

Brynhafren C P School

Special Education Needs (SEN)

1. Definition

The Local Education Authority (LEA) in respect of Powys is Powys County Council. The Education function is exercised through the People and Well-being Schools and Inclusion Service area of the Council and includes all school-based and central education department employees.

2. Context

This policy is informed by:

The Special Educational Needs (Provision of Information by Local Education Authorities) (Wales) Regulations 2002

This policy replaces the policy formally adopted in April 2000 and seeks to clarify policies on SEN and information about how the LEA is:

- promoting high standards of education for children with SEN
- encouraging children with SEN to participate fully in their school and community and to take part in decisions about their education
- encouraging schools in their area to share their practice in providing for children with SEN
- working with other statutory and voluntary bodies to provide support for children with SEN.

Code of Practice for Wales 2002: Section 1.22

This policy also seeks to clarify the general arrangements, including any plans setting out objectives, targets and timescales covering local arrangements for:

- identifying children with SEN;
- monitoring the admission of children with SEN (whether or not those children have a statement) to maintained schools in their area;
- organising the assessment of children's SEN statements, including any local protocols for so doing;
- providing support to schools with regard to making provision for children with SEN;
- auditing, planning, monitoring and reviewing provision for children with SEN (generally and in relation to individual pupils);
- supporting pupils with SEN through School Action and School Action Plus;
- securing training, advice and support for staff working in SEN;
- reviewing and updating the policy and development plans on a regular basis; and
- explaining that element of provision for children with SEN (but without statements) which the LEA expects normally to be met from maintained schools' budget shares and that element of such provision that the authority expects normally to be met from funds which it holds centrally.

Code of Practice for Wales 2002: Section 1.23

3. Summary

The People and Well-being Schools and Inclusion Service policy on special educational needs is based on the following principles:

- schools meet the needs of children with learning difficulties through the totality of learning opportunities that they provide;
- appropriate supported inclusion in mainstream settings for the majority of pupils with special educational needs;
- within the continuum of educational provision, all pupils have individual needs and following the National Assembly for Wales review of policy of special educational needs and expected reduced role of statements in meeting the needs of pupils with special educational needs, approximately between 0.5% and 1% of the 0-19 population should have statements;
- the involvement of the People and Well-being Pupil Inclusion Service area in the provision of support to meet the educational needs of children;
- the involvement of parents as active partners of equal value in the process;
- the People and Well Being Schools and Inclusion Service area will, when appropriate, need to work closely with Adult Social Services and Health Services to best ensure that the needs of the child are met;
- optimum delegation of appropriate resources to schools to enable them to meet the needs of children;
- informed, consistent decision making based on secure evidence;
- the need for resources to be targeted according to need and to be made available for reallocation once that need has been addressed;
- although resources may be allocated individually, children will benefit from sharing them;
- accountability for all resources allocation; and
- the LEA is only responsible for providing the resources to meet the needs, which affect the child's educational progress.

4. Code of Practice: Principles, Practice and Procedures

The People and Well-being Schools and Inclusion Service area is guided by the fundamental principles of the Code that are:

- a child with special educational needs should have their needs met;
- the special educational needs of children will normally be met in mainstream schools or settings;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education ('parents' to include all those with parental responsibility including corporate parents and carers);
- children with special educational needs should be offered a full, broad,

balanced and relevant education, based on the National Curriculum and, for pre-school children, the 'Desirable Outcomes for Children's Learning before Compulsory School Age' prepared by Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (ACCAC)/ Qualifications, Curriculum and Assessment Authority for Wales (now DELLS – Department for Education, Lifelong Learning and Schools).

Code of Practice for Wales 2002: Section 1.5

5. Arrangements for Identifying Children with Special Educational Needs

(a) Early Identification

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

Code of Practice for Wales 2002: Section 5.11

To help identify children who may have special educational needs, schools can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress in literacy and numeracy;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

Code of Practice for Wales 2002: Section 5.13

(b) Under 5s in Pre School Settings

In Powys a child may be admitted to school on the parents' request, on either a full or part-time basis, at the beginning of the term after the fourth birthday is achieved provided that the school has sufficient resources of staff, accommodation and equipment.

The lead agency for identifying children who are under 5 in pre-school settings with special educational needs is the **Health Service**.

The Health Service will:

- inform the parents of children under five in pre-school settings who they consider have or probably have special educational needs following screening and intervention;

- give the parents the opportunity to discuss this; and
- advise the parents that the Health Services has a duty to bring this to the attention of the LEA.

On receipt of notification from the Health Service of a child who is under 5 in a pre-school setting and who have special educational needs, the LEA may commission an assessment by an Educational Psychologist.

(a) School Aged Pupils

(i) Requirements of the SEN Code of Practice for Wales 2002

Under the SEN Code of Practice for Wales 2002 the following stages have been identified:

- School Action
- School Action Plus
- Statement

In Powys the former Stage 1 has been maintained as a separate stage in the form of 'School Concern'. The Authority has also introduced an additional stage – Extended School Action Plus, for the delivery of resources without recourse to a Statement of SEN.

