



Ysgol Plas Brondyffryn Special Education Needs Policy

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol - Secondary Site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the term Brondyffryn or School appears it is therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

*Ysgol Plas Brondyffryn is committed to developing the abilities and achievements of all its pupils, and will provide for each pupil the best possible environment for learning.
"Happiness Leads to Success" at Ysgol Plas Brondyffryn*

3 The SEN aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and ability;
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LA and outside agencies;
- To ensure all pupils take a full and active part in school life;
- To ensure that parents of pupils are kept fully informed of their child's progress and attainment;
- To ensure that pupils are involved, where practicable, in decisions affecting their future SEN provision.

We cater for pupils who have a diagnosis of Autism and additional needs including:-

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and medical conditions.

4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them'. (*Special Educational Needs Code of Practice for Wales 2002*).

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 provided for children of the same age in other schools within the LEA;
- Are under compulsory school age and fall within the definition of the above or would do so if special educational provision was not made for them.

Special Education Provision means:

- For children of two or over, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area;
- For a child under two, educational provision of any kind.

(Section 312 Education Act 1996)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Ysgol Plas Brondyffryn has due regard for the Special Needs Code of Practice for Wales when carrying out our duties towards all pupils with special educational needs.

6. Roles and Responsibilities

People in the Process	Responsibilities
The Governing Body	To ensure that provision of SEN is of a high standard; To have regard to the Code of Practice when undertaking its responsibilities; To have in place a strategy to monitor the school's SEN policy;
The Headteacher	To ensure that the daily management of SEN provision is effective; To work closely with the teaching and support staff; To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN;
The Class Teacher	To deliver the individual learning programme for each pupil as set out in their IEP; To develop IEPs for the pupil by working closely with the support staff;
Parents	To work closely with the school in order to develop a partnership that will support pupils;
Pupils	To make aware that they can be a partner in the delivery of their individual programme as set out in their IEP (if appropriate);

7. ADMISSIONS

All pupils that are admitted to Ysgol Plas Brondyffryn must have a diagnosis of autism, autistic spectrum condition or Aspergers syndrome and related communication disorders and this must be clearly identified in their statement of SEN. Please refer to the Admissions Procedure Policy for more details regarding criteria for admission.

8. INCLUSION

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. Children attending the school will have the same access as other pupils and integrate for designated sessions with their peer group if appropriate.

The Governing Body will ensure that appropriate provision will be made for all pupils.

9. EVALUATING THE SUCCESS OF OUR SEN POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEN AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers;
- Parents;
- Pupils (where appropriate);
- External professionals.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets;

- Use of standardised tests;
- Evidence generated from IEP review meetings

10. THE RANGE OF PROVISION PROVIDED FOR PUPILS

The main methods of provision made by the school are:

Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and by teaching assistants in each class.

11. MONITORING PUPIL PROGRESS

The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour.

12. RECORD-KEEPING

The school will record and review the steps taken to meet pupils' individual needs. The Class teacher will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases;
- Information from parents;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties (if appropriate);
- Information from Health/Social Services;
- Information from other agencies.

13. INDIVIDUAL EDUCATION PLANS (IEPs)

Strategies for pupils' progress against ASC-specific targets will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets;
- Teaching strategies;
- Provision made;
- Date for review;
- The outcomes recorded at review.

The IEP will record individual targets in the areas of Social Imagination, Social Interaction, Social Communication, Independence and Sensory Issues that closely match the pupil's needs. The IEPs will be discussed with the pupil (if appropriate) and the parent.

14. REVIEWING IEPs

IEPs will be reviewed twice in each academic year. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement;
- Of shorter term;
- Established through parental/pupil consultation;
- Set out an IEP;
- Delivered by the class teacher/subject teacher with appropriate additional support where specified.

15. REVIEWS OF STATEMENTS

Statements are reviewed annually through the annual review process. The Head teacher will organise these reviews and invite all parties involved with the child. These will include:

Parent/s; the child (if appropriate); class/form teacher; a representative of the LA; if appropriate health & social services; and any other person the Head teacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

All transition pupils' reviews i.e. Yr 6, Yr 9, Yr 11 and Post 16 leavers Yrs 12-14 will take place during the Autumn Term prior to transfer and a representative from the school or provision the pupil is transferring to will be invited to attend. This enables the receiving school or provision to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with these staff.

With due regard for the time limits set out in the Code, the Head teacher will forward a report of the annual review meeting and send it, with any supporting documentation, to the LA.

16. DDA (DISABILITY DISCRIMINATION ACT) – ACCESS ARRANGEMENTS FOR EXAMINATIONS

- The Disability Discrimination Act 2005 extends the application of DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- A candidate special needs requirements are determined by each pupil's SEN Statement and diagnosis of ASC and related communication difficulties.
- The teacher will identify the pupils that will be embarking on a course leading to an exam.
- All pupils from the school identified to take exams will have access arrangements applications to the awarding bodies. It is the exams officer responsibility to prepare the necessary paperwork. This will be endorsed by the Headteacher
- The exams officer will organise rooming, invigilation and support for access arrangements in collaboration with the Park Street Assistanat Headteacher.

17. PARTNERSHIP WITH PARENTS

Ysgol Plas Brondyffryn firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'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 a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of the pupils as valued partners in the process. Depending on age and appropriateness, the pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that

'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service..... to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

Denbighshire SNAP provide a Parent Partnership Service Tel No. 029 20 388776 (01286 677886)

18. LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with the pupils:

- Educational Psychologists;
- Specialist Teacher;
- Medical Officers;
- Speech Therapists;
- Physiotherapists;
- Occupational Therapists;
- Hearing Impairment services;
- Visual Impairment services;
- Primary Mental Health.

In addition, important links are in place with the following organisations:

- The LA;
- Placing Authorities;
- Specialist Services;
- Education Welfare Officer;
- Social Services;
- Friends of the School/PTA;

19. SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

20. COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

21. Monitoring and Review

The Governing Body has the legal responsibility to ensure that this policy is reviewed annually.

Policy adopted:	June 2009
Policy reviewed:	June 2010
Policy amended:	November 2011
Policy reviewed:	November 2012
Policy reviewed:	October 2013
Reviewed:	October 2014
Reviewed:	October 2015
To be reviewed:	October 2016

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

October 2015