



**POLICY DOCUMENT**  
**for**  
**Special Education Needs**

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## Ethos and Values of the School

### **Vision**

To be recognised as outstanding in all that we do.

### **Mission**

To empower and support individuals to be resilient and independent and to develop skills to reach their potential.

### **Core Values**

We are a school defined by a commitment and ambition to be recognised and outstanding in all that we do. Our values are fundamental in ensuring that we achieve our vision and mission.

## **Introduction**

All schools are required to have due regard to the Code of Practice for Special Educational Needs when carrying out their duties towards all pupils with Special Educational Needs. This is a particularly important issue for Pen-y-Cwm School since the prime purpose of the school is to provide quality educational provision for children described as having severe learning difficulties. At Pen-y-Cwm School, all of the school population have special educational needs.

As part of their statutory duties, the governing bodies of all Maintained schools are required to produce information about and report on the school's policy for special educational needs. This policy outlines:-

- Basic information about the school's special educational provision.
- Information about how the school identifies, assesses and provides for our pupils all of whom have Special Educational Needs.
- Information about the school's staffing policies and partnership with bodies beyond the school.

This policy reflects the consensus of opinion of the whole teaching staff and the governing body. The policy is reviewed annually by the governing body and subsequently is revised and appropriate amendments made. Information is also included in the Governing Body Annual Report to Parents.

At Pen-y-Cwm School, special educational needs are considered within the whole school perspective. The school seeks to promote an approach that helps to create an atmosphere of encouragement, security, acceptance, respect for achievements and sensitivity to individual needs, consequently our policy for SEN seeks to ensure that the overall aims of the school are met.

## **Aims**

- To provide a rich learning environment with a variety of learning experiences, which are geared towards enabling each pupil to experience success in a happy caring, secure environment.
- To provide access for every pupil to a broad, balanced and relevant curriculum which includes the prescribed National Curriculum which is suitable adapted and modified as appropriate to age and ability .

- To plan and shape the teaching of the curriculum to be responsive to individual needs and to minimise the effects of any disabilities upon learning.
- To give specific, specialised support to all aspects of development, in order to help each individual pupil progress towards as great a degree of independence as possible. Such support will include a multi-disciplinary approach where appropriate.
- To provide each child with a series of individual education programmes incorporating a progressive and relevant sequence of concepts, skills and knowledge; which are based on individual need, and which build on individual strengths.
- To prepare young people for the transition to adulthood, by providing the opportunity to practice independence skills in real life situations including, where appropriate, vocational training and supported placement in work experience.

This policy for SEN seeks to ensure that these aims are met. Above all this policy seeks to ensure that the school responds to pupils diverse learning needs, that suitable learning challenges are set for all pupils, and that potential barriers for learning are overcome.

The implementation of this policy is the responsibility of all staff at Pen-y-Cwm school. It aims to promote the following principles;

- An acceptance that all pupils are the responsibility of all staff.
- All staff recognise that everyone is an individual within the community of the school.
- A genuine belief shared by all staff that all children are of equal worth.
- A common policy for identifying any children with special educational needs.
- Agreed strategies for helping individual pupils
- A system of individual record keeping.
- A common policy for the involvement of parents.
- Clear and agreed arrangements with external support services
- Equitable distribution of resources throughout the school.

## **BASIC INFORMATION REGARDING SPECIAL EDUCATION PROVISION AT PEN-Y-CWM SCHOOL**

SEN Leader-Darya Brill-Williams (Headteacher)

SEN Governor-Cllr Jen Morgan (LEA Governor)

SEN Manager-Emma Hurley (Primary), Hilda Moriarty (Secondary), Sian Hollett (Post 16)

Pen-y-Cwm School is a special day school which educates children and young people with a primary need of severe learning difficulties (SLD) and complex needs. A number of these pupils have learning difficulties which are profound and multiple (PMLD).

