



YSGOL RHOSNESNI

ALN/SEN Policy

Policy Version	V2
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On 23 March the ALN Code and regulations were approved by the Senedd. Along with the ALN Act 2018, the code and regulations will create the statutory ALN system in Wales.

The ALN system aims to transform the expectations, experiences and outcomes for children and young people with ALN.

From September 2021 the ALN system will come into force over a three-year phased implementation period.

As a consequence of the new Additional Learning Needs Code becoming operational from September 2021 this policy has been amended to reflect the current provision. It will be appropriately amended and updated in the Autumn term of 2021 to reflect and adhere to the new ALN Code.

Learning Support

The Special Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these in full.

We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society and to contribute to and benefit from it.
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies, including skilled staff, specialist equipment and resources.
- Students should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.
- In the value and importance of every individual and that everybody has the right to be safe, supported and successful.
- Being proud of what we achieve for ourselves and that what we give to others matters.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

Learning Support at Rhosnesni High School

- Aims to provide a flexible support service across the curriculum to enable all students to have access to a broad, balanced, relevant and differentiated curriculum;
- As a whole school approach involves every teacher in the school because every teacher comes into contact with students with special needs in the normal course of his/her teaching;
- Whilst primarily concerned with offering help and encouragement to students with learning difficulties, seeks to offer support across the whole ability range by working with curriculum areas towards curriculum support;
- Combines an individualized approach to meeting each student's particular needs with a whole curriculum approach which aims to enable all students to participate in, enjoy and derive benefit from all areas of learning;
- Has an essential role to play in working with all curriculum areas and in the development of whole school issues;

- Is adaptable and seeks to offer a support system that is sufficiently flexible to allow in class support to be directed to all those students where a need has been identified.

Support May Be Offered:

- To an individual or group of students directly;
- To support colleagues who have students with learning difficulties in their class;
- In order to facilitate the delivery of the curriculum by influencing directly the choice, presentation and administration of teaching materials.

Management of SEN/ALN

The SEN Co-ordinator is Mrs C Dokk-Olsen and she has the responsibility for the day-to-day operation of the SEN policy.

The SEN Co-ordinator will:

- Oversee the running of the provision for students with special educational needs including general class, small group and individual support.
- Organise and manage the work of the school's SEN Learning Support Teachers and Learning Support Assistants
- Maintain the school's Special Needs Register and all the required documentation.
- Keep records on students who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with form tutors, parents and external agencies.
- Liaise with the progress managers and assistant progress managers regarding students on the SEN register.
- Liaise with learning managers/teachers to ensure the needs of students with special educational needs are met throughout all the subjects of the curriculum.
- Ensure annual reviews for statemented students are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues
- Provide advice, support guidance and training to all staff, aiding subject staff to assess and meet the individual needs of students with learning difficulties
- Stimulate and facilitate through curriculum development ways of adapting the curriculum so that all children (including those with S.E.N.) can participate in and derive benefit from all areas of learning
- Promote effective primary, tertiary, special school and home/school links
- Regularly review and monitor SEN provision within the school.
- Take part in formal meetings with external agencies regarding individual students to be assessed.
- In line with the school's professional development policy provide access to in-service training to meet the needs of the school and individual members of staff.
- Provide an annual report for the Governors Report to Parents

Admission Arrangements

The school, adheres to the admission policy of the LEA, these are also in line with the agreed procedures adopted by the governors and therefore has no special provision under admission arrangements for limiting or promoting access for students with special needs who are without statements. It does, however, endeavour to provide appropriate support for students with a range of special educational needs. In addition to this the school has specialist provision for students with Hearing Impairments, Speech and Language Disorders and Moderate Learning Difficulties. With placements for:

- Hearing Impaired 8 students
- Speech and Language 18 students
- MLD 11 students

These numbers are for the maximum number of students to be enrolled in these provisions at any one time. Students who have such identified needs will be given consideration under the school's and LEA's admission policies.

