

# WREXHAM COUNTY BOROUGH COUNCIL

**CHILDREN AND YOUNG  
PEOPLE SERVICE**



## SPECIAL EDUCATION POLICY AND PROVISION

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **INTRODUCTION**

Special Educational Needs (SEN) provision in Wrexham is an integral part of the Children and Young People Service. We recognise that children and young people dare into all the same and that some require additional support in order for them to fulfil their potential.

The Wrexham Promise (2006-2016)

**Wrexham will ensure that all children and young people have every opportunity to fulfil their potential, in a bilingual environment, that respects and values all traditions and cultures.**

## **PRINCIPLES INFORMING WREXHAM'S SPECIAL EDUCATION POLICY**

Wrexham County Borough endorses the approaches outlined in the SEN Code of Practice (Wales) as an appropriate framework within which provision for SEN can be delivered.

For the majority of children, their mainstream school will meet all their special educational needs. Some children will require additional support from the Local Authority (LA) or other agencies external to the school. A small minority of children will have SEN of a severity of complexity that requires LA to determine and arrange special educational provision.

The County Borough embraces the following principles and understandings when meeting SEN: -

- a child with special educational needs should have their needs met;
- the special educational needs of children will normally be met in mainstream schools or settings;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with special educational needs should be offered full access to a broad, balanced and relevant education based on the National Curriculum and for pre-school children the Early Years/Foundation Stage Curriculum.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they: -

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child 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 Authority;
- is under five and falls within the definition at (a) or (b) above and would so do if special educational provision was not made for the child

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

## **OBJECTIVES**

### **Inclusion**

All children within Wrexham County Borough have equal rights to the opportunities offered by education. The Authority is committed to supporting children with special needs within mainstream provision wherever possible, with appropriate support. They are also entitled to an education which ensures continuity and progression from pre-school to post-16. Wherever possible, we shall seek to meet the needs of children and young people within Wrexham schools and residential school placements will only be used where there is no suitable local provision.

We will seek to provide a continuum of special provision which allows pupils to move across the different stages of the continuum as their needs change and develop. We will also ensure that pupils with special needs have access to staff with appropriate qualifications, experience and training to enable them to have access to a curriculum that is broad, balanced and relevant. (See also Appendix 1.)

### **Early Intervention**

We recognise the importance of early identification, assessment and intervention for any child who may have special educational needs. It will seek to work in close liaison with both statutory and voluntary agencies to facilitate a co-ordinated and holistic approach to both assessment and intervention. A multi agency pre-school consultation model (MAPCON) is a good example of this approach. By adopting such an approach, we seek to be more proactive in identifying and responding to special needs through earlier intervention at both an individual and organisation level.

## **Raising Standards**

We are committed to raising standards of pupil achievement across the County Borough by seeking the participation of all pupils in learning which leads to the highest possible level of achievement. We support the approach of central government in emphasising the need for high expectations for children experiencing special educational needs. A range of assessments will be used to provide information about pupil progress. These will include National Curriculum attainments, teacher assessments, baseline assessments and progress against individual education plans.

## **Assessment and Identification of Special Educational Needs**

All children who experience difficulties in learning will be identified and assessed in accordance with legislative requirements and guidance. We expect schools to follow the guidance outlined in the SEN Code of Practice (Wales) in relation to School Action and School Action Plus. We will continually aim to improve the processes, procedures and practices related to assessment and identification of special educational needs and review criteria regarding statutory assessment including funding mechanisms. We will continue to provide guidance and support on a range of strategies to manage learning and behaviour and provide training as appropriate.

We will seek to complete statutory assessments accurately within the prescribed timescales and work with schools to ensure that Annual Reviews of Statements of Special Educational Needs are completed.

