

# ST ILLTYD PRIMARY SCHOOL



## Special Educational Needs Policy.

*Work Hard, Think Hard, Have Fun!*

## Policy for Special Educational Needs.

### Introduction.

#### Definition of Special Educational Needs:-

Children have Special Educational Needs if they have a learning difficulty that calls for additional education 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 that 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 local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

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

For children of two or over special educational provision is that which is additional to, or otherwise different from, the general educational provision for children of their age in schools maintained by the Vale of Glamorgan Local Authority, except for Special Schools.

All mainstream schools must appoint a designated teacher to be the special educational needs co-ordinator (SENCo), who will be responsible for the day-to-day operation of the school's SEN policy. He or she will co-ordinate provision for pupils with SEN, maintain the SEN register, and liaise with parents, staff and external agencies. St Illtyd Primary School's SENCo is Mrs Adrina Jones, who has overall responsibility for Inclusion within the school. Mrs Kath Morgan is the Governor with responsibility for Special Educational Needs.

### Aims

At St Illtyd Primary School we:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that *all* pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning

- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### **Objectives**

At St Iltyd Primary School staff cater fully for the learning needs of all pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as class teachers.

The needs of pupils will be met through a Graduated Response to provision for all pupils identified as having Special Educational Needs.

Class teachers will differentiate classroom tasks, resources and materials and match work to pupil need. This is reflected in all levels of planning.

All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self assessment and personal target setting. IEPs/IBPs are in place to support individual need and provide attainable targets for children with SEN. Effective support will be provided by named Learning Support Assistants (LSAs). All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review SEN pupils in the school. It aims to ensure that:

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the special educational needs of each child
- that the special educational needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child are made clear
- the roles and the responsibilities of staff in providing for children's special educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's SEN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps' approach where appropriate which is reflected in the Schemes of Work and all levels of planning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with SEN are developed and audited as appropriate
- liaison with SENCO and Primary Cluster Schools is developed

- reports and/or records received and maintained from previous settings and external professionals are considered

### **Inclusion**

‘children with special educational needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources’

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children’s needs by:

- providing support for children with speech, language and communication, literacy and numeracy and social skills difficulties
- planning to develop children’s understanding through a multi-sensory approach and a variety of strategies for learning
- planning for children’s full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, in order to participate in effective learning

### **Special Educational Needs**

Children with special educational needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have special needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment. The revised Code of Practice (2002) has identified School Action (Early Years Action) as the school based stage and School Action Plus (Early Years Action Plus) and Statement as multi professional assessment stages, which require the support and expertise of outside agencies.

### **Roles and Responsibilities of Headteacher, Staff and Governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher’s responsibility to provide for pupils with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor, the SEN governor, who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for

- the management of all aspects of the school's work, including provision for pupils with SEN
- Informing the Governing body about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with SEN taking into account financial limitations and physical constraints of the building.
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the annual report to parents
- they have regard to the requirements of the *SEN Revised Code of Practice (2002)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- the quality of SEN provision is regularly monitored.

**The named governor for SEN and Inclusion is Mrs Kath Morgan, who liaises regularly with the Headteacher and the SENCo.**

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to children's special needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- working in partnership with class teachers to identify and support pupils with SEN
- contributing to the development of joint and detailed assessments and observations of pupils with specific learning problems
- managing the records of all children with special educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs/IBPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year TA and standardised tests
- contributing to the in-service training of staff and presentations to governors
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in the feeder High School and cluster feeder primary schools to ensure high quality transition arrangements

**Class teachers** are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN

SEN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with SEN is that of all staff.

Teachers and the SENCo meet regularly to determine appropriate planning and provision.

IEPs/IBPs are written by class teachers, with support from the SENCO, using advice from other agencies, as appropriate. Copies of individual IEPs/ IBPs are shared with parents/ carers, with a signed copy being held by the school. The targets are then discussed with parents/ carers at an arranged review meeting.

