

Special Educational Needs (SEN) Policy

The Special Educational needs Department at Porthcawl Comprehensive School consists of:

- Ms A.Dilley – Special Educational Needs Coordinator (SENco) – Additional Qualifications in teaching pupils with Specific Learning Difficulties and Emotional and Behaviour Difficulties
- Mrs T.Whittle – Support Teacher for pupils with moderate Learning Difficulties and Speech and Language Difficulties
- Mr K. John – Specialist SEN Teacher for Maths
- Mrs T.Parker – SEN Clerk/ Admin Officer
- Learning Support Assistants – Appointed by the Local Education Authority to work with individual pupils (on request from the school)

The department is assisted by All Heads of Year and a SEN link tutor from every faculty.

The school does not have a discrete unit for teaching pupils with SEN.

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PREAMBLE

- 1.1 This school is committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils whatever their needs or abilities.
- 1.2 All pupils with SEN follow the National Curriculum: there is no disapplication from the National Curriculum unless specified in a Statement of Special Educational Need
- 1.3 The school acknowledges that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all these pupils.
- 1.4 Pupils are said to have special educational needs if they have a learning difficulty or disability which calls for special provision to be made for them which is “additional to and different from” that of their peers.
- 1.5 Special provision for pupils with SEN will be recorded on an IAP (Individual Action Plan)
- 1.6 The school adopts a graduated approach to meeting a pupils SEN and this is in line with the SEN Code of Practice for Wales. There are three SEN stages, namely:
 - School Action – where additional support is provided by school staff
 - School Action Plus – where additional support is provided by other professionals working for Bridgend Education Authority eg. Specialist Teacher, Educational Psychologist
 - Statements – At this stage Bridgend Local Authority takes responsibility for meeting the pupil’s Special Educational Needs.
- 1.7 For pupils who have disabilities or complex medical needs a Health Care Plan will need to be put in place
- 1.8 The school’s complaints procedures are set out in the school prospectus
- 1.9 This policy has been written in accordance with:
 - Welsh Assembly Guidelines (as stated in the SEN Code of Practice for Wales)
 - recommendations from Bridgend Local Education Authority
 - the terms of the 1996 Education Act
 - Education Regulations 1999 (Special Educational Needs)

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POLICY

- 2.1 The school is committed to following a policy of inclusive education for all our pupils.
- 2.2 The school will identify pupils with SEN and ensure that their needs are met
- 2.3 The school will ensure that pupils with SEN participate in all the activities in the school
- 2.4 The school will ensure that parents are informed of their child's special needs and the provision made available for them
- 2.5 The school will involve pupils and parents in setting targets to ensure the best possible progress of their child and this will be reviewed regularly
- 2.6 The school will ensure that pupils and parents are able to express their views and are fully involved in decisions regarding their child's education
- 2.7 The school will ensure that there is effective communication between home and school
- 2.8 The school will promote effective partnerships and ensure that outside agencies are involved wherever appropriate

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PROCESSES

The named SEN Governor for Porthcawl Comprehensive School is Mrs Helen Booth

- 3.1 The Governing Body will:
 - Ensure that the school makes appropriate special educational provision for all pupils identified as in need of it.
 - Ensure that the school has an admissions criteria which does not discriminate against pupils with SEN or disabilities
 - Approve the policy and any proposed changes.
 - Receive an annual report from the Headteacher and SEN coordinator (SENco).
 - Review the policy in light of reports from the Headteacher and SENco.

- Ensure the policy is promoted and implemented throughout the school community as a whole.
- Report to parents annually, on the SEN policy

3.2 The Special Educational Needs Coordinator (SENco) and members of the SEN team will:

- Provide additional support for pupils with SEN, where appropriate.
- Identify and assess pupils with SEN
- Set targets jointly with pupils and parents and record them on an IAP
- Monitor and review pupil progress in relation to these targets
- Involve parents in making decisions about special provision for their child
- Actively seek and record the views of pupils and parents

3.3 In addition, the SENco will:

- Coordinate provision for pupils with SEN
- Seek advice from outside agencies and act upon it
- Work in partnership with the Access and Inclusion Service
- Keep a register of pupils with SEN and ensure that they all have an Individual Action Plan (IAP)
- Keep staff informed and advised of developments in SEN
- Ensure that all members of staff have access to IAPs
- Publish an annual report of SEN to the Headteacher and the Governing Body.
- Inform parents of the Parent Partnership Service
- have responsibility for the day to day operation of this policy

