

ABERDARE COMMUNITY SCHOOL



SEN Policy

Drafted
June 2014

Revised on

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.....
Mrs. S. Davies
(Headteacher)

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Mr. A. Maddox
(Chair of Interim Governing Body)

SEN Policy

Aberdare Community School will aim to provide a caring and secure environment for all pupils and will supply specialist support for children with Special Educational Needs (SEN). The SEN policy is in line with the Code of Practice for Wales 2002 and has been approved by the governing body. Our aim is to provide a broad, balanced and relevant curriculum for all pupils, whilst acknowledging that a child may require additional provision.

SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE FOR WALES 2002

The Code of practice, on the identification and assessment of Special Educational Needs, was published by the DfEE in 1994. Since then, the rights and duties outlined in the 1994 Act have been consolidated into Part IV of the 1996 Education Act. The Code of Practice for Wales 2002 replaces the 1994 Code in Wales. It also gives guidance on inclusion and embraces the Special Educational Needs and Disability Act of 2001 (SENDA).

It gives practical advice for the responsibilities towards pupils with Special Educational Needs (SEN). The Code states:

“The Code, like its predecessor, will help schools and LEAs obtain the best value from the considerable resources and expertise they invest in helping children with special educational needs. It retains much of the guidance from the original Code and developments in education since 1994. It includes new rights and duties introduced by the SEN and Disability Act 2001 and Regulations.” (Foreword: Code of Practice)

The Code also states:-

“Provision for pupils with special educational needs is a matter for the school as a whole.....All Teachers are teachers of pupils with special educational needs.”

This forms the basis upon which our policy at Aberdare Community School is based.

Principles and Objectives

“Children have special educational needs if they have a learning difficulty 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 children 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 children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so 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 LEA, other than special schools in the area
- (b) for children under two, educational provision of any kind.

Definitions in the Children Act 1989, the Disability Discrimination Act 1995 and the Equality Act 2010

- A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such disability as may be prescribed.
- A person has a disability for the purpose of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.
- A person has a disability if he has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his ability to carry out normal day-to-day activities.

Principle and Objectives

AIMS

- 1) To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- 2) To educate pupils with SEN, alongside their peers within the normal curriculum of this mainstream school after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- 3) To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- 4) To enable pupils with SEN to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- 5) To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
- 6) To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents/carers and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- 7) To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of available resources.

OBJECTIVES

These objectives relate directly to the seven aims of the SEN policy at Aberdare Community School and are intended to show how the structures and systems that are in place actually put the aims into practice.

1. The ALNCo (Additional Learning Needs Co-ordinator) works closely with the senior managers of the School Curriculum and timetable to ensure that:
 - It is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - It allows for differentiation according to individual needs;
 - It offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

2.a) The ALNCo offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Education Plans (IEPs) for learning/behaviour and approaches to enhancing pupil self-esteem.

2.b) The teaching staff:

- Provide expertise in the education of pupils with learning difficulties;
- Provide expertise in the education of pupils with SpLD;

2.c) The Learning Guides (LGs) support pupils in lessons as often as is possible and/or appropriate.

2.d) The ALNCo ensures that subject teachers are fully informed as to the special educational needs of any pupils in their charge.

2.e) The ALNCo ensures that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer.

3. INSET (training) opportunities are provided to subject teachers and LGs. These INSET courses cover a wide variety of topics.

4.a) Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect.

4.b) Staff use the reward system. This encourages pupils to work to their full potential and to experience a sense of achievement.

4.c) Pupils have regular homework that has a direct relationship with the course work and a clear purpose.

4.d) Safety is always a major concern, particularly when working in the science laboratories and technology workshops.

5. The process of identification and assessment starts through liaison with our Primary feeder schools.

6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents or carers. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has an additional need. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations

Once that identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of an IEP.

7. To implement a model of special educational needs based upon that described in the Code of Practice, the School offers specific help to pupils in the areas of, reading, spelling and handwriting.

The SEN Code of Practice is a graduated response and one that is conformed to by this school.

SCHOOL ACTION (SA)

School based intervention

SCHOOL ACTION PLUS (SA+)

The involvement of external agencies

STATUTORY ASSESSMENT

At the request of school/parents

STATEMENT of SEN

Awarded by the LEA.