**Learning Support Assistants (LSAs)** (who provide support for SEN pupils) are responsible for:

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- supporting children with special educational needs in all areas of the curriculum
- supporting a pupil with a specific difficulty to enable him or her to access the curriculum
- working with individual children under the direction of the teacher
- working with groups of children under the direction of the teacher
- assisting in the production of differentiated materials

### **Working in Partnership with Parents**

***“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of the child’s needs, and the best way of supporting them”.*** (2:2 Special Educational Needs Code of Practice for Wales 2002).

It is considered very important, therefore, by the staff and governors of St Iltyd Primary School, that parents are treated as partners in their children’s education and as such are involved and informed as much as possible as soon as a special need is first identified and additional support is being considered. Parents will be invited into school to discuss the problem initially with the class teacher on an informal basis (e.g. bringing the child to or collecting the child from school). When additional support is being considered, discussions may then take place between the parent, Headteacher, Class Teacher and Special Educational Needs Co-ordinator.

Any programmes, whether for learning or behaviour, take into account the knowledge, wishes and feelings of the parent. If the child is being given behavioural support, with a structured programme, then reinforcement at home by the parents will be paramount. It is essential that parental views are represented in any assessments or reviews.

Good links with parents already exist within the school, and therefore, parental involvement in special educational needs is seen as an extension of these links. As well as this, various schemes/activities are organised from time to time to involve parents in the school.

Parents are invited to review meetings along with outside agencies throughout the year. Pupils who are at School Action will be discussed with parents at Parents' Evenings or as appropriate. Teachers review and draw up IEPs/IBPs for pupils at the School Action + stage termly. These will be sent home and a time set aside for parents to come into school to discuss them with the SENCo. The school believes it is vitally important that parents are able to express their views and have them carefully considered. Parents can make an individual appointment to discuss IEPs/IBPs at any time with the class teacher or SENCo. The review meetings focus on progress made, the effectiveness of the IEP, updated information and future action. Parents are asked to sign IEPs to show that they have discussed them with the class or SENCO. IEPs/IBPs are also updated if a child has achieved a target before the review date.

### **Views of Children.**

Children with Additional Needs often have a unique knowledge of their own needs and we will seek their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes when they move to a new school.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support learning. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The SENCO works closely with parents and teachers, LSAs and external professionals (as appropriate) to plan a programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Assessment resources may include:**

- WG Reading and Numeracy SSs
- Field Notes and summative assessments made by class teachers
- Nursery Baseline Assessments, appropriate to each individual setting
- P Levels – literacy and numeracy (if appropriate)
- Foundation Phase teacher assessment levels
- KS2 teacher assessment levels
- NFER SSs if undertaken



- B Squared/P Levels
- Diagnostic Assessment for SPLD at Year 2 and Key Stage 2
- Good Practice Guide
- Dyslexia Early Screening Test for Reception

There is, of course, ongoing assessment for all children throughout the school year. Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, would be further assessed and monitored carefully by the SENCO, class teacher and/ or LSA, together with external professionals, as and when appropriate.

### **Monitoring Children's Progress.**

St. Illtyd Primary School's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily.

If a child's progress is unsatisfactory teachers consult the SENCO to consider what else might be done. This consultation may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. We assess rates of progress in a number of different ways.

Some of our Key Indicators for adequate progress are as follows:-

- Closing the attainment gap between the child and their class mates.
- Access to the full curriculum.
- Preventing the attainment gap growing wider.
- Demonstrable improvement in self help, social or personal skills.
- Matching or bettering the child's previous rate of progress.
- Demonstrable improvements in the child's behaviour.

### **St. Illtyd Primary School Action for Special Educational Needs.**

#### **School Action.**

When a Class Teacher or the SENCO identifies a child with Additional Needs the Class Teacher will provide interventions that are additional to those provided as part of St. Illtyd Primary School's usual differentiated curriculum-this is called School Action.

The triggers for intervention through School Action will be concern, underpinned by evidence about a child who despite receiving individualised learning opportunities makes:-

- Little or no progress even when teaching approaches are targeted particularly in a child's area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curricular areas.

