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YSGOL
TREFFYNNON

Special Educational Needs (SEN) Policy 2022-2023

School	Ysgol Treffynnon
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Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format contact Miss Lynette Evans

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1. Introduction

As of 1st September 2021, the SEN provision within Wales is transforming into a new system the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and will be supported via the new Additional Learning Needs Code.

This is a phased transition Sep 2021 – Aug 2024, during this time the SEN Policy and the ALN Policy will run in parallel with one another, to ensure the rights of children and young people wherever they sit within either system.

The current SEN Code of Practice specific to Wales has been in force since 1 April 2002.

This policy will set out how Ysgol Trephining will fulfil its statutory duties, for assessing whether a learner has SEN and putting in place interventions to address them.

2. Policy Statement

All students at Ysgol Treffynnon will be supported to be emotionally and physically ready to learn in a safe and supportive environment. All our students will be respected and challenged to maximise their potential, including our most able students, while being supported to overcome barriers that inhibit their learning. Students who have strong relationships and a positive sense of self, and who can understand and manage their own health and emotions, are in a better position to reach their full potential in the future.

Working in partnership with Flintshire Local Authority and other external agencies, Ysgol Treffynnon is determined that no challenge should prevent any student from reaching their potential.

3. Definitions

Ysgol Treffynnon adheres to the Current Legal Framework in Wales which consists of;

- The SEN Code of Practice for Wales (2002)
- Equality Act 2010 • Education Act 1996
- The Education (Special Educational Needs) (Wales) Regulations 2002
- Children Act 1989
- Disability Discrimination Act 1995

A pupil or young person are defined as having special educational needs in the SEN Code of Practice for Wales if they have a learning difficulty or disability which 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 others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the Local Authority.
- (c) are under compulsory school age and fall within the definition of (a) or (b) above and would so do if special educational provision was not made for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely on the basis that the language or form of language of their home is different from the language in which they are taught.

Disability

A person has a disability if the person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Part 2, Chapter 1, Section 6, Equality Act 2010.

4. Principles and Aims

Ysgol Treffynnon will ensure that those students with special educational needs are identified, assessed and receive their full entitlement to a broad, balanced and differentiated curriculum. Students will develop their full potential in literacy, numeracy and in all areas of the curriculum and the school as a wider community. Students will develop behaviourally, emotionally and spiritually to ensure they can thrive as a global citizen. We aim to support students to become independent learners by providing them with suitable resources and technology to meet their needs. Students at Ysgol Treffynnon will develop positive attitudes towards themselves and others, with increased self-esteem and respect for those around them.

We will work collaboratively with all stakeholders, students, families, local authority services, medical professionals and independent organisations, in order to gain the best possible support for our student with SEN.

5. Admission, Identification and Provision

Students will be admitted in accordance with the Admissions Policy of the school and in line with the School Admissions procedure for Flintshire Local Authority.

Students with SEN, statemented and non-statemented will be integrated wherever possible and practicable into mainstream teaching groups and will follow the full school curriculum.

A range of assessment data, from a variety of sources both from previous educational placements and from within Ysgol Treffynnon, will be used to identify potential areas of difficulty which could include;

- Learning – literacy/numeracy
- Physical – gross or fine
- Sensory – hearing/visual
- Communication – social/Speech and Language
- Psychological
- Behavioural
- Medical
- Carers
- Students who are parents
- More Able and Talented
- Any other barrier that would result in the student meeting the definition of having a Special Educational Need

In addition to high quality teaching within the classroom, students with SEN will have access to a range of additional support, computer programmes, coloured overlays, high interest low reading age materials, teaching assistant support, additional individualised programmes, access arrangements, reading pens, a ‘safe space’ – this list is not exhaustive. A range of individual plans will be used to monitor and assess the impact of the interventions used. These will be regularly reviewed with input from students, families and other agencies, where appropriate. In the case of students with a Statement of Special Educational Needs, these will be reviewed annually and the outcomes shared with the local authority.

The school has facilities for wheelchair access – ramps, stair lift down into the Atrium and a full lift to all upper floors. There are equal access toilet facilities on all levels.

6. Roles and Responsibilities

The Governing Body

- The governing body must have regard to relevant guidance, the governor with responsibility for Inclusion will take on a lead role in this regard.

Senior Leadership Team

- The SLT will support the ALNCo in the development of systems and processes to identify and meet the needs of the students with SEN.

Additional Learning Needs Coordinator (ALNCo)

- The Additional Learning Needs Coordinator will take a strategic approach to ensuring the needs of all students with Special Educational Needs are met within the school.
- The Additional Learning Needs Coordinator is also an Assistant Headteacher.
- The Additional Learning Needs Coordinator has responsibility for deploying and supporting ALN staff and will be involved in decisions around budgets and resources to plan appropriate provision.
- The Additional Learning Needs Coordinator must prepare and review information required to be published by the Governing Body annually.

Teachers

- Teachers are responsible for the day-to-day process of supporting every student with special educational needs. The class teacher will work closely with the Additional Learning Needs Coordinator to assess any, and all SEN students and to track students' progress, in order to maximise their potential.
- The class teacher will make effective use of teaching assistants deployed to support ALN students.

7. Graduated Response

Graduated Response

The graduated response approach at Ysgol Treffynnon will ensure that classroom practitioners use a variety of approaches to allow all students to access the curriculum. This is essential for students with SEN and are approaches/resources available within all classrooms and available to all teachers. These approaches are an integral part of high-quality teaching and learning, and encompass 'teaching to the top'.

School Action

Where, it is identified that a student requires additional support to that delivered by the classroom teacher, the Alnico will identify additional interventions to support the student. This will result in the student being paced on the Additional Learning Needs Register and an individual plan being produced, recording the additional support required.

School Action Plus

Where, in consultation with parents/carers, an external agency is requested to support the school/student. The intervention is **additional** or **different** strategies to those at School Action are put into place the student will move to School Action Plus. An individual plan will be produced, recording the additional support required.

LA Moderation Panel

When the needs of the individual student are not met via School Action Plus it may be necessary to make a referral to the Local Authority Moderation Panel to request a Statutory Assessment or Change of Educational Placement.

8. Complaints Procedure

At all times parents/carers are encouraged to contact school with any concerns relating to their child. If the matter cannot be resolved by the ALNCo then parents/carers can discuss it further with the Deputy Head or Headteacher.

If the parent/carer is still not satisfied, they should make a complaint following the school complaints procedure.

9. Safeguarding

Students with SEN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. Ysgol Treffynnon's 'Child Protection and Safeguarding Policy' details the school's approach to safeguarding concerns (available on request).

10. Training

Ysgol Treffynnon is committed to ensuring all relevant staff are regularly update, and trained appropriately, to ensure all students, regardless of need, receive the care, support and guidance necessary for them to flourish.