



Ysgol Penglais School

Policy for Special Educational Needs

Signed:

A handwritten signature in black ink, appearing to be 'P. Jones', written over a horizontal line.

(Chair of Governors on behalf of the governing body)

Date:

30 / 4 / 18

To be reviewed: March 2019 (by the full governing body)



AIMS OF THE POLICY

The aims of this policy is to:

- a) To ensure that all pupils receive an education that develops their full potential - both intellectually and socially
- b) To ensure access for all pupils to a broad and balanced curriculum and to provide support to those experiencing learning, emotional or behavioural difficulties, according to need
- c) To ensure that all pupils are provided with the means to be integrated into the curricular and non curricular life of the school
- d) To develop self-esteem in pupils with additional needs
- e) To identify additional educational needs through a clearly defined process of monitoring in all curricular areas
- f) To ensure that all staff share responsibility for meeting the needs of pupils
- g) To develop learning strategies and resources (human and material) to support all curricular areas, ensuring that courses and materials have an appropriate range and presentation.

RESPONSIBILITY FOR THE CO-ORDINATION AND IMPLEMENTATION OF THE POLICY

Mrs Karina Shaw is the Special Educational Needs Co-ordinator, from now on referred to as SENCO and has responsibility for policy decisions and liaison with outside agencies on matters of principle. Mrs. Mair Hughes, Headteacher is the Line manager for the SEN department.

The SENCO is answerable to the Head teacher and the Governors for the implementation and co-ordination of the policy and is responsible for the day to day operation of the policy and the work of the department.

The SENCO shares responsibility with a team consisting of Dr. John Ibbotson (Teacher in charge of Dyslexia) and Mrs. Annabelle Lowe (Deputy SENCO and Teacher in charge of the Learning Support Centre). The team meets once in line with Faculty meetings in the published school calendar.

The administrative work of the department is aided by Mrs. Donna Lewis [SEN administrative support], based in the Special Educational Needs Office.

The SENCO and SEN team guide and oversee the work of specialist teachers, learning support staff and any other personnel working with pupils with SEN. They maintain up to date records of all children with SEN and convene reviews and meetings with parents.

ADMISSION TO THE SCHOOL

Pupils with SEN are admitted to the school in accordance with the normal admission procedures. No discrimination or quota is applied. The school welcomes early application from parents of pupils with physical or other disability and every effort is made to arrange appropriate provision. We welcome pupils who need a gradual induction programme and are pleased to arrange transition visits for both parents and pupils who are anxious about moving to Penglais. Pupils who need additional visits to the school prior to induction days are invited on a number of occasions in order to ensure they know the school and to reduce anxiety. Through the Equal Opportunities Policy, the school is committed to a gradual programme of building improvements which will allow greater access to disabled persons e.g. wheelchair users. Each application is given careful consideration as it arises. The Sixth Form Centre is suitable for wheelchair access.



PROVISION AND RESOURCES

The school seeks to cater for pupils with SEN in a variety of ways, according to need.

The Learning Support Centre

The Learning Support Centre, known as the LSC, is a designated SEN unit for pupils with moderate to severe learning difficulties. At present it is located in rooms E10 and E11. The centre is staffed by specialist teachers, a senior teaching assistant and a team of teaching assistants (T.A.s). The specialist staff plan individual teaching programmes and teach a range of curriculum subjects. Pupils in the centre are all part of the school's pastoral system and register in a tutorial group with their peers, remaining, ideally, with the same form tutor from years 7-11. They attend mainstream lessons in which it is possible for them to access the work, supported by the T.A. team; otherwise, they are taught in a highly differentiated way in the LSC. Provision is therefore flexible and tailored to the individual pupil's needs. For pupils who need it, supervision is also provided during break and lunch periods and assistance with any daily living tasks they find difficult.

Pupils aged 16+ follow a variety of programmes which focus on life skills and where appropriate undertake supported work experience in the community. All pupils follow an ASDAN course – the modules followed are chosen by the Senior Teaching Assistant in the LSC according to the individual needs / interests of the pupils. They also take part in the Welsh Baccalaureate programme, if appropriate and the sixth form PSHE programme when appropriate sessions are held.

The LSC also houses a sensory room and a changing room.

Dyslexia Centre

The Dyslexia Centre is located in room D15 and along D block corridor. It is staffed by teachers and senior teaching assistants. It is equipped with computers and a wide variety of software as well as other teaching aids. It provides multi-sensory structured programmes for a range of specific learning difficulties, including dyslexia, dyspraxia, autism, Asperger's and other related conditions. Pupils with Statements /School Action Plus Resource Agreement (SAPRA) are allocated intervention in small groups in the Dyslexia Centre according to individual need. Others at lower stages of the SEN register may also receive intervention, according to need. Withdrawal periods are negotiated as far as the dyslexia staff's timetables will allow.

