



Special Educational Needs Policy at Llanbedr C in W School

At Llanbedr C in W 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”.

The specific objectives of our Special Educational Needs policy are as follows:

- to identify pupils with special educational needs and ensure that their needs are met
- to ensure that children with special educational needs are included in all activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child’s special needs and provision, and that there is effective communication between parents and school
- 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

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The success of the school’s SEN policy will be judged against the aims set out above .It will be reviewed by the Governing Body on an annual basis and commented on in the Governing Bodies Annual Report to parents

The named SEN co-ordinator for the school is Mr Gavin John. A member of the Governing Body Mrs Vicki Walker takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LEA admissions criteria, which does not discriminate against pupils with special educational needs or disabilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has a Strategic Equality plan and an Accessible plan with further details.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

Provision/action that is additional to or different from that available to all will be recorded in an IEP, IBP or an Intervention plan. This will be produced as a result of consultation between class teacher, SENCO and SA plus LA and in consultation with pupils, parents and carers. It may also involve consultation and advice from external agencies.

The Provision /action will set out

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The plan will be reviewed at least twice a year, and the outcomes recorded. Pupils will participate fully in the review process according to their age and abilities.

The speech and language therapist contributes to the reviews of children with significant speech and language difficulties. Other agencies such as physiotherapists, occupational therapists etc. may be included if involved with individual pupils.

In-service Training

All teaching staff are aware of in the Guidance Criteria for the Placement of pupils on code of Practice Stages, the ALN and statementing procedures. Teaching and non-teaching staff are encouraged to attend relevant courses provided by Powys LA. And regular in house training is held, facilitated by the school's SENCO.

Regular consultation opportunities occur on a half termly basis where the SENCO and Educational Psychologist meet with fellow colleagues from the Brecon catchment area. This gives all concerned the opportunities to discuss any difficulties that pupils may be experiencing and a chance to gain advice and support from one another.

Prepared by SENCO (Gavin John) July 2013