



Initiated by:	SMT
SMT Approved by:	Governors/SMT
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Distribution:	SMT/TLR's/All relevant staff

Signed:  Chair of Governors

Signed:  Head teacher

Introduction

This document is a statement of the aims, principles and strategies for Special Educational Needs (SEN)/ Additional Learning Needs (ALN) at Ysgol Hen Felin School and should be read in conjunction with the following policies:

- Differentiation and Equal Opportunities Policy
- Disability Awareness Policy
- Policy for Racial Equality
- Curriculum Policy
- Assessment Policy

This policy was developed through a process of consultation with all staff and governors.

- All pupils at Ysgol Hen Felin have special educational needs arising from their learning difficulties.
- All pupils have a LA Statement of SEN that determines the type and level of provision and support as well as the objectives for their Individual Education Plans.
- Pupils may have severe, complex and profound learning difficulties and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment or autistic spectrum conditions.
- The school follows LA policy on SEN which is based on the Welsh Assembly Government's 'Special Educational Needs Code of Practice for Wales's (2002).

Admission

- Pupils are admitted to Ysgol Hen Felin School through the LA Inclusion Panel
- Referrals can be made by professionals from the Educational Psychology Service, SEN Advisory Service, other services, parents and staff from other schools. All referrals are directed to the Casework Manager of the LA Inclusion Panel.
- During the referral process, the LA will fully consult with parents at all stages.
- Placements to Ysgol Hen Felin School are made by the Inclusion Admissions panel and with the agreement of the professionals involved, parents and school.

Provision, Curriculum and Staffing

Teaching Approaches

- We aim to present a considered and informed view of the breadth and depth of the whole curriculum appropriate to the needs of our pupils and of the levels of achievement which are potentially possible.
- Our pupils' individual learning needs remain a priority in determining the 'whole' curriculum delivery through the school.
 - We work towards defined priorities to facilitate children's learning.
 - We strive for our pupils' success; our work is characterised by a positive approach.
 - We present selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at; constant observation and evaluation ensures that our work is appropriate and relevant to the needs of the individual.

- We place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our children to use their skills in a variety of settings.
- We work closely with parents and multi-agency colleagues so that a consistent approach is achieved, and a common policy established.
- To facilitate the effective learning of all pupils we maintain a holistic approach, focusing on the needs of the whole child through:
 - the provision of appropriate information technology hardware, software and peripherals
 - the correct use of positioning and mobility aids
 - a total communication environment featuring signs, symbols and tactile cues.
 - the importance of the therapeutic curriculum – Speech Therapy, Physiotherapy, Occupational Therapy and Multi-sensory strategies to alleviate sensory impairments.
 - the consistent and sensitive approach of behaviour management to moderate challenging behaviour

Resources

The Governing Body receives a delegated budget from the Local Authority. Governors set and agree a working budget for each financial year, which is delegated to the Headteacher for day-to-day administration.

The Headteacher monitors the financial position and then reports termly to the Governing Body's sub-group responsible for finance.

Links with other professionals

- LA Advisory teachers for Visual and Hearing Impairment provide regular support to pupils with additional sensory impairments.
- There is regular visiting support from the NHS Speech and Language Therapy Service as well as an on-site Speech and Language Team employed by Ysgol Hen Felin.
- The school has access to support from the Physiotherapy and Occupational Therapy Services.

School Organisation

Pupils can be admitted to full time education from the age of three following parent and professional agreement.

At present the school is organised into 22 classes with 8 classes which focus on pupils requiring a greater emphasis on social communication and interaction skills.

Curriculum

The curriculum is approved by the Governing Body of Ysgol Hen Felin School and is detailed in the school's Curriculum, Policy. It is concerned with the holistic growth and development of each individual child. The range of our 'whole curriculum' framework encompasses:

- Curriculum for Wales
- Sensory and therapeutic priorities
- Planned but specific school determined priorities.

Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:

- Statement of Special Educational Need/ Individual Development Plan
- Annual Review
- Individual Education Plan

Therapy Programmes

The curriculum is supported by therapy programmes which provide pupils with functionally useful skills, knowledge and understanding.

The school has a strong philosophy for working collaboratively and imaginatively with staff from Social Services, the Health Authority and voluntary agencies.

Outreach

Ysgol Hen Felin works with the LA to offer support and advice to staff working with pupils with ALN in mainstream nursery and reception classes in schools in Rhondda Cynon Taf. Staff from mainstream schools may be invited in to Ysgol Hen Felin where they might benefit from observing the specialist resources and teaching expertise so we can share good practice.

Role of the ALNCO

The School's ALN co-ordinators (ALNCO) are Mrs. Nicola Clark and Mr Nigel Hendy. The ALNCO's responsibilities include:

- Co-ordinating all the statutory Annual Reviews of Statements, Person Centred Capture Meetings and Transition Planning
- Monitoring all Statements
- Monitoring all Individual Education Plans termly and yearly monitoring of INDIVIDUAL Development Plans
- Ensuring effective liaison with other professionals
- Providing support and advice to staff within school

Assessment, Recording and Reporting

- Full details will be found in the schools' Assessment policy.
- Annual school reports to parents are produced.
- The Annual Review of Statement meeting, and Person-Centred Capture Meetings involves parents and all relevant personnel, who are invited to attend or contribute. Pupils are encouraged to comment as appropriate.

Training

All staff are encouraged to attend courses that develop their expertise in specialisms for working with pupils with SEN.

Staffing

The school's most valued and important resource is its staff. Many of our pupils will only make significant achievements if they receive considerable adult support. The Governing Body and LA has recognised this in its staffing structure.

There is a high level of experience and qualifications across the staff team with considerable curricular and subject expertise. The school has made explicit its continuing commitment to training and development and is working within the Investors in People framework. The school has an induction period for all new staff as outlined in the Staff Handbook.

Ysgol Hen Felin School is also supported by the following:

LA Educational Psychologist

Advisory Teacher for the Hearing Impaired

Advisory Teacher for the Visually Impaired

School Attendance Officer

Paediatric Physiotherapist

Paediatric Occupational Therapists
Speech and Language Therapist
Social Workers for Disability / Children's Team

Complaints Procedure

Ysgol Hen Felin provides a high-quality education and support to its pupils. We welcome comments and suggestions about the service we provide.

All complaints are viewed as positive and are seen as an opportunity for the school to evaluate its own performance.

If you wish to complain about any aspect of the services provided at the school, you should in the first instance, contact your child's Class teacher. If you feel the issue is unresolved, the Headteacher of School or member of the Leadership Team will be happy to discuss the matter further.

Your complaint will be acknowledged promptly, and you will receive a response. If the school is unable to resolve the issue to your satisfaction, then you should contact the Chair of Governors.

Finally, if all else fails, contact the Director for Education at the Education Department. A complaints procedure is available if you wish to request it.