

GOWERTON SCHOOL



SEN INCLUSION POLICY

Reviewed 14th March 2017

INTRODUCTION

This policy aims to uphold the principles and carry out the policies underlined in the Special Educational Needs Code of Practice for Wales. This is in conjunction with the school's responsibilities under the Education Act 1996, the Disability and Discrimination Act 2005, the City and County of Swansea Special Educational Needs Policy and Inclusion Policy. This policy should also be read in conjunction with the school policy on Equal Opportunities.

It aims to ensure that all pupils are given the support, guidance and resources necessary to enable them to achieve their full potential. All pupils study the broad, balanced and relevant curriculum to which they are entitled and they are also included fully in the school community.

The school recognises that all Learners have individual needs and aims to ensure fair and equal treatment for all and promotes practice that celebrates diversity and maximises the achievement of all. The school places great emphasis on developing the whole child and forming positive, supportive relationships between staff and pupils.

The school believes in working in partnership with parents through regular contact, which includes documentation, meetings and reviews. The school also works closely with outside agencies to draw on specific expertise to deal with pupils' Learning needs.

Pupils who need support are identified through close liaison with partner schools and progress is carefully monitored. The programme of support is adjusted as the needs of the pupil change. Pupils are involved in their Learning through regular assessments and dialogues between pupil and teacher.

The educational programme for pupils with identified ALN is co-ordinated by the Inclusion Co-ordinator in consultation with relevant members of staff.

DEFINITIONS

Children have special educational needs if they have a Learning difficulty that calls for special educational provision to be made for them.

Children have a Learning difficulty if they:

- a) have a significantly greater difficulty in Learning than the majority of children of the same age; or
- b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.

Pupils who show extra potential are also identified through assessments in Year 7 and specialist provision is made for the more able and talented.

PRINCIPLES

At Gowerton support is given to pupils with Learning difficulties, emotional and behavioural difficulties and medical conditions. Indeed the school's Special Education Policy aims to ensure that all pupils with special educational needs receive a relevant, balanced education which is differentiated to suit their needs and aptitudes. Pupils are encouraged to develop their full potential through a co-ordinated teaching and Learning programme involving regular support and monitoring.

The school gives a high priority to establishing a caring ethos for pupils with special educational needs and staff work with the school nurse and specialist outside agencies to ensure that all avenues of support are explored and utilised and that appropriate resources to meet the needs of individuals are deployed.

All pupils who have special educational needs are treated as individuals and follow an individual education plan that is regularly reviewed. The main aim of the special needs teaching in the school is to enable pupils with learning difficulties to progress and reach as high a standard of literacy and numeracy as possible. It is through acquiring these basic skills that the child forms a working access to other parts of the curriculum; these skills will be critical throughout their lives. It is hoped that all pupils identified will follow a broad and balanced curriculum with as many opportunities as any other child in the school.

Progress for all pupils with ALN is monitored on a regular basis using National Curriculum guidelines and pupils are expected to take appropriate school exams.

There is regular liaison with parents who are encouraged to contact the school with their anxieties. There are also regular review interviews for statemented pupils.

Definition of terms used within this policy

Access to Learning	Agency provided by the City and County of Swansea
ALN	Additional Learning Needs
BESD	Behavioural, Emotional and Social Difficulties
HoY	Head of Year – a teacher with additional responsibility for co-ordinating the pastoral requirements of a particular year group.
IEP	Individual Education Plan – an action plan tailor-made for an individual pupil to suit his/her particular educational requirements.
IBP/ PSP	Individual Behaviour Plan – an action plan to help modify the difficult behaviour exhibited by a pupil. Pastoral Support Program- A personalised support system put in place by pastoral staff
LA	Local Education Authority – The Council of the City and County of Swansea.
Directory	Special Needs Directory – the current list of pupils identified as having special educational needs.
ALN	Special Educational Needs
INCLUSION COORDINATOR	Special Educational Needs Co-ordinator – a teacher with additional responsibility for co-ordinating the provision and delivery of special education to individual pupils.
MATCO	More able and talented/key skills Co-ordinator – a teacher with additional responsibility for co-ordinating the identification and provision for our more able pupils.
SpLD	Specific Learning Difficulty (Dyslexia)
MLD	Moderate Learning Difficulties

IDENTIFICATION OF PUPILS WITH ALN

A) While the pupil is still in the primary school

- Identification of pupils with ALN from Headteachers/Year 6 teachers/SENCO Inclusion Coordinator.
- Visits by Pupil Learning Coordinator (PLC) Year 7/Year 7 Tutor/ Inclusion Coordinator to all feeder schools to gather information ready for the transfer to secondary school.
- The Inclusion Coordinator attends the transitional review meetings for statemented pupils in the primary school. If necessary, additional transition plans will be implemented to ensure the period of transfer and adjustment to the secondary school is made less worrying for pupils.
- National Curriculum Standard Assessment Test and Teacher Assessment Levels are made available to school staff from the feeder schools.
- Lists of statemented pupils, copies of statements and staged referral documentation are requested from primary schools as early as possible in the summer term.
- IEPs, files and referral documentation on other ALN pupils will also be requested from primary schools.