- Presents with persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in St. Illtyd Primary 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 SENCO will, in consultation with the class teacher:**

- review all performance/assessment information
- seek further advice if needed
- monitor progress
- ensure parents are aware of any changes in provision through discussion
- give advice to parents regarding support at home
- inform headteacher
- liaise with external agencies as appropriate

**At this stage support for the child would be mainly ‘in class’ through differentiation or the child working in small groups or being supported by an LSA, perhaps with a specific intervention.**

In some cases outside professionals from Health or Social Services may already be involved with the child. Where these professionals have not already been working with St. Illtyd Primary staff, the SENCo may contact them if parents agree.

The SENCo supports and directs further assessments of the child by the Class Teacher and Learning Support Assistant and in planning future support after discussion with all stakeholders following monitoring and evaluation of the actions taken.

School Action Plus

At this level of need, the class teacher and the SENCO are supported by outside agency involvement. The child’s attainment at School Action level is monitored and reviewed to see if the child continues to make little or no progress, has difficulties in acquiring key skills and concepts, has emotional or behavioural difficulties which regularly interfere with child’s own learning or that of peers, has sensory or physical needs requiring specialist input and resources or has ongoing communication or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning. It is then that the SENCO, after consultation with class teacher and parents, may call in external specialist support to assess the needs of the child and provide appropriate support and advice. The child is moved to School Action Plus.

The SENCO provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up an IEP/IBP. Support may again be individual or group support, withdrawn or in-class support.

Reviews are arranged three times per year to monitor targets. Parents and external agencies, as appropriate, are invited to participate in the review, along with the SENCO and class teachers and LSAs. Action as a result of a review might involve another IEP/IBP at School Action Plus; a reversion to School Action or consideration for the need for statutory assessment.

When St. Illtyd Primary School seeks the help of external support services they will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialists act in an advisory capacity, provide additional specialist assessments or will be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented at least in part in the normal classroom setting.

The delivery of the interventions recorded in the IEP continues to be the responsibility of the Class Teacher.

Services available to St. Illtyd Primary School may include:-

- Pupil Support Services.
- Education Psychologist.
- Additional Needs Specialist Teachers.
- Emotional and Behavioural Difficulties.
- Hearing and Visual Impairment.
- Outreach Service Autistic Spectrum Disorder.
- English Additional Language Support Teacher. (EMAS)
- Speech and Language Therapist. (SALT)
- Primary / Secondary Transition Teacher.
- Education Welfare Officer.
- Community Health.
- Physiotherapist

- School Nurse.
- School Medical Officer.
- Family Centre.
- Occupational Therapist.
- Child Adolescent Mental Health Service. (CAMHS)

### **Individual Education Plans.(at SA+)**

Strategies employed to enable the child to progress are recorded within an Individual Education Plan ( IEP). The IEP includes information about:

- Short term targets for the child.
- Teaching strategies to be used.
- Provision to be put in place.
- When the Plan is to be reviewed.
- Outcomes (To be recorded when IEP is reviewed ).

The IEP will only record that which is additional to or different from the differentiated curriculum and will focus upon 3 targets that match the child's needs and have been discussed with the child and Parents.

IEP formats have been developed at both Foundation Phase and KS2.

The IEP will be reviewed at least termly and Parents views on their child's progress will be sought. Where appropriate the child will also take part in the review process and be involved in setting targets.

### **Individual Behaviour Plans.**

Strategies employed to enable the child to improve behaviour may be recorded within an Individual Behaviour Plan ( IBP). The IBP includes information about:

- Short term targets for the child.
- Teaching strategies to be used.
- Provision to be put in place.
- When the Plan is to be reviewed.
- Outcomes (To be recorded when IBP is reviewed).

The IBP will only record targets which are additional to or different from the behaviour that is expected for children. It will focus on up to three targets that match the child's needs and have been discussed with the child and Parents.

IBP formats have been developed at both Foundation Phase and KS2.

The IBP will be reviewed at least once a term and Parents views on their child's progress will be sought. The child will also take part in the review process and be involved in setting targets.

### **Formal Assessment**

The needs of the majority of children should be met by School Action and School Action Plus. In a small number of cases, however, the LA will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement.

The child may be brought to the LA's attention as possibly requiring an assessment through school request with relevant evidence and assessment data or a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency.

