynteg School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. All staff within the Student Support Department contribute to feedback given to parent evenings and review meetings. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

"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 a child's needs and the best way of supporting them." (C.o.P. 2.2)

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

COMPLAINTS PROCEDURE.

The school's complaints procedure is outlined in the school prospectus. Under the SEN and Disability Discrimination Act 2005 parents may seek advice on resolving disagreements through the LEA and/or the Independent Mediation Service, SNAP.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists.
- Medical Professionals
- Speech Therapists.
- Physiotherapists.
- Bridgend Inclusion Team
- Visual impairment services.
- Bridgend Communication and Relationships Team
- Alternative Curriculum providers

In addition, important links are in place with the following organisations:

- The Careers Service.
- LEA Specialist services – Inclusion Services. (The Bridge Alternative Provision)
- The business community.
- Education Welfare Officer.
- Social Services.
- Other groups or organisations.