In addition to the structured programmes, staff – assisted by T.A.s – provide practical and psychological support to their pupils, for instance giving help with understanding timetables, homework and liaising with teaching staff about any problems or anxieties which arise about academic work. Their aim is to develop coping skills and independence as well as enhanced self-esteem. Pupils withdrawn to the Dyslexia Centre may come from any class or age group in the school.

The school also provides a supervised 'Safe Haven' for vulnerable pupils at break and lunch times.

Pupils on the Autistic Spectrum may have access to a separate small room at times of stress.

Small Classes in Year 7

Information about pupils gained from the primary sector in Year 6 and data from the Welsh Government tests in May of Year 6 enable us to identify pupils with very weak reading skills. Pupils with a standardised score of below 85 in the National reading test will be placed in a smaller teaching group in Year 7, with T.A. support, and timetabled an hour a day of intensive literacy tuition



in the Dyslexia Centre / Basic Skills Centre as well as differentiated teaching in curriculum areas. The criterion for placement in a small class is normally a standardised score of below 85 [roughly a reading age (on entry) of below 9 years] and any recommendations from the primary school. Pupils' progress is regularly monitored and as soon as their reading has improved to the level at which they can access the curriculum without additional help, they move into the larger classes.

Intervention is also available, on a withdrawal basis, for pupils in Year 8 and 9. Pupils who have standardised scores of less than 85 in reading / spelling are withdrawn for support in the Dyslexia / Basic Skills Centre.

The lessons the pupils are withdrawn from are negotiated between staff and pupils.

The Basic Skills Centre

There is a designated Basic Skills room, which is equipped with programmes in literacy. Pupils on the SEN register, with less extensive educational difficulties [usually standardised scores of between 85 and 90] are allocated time on a withdrawal basis to work in small groups to boost reading and / or spelling. A member of the SEN staff has overall responsibility for the Centre and for overseeing the work of staff that assist the pupils.

Reading Boost Scheme Pupils in Year 7 whose reading is above 9 years but below chronological age [usually standardised scores of between 90 and 99] are invited to join the Reading Boost Scheme which is supported by TAs and by Year 12 students, who have completed a training course under the supervision of the SENCO. The sessions take place in the library during registration.

Pupils in Key Stage 4 who would benefit from further support with their basic skills are given the opportunity to choose basic skills as an option box in Yr 9. The basic skills sessions will be run as a small group sessions to provide support to pupils who may have difficulties accessing all of their options without literacy support.

12/7

A similar scheme for numeracy, called 12/7, is also run by Year 12 students, under the supervision of the Numeracy Co-ordinator. Year 7 pupils who would benefit from the scheme are identified by the Maths department. In addition, pupils with very weak numeracy are withdrawn in a small group for support in a designated room in the maths department.

The Pastoral System

The school operates a vertical Year system – the Pastoral Leaders work closely with pupils who are experiencing emotional or behavioural difficulties. They use a variety of strategies, including private interviews, day reports, and liaison with the nurse and with a range of outside agencies. They also liaise with the SENCO and Additional Needs teaching staff and T.A.s. Where emotional and behavioural problems are acute and the pupil has a pastoral support plan the pupil is placed at SAP (School Action Plus) on the SEN register. Pupils with statements for BESD (Behavioural/Emotional/Social difficulties) are the joint responsibility of the SENCO and the Pastoral Leader, who liaise about provision. The school has two counsellors who work with individual pupils and the pastoral staff access a wide variety of support from the outside community.

Teaching Assistants



In addition to the trained teaching staff, the school employs an excellent team of support staff, who work within the classrooms to help and guide children with additional needs. They also supervise pupils who use the classroom sanctuary at unstructured times. They have a wide variety of experience and are an essential part of the school's provision. Their day to day deployment is organised by Mrs. Donna Lewis [SEN Administrative Support] and overseen by Mrs Karina Shaw SENCo.

Teaching Staff

All teachers are responsible for making provision for pupils with SEN by using a variety of teaching methods and by differentiating appropriately. All staff are expected to read the SEN / Additional Needs register / provision map and update their records as necessary each term. SEN staff provide advice and guidance about strategies for teaching pupils with SEN. All departments are required to have differentiated schemes of work and to develop a variety of teaching strategies. Pupil Profiles / Individual Education Plans are available on the T drive, on SIMS and a red folder with hard copies is kept in the staff room. These are regularly updated by the SEN staff and all teaching staff must ensure they are aware of the contents of these documents. All members of staff have access to the updated copy of the Guide to Additional Needs each year to help them with their dealings with pupils with extra needs. The Additional Needs register is displayed in the staff room and can also be accessed on the school intranet.