### **Statement of Educational Need**

A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on an accurate and detailed involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure analysis of needs.

When St Illtyd school makes a request for Statutory Assessment the child will have demonstrated significant cause for concern. The Local Authority will need information about the child's progress over time and will also need documentation in relation to the child's Additional Needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

St. Illtyd Primary School will provide this evidence through School Action Plus. This information may include:

- Individual Education Plans
- Records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum level attainments in Literacy and Mathematics
- Educational and P Levels or B Squared assessments from the teacher, assessments from the Advisory Support Teacher if involved and the Educational Psychologist
- Views of the Parent and of the child

- Involvement of other professionals such as Health. Social Services or Education Welfare Services

Statutory Assessment of Additional Needs will include :-

- Details of all the pupil's Additional Needs
- Identification of the type and name of the school where the provision is to be made
- Relevant non – educational needs of the child
- Information on non – educational provision.

All children with Statements of Additional Needs will have short term targets linked to the P Levels or B Squared set for them that have been established after consultation with the pupil where appropriate. These targets will be set out in an IEP and will be implemented at least in part or as far as possible within the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the Class Teacher.

#### **Annual Review of a Statement of Additional Needs.**

All Statements of Special Educational Needs must be reviewed at least annually. In exceptional cases where it is decided that the review needs to be held at a later stage written consent must be kept on file by the SENCo and Pupil Support Service will be informed.

Statements of Special Educational Needs are reviewed with the following: the SENCo, Head Teacher, Parents, Class Teacher and Learning Support Assistant if the pupil has individual support within a mainstream class and external professionals. A Local Authority Representative if appropriate and a Representative from SNAP at the request of the Parents may also be invited.

All parties will be asked to consider whether any amendments need to be made to the description of the pupil's needs or to the additional provision specified in the Statement. The Annual Review will focus on what the child has achieved as well as on any difficulties that need to be resolved. New targets will be agreed for the forthcoming year as prescribed from the Pupil's Statement.

#### **Year 5/6 Annual Reviews at St. Illtyd Primary School.**

At the review in Year 5 or at the beginning of Year 6 the aim is to give clear recommendations as to the type of provision the child will require at Key Stage 3. It will be possible for Parents to visit Secondary Schools and to consider appropriate options within similar timescales as other Parents.

The SENCo of the receiving School and the Primary / Secondary Transition Teacher is invited to attend the final Annual Review in St. Illtyd Primary School of pupils with Statements of Additional Needs to enable the pupil and the Parents to be reassured that an effective and supportive transfer will occur.

### **ANF Panel.**

The ANF Panel includes school representatives from across the authority and is the Authority's decision making body for the broad range of issues concerning early identification, assessment and provision for pupils with ALN including SEN both at SA+ and for those with a statement of SEN where additional resources are required. School will put a referral into panel only if it feels pupils are not making progress with current SEN arrangements. The decision of the panel is given to the school within two weeks of the document being presented to the Local Authority. The ANF support is usually in the form of a financial contribution towards school funding for the pupil. This does not necessarily mean 1:1 adult support. As educational professionals, the school makes the decision of how to use the extra funding.

### **School Resource Base for pupils with ASD**

St Iltyd Primary School has a resource base 'attached' to it to support pupils with Autism who are finding it difficult to integrate into mainstream schooling. Access for pupils into the resource base is done through the LA Outreach service although all decisions are discussed with the Headteacher as placement of pupils can have an impact in the mainstream school of St Iltyd. The resource based is managed by staff who are seconded from Ysgol Y Deri.

### **Education.**

The Pupil Support Service includes the Educational Psychology Service and offers a consultation service to the school. Both SENCo and Class Teacher liaise with the Educational Psychologist; who will come into school to observe the pupil and liaise with parents. The EP can make recommendations to include in the IEP. The Educational Psychologist carries out standardised tests as and when considered necessary.

Specialist Teachers for Emotional and Behaviour Problems, Auditory and Visual, Specific Learning Difficulties and Speech are available from the local authority for assessments and teaching sessions for individual children when requested by the School.

### **Health.**

**The School Nurse** is based at Llantwit Major Clinic and is responsible for Vision Testing is also available for Staff Training..