## **Partnership**

We recognise that in order for pupils with special needs to achieve their maximum potential a key issue is that of "partnership" with a number of parties. Specifically, such partnerships are likely to include:

- pupils
- parents and carers
- schools and governors
- voluntary organisations
- pre-school services
- Local Health Board and Safeguarding and Support Service
- NEWI; Yale College
- Careers Wales

In order to develop such a partnership, we would wish to: -

- work closely with governors, Headteachers, SENCOs, school staff and other professionals;
- develop its work with parents and carers of children with special needs and when possible, the pupils themselves;
- develop positive and creative relationships with the voluntary sector;
- provide advice and information for parents about provision and arrangements for special educational needs, including ways in which they can participate in the process

- work closely with the Local Health Board and Safeguarding and Support Services and the Learning and Achievement Service as well as other services within Prevention and Inclusion Service.

### **POLICY IN ACTION**

The process and procedures which will be used to implement this policy will be in accordance with statutory guidance and agreed established practice whilst remaining aware of new initiatives and developments. We will continually review and seek to improve practice in all areas which impact upon children and young people with special educational needs. We will continue to provide advice and guidance on issues and documentation in relation to special needs. This will include: -

- processes, criteria and procedures related to identification assessment and provision;
- criteria in relation to statutory assessment;
- difficulties which children experience in their learning;
- strategies to manage learning and behaviour (including the training available);
- special education provision available including admissions criteria and funding mechanisms;
- the Council's responsibility towards the education of Looked After Children;
- information children and parents need to make informed decisions.

## **FUNDING FOR SPECIAL EDUCATIONAL NEEDS**

### **INTRODUCTION**

The Local Authority (LA), has sought to implement an inclusive approach towards the education of pupils with special educational needs (SEN). Wherever possible, pupils are taught in their local mainstream schools with the LA supporting schools in helping to meet the needs of SEN pupils. Schools are responsible for drawing up and implementing individual education plans (IEPS) for their pupils with SEN. A range of services and provisions are made available to support these pupils and to complement the school based work provided by the school from their delegated monies.

### **Funding through the Age Weighted Pupil Unit**

Mainstream schools in Wrexham receive the majority of their funding through the pupil driven funding element: the Age Weighted Pupil Unit (AWPU). This means that every pupil of the same age in a mainstream school receives an equivalent level of resource to fund a broad range of educational activities which all schools are reasonably expected to provide. This includes the school's response to the special educational needs which children may have for some time in their school career. These activities will need to be undertaken to some degree in all schools though the size and scope of this provision may be varied.

All children, including those with special educational needs are full members of the school community. This means that schools have to be prepared to meet the needs of all their pupils when they plan the broad activities of school life.

### **Provision for SEN in AWPU**

The AWPU funding allocates an equal amount to all schools for each pupil of the same age and is the method by which schools receive the majority of their funding. The Local Authority generally expects that 5% of each AWPU is notionally intended to support SEN.

This funding is expected to cover the following activities: -

- the curriculum activities for all pupils, including both organisation and delivery;
- specific arrangements to match teaching styles, content and assessment to pupil needs;
- planning that takes account of the needs of all pupils;
- modification/differentiation of some materials for an individual pupil;
- preparing all students to live in a diverse society;
- support to modify pupil behaviour;
- access to school based resources;
- monitoring and review of progress;
- arrangements for communication between staff;
- enhanced home/school contact;
- developing and implementing a clear **whole school policy for SEN** that: -

- a) describes how needs are identified and met;
- b) makes it explicit how children's needs are recorded and communicated to all other staff as well as parents and students if appropriate;
- c) outlines arrangements for establishing and maintaining links with other agencies;
- d) explains how staff training needs in relation to SEN will be identified and met;
- e) makes it clear how complaints and disagreements are managed;
- f) ensures that reports are made by governors to parents annually on how SEN policies have been implemented;
- g) describes arrangements for monitoring and evaluating the effectiveness of provision for SEN.

### **Resourced Provision Funding**

Within Wrexham County Borough there are a variety of specialist resourced provisions in mainstream schools, which cater for the different individual needs of pupils. There are 231 places available at primary level and 198 places currently available at secondary level.

The funding mechanism for a resourced provision depends upon the nature of the provision. Pupils are banded according to the type and severity of needs. This funding is in addition to the age weighted pupil funding.

### **Special School Funding**

St. Christopher's School has 225 pupils on roll and attracts delegated funding. The funding mechanism is based on a number of planned places and upon individual pupil's needs, based upon an agreed banding system which is regularly audited.