3.4 Heads of Year will:

- Monitor the progress of pupils in their year group and liaise with SENco
- Communicate concerns to parents
- Identify pupils with ongoing behaviour difficulties and make decisions, jointly with parents and SENco, regarding special provision for these pupils
- Set targets for improvement in behaviour, jointly with pupils and parents
- Monitor and review these targets, with pupils and parents, every term

- 3.5 All staff will:
- Monitor the progress of all pupils that they teach
 - Report concerns regarding lack of progress to SENco
 - Keep up to date with, and act upon, advice given by SENco and SEN staff
 - Familiarise themselves with, and carry out, the targets set on each pupils Individual Action plan (IAP)
 - Report on each pupil's progress *at least* twice a year, as stated in the SEN Code of Practice for Wales

4 PROCEDURES

- 4.1 All pupils are assessed in Reading, Spelling and Numeracy on entry to PCS
- 4.2 Pupils with a Reading Age and a Spelling Age less than 10 years are offered withdrawal support, usually 1 hour per week. Pupils are not withdrawn from the same lesson each week.
- 4.3 Pupils who receive withdrawal support are tested each term. Support will cease when the pupil has progressed to a Reading Age and Spelling Age of 10 years or above.
- 4.4 Further testing and assessment is carried out or arranged by the SEN dept wherever necessary and only with parental consent
- 4.5 Additional support is offered to meet the needs of those who have difficulty with:
- Managing their Behaviour
 - Developing appropriate social skills
 - Handwriting
 - Organisation
 - Managing their feelings
 - Literacy
- 4.6 Parents are contacted by letter or by telephone if it is the intention of The Head of Year or SENco to offer additional support, and therefore, place the pupil on SEN register. The decision to proceed rests with parents and support is only allocated if parents agree.

- 4.7 Pupil progress is communicated to parents at review meetings
- In writing, via subject teacher reports
 - Verbally via discussion with SEN staff
- 4.8 Pupil progress is monitored by Subject teachers, Head of Year and SEN Dept via:
- School reports and teachers records
 - Exams and tests
 - PPMS computer system
 - Mentoring scheme
- 4.9 Parents are invited to at least two reviews per year, one at parents evening and one during the school day in July.
- 4.10 For Pupils with a Statement, an annual review will also be held, usually in the Autumn term. A report on the Annual Review of the statement will be issued to the Local Education Authority directly after the review meeting. It is the responsibility of Bridgend Education Authority to meet the requirements outlined in a statement.
- 4.11 Outside agencies are invited to attend reviews wherever appropriate
- 4.12 All pupils on SEN register are invited to attend their review meetings
- 4.13 IAPS are written and updated with pupils and parents
- at year 6 transition reviews
 - at initial IAP planning meetings
 - at subsequent review meetings
- Where this is not possible, parents and pupils are asked to give their comments and consent to proposed targets. SENco writes to parents and sends them a copy of proposed IAP. A response is invited.
- 4.14 IAPs are posted home at least twice a year
- in September after first IAP is drawn up
 - after review
- 4.15 IAPs are managed by SEN staff and Heads of Year.
- 4.16 Pupils, parents and outside agencies are asked to communicate their views on pupil progress
- a) verbally at review meetings OR
 - b) in writing before a review meeting
- 4.17 Parents are involved and their consent is needed when a decision is made to secure additional support for the pupil.
- 4.18 SENco requests additional support from The Access and Inclusion Service, or any other outside agency, after parental consent has been given

- 4.19 SEN Dept communicates advice and information to parents from outside agencies via
- Telephone
 - Reviews
 - Posting copies of reports home
- 4.20 Parents are invited to meet with the Educational Psychologist and other professionals wherever appropriate
- 4.21 Parents are involved when a pupil is removed from the SEN register due to positive progress. This decision is made during a review meeting. Letters are sent home to parents who do not attend and a reply is requested.
- 4.22 All members of staff in Porthcawl Comprehensive School may refer a pupil to the SENco if they have concerns. SENco contacts parents to discuss concerns and an intervention is then agreed upon.
- 4.23 SEN register is updated each term
- 4.24 SEN Dept communicates with staff via:
- SEN handbook, which is issued at the start of each school year
 - Verbally in morning 'briefings' at the start of each day
 - PPMS school computer system
 - Termly Link tutor meetings
 - Informal discussions
 - IAPs
- As a result, all teachers are kept informed of each pupil's Special Educational Needs
- 4.25 SENco publishes a report to the Headteacher and, subsequently, the Governing Body, once a year in September.
- 4.26 When a pupil moves to another school, SEN records are transferred to that school within 15 days of a pupil ceasing to be registered at Porthcawl Comprehensive School

A.Dilley May 06