ACCESS TO THE CURRICULUM

It is the policy of the school to provide inclusive education. Wherever possible pupils are taught in mainstream classes and have access to the appropriate key stage. Differentiated programmes of study are provided to allow access to the National Curriculum. The nature of support varies according to the needs of the pupil, but may include access to the class Teaching Assistant, small teaching group withdrawal and individual withdrawal.

In KS4 and KS5 much of the differentiation is achieved by setting, grouping and choice of appropriate examination syllabus and vocational courses, a small number of pupils may be seen for intervention if they have dropped an option box.

PARTNERSHIP WITH PARENTS

All pupils with a statement of educational needs and those at School Action Plus Resource Agreement are the subject of an annual review at which their progress is discussed and targets for the succeeding year are agreed. All parents and pupils are invited to this review in which they play an important role. The parents of pupils at School Action Plus are invited to attend their child's review at the annual parents' evening. They all receive an annual written report in the summer term. Parents of pupils in the Learning Support Centre receive regular feedback on the pupils' progress through the pupils' home/school diary in which the staff regularly write messages.

The parents of all these pupils are encouraged to make informal contact with the teacher in charge of the base unit on a regular basis. Parents of all pupils with individual education plans are encouraged to guide and monitor their child's progress and to liaise with the Pastoral Leader or specialist teacher who drew up the plan, commenting on its success or otherwise. This usually takes place after the reviews. Specialist teachers are also happy to meet and advise parents on how to



help pupils at home. All parents are welcome to contact the school at any time. Contact about pupils' welfare is normally through the appropriate Pastoral Leader and in matters relating to SEN policy, through the SENCO.

Any parents with a concern or complaint about the provision made for their child should write or phone the school, asking to speak to the SENCO, and provide in writing, if possible, details of the nature of their concern. The SENCO gives priority to such matters and makes every effort to respond as quickly as possible.

LINKS WITH OTHER SCHOOLS

The school maintains good links with the primary schools and arranges a programme of visits to Year 6 pupils and teachers in the Summer Term each year. During these visits all pupils and some parents are interviewed. Head teachers provide details of all new entrants, especially those with SEN. In addition there are two induction days at Penglais in June or July for all Year 6 pupils. The school provides a lengthier induction period if the primary school and parents recommend this. It builds links with specialist staff in the primary sector and particularly with the unit in Llwyn yr Eos School.

Transition reviews for all statemented / SAPRA pupils take place in Penglais in the Autumn Term of Year 6 these are arranged by the Primary school and attended by a representative of the authority. Additional transition arrangements are decided at these meetings and may include a programme of phased induction and training for the secondary school staff.

The authority / Welsh Government provide standardised scores in reading, Welsh [First Language] and Numeracy for all Year 6 entrants together with SEN stages. This information is provided electronically during the Summer Term.

LINKS WITH OUTSIDE AGENCIES

The SEN department and the Pastoral Teams work closely with outside agencies, including health professionals, Social Services, the Education Inclusion Service and the Behaviour Support Team. If appropriate, the Pastoral Heads, in consultation with the SEN department, may also refer a pupil to other outside agencies such as SUDDS, LINCS, and CAMHS.

The Educational Psychologist

If a member of staff has concerns regarding a pupil's progress at school or is questioning a pupil's cognitive abilities then a referral is made to the Educational Psychologist. The EP assigned to Penglais is Angharad Behnan, Chief EP for the authority. The school will complete an ISRF (Inclusion Support Request Form) which is sent to the authority and support can be offered through initial meetings followed by meetings based on need. Sessions are based on solution focused psychology. Pupils may also be offered an appointment with the EP due to social, emotional and behavioural problems or if they are placed in Hafan or Encil.

Hearing Resource Centre

Louise Miller is the Teacher in charge of the Hearing Resource Centre. She works closely with those pupils who have impairments and also advises other staff.

In addition to the above the school values the input of physiotherapists, the school doctor, and Tim Plant Anabl. The Careers Service makes regular visits to the school and has careers interviews with Year 9 and Year 11 pupils – and others if requested. Consultants from Bronglais Hospital liaise on an



annual basis for Statemented /SAPRA pupils and from time to time regarding pupils with medical problems and needs such as ADHD and ASD. We have two school nurses attached to Penglais. They are available to give support and advice to staff, parents and pupils and to provide liaison with other health services. Screening of vision and hearing is available to help in identifying pupils with these problems.

