Special Educational Needs Policy

2009 -2010

Changing Lives, Building Futures • Newid Bywydau, Creu Dyfodol
Caerphilly County Borough Council
Learning, Education and Inclusion Service
Special Educational Needs Policy.

National Context.

The Welsh Assembly Government (WAG) and National Government have issued a range of guidance relating to special educational needs (Appendix 1), some of which has statutory status, which Local Authorities, schools, early years and other educational settings need to have regard to.

The National Assembly for Wales Legislative Competency Order 2008 allows the National Assembly for Wales to make laws or Assembly measures in relation to children and young people who have Additional Learning Needs (ALN). The term ALN is much wider in scope than the term ‘special educational needs’ in order to recognise the diverse and complex needs of learners, who, for whatever reason, require additional learning support. Section 2 of the WAG circular Inclusion and Pupil Support (2006) identifies those groups of learners who may have ALN. The term ‘Special Educational needs’ is a sub category of ALN and continues to be used for those learners who have a learning difficulty, which calls for special educational provision to be made for them.

Local Context

The Policy supports the aims and objectives identified in strategies, policies and procedures produced by Caerphilly County Borough Council (see Appendix 1). The Children and Young People’s Plan identifies specific priorities for children and young people with special educational needs and there are important links between the SEN Policy and Authority’s Inclusion Strategy and Accessibility Strategy.

The Local Authority (LA) recognises that children and young people with special educational needs are not a readily defined or discrete group. However, for the purposes of this policy the LA adopts the legal definition of special educational needs provided by the 1996 Education Act. (SEN Code of Practice for Wales 1:3, Appendix 1)

The Local Authority’s Inclusion Strategy (Appendix 1) highlights a commitment to an effective and inclusive education system in which all children and young people are:

- Valued equally
- Treated with respect and
- Given equal opportunities

All children and young people should have access to an appropriate and high quality education, which will inspire them to participate in life long learning. For the ‘vast majority of children their mainstream setting will meet all their special educational needs’ (SEN Code of Practice for Wales 1:2, Appendix 1). Exceptionally it is recognised that for a small minority of children and young people with severe and complex needs, alternative provision arrangements will need to be identified. Within Caerphilly County Borough there is a continuum of specialist provision that includes Trinity Fields School and Resource Centre, which is a special education centre of excellence, and specialist resource bases
attached to mainstream schools. These facilities are appropriately resourced to meet the needs of children and young people with more significant special educational needs (Appendix 2).

Central Support Services also provide a wide range of peripatetic specialist services to meet particular special educational needs. (Appendix 3)

**Aims**

The Aims of the Policy are to:

- raise achievement and attainment by removing barriers to learning.
- increase physical and curricular access for all children and young people with special educational needs.
- promote inclusive education in all educational and early years settings.
- develop a fair and equitable system for providing resources that
  - is matched to levels of need
  - enhances teaching and learning
  - promotes accountability at all levels
  - produces measurable outcomes
- build on existing expertise and enhance the professional development of all staff working with children and young people with special educational needs.
- further develop the role of Trinity Fields School and Resource Centre and the Specialist Resource Bases in supporting the inclusion of children and young people with special educational needs into their local mainstream schools. (Appendix 4)
- work in partnership with,
  - Social Services/Children’s Services
  - Health
  - Voluntary organisations
  - Schools and early years settings
  - Parents/carers
  - Children and young people
to ensure that all children and young people have the opportunity for life-long development through the provision of appropriate learning experiences.

**Principles**

Caerphilly LA recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision and that good practice in special needs is central to good learning and teaching.

SEN policy and practice will be governed by the following principles, which are consistent with the guidance in the Special Educational Needs Code of Practice for Wales. (Appendix 1).

- **Partnership** – where possible services will be planned and developed on a multiagency basis and always in partnership with parents/carers.
- **Inclusion** – all children and young people will be valued equally, treated with respect and given equal opportunities.
Early Intervention – all special educational needs should be identified as early as possible and appropriate provision identified.

Process and Implementation

- The Local Authority aims to achieve high quality support and provision by working in partnership with schools and other educational settings, through the SEN Self-Evaluation Profile (CRIS 2), Provision Mapping and the annual Planning in Partnership (PIP) Meeting (Appendix 1)

- The Local Authority is committed to supporting schools and other educational settings raise attainments and achievements but would also seek to celebrate the progress made by learners towards goals, which are realistic, motivating and jointly owned and which contribute to the development of the whole child.

