

**CYNFFIG
COMPREHENSIVE
SCHOOL**

**YSGOL
GYFUN
CYNFFIG**



SEN Policy

Principles and Objectives

Cynffig Comprehensive School has a tradition of providing a caring and secure environment for all pupils and has expertise in supplying specialist support for children with Special Educational Needs (SEN). The SEN policy is operated in line with the Code of Practice for Wales 2002, using Bridgend County Borough Council guidelines, 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 EDUCATION 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." (Forward: 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 Cynffig 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 and the Disability Discrimination Act 1995

- 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 other 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.

Principles 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 SEN pupils 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 and pupils is crucial if an individual action plan IAP/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 all available resources.

Principles and Objectives

OBJECTIVES

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

1. The SENCo 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 SENCo 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 Action Plans IAP/IEP 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 dyslexia;
- 2.c The LSO/LSA's support pupils in lessons as often as is possible and/or appropriate.
- 2.d The SENCo ensures that subject teachers are fully informed as to the special educational needs of any pupils in their charge.
- 2.e The SENCO ensures that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer.

Principles and Objectives

3. INSET (training) opportunities is provided to subject teachers and LSOs/ LSA's . These INSET courses cover a wide variety of topics. (see staff development file)
- 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, (see schools rewards policy) 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, workshop, ceramics and textiles areas.
5. The process of identification and assessment starts through liaison with our Primary feeder schools. (See transition, Identification & Assessment)
6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. 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 IAP/IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

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

The Bridgend Model of SEN Services Delivery 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 provision then becomes statutory.

Roles & 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 SENCo 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 SENCo to decide what action is required to assist the pupil's progress.

Roles & Responsibilities.

- Working with the SENCO\Learning director to collect all available information on the pupil.
- In collaboration with the SENCo develop IAP/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 IAP/IEP.
- Developing constructive relationships with parents in particular when providing information at parents evenings.

The SENCo/Learning Director

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 Heads of Departments and Heads of Year.
- 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 social 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/IAPs for all pupils on A, A+ or S stages of the code of practice.
- To have an appropriate teaching commitment.
- To manage a team of LSO/LSAs including time-tabling.
- To develop the use of appropriate interventions.
- To attend and contribute to Pastoral Board, S.D.G. and Heads of Department meetings.

Additional Needs Support - Cynffig Comprehensive

Learning Support Officer

See Appendix B

Learning Support Assistant

See Appendix B

SEN Link Teachers

See Appendix B for names.

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

SEN Link Governor

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

Who's Who at Cynffig

Headteacher	Mrs S Davies
SENCo	Mrs. H Grabham
SEN Link Governor	Mr. H. Jones
Designated SEN Teachers	Mrs. M Greenslade Mrs. S Harding
Learning Support Officer	Mrs. A Loosemore
Learning Support Assistants	Ms A Amphlet Miss. A M Wedlake Mr J Simpson Mr J Phillips
LEA Funded LSAs	Miss. L Jones Ms D Gordan Mrs D Martin Mrs C Sullivan
Link Teachers	See Appendix B

Co-ordinating and Managing Provision

The co-ordination and management of Special Educational Needs is an integral part of the organisation of Cynffig Comprehensive School:

STAFF INVOLVED	MEETING with SENCO/LearningDirector
<ul style="list-style-type: none">• Senior Leadership Team Mrs S Davies(Headteacher) Mrs. H Castle (Deputy Headteacher) SEN line manager. Ms. J Davies (Assistant Head) Mr N Huxley (Assistant Head)	<ul style="list-style-type: none">• SLT Meetings As necessary Pastoral Board " "
<ul style="list-style-type: none">• Whole Staff	<ul style="list-style-type: none">• Daily Staff Briefing as necessary. Inset
<ul style="list-style-type: none">• Heads of Year	<ul style="list-style-type: none">• 1xper two weeks Pastoral Board
<ul style="list-style-type: none">• Heads of Department	<ul style="list-style-type: none">• HoD meetings & request.
<ul style="list-style-type: none">• SEN Departmental Representatives	<ul style="list-style-type: none">• Termly
<ul style="list-style-type: none">• Support Staff	<ul style="list-style-type: none">• Daily
<ul style="list-style-type: none">• Education Welfare Officer	<ul style="list-style-type: none">• Half Termly and as necessary
<ul style="list-style-type: none">• Education Psychologist	<ul style="list-style-type: none">• 1 x per two weeks

External Agencies Meetings. The following are attended by the SENCO/learning Director

- Cynffig SENCo Cluster meetings . - Ms Melanie Collins
- BCBC SecondarySENCo Cluster Meetings 1xper term
- Secondary Behaviour Strategic Group - half termly.
- TAPPAS (Team Around Pupil Parents and school) - termly
- Primary Mental Health & Education joint - termly consultations
- PRU planning and review meetings 1x each half term or less for each pupil.

Admissions

Cynffig's policy complies with Bridgend County Borough Council admission procedures. Application forms may be obtained from the Pupil Services Unit and apply to those children entering school for the first time, or, those transferring from infant to junior/primary, or, junior/primary to secondary school. Completed application forms must be returned to the Pupil Service Unit at Sunnyside.

If there are any queries please contact the school or Mr Mark Beauchamp at the Pupil Services Unit.

Telephone: 01656 642656

The SENCO/ Learning Director will contact the previous schools of Pupils transferring into Cynffig from schools other than our primary feeder schools.

Specialisms and Special Facilities

Whilst Cynffig Comprehensive School takes pride in its breadth of provision for special educational needs it does not currently provide any particular specialism.

However it does house a satellite base for pupils with moderate learning difficulties. Pupils attending the satellite will remain on the role of Ysgol Bryn Castell.

Children with a motor impairment may experience difficulty in movement around the school. The buildings are on a split level site with flights of stairs. However, all curriculum areas can be accommodated on the ground floor.

Unfortunately there are no lifts available for disabled pupils. The school's accessibility plan will address this should the need arise. There is a specific disabled toilet available for any pupil who requires it.

The school will adhere to Bridgend's policy on admissions for pupils with disabilities. Close monitoring of pupils in the primary feeder schools will ensure the school's accessibility plan will address any provision that will need to be made.

Complaints

Cynffig 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 - 01656 740294

Ask to speak to either the:

SENCO,

Deputy Head Teacher (also SEN Line manager)

Head Teacher

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

OR

Appointments

Make an appointment to see either the:

SENCO

Deputy Head teacher

Head teacher

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 Head Teacher Mrs S. Davies. Any parent still not happy has recourse to the governing body and ultimately the Local Education Authority.