B) In the Autumn Term at Gowerton

- A list of statemented pupils and pupils identified by the primary schools as having Special Educational Needs will be placed on the School's ALN Directory.
- IEPs will be produced for pupils placed on the ALN Directory.
- Withdrawal / in Class support will be put in place by the Inclusion Coordinator for pupils who have been identified with needs.
- Additional support will be put in place by staff from the English/Maths Departments as pupils are further identified as having literacy or numeracy needs.
- The counties annual ALN Survey of Special Educational Needs will be administered by the Inclusion Coordinator

MANAGING THE CODE OF PRACTICE

All pupils with identified ALN are included on the ALN Directory which is maintained by the Inclusion Coordinator. The following stages are used to identify the intervention currently being provided for each pupil.

School Action

Class or subject teachers identify or register a child's special educational needs and consulting the school's Inclusion Coordinator take initial action.

The school's Inclusion Coordinator takes LA responsibility for gathering information and for co-ordinating the child's special educational provision, working with the child's teachers.

School Action Plus

Teachers and the Inclusion Coordinator are supported by external support Services- Access to Learning (specialists from outside the school).

Statemented Pupils

The LA consider the need for a statutory assessment and, if appropriate, make a multi-disciplinary assessment.

The LA consider the need for a statement of special educational needs and, if appropriate, make a statement and arrange, monitor and review provision.

The main difficulties identified on the ALN Directory include:

Specific Learning Difficulty (Dyslexia)

Dyslexia is a complex neurological condition. Symptoms may affect many areas of Learning and may be described as a specific difficulty in reading, spelling and written language. One or more of these areas may be affected. Numeracy notational skills, motor function and organisational skills may also be involved. However it is particularly related to mastering written language although oral language may be affected to some degree.

Two factors are invariably pre ALN in dyslexia: -

- A poor short term working memory
- Low self esteem unless effective intervention takes place.

Screening for Dyslexia occurs in Year 7 at Gowerton. Any pupil who is suspected of having a specific Learning difficulty is tested at school after conversation with parents. Gowerton is involved in the Dyslexia Friendly Schools Initiative. If there are further problems with a pupil accessing the curriculum a referral is made to Access to Learning at School Action Plus.

Emotional and Behavioural Difficulties

A pupil can be placed on the Special Educational Needs Directory for EBD, for example, when a pupil is exhibiting antisocial behaviour. Some pupils experience difficulties as a result of family problems, illness or bereavement. Others may have difficulty in accepting instructions and keeping “on task”. Whatever the problem it is important that the School’s Referral Forms are completed if a pupil is causing concern. Heads of Year will then liaise with the Inclusion Coordinator and an IBP/PSP will be drawn up to try to improve the situation. If there is little success at The School Action Stage advice will be sought from Access to Learning and our link BST teacher, Ms Tilly McMorran will work with school, pupil and parent.

Moderate Learning Difficulties

Pupils who exhibit Moderate Learning Difficulties are often identified early in their school careers. Their general academic attainment will be at a level significantly below that of their contemporaries. In the majority of cases they will experience difficulty in acquiring basic literacy and numeracy skills, some will have speech and language difficulties. In some cases the child may have poorly developed social skills and may show evidence of EBD.

Autistic Spectrum Disorders

Pupils who are on the Autistic Spectrum often display social and emotional difficulties. They often lack understanding of how to interact with their peers or seem unaware of social conventions or codes of conduct. Needs are identified from liaison with primary schools, teaching strategies and pastoral support is implemented as and when necessary, and also by close liaison with the Specialist Teaching Facility Manager Mrs. Gaenor Brauner.

Gowerton School has a Specialist Teaching Facility for Pupils with High functioning Autism /Asperger’s. Referrals for this facility are made through county for statemented, high functioning Autism and Asperger’s pupils.