SNAP Cymru offers help and advice to parents of pupils with special educational needs. The school encourages parents to obtain impartial advice from SNAP. Details are available from <http://www.snapcymru.org> and helpline@snapcymru.org or telephone 0845 1203730.

LINKS WITH THE WIDER COMMUNITY

The SEN department has links with a number of organisations in the wider community, including the Aberystwyth Rotary Club, Dyfed-Powys Police, Aberystwyth branch, the University of Wales and the Lions Club.

INSET AND STAFF TRAINING

The aim is to provide a continuous programme of training for the SEN teaching team. It aims to keep abreast of current theory and practice. In addition, the SEN department liaises with the Inset Co-ordinator to advise of the need for whole staff training. Members of the department's teaching staff contribute regularly to training for subject teachers and T.A.s.

The TA team join whole school INSETs if appropriate, but also have targeted training - to date training for the TA team has included literacy and numeracy, learning to deal with difficult behaviours, ASD, Attachment and the use of ICT.

TAs are encouraged to attend county run courses when they are available – such as SEBSA, ELKLAN and BSL.

All staff are provided with access to the booklet which outlines the major SEN difficulties and appropriate strategies for use in their lessons [the Guide to ALN]. This is also available on the intranet.

IDENTIFICATION OF CHILDREN WITH SEN

The identification of pupils who have SEN is carried out in accordance with the authority guidelines. The criteria to be used are those published in the Ceredigion SEN Strategy. In addition to the transition process described in the paragraph "Links with other schools", when pupils transfer at age 11, the school obtains reading data from WG tests from the authority. All pupils in Years 7 to 9 will undertake the statutory reading testing in May set by the WG. The results of the reading tests will be reported to parents on an annual basis. The whole school will also adopt the Literacy and Numeracy Framework across the curriculum.

The results of the reading test enable us to identify pupils with problems as well as to track the progress of others who are receiving intervention.

Tests in Year 9 enable us to identify pupils who may need more detailed assessment for extra time in public examinations.

Teachers and parents can raise concerns regarding the SEN needs of their/a child what any time. These concerns are followed up by the department. The LUCID RAPID test is used to identify



possible dyslexic tendencies. The LUCID EXACT test is used for supporting any applications for access arrangements.

The teacher with responsibility for Access arrangements in Penglais is Mrs Annabelle Lowe

Identification of problems which arise during a pupil's school career

All teachers are responsible for recognising the difficulties which pupils experience. Any concerned member of staff should approach the SEN department for advice. Pastoral Heads, working with the form tutors who carry out twice yearly pupil reviews, also alert the SENCO to significant problems, especially emotional and behavioural problems or where there is inconsistent performance in the core subjects of English, Mathematics and Science. This is in addition to the screening processes described above. Pastoral Heads continue to be responsible for the collection and maintenance of records relating to pupils' behaviour and well-being, including those on the register of SEN /Additional Needs. During FT reviews which happen in November and March those pupils on SA will have the opportunity to set their IEP targets and record them in their planners. These will be taken home and parents will be given the chance to provide feedback.

In the case of entrants to the school other than September of Year 7, full information is sought from the previous school by the Pastoral Heads, including any SEN records. The Teacher in Charge of Dyslexia also assesses new pupils' reading and spelling on entry.

RECORD KEEPING

The SENCO opens and maintains a file on all statemented/ SAPRA pupils. The folder contains information on the pupil's difficulties, results of tests, psychologists' reports, individual education plans and any other relevant material. The files are kept in a secure cabinet in the SENCO office.

A detailed register of SEN/ Additional Needs is kept and regularly updated. It shows each pupil's stage, provision, reading and spelling ages, MIDYIS scores, initials of the specialist teacher responsible for provision and any other relevant information. The register is available for viewing on the intranet and there is a paper copy in the staff room.

THE STAGES OF THE SEN CODE

School Action (SA) – SA on the SEN register. Pupils at school action are those whose needs can be met through the school's own actions and resources. Work may be modified or presented in alternative ways by the teachers; pupils are placed in appropriate sets and groupings, especially at Key Stages 4 and 5. Teaching staff can receive advice and guidance from the SEN department. Additional help in literacy and numeracy is given in KS3 by the Basic Skills department. Pastoral Heads also counsel and advise where appropriate.

