

THE MAELOR SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Committee Responsible	Curriculum & Scrutiny
Date Agreed	3 July 2017
Date for Review	Summer 2020

Special Educational Needs Policy

At The Maelor School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to, or different from, what is normally available in schools in the area.’

Principles

The school’s Special Educational Needs Policy is based upon the following principles:

- The Maelor School is an inclusive school and this policy is a Statement of our commitment to continue working towards providing the best education available for **all** children in our community
- We value all children in our school equally.
- All teachers are teachers of children with special educational needs and have a responsibility to identify and meet needs of all children.
- All children are entitled to access to a broad and balanced curriculum including the National Curriculum.
- Children with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners, experiencing and contributing to the social and cultural activities of the school.
- All children are entitled to experience success.
- Good special needs practice is good practice for all pupils.
- Any pupil may encounter difficulties in school at some stage.

- Special educational needs arise from an interaction between what the pupil brings to the situation and the curriculum offered by the school.

Provision for children should:

- match needs.
- take account of the wishes and feelings of the pupil.
- be in partnership with the pupil's parents.

The specific objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

In pursuit of these principles the school has established the following arrangements for coordinating the provision of education for pupils with special educational needs at the school:

- **The Governing body** will, in cooperation with the head teacher, determine the school's general policy and approach to provision for children with special educational needs, establishing the appropriate staffing and funding arrangements to meet and support the principles set out in this policy. The Governors' Curriculum Committee and the nominated Governor with responsibility for special educational needs, will review the effective implementation of this policy. The Governors' annual report to Parents will incorporate a report on the effectiveness of the Special Educational Needs Policy.
- **The Headteacher** will oversee the management of all aspects of this policy, keeping the governing body fully informed of the effectiveness of current special educational needs provision.
- **The Special Educational Needs Coordinator** is responsible for the day-to-day operation of this policy and for coordinating

provision for children with special educational needs at the school.

All day-to-day provision made for children with special educational needs is regularly reviewed by a special educational needs team.

Admission arrangements

The admission arrangements for those children with special educational needs but without a Statement are the same as those for all children.

Children with a Statement are placed by the LEA, in consultation with the governing body, who make every effort to comply with parent and pupil preference in accordance with the Authority's admission procedures.

Provision and resourcing.

The staff at the school has a wide experience of supporting pupils with special educational needs.

All children are fully integrated into mainstream lessons. Support is focussed on ensuring that pupils follow the full curriculum including the National Curriculum.

In accordance with the principles stated above, children will spend the majority of their time in mainstream lessons with their peers, however in order to maximise their potential as learners, it may be necessary to withdraw some pupils from some lessons. This will only be necessary for small number of pupils, to teach basic numeracy and literacy skills. All arrangements for withdrawal are discussed with the pupil and parents. In addition, children may be offered small group and individual support at tutor time, break times, lunch times and before or after school.

A team of Specialist Learning Support Assistants supports the Special Educational Needs Coordinator. This team is responsible for the delivery of in-class support and specialist teaching sessions for children requiring specific programmes for literacy skills development.

In class support will be allocated taking into consideration the following priorities:

1. the requirement to meet specific targets set out in Statements.
2. literacy support for pupils in the lower school.
3. short term medical / health related needs.
4. study skills support for pupils in the upper school.
5. support for specific subject needs.
6. departmental requests.

In allocating support, the department will endeavour to maintain consistency of support personnel across class groups and, where practicable, within

subject areas. Teachers supporting will work in partnership with subject specialists and have an involvement in the planning of lessons, preparation of materials and marking. Learning Support Assistants supporting will work under direction of the Special Educational Needs Coordinator within the framework of their job description. Whilst specific children may be the main targets for Learning Support Assistants, it is not expected that they will have exclusive contact with those children.

Children with a Statement of special educational need are resourced by the LEA in accordance with the Authority's LMS funding formula for pupils with specific learning difficulties. The school is a specialist LEA resource for pupils with specific learning difficulties, including dyslexia.

Identification and Assessment

The school's arrangements for identifying children with special educational needs will have regard to procedures recommended in the Code of Practice and will follow a staged model, as outlined below.

Assessment of pupil's learning needs will take into account information from primary schools and from information contained within National Curriculum assessments.

Children may move either way between the stages, remain at a particular stage, or improve sufficiently to be removed from the special educational needs register during the course of their time at the school.

Classroom differentiation will be the meeting of individual needs through increased differentiation within the normal classroom.