All other students with a statement of special educational needs are admitted in liaison with the governing body, head teacher and the LEA.

SEN Specialisms

The school accommodates provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and physical
- Medical conditions

In particular the school caters for students who have Hearing Impairments, Speech and Language Impairments and Moderate Learning Difficulties (see Appendix A for detailed descriptions of resources).

Access for the disabled

The school has provided some access for disabled students through ramped access to particular buildings and specialist toilet facilities. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. **Unfortunately the school is not fully accessible to wheelchairs, however any request for placement for students who require access will be considered very carefully with the management body and the LEA.**

Analysis in relation to the delivery of SEN support

Analysis of Best Value:

The Learning Manager SEN and the school Leadership Team use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Students on SEN register having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Comparative data from standardised tests (e.g. End of Key Stage Tests and National Reading Tests) are used as guidelines for assessing the student's ability in working to their full potential.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for students with special educational needs.
- Monitoring of SEN provision via a range of proforma to gather information on students, staffing and systems in place.

Future Planning

Future planning on SEN takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEN budget allowance
- Ongoing LEA and government directives.

Identification, Assessment, Record Keeping and Review

School Action

Identification

The identification would be with regard to the information as outlined in the Code of Practice; 'The triggers for identification through School Action would be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the student's special educational needs may be via:

- 1) Liaison with teachers
- 2) Liaison with Primary Schools
- 3) Liaison with parents, by school parents meetings and individual contact
- 4) Liaison with external agencies where students may have been known to their service.

Assessment of Needs

- 1) Information from feeder schools initially (KS2 SAT scores)
- 2) Whole school screen assessments. (National Reading Test scores)
- 3) SEN and school-based screening tests.
- 4) Diagnostic assessment of individuals highlighted from the above three areas.
- 5) Form tutor/subject teacher comments and analysis of progress registered through:
 - Class teacher/departmental targets
 - Class teacher/departmental ongoing marking / assessment
 - Student reviews
 - Student reports

Students referred by form tutor/subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register.

Ongoing assessment, review and record keeping of students in line with the school's organisation of the Code of Practice.

Process for Action, Record-Keeping and Review

- 1) Upon referral to the SENCO, an assessment of the student is undertaken to identify the nature of the need and the severity.
- 2) Appropriate information is gathered from staff teaching the student, the tutor and any other teacher who is deemed to have a valuable input.
- 3) Discussion takes place with parents to gather appropriate / relevant information on the child.

Individual Education Plan:

- 1) From the collated information, the SENCO (or nominated key worker) discusses the child's needs with the child and parents and, where appropriate, upon agreement, issues IEP no 1 to the staff, parents and

- 2) child. Where there is deemed to be no SEN, the child will continue to be monitored by the tutor / subject teachers.
- 3) Review/evaluation
- 4) Records of review meetings and outcomes are documented using LEA SEN tracking records. (See Appendix B). All IEP's are reviewed at least twice a year in line with Code of Practice.
- 5) SENCO issues IEP No2 and either:
 - 6) Reverts to 5 above as part of a continuous cycle or
 - 7) Proceeds to 7 and asks for advice from external agencies.
- 8) Advice in school:

School asks for advice from external agencies in respect of the nature of the SEN and appropriate resourcing / possible action to be taken as part of School Action. Revert to 5 using information acquired in continuation of process.

School Action Plus

As for School Action, the trigger for School Action Plus has regard to the Code of Practice: 'The triggers for School Action Plus could be that, despite receiving an individualised programme and / or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the students continuing special needs may be via:

- 1) Information gathered from School Action reviews.
- 2) Liaison with teachers
- 3) Liaison with parents
- 4) Liaison with outside agencies

Process for Action, Record-Keeping and Review:

- 1) SENCO gathers information on child from teachers, parents, the child and outside agencies prior to formulating an action plan of support/provision.
- 2) **Individual Education Plan**
From the collated information, the SENCO discusses the child's needs with the parents and, where appropriate, upon agreement, issues IEP No1 at **School Action Plus** to staff, parents and the child. Where there is not enough evidence for the child to be placed at **School Action Plus** the child will continue at School Action.
- 3) Review/Evaluation
 - SENCO or key worker collates the information, discusses with the student and parents. Either next IEP is formulated or it is agreed to move back to School Action.
 - SENCO reverts to 2 above on a continuous cycle and issues next numbered IEP.