School Action Plus (SAP) – SAP on the Register. Pupils at School Action Plus are those who need some specialist input to enable them to reach their potential. They normally continue with timetabled lessons in their classes but are usually withdrawn for small group teaching in the Dyslexia Centre/ Basic Skills Centre. A named teacher is responsible for their individual education plan and for liaison with subject teachers.

Pupils with a Pastoral Support Plan (PSP) are also placed at School Action Plus and are monitored by the Pastoral Heads who arranges appropriate targets and support in consultation with parents and other relevant professionals.



School Action Plus Resource Agreement (SAPRA) – SAPRA on the Register. The LEA feels that the needs of many pupils can be met within schools without the need for a statement. At transition review [Years 6, 9 and 11] the LEA representative/ specialist teacher/ SENCo/ parents and pupil will discuss progress and if it is felt that his/her needs can be met without a statement, the pupil will continue with appropriate support at SAPRA. Occasionally, a pupil is exempted from some aspect of the National Curriculum. Pupils' progress is reviewed twice a year; once at the parents' evening by individual appointment with the specialist teacher and once by annual report.

Statutory Assessment - When the SENCo believes there is evidence that a pupil should be referred for statementing, a referral is made, using the guidelines laid down in the Authority policy. The SENCo gathers information from the subject and specialist teachers on a pro-forma and maintains a file with dates of when documentation is required and submitted.

Statemented Pupils- S on the Register. Provision for pupils with a Statement of SEN is stipulated in their individual statement and is provided by the school in accordance with these requirements. Both statemented and SAPRA pupils are assigned to a specialist teacher who is responsible for drawing up an individual plan, planning the programme of intervention and, in most cases, providing specialist teaching.

All staff are informed of the pupils' needs by the named support teacher. An additional needs profile/IEP is drawn up by the support teacher which gives details of the pupil's needs and strategies for teaching and is given to all teachers of the pupil.

It is the responsibility of the named teacher of a statemented/SAPRA pupil to provide accurate and up to date details on the pupil for distribution to subject teachers. The IEPs of statemented/SAPRA pupils are reviewed twice yearly. Once a year, usually in the Autumn Term, all statements /SAPRA provision are reviewed in a timetable arranged with the LEA. Parents and all relevant officers of outside agencies are invited to send evidence to the review and to attend. At the review, a decision is made on whether the pupil's Statement is to remain for a further year and an appropriate plan is decided. In addition to this review all parents receive an annual report in the summer term. If a decision is made to discontinue the child's statement, the child is placed at School Action Plus Resource Agreement or another stage on the SEN register and appropriate intervention is arranged. All pupils who have SAPRA or statements have a Pupil Profile which also has medium term targets [IEPS] which will be accessible on the school system. Shorter term IEP targets are set by the specialist teacher who will disseminate them as necessary.

Every effort is made to reach a unanimous decision at such meetings but all recommendations of the school, whether to maintain or to discontinue a statement, are subject to the approval of the County Officer. In any matters concerning the welfare or progress of statemented /SAPRA pupils, staff are expected to consult the named teacher responsible for the pupil.

EVALUATION OF THE POLICY

The responsibility for evaluating the success of the school's SEN policy lies with the SENCO and the SEN leadership team. At full departmental meetings, a range of matters is discussed, including:

- updating of the SEN register
- the implementation of the SEN policy
- whole school policies
- the deployment and training of staff
- the management of the budget



- meetings with the SEN link teachers
- liaison with outside agencies
- parental concerns.

Minutes of departmental meetings are provided by the SENCO to the Head teacher. There is a named governor for SEN –Dr. A Minchin. The SENCO provides an annual report to the Governors.

The Stages on the Special Educational Needs (SEN) Register are:

School Action coded as SA on the Register

School Action Plus coded as SAP on the Register

School Action Plus Resource Agreement coded as SAPRA on the register

Statement coded S on the SEN Register

CODES USED TO DENOTE NEEDS

VI - Visual Impairment

HI - Hearing Impairment

HIVI - Hearing Impairment and Visual Impairment

SPLD - Specific Learning Difficulties (Dyslexia, Dyspraxia and Dyscalculia)

SCLD - Speech, Language and Communication Difficulties

ASD - Autistic Spectrum Disorders (includes Asperger's / Pragmatic Semantic disorder)

BESD - Behavioural, Emotional and Social Difficulties (includes ADHD – Attention Deficit Hyperactivity Disorder and ADD – Attention Deficit Disorder)

MLD - Moderate Learning difficulties

SLD - Severe Learning Difficulties

PMED - Physical and/ or Medical Difficulties