This action will be taken where the form tutor, subject teacher or parent expresses concern that the pupil is showing signs of learning difficulties. The form tutor or subject teacher will collect relevant information, consult with colleagues and parents and then implement a range of strategies to differentiate the curriculum to meet the pupil's needs. The pupil's progress will be monitored and reviewed in the appropriate pastoral/subject meeting.

School Action will be characterised by the production of an individual education plan linked to an enhanced teaching programme to meet identified needs/targets.

Following the recommendation of a review (or in exceptional circumstances on the advice of the Special Educational Needs Coordinator) the following action will be taken:

- All relevant information will be assembled.
- The Special Educational Needs Coordinator will draw up an individual educational plan.
- A teaching programme will be planned and delivered to meet specific and measurable targets.

- Subject teachers will remain responsible for working with the child in the classroom and completing the subject aspect of the individual educational plan.
- Parents will be consulted and invited to support the individual educational plan.
- A review date will be set and procedures for monitoring agreed.

School Action + will be characterised by the involvement of specialists from outside school.

Following the recommendation of a review (or in exceptional circumstances on the advice of the Special Educational Needs Coordinator) the following action will be taken:

- Parents and children will be consulted and invited to comment on the support arrangements they would like to be made.
- Advice will be sought from outside specialists including educational psychologists and specialist support teachers.
- The Special Educational Needs Coordinator will take a lead role in seeking information and advice of outside specialists, co-ordinating provision and drawing up an IEP based on the advice given.
- A new IEP will be drawn up following the advice of the outside specialist.
- Subject teachers will remain responsible for working with the child in the classroom and completing the subject aspect of the individual education plan.
- A review date will be set and procedures for monitoring agreed.

Statutory Assessment and Statementing

The needs of the majority of pupils will be met within the provision set out above. In a minority of cases, there will be a need to request the local education authority (LEA) to consider making a statutory assessment of the pupil's needs with the possibility of issuing a Statement for the child (**Statementing**).

The LEA has responsibility for these stages within the time scales set out in the Code of Practice. The normal time scale for stages four and five is twenty-six weeks.

The school will convene the annual review of individual Statements in accordance with Education Acts and the Code of Practice.

Training

The arrangements for training all staff in the area of special educational needs will be developed by the Special Educational Needs

Coordinator in consultation with the Deputy Headteacher responsible for staff training.

The special educational needs team is the forum for disseminating information to all departments on the needs of individual children, updating staff on matters pertaining so special educational needs and sharing good practice across curriculum areas. Members of the team will be expected to identify specialist training needs as well as taking a lead role in training colleagues in their departments.

As part of the training programme for all teachers, the Special Educational Needs Co-ordinator will brief staff on systems and structures used in the school and offer advice and support to enable staff to meet identified needs.

Members of the special educational needs team will be required to keep abreast of developments in special educational needs through reading and attendance at appropriate courses as identified within the department's development plan.

Links

Parents will be informed at all stages of the proposed interventions designed to support their child's learning. The Special Educational Needs Coordinator will be in attendance at all parents' evenings for consultation by parents. Parents of children on the special educational needs register will be invited to contact the department if they have any concerns, or require information on their child's progress.

For parents of those pupils who are at **School Action**, or above, within the school's intervention procedures, there will be a twice yearly review meeting to review the success of the IEP and set new targets.

The Special Educational Needs Coordinator will liase and work co-operatively with all agencies involved with children including Health, Safeguarding and Support and Voluntary agencies.

The school receives regular visits from the Education Welfare Officer and Educational Psychologist.

The school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.

The Speech and Language Therapist contributes to the reviews of pupils with significant speech and language difficulties.

Multi-agency liaison meetings, with representation from Safeguarding and Support, Careers Wales, Health as the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

The Careers Wales Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.

A Member of the special educational needs team will visit all primary schools prior to secondary transfer. He/she will meet identified children and liaise with their teachers to ensure a smooth transition into secondary education for those children with special educational needs.

Criteria for Evaluation

The school's success in meeting the special educational needs of its children will be measured using the following performance indicators:

- percentage of lesson in which pupils are integrated.
- pupil progress in terms of reading and spelling.
- parental satisfaction.
- pupil satisfaction.
- parental contact.
- success rate in meeting targets identified in annual reviews or IEPs.
- downward movement of children between stages.
- removal of children from register.
- feedback from primary schools on liaison procedures.
- participation rates of children with special educational needs in extra-curricular activities.
- external examination entries.
- GCSE and N.C. assessments.
- post 16 destinations.

Complaints procedures

Parents who wish to make a complaint about any issue in the school relating to Special Educational Needs should follow the curriculum complaints procedure, details of which are published separately and are available from the school.