**The School Medical Officer** is based at Colcot Clinic Barry and has regular meetings with the SENCo to discuss individual pupils. Any concerns that arise outside of these meetings are relayed to the School Medical Officer's Secretary when available. Direct contact is made with Parents once concerns are raised by the SENCo and the School Medical Officer may refer the pupil for further investigation.

**The Occupational Therapist**, the service is based at Llandough Hospital Children's Centre. An Occupational Therapist sometimes works on site or monitors and reviews identified pupils. If

pupils are being seen for blocks of therapy in the Community the school receives assessment feedback and a programme for implementation with the child to be undertaken in school.

**Speech and Language Therapist**, if any pupil is receiving Speech and Language Therapy at a clinic or at Llandough Hospital the School is provided with the assessment results and targets alongside a programme of resources which will be undertaken in school. This may include references to activities using “Chatterbox.”

Progress is monitored and a reassessment takes place within 6 months to establish if further intervention is required. If the former is the case Pupil Support Service SALT will become involved and a Speech Therapist will come into school to work with the pupil and liaise with the SENCo, Class Teacher and Learning Support Assistant. In some cases the Class Teacher may seek advice from the SENCo. If there is any concern about a child’s speech and language development, a referral form can be requested from the SENCo, who will help the Class Teacher completing it. This will be forwarded to Llandough Hospital.

**Outreach Team from Ysgol Y Deri Special School**, may also support us. Our Tier 2 Provision for children with ASC/ASC means there is regular and frequent liaison between our Resource Base staff and teachers from Ysgol Y Deri Special School. However, if a child in our mainstream school is diagnosed with autism, then the Outreach team would become involved.

**Child and Adolescent Mental Health Service**, referrals can be made by: -

- Parents through the Family Doctor.
- Social Services.
- School Medical Officer who arranges to meet with the Parents as a result of concerns that have been discussed by the Class Teacher, Parents and SENCo.

In the majority of instances the Parents approach the Class Teacher who will then inform the SENCo.

**Social Services**, within St. Illtyd Primary School a minority of children will have involvement from Social Services. The SENCo and the Class Teacher provide updated reports on individual pupils for the Case Conferences and the Class Teacher or Head Teacher will attend Core Group Meetings. The SENCo is the Designated Child Protection Teacher for the School and notifies Social Services if there are any concerns.

**Looked After Children**, the SENCo supports Looked After Children within the School. Personal Education Plans are drawn up for each pupil, the Social Worker begins this process and information is sought from the Class Teacher. Both SENCo and the named person on the Governing Body receive training from the LA as and when required to keep abreast of new legislation. The school has systems in place to identify from a pupil’s educational file that the pupil is a Looked After Child.



The Local Authority SEN Panel will review report summaries when there is a request from a Parent to visit a special school initially and then, if approved all the papers are shared with a Special School and a visit arranged by the Local Authority Pupil Support Service.

### **Arrangements for Monitoring and Evaluation**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- meetings between SENCO and SEN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LA personnel and ESTYN inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/IBPs and targets, revise provision and celebrate success

### **Complaints.**

The relationship between Parents of pupils with Additional Needs and St. Illtyd Primary School has a crucial bearing on the child's educational progress.

If a Parent has a complaint the Head Teacher is informed and the matter is discussed with a view to an early resolution. The SENCO would become involved as would the Class Teacher in order to resolve any difficulties that a complainant might have. Any complaint would be dealt with as quickly and sympathetically as possible. Throughout this period the Governor with responsibility for Additional Needs would be kept fully informed.

The school has a Complaints Policy which will be shared with Parents if the complaint can not be resolved following an initial discussion.

This policy should be considered in conjunction with School Policies for:-

- More Able and Talented
- Ethnic Minority Achievement Support Provision

- Child Protection
- Equal Opportunities

This policy was ratified by the Standards and Curriculum Committee of the Governing Body on Thursday 5<sup>th</sup> March 2015

It will be reviewed in the Spring term 2018.

Signed \_\_ **L Pownall** \_ Chair of Governors

Signed \_\_ **R Hardy** \_ Head Teacher