



# Brynlywarch Hall School

## SEN POLICY

### (Statutory, annual review cycle)

|                 |                 |                     |
|-----------------|-----------------|---------------------|
| Signed          |                 | Head Teacher        |
| Signed          |                 | Chair of Governors. |
| Date:           | 10 January 2018 |                     |
| Date of Review: | January 2019    |                     |

## **Rationale**

This policy explains what Brynlllywarch seeks to achieve in addressing the special educational needs (SEN)/additional learning needs (ALN) of all its pupils. It is based on the principles and guidance of the Disability Discrimination Act (2005), the Welsh Government SEN Code of Practice for Wales (2002) and Powys County Council's SEN Strategy, Policy and Procedures (2015) and for post 16 students the Learning and Skills Act (2000).

This policy should be read in conjunction with the following school documents:

- Admissions Policy
- Strategic Equality Plan
- Curriculum Policy

## **Aims**

- To ensure that all pupils have their SEN/ALN needs met through the provision of trained staff, specialist resources, adapted equipment and differentiated curriculum.
- To ensure close working relationships with other agencies who support the pupils' SEN/ALN.

## **Objectives**

- To meet individual needs through regular assessment, monitoring and review of their progress and achievement.
- To ensure high quality teaching and learning to meet pupils' SEN/ALN.

## **Definitions**

The statutory framework for SEN is outlined in the Education Act 1996 and the Equality Act 2010.

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

- have a significantly greater difficulty in learning than the majority of children of the same age;

- have a disability which 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 Education Authority or are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

The SEN Code of Practice for Wales states that needs fall within the following broad areas:

- Cognition and Learning;
- Behaviour, Emotional and Social Development;
- Communication and Interaction; and
- Sensory and / or Physical.

The majority of pupils at Brynllwarch have Behavioural, Emotional and Social Difficulties (BESD). Students may also have Additional Learning Needs such as Communication difficulties (ASD) and Specific Learning Difficulties.

Pupils range in age from 7-19. All pupils have a Local Authority Statement of SEN that determines the type and level of provision and support as well as the objectives that determine their Individual Education Plans.

## Responsibilities

The **Headteacher** is responsible for ensuring that:

- the policy is drawn up in consultation with all stakeholders, including governors and staff and where appropriate parents and pupils;
- the policy complies with all legal and statutory requirements, in particular the Disability Discrimination Act and the Welsh Government SEN Code of Practice;
- the policy is put into practice;
- the policy is monitored, reviewed and evaluated as part of the school's policies review cycle.

The **Headteacher** is responsible for ensuring that pupils' Statements of SEN are reviewed annually and that the allocation of staff in classes meets the needs of the pupils.

The **Governors** are responsible for being involved in drawing up the policy and in sanctioning its use.

The School's SEN/ALN Co-ordinator is the Headteacher supported very closely by the wellbeing coordinator and Class Tutors.

**The SENCO's responsibilities include:**

- co-ordinating all the statutory Annual Reviews of Statements and Transition Planning;
- monitoring all Statements;
- monitoring all Individual Education Plans three times a year;
- discussing staffing issues with the Head;
- liaising with other professionals;
- providing support and advice to staff within school.
- Individual form tutors take responsibility for the above.

**Class teachers are responsible for ensuring that:**

- pupils have an appropriate, differentiated curriculum that meets their needs;
- pupils' progress is monitored, reviewed and evaluated to inform further teaching;
- IEP targets are incorporated into lessons and progress recorded.

**Class tutors are responsible for ensuring that:**

- Students in their tutor group are involved in setting and reviewing their IEP targets;
- IEPs are produced termly with progress monitored and recorded.

All staff are responsible for carrying out individual programmes to support and contribute to pupils' learning.

## **Procedures/Practice**

**Admissions: See Admissions Policy**

- Pupils are admitted to Brynllwarch through the Educational Psychology Service and the Powys Additional learning needs panel.
- Referrals can be made by professionals from other services, parents and staff from other schools.
- All parents of prospective pupils are invited to bring their child to visit the school and a pre-placement meeting takes place to ensure the correct support can be provided.

## **Provision, Curriculum and Staffing**

- The school promotes inclusion and to this effect there are seven classes where pupils with a wide range of learning difficulties are grouped primarily by age. There is also

a sixth form provision where pupils can stay in school until they are nineteen years of age.

- All pupils have access to a broad, balanced, relevant and differentiated whole school curriculum that is based on:
  - ❖ The Revised National Curriculum (Wales) 2008 - aged 9-14 years;
  - ❖ Routes for Learning;
  - ❖ The Literacy and Numeracy Framework
  - ❖ Skills Framework for 7-19 Year Olds;
  - ❖ The 14-19 Learning Pathways.
  - ❖ Appropriate qualifications at KS4 and post 16
- All classes have one teacher and at least one teaching assistants.
- A few pupils may have their SEN/ALN needs met through an alternative curriculum/timetable.

## **Resources**

- The school has specialist teaching rooms to support the delivery of the curriculum

## **Links with other Professionals**

- Advisory teachers for Visual and Hearing Impairment from the Powys Sensory Service provide occasional support to pupils with additional sensory impairments.
- Physiotherapists are based in Newtown and there is occasional visiting support from the Occupational Therapy Service.
- The school has some support from the Speech and Language Therapy Service.
- The Social Inclusion Team, including the Education Welfare Officer and Complementary Education Service, supports a few pupils for whom education in school is difficult. Some pupils may attend school on a part-time basis for specific lessons as part of an individual timetable involving some off site provision. The Youth Inclusion Support Project (YISP), Youth Offending Service and Counselling Provision also supports these pupils.

## **Integration and Outreach**

- Pupils have opportunities for integration where it is considered appropriate and with parental consent.
- Integration may take place for part days, whole days or for specific subjects in primary and secondary schools, local to Brynllwarch or where possible in schools

local to the pupil's home area. Most integration is supported by designated staff from Brynlllywarch.

- Pupils from mainstream schools may also have integration into Brynlllywarch where they might benefit from the specialist resources or specific teaching expertise.

## **Staff Development**

- All staff are encouraged to attend courses that develop their expertise and specialisms in working with pupils with SEN.
- Courses may be provided through the Education Improvement Grant, through shared expertise in-house or with external organisations.

**Equal Opportunities: See Equal Opportunities Policy**

**Assessment: See Assessment and Tracking Policy.**

## **Statement Review**

- The Annual Review of Statement meeting involves parents and all relevant personnel from Health and Social Services are invited to attend or contribute.
- When a pupil reaches 14 years of age, in Year 9, a Transition Plan is drawn up that outlines proposals for post-school provision. The Special Needs Careers Adviser from Careers Wales and the area Social Worker are statutorily invited to attend this and subsequent planning meetings.