In addition, many pupils will have a secondary diagnosis of autistic spectrum order (ASD). Some pupils may also have additional forms of special educational needs, such as visual or hearing impairments, multi-sensory impairments, others may display behaviours that challenge.

The Special Needs Register is kept up to date via the ICT administration system called SIMS which is systems shared across school. Local authority and the Welsh assembly government.

## **SPECIALIST FACILITIES**

As a special school, Pen-y-Cwm School offers a range of specialist facilities. These include;

- Hydro pool
- ICT facilities
- Sensory Rooms
- Rebound Therapy Room
- Gym and Learning Bay
- Life Skills Room
- Augmentative and Alternative Communication
- Specialist teaching areas such as: food technology rooms and art and craft room.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **IDENTIFICATION AND ASSESSMENT**

Identification and assessment of pupils with SEN are not viewed as ends in themselves, but as continuous process which provide information in terms of individual needs so that appropriate provisions, e.g. targets for learning or strategies to enable learning can be established for all pupils. Pupils are identified as having SEN before admission to Pen-y-Cwm School. However, the assessment of these needs (which can change over a period of time) is on going throughout their school careers.

Procedures for such assessment include the following:

- By on-going recorded structured observations of pupil progress, which serve to inform teacher judgements of best fit levels descriptions of their current attainment and progress over time.
- By the use of assessment tools including Routes for Learning, P Levels, Foundation/National Curriculum level descriptions and National Literacy and Numeracy descriptors.
- Advice and reports from visiting specialists from the Education, Health and Social Services.
- The measure of individual progress towards specific criteria within curriculum subject or areas of development as compared with similar pupils in similar schools via moderation activities.

In all of the above – mentioned procedures, teachers (along with the staff who support the pupils in class) are the key. Much rests upon their professional skill and judgement in assessing individual needs within appropriate provision.

### **PROVISION OF A BROAD, BALANCED AND RELEVANT CURRICULUM**

The whole curriculum at Pen-y-Cwm School has a distinct character in that each child is placed at the centre of the educational process, with curriculum content being based on each child's individual needs.

Pen-y-Cwm School fully endorses the entitlement of all pupils to a broadly based, relevant and differentiated curriculum. In the context of an all age school for pupils with severe learning disabilities, the frame work for planning, teaching and assessment of the curriculum will differ according to the age of each pupil as well as each pupil's level of development.

In the early years at Pen-y-Cwm School (2 years to 7 years of age) the curriculum framework is based upon the Welsh assembly's Foundation Phase curriculum programme. For pupils within the 7 to 16 year age range, such breadth and balance is achieved through the teaching of the subjects and requirements of the National Curriculum in Wales.

At Pen-y-Cwm School we aim to develop a programme for the Post 16 students, which enable pupils to develop their independence and build self-esteem and self-confidence.

The senior curriculum focuses on Personalised Learning. The pupils will be fully involved with the Planning, Performing and Evaluating their work. Each pupil will have a programme that suits their individual needs. Their rights as young adults will be respected and recognised at all times and the curriculum will provide opportunities to practically apply their learnt skills within a wide range of settings.

The majority of the educational needs of the pupils at Pen-y-Cwm School are highly individual in nature. In order for many of them to progress well, in terms of their overall development, there is often a need to emphasise certain areas of the curriculum in a highly structured way by means of individual designed programmes. These programmes set short as well as medium and long term teaching objectives. Such individual programmes are used to give all pupils access to their national entitlement curriculum and to meet their individual needs.

Additionally, many of our pupils require special therapies as part of their holistic curriculum experiences. In response the school aims to achieve the right balance of the curriculum elements for each and every pupil so that a reasonable proportion of their school time is used to teach skills of maximum benefit to them. The precise content for each pupil varies from one to another, for an individual pupil over time and / or in response to their changing needs.

### **ORGANISATION AND GROUPING OF PUPILS**

The classes of Pen-y-Cwm are organised primarily according to age, and then with regard to their individual needs and group dynamics.