Statutory Assessment / Statement of Special Educational Need

Identification

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.'

The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the student.
- Records of regular reviews and their outcomes.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

Process for Action, Record-Keeping and Review

On receipt of a Statement for Special Educational Needs from the local authority, the SENCO will formulate an action plan of support/provision.

Individual Education Plan:

- From collated information and advice from external agencies, the SENCO discusses the child's needs with the parents and the child and issues IEP no1 to staff, parents and child. If a child is not issued with a statement, he/she reverts to School Action Plus.

Review/evaluation:

- Interim Reviews: SENCO collects information from student's reports and requests staff comments, collates information, discusses with the student and parents. Either:
 - Next IEP formulated to continue to next review or
 - Annual review initiated early.

Annual Review:

SENCO collects information from staff, parents, student and outside agencies and collates the information prior to an annual review. At the annual review, progress is discussed and either:

- i) Maintain statement and revert to 2, a continuation of process within school.
- ii) Request an amendment to the statement
- iii) Request ceasing the statement and revert back to School Action Plus.

Access to the curriculum

To accommodate students who are designated as having a special educational need, the school provides:

- Specialist teachers, NNEBs and Learning Support assistants to provide support enabling appropriate access to the curriculum via in class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child:
 - Individual /small group programmes – which involve identified students, mainly in Key Stage 3, being withdrawn to follow specific programmes.
 - School based 'Catch Up' sessions for Key Stage 3. Identified students being withdrawn from lessons for 1 or 2 sessions per week to work on individual programmes.

- Reading with a Learning Support assistant; this is for students in Key Stage 3.
- Working with the schools Nurture Team/Behaviour Support Team.
- Individualised timetables to accommodate specific needs. This may include disapplication from National Curriculum subjects as agreed, with support and advice from LEA and parents.
- Specialist equipment.

All students at Rhosnesni High School have access to a broad and balanced curriculum. Rhosnesni High School aims to include all students with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the major factor considered when decisions are taken.

Evaluating Success

SEN Records

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. (SEN tracking documents). An appropriate combination of the following information regarding individual students will be available in school for scrutiny at any time:

- Special Needs Register.
- Description and nature of student's difficulty.
- Strategies to be adopted.
- Individual Education Plans.
- Individual Education Plans evaluation.
- Reviews.
- Reports from outside agencies.

Monitoring Provision

At Rhosnesni High School it is important that student's needs are correctly identified to ensure that the provision allocated will enable success.

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs. It is taken from monitoring and evaluation via observations of:

- Whole class / group teaching
- Small group / individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Practical use of IEP's
- Target setting
- Student progress.

Value Added

The notion of 'value added' is an important one to Rhosnesni High School and is monitored by student achievements in relation to assessments and results in the following ways:

- i) examination / tests, both school based and external (SATs, GCSEs)
- ii) school merit award system
- iii) extracurricular activities
- iv) work experience success and the destinations at the end of the student's school career.

This information provides a valuable insight into the progress of students with special educational needs.

The Role of the Governors

The governor with responsibility for SEN will report back to the whole governing body on observations and evidence gained from a pre-planned rolling programme of visits.