Use of Individual Education Plans (IEPs)

Pupils identified as having ALN will have an IEP which will concentrate on Learning needs and abilities and will usually focus on strategies for the development of the pupil’s individual needs. Individual staff, responsible for teaching the pupils will adapt the teaching strategies appropriate to their department. IEPs are regularly reviewed and updated to concentrate on the child’s specific strengths and weaknesses.

IDENTIFICATION, ASSESSMENT AND PROVISION

SCHOOL ACTION

- Any member of staff who feels that a pupil, who is not on the ALN Directory and is showing signs of having Learning difficulties should report their cause for concern to the Inclusion Coordinator.
- In liaison with the HoY a pro-forma will be circulated to all staff teaching the pupil.
- On return of the pro-forma to the Inclusion Coordinator a decision will be made as to the level of support necessary for the pupil. (This will involve other staff and parents if appropriate.)
- As a result of the decision the Inclusion Coordinator/HoY will interview the pupil with the parents to discuss the level of support needed.
- Pupil to be assessed by the specialist teacher in the Inclusion Department.
- Pupil will be placed on the ALN Directory as School Action
- An IEP will be drawn up using information gained from the interview, the pro-forma and recommendations from specialist teacher.
- The IEP will be circulated to all staff who teach the pupil.

REVIEWING IEPs & ASSESSING PROGRESS

The pupil's progress will be monitored by staff in school in accordance with all pupils working within the National Curriculum. The targets set should change in accordance with the pupil's progress. If a pupil does not make good progress, despite an individualised programme or concentrated support, a request for help from external services might be sought.

SCHOOL ACTION PLUS

A request for help from external services is likely to follow a decision taken by the Inclusion Coordinator and colleagues, in consultation with the parents. These external support agencies will usually see the child in school so that they can advise subject and pastoral staff on new targets and strategies and provide more specialist assessments to help the pupils' progress.

The triggers for School Action Plus could be that:

- Staff feel the pupil is making little or no progress in specific areas.
- The pupil continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- The pupil continues to have difficulties with numeracy and literacy skills.
- The pupil has emotional or behavioural difficulties which substantially interfere with their own Learning or that of the class group, despite having an individualised management programme.
- The pupil has sensory or physical need and required additional specialist support.
- The pupil has ongoing communication or interaction difficulties.

Those services can then advise on new and appropriate targets for the pupil's IEP and on accompanying strategies. The strategies identified in the IEP should usually be implemented in the normal classroom setting.

STATEMENTED PUPILS

For a very few pupils the help given by school through Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved to consider whether to ask the LA to initiate a statutory assessment.

Where a request for statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern.

The procedures for carrying out a statutory assessment and the provision for statemented pupils are fully explained in the Special Educational Needs Code of Practice for Wales.

REVIEWS

Review procedures will seek to strengthen the partnership between school, pupil and parents. Reviews will take place at pre-determined specified times and will follow the following pattern.

Review procedures at School Action

Information is gathered from all relevant staff, pupil and the parents.

1. Inclusion Coordinator invites parents to a meeting and fixes date and time.
2. Other staff are invited to attend as Inclusion Coordinator deems appropriate.
3. The review will focus on:

- Progress made by the child
- The effectiveness of the education plan
- Contribution made by parents at home
- Updated information and advice
- Future action

The pupil will normally be expected to contribute to part of the review meeting.

4. Possible outcomes are:
 - Pupil continues at School Action – a new IEP may be drawn up
 - If a request is to be made to outside agencies – pupil will move to School Action Plus.
 - Information on the outcome of the review will need to be given to appropriate staff.
 - The review information and outcome are included in the pupil's ALN record.
 - The Inclusion Coordinator modifies the ALN Directory and the pupil's IEP as appropriate.

Review procedures at School Action Plus

1. Inclusion Coordinator invites parents to a meeting and fixes date and time.
2. External specialists are invited.
3. Other staff are invited to attend as the Inclusion Coordinator deems appropriate.
4. The review will focus on:
 - Progress made by the child
 - The effectiveness of the education plan
 - Contribution made by parents at home
 - Updated information and advice
 - Future action

The pupil will normally be expected to contribute to part of the review meeting.

5. Possible outcomes are:
 - Pupil continues at School Action Plus – a new IEP may be drawn up
 - Information on the outcome of the review will need to be given to appropriate staff.
 - The review information and outcome are included in the pupil's ALN record.
 - The Inclusion Coordinator modifies the IEP as appropriate.
 - In a few number of cases it might be necessary to consider whether to ask the LA to initiate a statutory assessment.