However pupils with more profound and multiple and complex difficulties (PLMD) can be based within a multi - sensory classroom, from where opportunities are planned for them to spend periods of time within the wider context of the school. Or they are based in their age appropriate class, and spend periods of time benefiting from support from the multi -sensory class. Pupils who benefit from a highly structured approach to teaching are also given the opportunity to be grouped in specialist class bases.

These decisions are made according to each pupil's level of development. In either setting, the important element is that all our pupils have access to appropriate specialist provision within the school, and benefit from as many experiences within the wider context of school as possible.

## STATEMENTS OF SEN AND REVIEWS

As mentioned earlier, all of the school population are included on the school's register for SEN. All have their needs formally addressed in a Statement of Special Educational Needs via the SEN Regulations Code of Practice. This statement is reviewed annually.

The purpose of the annual review is as follows;

- To review the special provision made for pupil, including the appropriateness of any special equipment or support provided.
- To determine the appropriateness of the statement; including any amendments which may be necessary.
- To establish whether the pupil is achieving the intended progress.
- To set new targets for the coming year: progress towards those targets will be considered at the # next annual; review the following year.

A requirement of the Code of Practice for SEN is that the first annual review after the child's 14<sup>th</sup> birthday is the 'Transition Review' where decisions are made regarding post school options. The agencies which play a major role in the post school years are involved and consideration is given to the range of options available, with advice from a specialist careers' officer. A Transition Plan is prepared following the meeting.

For all reviews of SEN at Pen-y-Cwm, the following protocol is reserved:

- Review dates are circulated to Careers, Social Services, Health Services and the LEA well in advance
- A copy of the Parents/Carers Guide to Annual Review Process is made available.
- An invite along with a parental questionnaire is sent out two weeks before the meeting.
- Any amendments made to the statement are sent to the LEA who will then issue a draft statement for parents/carers perusal.

Currently a range of other professional's who are involved with pupils are provided with the review dates in order that they may attend if so required. This circulation may include the following agencies;

- Careers Wales
- Social Services
- Nursing Team
- Physiotherapist
- Speech Therapist
- Occupational Therapy
- Community Mental Health Nurse
- Educational Psychologist
- School Medical Officer

## **THE STRUCTURE OF THE REVIEW REPORT**

The content of the review report is structured to address the objectives within each pupil's Statement of SEN.

For each pupil the content of school advice will be as follows;

- A statement of the nature of the curriculum taught to the pupil according to that child's age and stage of development, making particular reference to whether it includes the relevant National Curriculum, and /or the 14 - 19 curriculum.
- A comment on a pupil's general learning.
- Progress towards specific targets set at the last review meeting.
- A record of attainment in all key skills areas is also included.

The information in terms of progress made in these areas will address the longer-term objectives contained within the statement of SEN and inform decisions regarding future targets .

## **INDIVIDUAL EDUCATIONAL PROGRAMMES (IEP)**

Special educational needs can be highly individualised in nature and in order for many of our pupils to progress in terms of overall development, their respective needs are met by means of individualised educational programmes and address particular areas.

The objectives contained within each child's statement of SEN are used to develop each child's IEP. The success of the IEP's can then be evaluated with the parents and in some cases other professionals during the next annual review.

A coherent approach across the school towards developing individual education programmes is in place.

## **POSITIVE HANDLING PLAN (PHP)**

Pupils who demonstrate challenging behaviour may benefit from a Risk Assessment and PHP. The aim is to ensure a consistent approach in the management of individual behaviour across classes, settings and staff.

The PHP should only be completed after careful observation and assessment i.e. recording the target behaviours, their antecedents and their consequences. To assist with this assessment process, specific behaviour assessments are available to members of staff.

The writing of the PHP is the responsibility of the class teacher and the Team Teach Co-ordinator. Following review they will be re-structured accordingly. Each PHP is reviewed continuously by appropriate staff.