(ii) Collection of Evidence

Detailed systematic objective evidence of the child's level of functioning and of their progress against identified targets should be kept as required.

(iii) School Based Assessment

Many schools complement the LEA's assessment and the National Curriculum tests with the use of commercially available norm referenced tests or criterion referenced measures. Powys LEA has been a partner authority in the development of the Swansea Reading Tests. These bilingual tests have been made available to all schools in Powys and are widely used.

The LEA encourages the sensitive use of such testing and will provide advice about appropriate tests.

(iv) Non-Statutory Screening

In July 1999 the LEA introduced non-statutory screening through the use of Cognitive Ability Tests to assist schools in identifying children with special educational needs and as a basis for the allocation of additional resources for pupils with special educational needs.

(v) National Curriculum Assessment

The LEA uses National Curriculum results to help identify children who may have special educational needs, in particular teacher assessments at the end of Key Stage 2 (aged 11 years) and Key Stage 3 (aged 14 years). The results in this process give an indication of the pupil's level of progress.

The average attainment at each stage is at the following level:

Age	Level
7	Teacher Assessment 2
11	Teacher Assessment 4
14	5-6

A child performing at two levels below that expected for their age group would indicate a significant concern. The Baseline Assessment, introduced in October 1998, is also a measure used for early identification of pupils with special educational needs.

(vi) Support at School Action

The provision made for pupils with special educational needs is wholly based on evidence identified through school-based assessment at School Action of the Code of Practice

(vii) Support at School Action Plus and Extended School Action Plus

Following consultation with schools and the Educational Psychologists the Authority introduced a consultative model in October 1999 which involves SENCos or other representatives of a group of primary schools meeting to discuss anonymised cases at School Action Plus. The SEN consultation is a process in which concerns are raised and a collaborative process is initiated. The aim is to engage schools co-operatively at School Action Plus in joint problem solving. This includes dialogue about children in the construction and evaluation of Individual Education Plans.

(viii) Request for Statutory Assessment

The most frequent route for a statutory assessment will be a referral from the school.

However, requests for a statutory assessment of special educational need may be made by the parent of a child for whom a Local Education Authority is responsible under Section 329 of the Education Act 1996. On receipt of a request from the parents, the LEA will seek information from the school to ascertain if there is evidence to support the request for statutory assessment.

'First, consideration by the local education authority, working co-operatively with the child's school and parents and, as appropriate, with other agencies, as to whether a statutory assessment of the child's special educational needs is necessary;

Code of Practice for Wales 2002: Section 7.2

and second, if so, conducting that assessment, again working in close collaboration with parents, schools and other agencies.'

Code of Practice for Wales 2002: Section 7.2

To enable them to reach a decision as to whether a statutory assessment is necessary, the LEA will require detailed information such as evidence of:

- parental involvement;
- Individual Education Plans;
- reviews; and
- appropriate use of external specialists.

(ix) Independent Parental Supporter

The LEA will ensure that each parent of a child with special educational needs is provided with the name of an 'independent parental supporter' who will be able to give them advice and information about their child's special educational needs. This information will be provided when a draft Statement is forwarded to parents but the LEA will co-operate with parents who wish to identify an 'independent parental supporter' at the start of the assessment process. The LEA will co-operate with an 'independent parental supporter' in the supply of information to enable the 'independent parental supporter' to provide appropriate support for individual parents but the particular role fulfilled by an 'independent parental supporter' is to be negotiated between the 'independent parental supporter' and the parent concerned. Currently the LEA commissions SNAP Cymru to provide this service to parents.

(x) Statements

Once a statutory assessment has been carried out, the LEA will determine whether to issue a Statement or Note in Lieu of a Statement. The LEA will provide statements of special educational needs or Notes in Lieu of a Statement that can be easily understood and are unambiguous.

6. The Role of Primary, Secondary and Special Schools

The LEA's policy is one of appropriately supported inclusion in mainstream settings for the majority of pupils with special educational needs. The LEA, however, acknowledges the need for special schools for a small minority of pupils and retains strategic facilities.

Powys LEA maintains three special schools:

- Ysgol Cedewain, Newtown
- Ysgol Penmaes, Brecon
- Brynllwarch Hall School, Kerry, Nr Newtown

Ysgol Cedewain and Ysgol Penmaes make provision for pupils with severe and profound or complex learning difficulties, and offer a through route for children with Autistic Spectrum Disorder and Monday to Friday term time residential provision for such children at Ysgol Penmaes.

Brynllwarch Hall School is a residential/day school making provision for pupils with moderate learning difficulties and some with mild emotional behavioural and social difficulties.

In addition the LEA is in the process of developing primary specialist provision in each secondary school catchment area, and has developed secondary ASD/Asperger provision in north, mid and south Powys.

The role of schools is to identify and meet the needs of pupils. The role of the LEA is to support schools in this task.

7. Arrangements for Placing and Monitoring Pupils in Independent and Non-Maintained Special Schools or Schools Maintained by Other LEAs

Powys LEA's policy is to seek to meet the needs of children within its own schools. If the needs of the pupil can be adequately met in a Powys school then the LEA will not consider an external placement in an independent or non-maintained special school.