Roles and Responsibilities

The School's Governing Body

The Governing Body's responsibilities to pupils with additional needs include:-

- Ensuring that the provision is of a high standard.
- Having due regard to the Code of Practice.
- Being fully involved in developing and subsequently reviewing the SEN policy
- Reporting to parents on the school's SEN policy including the allocation of resources from the school's delegated budget.
- To nominate a governor as the "SEN Link Governor".

The Headteacher

The Headteacher's responsibilities include:-

- The day to day management of all aspects of the work of the school, including the SEN provision.
- Keeping the governing body well informed about SEN within the school.
- Working closely with the ALNCo to enhance provision.
- Ensuring the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- To outline developments for SEN in the whole school development plan.

The Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:-

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with additional needs.
- Collaborating with the ALNCo to decide what action is required to assist the pupil's progress.
- Working with the ALNCo to collect all available information on the pupil.
- In collaboration with the ALNCo develop IEPs for pupils.

- Work on a daily basis with pupils who have an additional need in delivering their individual programme as set out in their IEP.
- Developing constructive relationships with parents in particular when providing information at parent's evenings.

The ALNCo (along with assistant ALNCo and ALNCo administration)

As the named teacher be responsible for:-

- Informing the School Development Plan on issues pertaining to SEN and inclusion.
- The day to day operation of the school's SEN policy.
- Liaising with and advising colleagues especially Leaders of Learning and Progress Leaders.
- Co-ordinating the provision for pupils with SEN.
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN to include learning and behaviour.
- Liaising with parents of pupils with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and children's services and voluntary bodies.
- Ensuring smooth transition of pupils with SEN from primary to secondary school.
- The organisation and management of annual reviews.
- The incorporation of careers advice and support into annual reviews for pupils at KS4/KS5, to ensure smooth transition to further education or employment.
- Oversight of the writing of IEPs for all pupils an SA, SA+ or S stages of the code of practice.
- To have an appropriate teaching commitment.
- To manage a team of Learning Guides including time-tabling.
- To develop the use of appropriate interventions.

SEN Link Teachers

- To attend meetings as directed by the ALNCo
- To distribute IEPs to the relevant teachers
- To liaise between the ALNCo and department on matters relating to SEN.

SEN Link Governor

- To report on SEN matters to the governing body.
- To meet with the ALNCo to discuss SEN matters
- To inform the ALNCo of issues raised in governors meetings that involve SEN
- To participate in the complaints procedure should the need arise.

Who's Who at Aberdare Community School

Headteacher	Mrs S Davies
ALNCo	Miss T Neale
SEN Link Governor	tbc
LNF Learning Guides	K Styling (Team Leader) J Ford N Montgomery N Morgan
Learning Guides	L Ashley D Bevan S Evans P Jackson S Parker J Reddy
Individual Learning Guides	H Watts (Team Leader) J Evans S Jones N Lambert J Rees S Williams J Williams C Wride

Admissions

Aberdare Community School's policy complies with RCT admission procedures.

If there are any queries please contact the school on 01685 872642

The ALNCo will contact the previous school of pupils transferring into Aberdare Community School.

Specialisms and Special Facilities

Aberdare Community School will house two Communication Disorder Units for pupils on the Autistic Spectrum. These pupils will be included in mainstream lessons wherever possible.

In the interim time before the completion of the new school building the school will be based on three sites. Children with a motor impairment may experience difficulty in movement around the Plasdraw and Cwmdare sites. The buildings are on split levels with flights of stairs. However, all curriculum areas can be accommodated on the ground floor.

Unfortunately there are no lifts for disabled pupils on the Plasdraw and Cwmdare sites. The school's accessibility plan will address this should the need arise.

The school will adhere to RCT's policy on admissions for pupils with disabilities.

Complaints

Aberdare Community School is sensitive to the needs of parents/guardians of a child with additional educational needs and is ready to respond to any concerns that they may have, including complaints.

Concerns and complaints must be expressed through the correct channel:

Contact the School by telephone – 01685 872642

Ask to speak to either the:

- ALNCo admin
- Assistant ALNCo
- ALNCo
- Deputy Headteacher
- Headteacher

If they are unavailable, ask when it would be convenient to contact them.

OR

Appointments

Make an appointment to see the above.

OR

Correspondence by letter or Pupil Planner

The School aims to deal with all causes for concern/complaints promptly. If the problem is not resolved, the complaint should be put in writing to the Headteacher Mrs S. Davies. Any parent still not happy has recourse to the governing body and ultimately the Local Education Authority.

CONFIDENTIAL