- The Local Authority will provide a range of training and professional development programmes and information sharing forums for schools and other agencies in order to maintain and develop knowledge and skills to effectively support children and young people with special educational needs.

- It is the Local Authority’s expectation that schools will follow guidance identified in the SEN Code of Practice for Wales to support a graduated response to the identification of need and continuum of provision for children and young people with special educational needs.

SEN and the School.

Provision for children and young people with special educational needs is a matter for the school as a whole: not only the governing body, the head teacher and the SENCO, but also all the other members of staff have their roles and responsibilities. The SEN Self Evaluation Profile (CRIS2) (Appendix 1) supports schools self-evaluation process and helps identify good practice and areas for improvement. The profile has eight sections, which cover the following areas,

1. SEN database/register and analysis of pupil information.
2. Income and Expenditure
3. Standards achieved by learners with SEN
4. Statutory Compliance
5. Leadership and management
6. Quality of Education
7. Access and Resources
8. Strengths, shortcomings and their implications for the school development plan.

This process is further supported by a Provision Mapping tool, which provides evidence on the impact of interventions, pupil outcomes and value for money.

The Governing Body

In cooperation with the head teacher, the governing body determines the school’s policy of provision for children and young people with SEN, in line with Caerphilly County Borough Council and National policies. A named SEN governor will have particular responsibility for informing the governing body on all aspects of SEN in the school to ensure that SEN
work is valued and well supported. The governors must report to the parents annually on the school’s policy on and progress with SEN. Training for governors on issues relating to SEN is organised by Caerphilly Governor Support Service.

**The Head teacher**

The head teacher’s responsibility for the day-to-day management of the school includes ensuring that the school is making appropriate provision for all children and young people with SEN. The Head should keep the governing body fully informed and also work closely with the Special Educational Needs Coordinator (SENCo).

**The SENCo**

The SENCO works closely with the Head Teacher and the senior management team as well as fellow teachers and teaching assistants and should be closely involved with the strategic development of SEN policy and provision in the school. The SENCo has responsibility for the day-to-day operation of this policy and for coordinating provision for the school’s children and young people with SEN, through the graduated approach.. This should include ensuring that both policy and provision are monitored and reviewed annually in line with Local Authority guidelines and the guidance contained in the SEN Code of Practice for Wales.

**All teaching and non-teaching staff**

Everyone should be involved in developing the school’s SEN policy and be fully aware of and compliant with the school’s procedures for identifying, assessing and making provision for children and young people with special educational needs.

The graduated response is supported by the following national and local documentation

- WAG Handbook of Good Practice and Learning, Education and Inclusion Service SENCO Handbook (Appendix 1)
- Graduated Response Support Material. (Appendix 5)
- CCBC Guidance Criteria and Descriptors (Appendix 1)
- SEN Self- Evaluation Profile & Provision Map (Appendix 1)

**School Action**

A decision to place a pupil at Early Years’ or School Action will be informed by evidence that, despite use of an appropriate differentiated opportunities, a child/young person is making little or no progress, even when teaching responses are targeted, especially in the pupil’s identified area of need.

**Responsibilities at School Action**

The class/subject teacher is responsible for:
- working with the pupil on a daily basis
- planning and delivering an individual programmes
- devising strategies and identifying appropriate methods for accessing the curriculum

The SENCo is responsible for:
- facilitating further assessment
- coordinating the provision available to children and young people in each year group
School Action Plus

- The decision to place a child or young person at School Action plus will normally follow a review of the school’s intervention at School Action over time, usually at least 3 terms.

- The principle underpinning School Action plus is that having identified a pupil in need of support, interventions are provided that are additional to or different from those provided as part of the school’s usual differentiated curriculum.

- Intervention at School Action plus is characterised by advice from external agencies. Schools can make requests for professional advice and/or support through the Planning in Partnership referral form (PIP2) and for additional non-teaching support through the referral forms attached as Appendix 5.

Statutory Assessment

- Only in a small minority of cases will a child or young person have special educational needs of a severity or complexity, which require a statement of special educational needs.

- Where the LA determines special educational provision through a Statement of Special Educational Needs, such provision will be clearly specified and arrangements will be established to ensure that it is appropriately implemented.

- Procedures relating to the management of referrals and requests to LEI Service for statutory assessment are included in Appendix 6.

Annual Reviews.

- Through the Annual Review the LA will monitor the effectiveness of arrangements made to meet the needs of children and young people with statements of special educational needs.

- Procedures and guidance relating to the Annual Review process are included in Appendix 7.

Panels

- A table illustrating the panel system managed by LEI Service is attached as Appendix 8, which also includes the Terms of Reference for the Placement and Provision Panel.