Where there is evidence that the needs of a pupil cannot be appropriately met with additional support within a Powys school, the LEA will assess the suitability of placing a child in an appropriate independent or non-maintained special school.

The LEA seeks to utilise appropriate independent or non-maintained special schools, which are as close to the county as possible. The LEA will only recognise schools that are registered with the Welsh Assembly Government (WAG) or Department for Education and Employment (DfEE).

An appropriate officer of the LEA visits all schools before a placement is proposed.

Where appropriate, an officer of the LEA, normally an Educational Psychologist, will visit every independent or non-maintained special school, usually on an annual basis, to review the appropriateness of the setting and the pupil's progress. The quality of educational provision will be reviewed using Estyn and Ofsted reports, at the time of issue.

8. Review of Statements

The LEA expects that an Educational Psychologist will attend Annual Reviews on a planned programme and that other professionals will be invited as appropriate relating in the main to changes at the end of Key Stages 1, 2 and 3.

9. Monitoring

(a) Monitoring of Provision Specified for Children with Statements

Educational Psychologists will engage in a rolling programme of visiting schools to monitor the provision for children with special educational needs, as specified in Part III of Statements, and to ensure that they are being delivered appropriately. Other LEA officers will also be involved in the monitoring of provision made for statemented pupils both through visits to schools and through consideration of SEN and financial returns.

(b) SEN Register

This supports a graduated response in order to support children with special educational needs as set out in the Code of Practice for Wales 2002 Section 6.22. Although it is no longer a formal requirement under the Code of Practice for Wales 2002 the LEA in Powys requires schools to maintain a register of all children with special educational needs.

(c) Audit of Special Educational Needs

The Code of Practice for Wales section 1.23 indicates that:

The LEA should audit, plan, monitor and review provision for children and for SEN generally

In Powys, details of all children on schools' SEN registers will be returned annually. The LEA will then be able to audit the number of pupils at each stage of the Register of Special Educational Needs, the prevalence of different types of need at School Action Plus and to check the pattern of notification.

(d) Monitoring of SEN in LEA Maintained Schools

The LEA will carry out an annual audit of special educational needs which contributes to the data to enable targets for training of staff for school based teaching and support staff to be identified.

The LEA will monitor the quality and effectiveness of provision made for pupils with SEN through visits by appropriate officers and consideration of SEN and financial returns, in order to ensure efficient and effective use of resources.

The LEA undertakes a periodic review of all Estyn reports to analyse the comments made relating to special educational needs. Appropriate advice is then forwarded to schools.

10. The Management and Availability of Support Services

The People and Well-being Schools and Inclusion Service area includes the following who support schools and individual pupils with special educational needs:

- Educational Psychologists
- School Improvement Officers
- Advisory Support Officers
- Advisory Teachers for the Hearing Impaired
- Advisory Teachers for the Visually Impaired

People and Well-being also includes Social Workers and the Children with Disability Teams, which offer opportunities for closer working and improved services for children.

11. Resourcing of SEN

The LEA uses the following mechanisms for resourcing the provision made for pupils with SEN.

(a) Special Schools

These are resourced through place led funding with the provision of additional resources when the funding provision does not meet the pupil's needs.

(b) Primary Schools

(i) Delegated SEN Funding

Delegated SEN funding is provided through the school's budget, based on the number of pupils included on the school's SEN return and the level of need. This funding is for use in meeting all SEN needs at the school including needs at School Action and School Action Plus and contributing to the needs of statemented pupils.

(ii) Extended School Action Plus Funding

This funding is allocated on an individual pupil basis, on application to the ALN Moderating Panel. It is for pupils who would previously have received a statement of SEN but now meet the criteria for Extended School Action Plus funding. This will replace additional Statemented funding in due course

(iii) Statemented Funding

Statemented funding - resourcing linked to an individual Statement in order to top up the delegated SEN funding so that the provision required by the Statement can be made.

(iv) Specialist Centres

Where a primary school hosts a specialist centre, this receives separate resourcing in addition to the above.

12. Collaboration with Neighbouring Authorities

The LEA is committed to working positively with neighbouring authorities and will operate in accordance with The Education (Areas to which Pupils and Students Belong) Regulations 1996 in relation to the costs of out county pupils educated within Powys and Powys pupils educated out of county. The Service is represented on the Association of Directors of Education in Wales - Special Needs Consultative Group and the SEN Benchmarking Group.

13. Looked After Children

The LEA will liaise closely with schools and Social Workers in respect of the educational needs of children who are looked after by the Local Authority (Powys County Council). The LEA will seek to ensure that, within its policies for the provision of services to children, including children with special educational needs, these needs are met and effective and appropriate provision made for these pupils.

14. Complaints and Appeals

The LEA will ensure that parents are aware of their rights to make representations to the service in respect of their children's special educational needs, their rights of appeal to the Special Educational Needs and Disability Tribunal, when appropriate, and, at any stage, their right to involve the LEA's Complaints Procedure, school's Complaints Procedure and disagreement resolution arrangement.