The whole governing body has responsibility to produce an annual report, which will state the number of students with special educational needs in the school and comment on the school's effectiveness in the implementation of the SEN policy in respect of:

- 1) identification of needs
- 2) notification to parents of a child who is deemed to have special educational needs.
- 3) Assessment of need
- 4) provision for meeting special educational needs
- 5) provision of an inclusive environment for all
- 6) methods of monitoring, recording and reporting
- 7) SEN funding and spending
- 8) Deployment of equipment, personnel and resources
- 9) The use made by school of the outside agencies and support services
- 10) SEN as an integral part of the school development plan

Parent Partnership

Contact with Parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of students who have special educational needs will be:

- 1) SENCO/Resource managers to meet with parents to discuss student's placement at School Action and School Action Plus.
- 2) Part of the cycle of reviews to take place at scheduled parents' Evenings.
- 3) SENCO or Resource managers to initiate additional meetings / reviews to take place where appropriate or where there may be a cause for concern over a student's progress/behaviour.
- 4) SENCO to meet with parents where a request for formal assessment is to be made.
- 5) In addition to the review/parents evenings, those parents who have a child with a statement of special educational need will be invited to an Annual Review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate. 12

The school will seek to engage the services of a translator/signer where requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to help an individual student.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school's complaints policy.

If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the school and/or LEA decision, they have a right to appeal to the authority's SEN tribunal.

In Service Training

In-service training is available in respect of SEN for whole school, departmental or individual members of both teaching and support staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have a designated specialism
- LEA support services
- External support consultants/trainers

A record of all SEN training delivered and subsequent evaluations will be kept by the SENCO.

External Agencies/Facilities and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support that focuses on the needs of the child:

The following services/agencies are available to/involved with the school:

- Education psychology
- School / student support
- Service for Hearing Impaired
- Service for Visual Impaired
- Speech & Language service
- Home- school tuition
- Education welfare service
- Social services
- Health services. Including Occupational and Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Careers Wales
- TRAC
- NSPCC – counselling
- Youth Access
- Voluntary organisations – AVOW, DYNAMIC, AFAISIC

Links with Other Schools

Our partner Primary Schools are a supportive and welcome contact. Liaison takes place via the Head, Leadership Team members, Transition Co-ordinator and the SENCO. An induction programme for year 6 students coming to Rhosnesni High School operates in order to establish a welcoming environment. The Learning Support department also run a more specific induction programme for year 6 students, who have been identified as having special educational needs.

Liaison with schools in our phase takes place via the Transition Co-ordinator and the SENCO who are involved in extensive two-way information sharing to ensure adequate information is available regarding any individual student and their particular needs.

Links with St Christopher's Special School are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Shared staff expertise
- Shared resources

APPENDIX A

Hearing Resource Base

The Hearing Resource Base is staffed by:

1 NNEB

1 TA

1 member of staff has sign language qualifications.

The Hearing Resource Base has access to the services of a peripatetic teacher of the deaf and technological support from the Wrexham Maelor Hospital Audiological Department.

The students are based in the following year groups:-

Year 7 -1 Student

Year 8 -1 Student

Year 9 -1 Student

Year 10 -3 Students

Year 11 -1 Students

In addition the Hearing Support Team monitors students in mainstream with fluctuating hearing losses.

Rhosnesni High School operates a "Whole School Approach" and the hearing-impaired students attend mainstream lessons with their hearing peers together with the support of a member of the Hearing Support Team. Some of the students use a radio aid system to help them in their mainstream placements. The students hearing losses range from a moderate to a profound hearing loss.

In addition to this the students are also in receipt of support and assistance in the Hearing Support Base, which is a good acoustically. Here the students can work in a 1:1 or small group situation with members of the Hearing Support Team. Mainstream work is prepared and reinforced together with any difficult concepts encountered in mainstream. Work is differentiated to enable the students to access parts of the National Curriculum.

Counselling and advice are available to all Hearing-Impaired students with respect to their pastoral needs, academic work, internal and external examinations and work experience placements together with future work and educational opportunities.

In order to meet the student's audiological requirements the Hearing Impaired team regularly liaise with the Wrexham Maelor Audiological Department.