Additional Support, Specialist Equipment and Accessibility

- For children and young people undergoing statutory assessment the provision of additional non-teaching support will be considered following receipt of all advice, at
the Statutory Assessment Panel and /or Specialist Provision and Placement Panel (Appendix 8).

- Applications for additional support can be made for children and young people at School Action Plus on the referral form included in Appendix 5. All applications will be submitted to the Additional Support Panel/Specialist Placement and Provision Panel for consideration.

- Local Authority responsibilities relating to disability discrimination (DDA) are detailed in CCBC’s Disability Equality Scheme and the Accessibility Strategy (Appendix 1). For children and young people with a medical or physical need, the procedure attached to Appendix 5 will be followed. Officers based in the Health and Safety Team conduct risk assessments and support for personal care, toileting and manual handling through a service level agreement with schools.

- SEN Transport – children and young people with special educational needs may be assisted with transport. A link to CBCC’s transport policy can be found in Appendix 1.

Outreach

- The Local Authority values the skill and expertise of staff in Trinity Fields School and Resource Centre and in other Specialist Resource Bases in mainstream schools in the Borough. An Outreach Policy has been developed (Appendix 4) to ensure that these skills are used to support the process of inclusion.

Listening to Learners

- The Local Authority concurs with the views stated in the Welsh Assembly Government Document, ‘Listening to Learners’ (2007) and the SEN Code of Practice for Wales (Chapter 3) that in all aspects children and young people should feel confident that their views will be listened to and valued. Where possible children and young people will be encouraged to participate in all the decision making processes that occur in education including:
  - The setting of learning targets and contributing to Individual Education Plans/Behaviour Support Plans.
  - Decisions about choices of schools
  - Contributing to the assessment of their needs and to the annual review and transition processes.

Safeguarding Children and Young People with SEN

- Children and young people with SEN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All teachers, but especially SENCOs, pastoral leaders, peripatetic specialist teachers and Teaching Assistants need to be alert to these issues and follow the All Wales Child Protection Procedures and Safeguarding in Education document. All concerns about a child or young person should be brought to the attention of the school’s Child Protection Designated Teacher.

- All personnel who are required to work with children or young people with special educational needs should have an enhanced Criminal Record Bureau (CRB) check.
Staff can be employed while awaiting their CRB check but a risk assessment must be completed and the person must be supervised at all times until the check is received.

Support for Transition into Further Education or Employment

- Young people with special educational needs are among the vulnerable groups in danger of becoming NEET (Not in Education, Employment or Training). Caerphilly LA and its partner organisations have developed a strategy (Appendix 1) to reduce NEETs through targeted support, appropriate curriculum choice and ‘Keeping in Touch’ (KIT) procedures.

Parent/Carers Partnership

- Caerphilly LA is committed to working in partnership with parents/carers and values the contribution they can make to enable children and young people with SEN achieve their potential. A parent partnership service is provided by SNAP Cymru, in addition the Partnership, Information and Communication Coordinator, Learning, Education and Inclusion Service has responsibility for working with parents on a range of issues including the development of materials for parents.

Monitoring, Evaluation and Review

- The Local Authority has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual children are met.

- In carrying out its responsibilities towards children with special educational needs the LA will monitor how effectively schools and governing bodies fulfil their duties via
  - the Annual Review and Development Programme undertaken by Caerphilly ESIS;
  - specialist staff visits and reports;
  - tracking and collating relevant SEN data;
  - Planning in Partnership (PIP) Meetings.

- The LA will review individual Service areas, provision and the effective use of its resources annually through the evaluation of Service Improvement Plans.

- The work of Learning, Education and Inclusion Service Teams will be regularly reviewed against service standards and national and local performance indicators.

- Learning, Education and Inclusion Service will monitor the quality of SEN provision and the outcomes achieved by learners with SEN, through the School SEN Self Evaluation Profile and Provision Mapping. (Appendix 1)
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## Appendix 1

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<td>CCBC Community Strategy</td>
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<td>Children and Young People’s Plan</td>
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<tr>
<td>CCBC Transport policy</td>
<td>Bleddyn Hopkins, Assistant Director, Strategy &amp; Planning. (01443 864957)</td>
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<tr>
<td>Inclusion Strategy</td>
<td>Jill Lawrence, Assistant Director, Learning, Education &amp; Inclusion Service. (01443 864977)</td>
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<tr>
<td>NEET Strategy</td>
<td>David Eynon (Head of 14-19), LEI Service, 01443 864977</td>
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