## **STAFFING POLICIES, PARTNERSHIP WITH PARENTS AND EXTERNAL AGENCIES**

### **ARRANGEMENTS FOR IN- SERVICE TRAINING (INSET)**

As a special school, all of the INSET that takes place at Pen-y-Cwm is targeted towards enhancing the educational provisions for pupils and young people with SEN.

As a school, Pen-y-Cwm seeks to promote a multi-disciplinary approach towards providing for its pupils with SEN. Pen-y-Cwm School benefits from a range of visiting professionals from education, Health and Social Services.

Physiotherapists carry out regular assessment of pupils who have particular physical needs in respect of posture, balance, co-ordination and mobility. Working in collaboration with school staff they develop individual therapy programmes in addition to group or class activities. Soft play equipment is available within the school for use in such activities. Hydrotherapy is provided in the school's purpose built hydrotherapy pool. The school has a rebound therapy room.

Pen-y-Cwm School is served by visits from an occupational therapist, who works in close association with teaching staff and other therapists, on a range of activities including helping pupils to be as independent in daily living activities as possible; encouraging good posture, good hand function and good body image.

Speech therapy is provided in partnership with the local education authority and NHS. Some individual children are taught directly by the speech therapist or the school's specialist teaching assistant. In other instances these staff provides classroom staff with specific information and advice on supporting children with receptive and expressive language difficulties and/or problems with articulation. Advice on feeding difficulties is also part of the speech therapist's role. Numerous teachers and teaching assistants are involved in implementation of feeding programmes planned on an individual basis in association with speech therapists.

The Educational Psychologist maintains in regular contact with Pen-y-Cwm School with regard to individual pupils, monitoring performance and advising School with on appropriate educational provision. Such work will often mean working with both home and school. Psychological input and advice may be available at the Annual Review, and can be called upon as required.

The School is resourced with NHS staff including a school nurse and assistant, who are based full time at Pen-y-Cwm and trained and qualified to meet the medical needs of all our pupils.

The mobile dental unit makes regular visits to the school in order that pupil's teeth can be inspected regularly and, necessary treatment can be provided.

Any of the above mentioned professionals might assist the school in conducting a risk assessment in respect of individual children or activities for Health and Safety purposes.

## **PARTNERSHIP WITH PARENTS.**

At Pen-y-Cwm School, we believe that we share the task of education with the parents of our children, and we try to establish co-operation in this so as to ensure consistency of standards at the highest possible level. We believe that nothing should be left to chance in the development of a partnership between home and school. We have an "open door" policy at Pen-y-Cwm School where parents are welcome to discuss their child with the Headteacher or Class Teacher, by telephoning school to arrange a mutually convenient time. Messages are delivered from school to home and vice versa on a daily basis by means of a message book if appropriate. Additionally, as mentioned earlier, parents are invited as a matter of course to attend the review meetings, and every effort is made to actively involve them in their child's review.

Please refer to the Home School Agreement.

## **PARTNERSHIP WITH OTHER SCHOOLS AND COLLEAGUES**

At Pen-y-Cwm we see ourselves as being part of the wider community. All of the pupils at Pen-y-Cwm School are given opportunities and experiences to learn within the locality. Pen-y-Cwm School has well established links with local mainstream schools by means of its outreach service, where advice and support are provided in respect of pupils with special educational needs, to the school teachers individually or in small groups. Additionally, the school's resources are made available to other schools in the locality.

14 - 19 pupils attend a range of community facilities to enhance their education, these include, Secondary Schools, Further Education College, local shops and facilities.

### **Review of Policy**

This policy will be reviewed annually unless changes of circumstances or legislation requires it to be amended earlier.

This policy has been agreed by the Governing Body.

Signed : \_\_\_\_\_

Headteacher

Signed : \_\_\_\_\_

Chair of Governors

September 2015