If a request for a statutory assessment is made by the school the procedures for submitting the appropriate evidence is to be found in the Special Educational Needs Code of Practice for Wales.

Annual review of Statemented Pupils

Preparation of the Review Report for the LA

On receipt of the termly list of annual reviews from the LA, the Headteacher will seek written evidence from:

- Parents
- Those specified by the authority
- All relevant teaching staff

The Headteacher must also circulate a copy of all advice received and will invite all parties involved to the review meeting. The written advice will be ALN with a report of the meeting and the recommendations to the LA for their consideration.

The Annual Review in Year 9 and Subsequent Years

The aim of the annual review in Year 9 and subsequent years is to

- Review the young person's statement
- Draw up and subsequently review the Transition Plan.

The annual review of the statement held in Year 9 should involve all the agencies that play a role in the young person's life and must involve Careers Wales. Written evidence will be sought from:

- Parents
- Those specified by the authority
- All relevant teaching

A Transition Plan is drawn up in consultation with Careers Wales. The Transition Plan will look at on-going school provision and plan for the young person's transition to adult life.

The written advice will be ALN with a report of the meeting and the recommendations to the LA for their consideration.

EVALUATING THE POLICY

The effectiveness of the school's ALN policy will be evaluated annually in terms of assessment, provision, monitoring and record keeping, use of outside agencies and review procedures.

CRITERIA FOR EVALUATING THE POLICY

Identification and Assessment

1. Are we identifying the correct pupils quickly and accurately?
2. Are we assessing the needs of those pupils in a reliable and usable fashion?

Communication

1. Is information about pupils communicated to all teachers concerned quickly and accurately?
2. Are communications with parents/guardians effective and positive?
3. Are communications between the school and outside agencies effective?

Provision

Does our provision meet the identified needs of the children?

Monitoring

Do our processes:

1. Show up improvement or deterioration quickly?
2. Bring problems to the surface at an early stage?

Review Arrangements

Do the Review Processes:

1. Actively involve parents and pupils?
2. Reach reliable conclusions?
3. Make everyone feel positive about the outcome?
4. Reach completion within the statutory period?

Use of Outside Support Services

Do we make the best and fullest possible use of these services?

COMPLAINTS PROCEDURES

Complaints regarding ALN provision in the school will be dealt with by the ALN or Assistant Head Using the school's Complaints Policy procedures.

Complaints Procedure

1. A parental complaint is made to: form/subject teacher, support teacher, non-teaching staff, Headteacher.
2. The complaint must be referred to the ALN or Assistant Head. The parent is informed that there will be a response within one week, to allow time to investigate the complaint.
3. The complaint is registered in a book kept for that purpose by the Inclusion Coordinator.
Information should include:
 - Date of complaint
 - Nature of complaint
 - Person to whom the complaint was made
 - Date given for the response
 - Conclusion reached
4. If necessary an interview will be arranged with the parent. Any person subject to the complaint must be given the opportunity to attend.
5. At the end of the interview a brief account of what has been decided is written and dated. This account is circulated to the ALN or Assistant Head responsible for ALN and the HoY.
6. A copy of the decision is included with the child's documentation.

If, after this process, the parents feel that a complaint has not been resolved satisfactorily, they are entitled to follow the LA complaints procedure.

Details of this procedure can be obtained on request from Mrs Medina Evans, Clerk to the Governing Body at the school or on (01792) 873461.

CO-ORDINATION

The role of the Inclusion Co-ordinator

The Inclusion Coordinator is responsible for:

- The day-to-day operation of the school's ALN policy.
- Liaising with and advising teaching staff regarding all matters relating to ALN provision, including schemes of work, action plans, IEPs and assessment.
- Managing the maintenance of the school' ALN Directory and overseeing all records for pupils with ALN.
- Managing and co-ordinating provision for pupils on School Acton Plus of the code of practice.
- Referrals to Family Group Conferencing.
- Liaising with external agencies, including the Educational Psychology Service and other support services, medical and voluntary bodies.
- Assessing needs, contributing to and developing the in-service training of staff with respect to pupils with ALN
- To coordinate the ALN survey.

POLICY NAME: *Inclusion (SEN) Policy*

REVIEWED BY: *Behaviour & Wellbeing Working Party*

DATE REVIEWED: *14/03/17*

DATE TO FGB: *05/04/17*

SIGNED: *Debbie Lloyd*

PRINT NAME: *Debbie Lloyd (Chair of Governors)*

DATE NEXT DUE TO BE REVIEWED *March 18*