### **Centrally held Funding for Pupils with SEN**

The centrally held funding for SEN is split into a number of categories with various funding mechanisms for each heading. The main categories are: -

#### a) Service Support Costs

These comprise Educational Psychologists, Behaviour Support Service, Sensory Service, Special Needs Service Teachers, Speech and Language Outreach Team, Statementing Team and Educational Social Workers.

The level of support and services provided to schools and/or individual pupils is determined by the school population and severity of need.

#### b) Support for SEN Pupils

This is centrally funded but provided at school level. This resource complements the support provided by school and provides additional classroom support to specific children with a variety of difficulties. A Moderation Panel of officers determines resource allocation to schools for the support of individual pupils.

In addition, expensive specialist equipment (e.g. hoists, laptops, specialist seating etc) are purchased for individual pupils.

In some cases, where specialist provision is not available within Wrexham Local Authority, it is necessary to secure Out of County provision. The placement would either be with another Local Authority (e.g. Denbighshire - Ysgol Plas Brondyffryn) or an independent school (e.g. Aran Hall). Where appropriate, the Local Authority secures joint funding arrangements with Safeguarding and Support Service and/or the Local Health Board.

# **SPECIAL EDUCATIONAL NEEDS POLICY AND PROVISION**

## **PROMOTING HIGH STANDARDS OF EDUCATION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

We are committed to promoting high standards of education for all its pupils. It seeks to achieve this by: -

- ensuring all children and young people should have the same curricular entitlement. The Early Years/Foundation/National Curriculum will be followed by all children, unless meeting their particular SEN requires its modification or disapplication.
- securing effective training for school staff to assist them in meeting needs appropriately;
- providing regular training, advice and support for Special Educational Needs Co-ordinators (SENCO's);
- giving advice and guidance on general SEN related management and policy issues;
- carrying-out assessments where appropriate, of children with SEN, according to the nature and severity of their needs;
- the allocation of sufficient funding or other resources to schools to enable them to meet SEN at School Action and School Action Plus;
- issuing statements of SEN, or Notes in Lieu of a statement, which arrange appropriate provision to meet each child's needs;
- securing placement in specialist out of county schools for children whose exceptional needs cannot be met within our own schools and resourced provisions;
- encouraging schools to have high expectations of their pupils with SEN;
- working with special school headteachers to set challenging improvement targets for their pupils;
- issuing and updating the SEN handbook for schools;
- the development of the use of pupil data systems.

## **ENCOURAGING CHILDREN WITH SEN TO PARTICIPATE FULLY IN THEIR SCHOOL AND COMMUNITY AND TO TAKE PART IN DECISIONS ABOUT THEIR EDUCATION**

We strongly endorse the philosophy of the SEN Code of Practice for Wales to encourage children to be more fully involved in their school and communities and to take part in decisions being made about their education.

- Whenever possible, children will be placed in schools in accordance with the views and wishes of the child and his/her parents. Parents will always be consulted. Where it is appropriate children will be consulted. The criterion for these placements is that children will be educated in the school of their and/or their parents' preference, as long as that placement:
  - can meet the child's SEN;
  - will not be to the detriment of other children; and
  - represents an efficient use of the Local Authority's resources.
- For the vast majority of children, their mainstream setting will meet all their special educational needs.
- If children's SEN cannot be met in their local mainstream school, then a suitably resourced alternative mainstream school will be considered. Where it is clear that children's SEN cannot be met fully and appropriately within a mainstream school, alternative provision, part or full-time, will be made available for them.
- Education through the medium of Welsh is available to all children whose parents wish to opt for education through the medium of Welsh. A range of provision is available in Welsh medium schools for children with SEN. Many children whose first language is English attend Welsh medium schools. When considering a Welsh medium education parents of children with special educational needs are encouraged to take into account all factors when considering if a bi-lingual education is appropriate for their child.
- Schools and Support Services explore a range of ways in which children and young people can express their views of any additional support provided. Pupils are actively encouraged to participate in reviews etc.

## **ENCOURAGING SCHOOLS TO SHARE GOOD PRACTICE**

- The Welsh Assembly Government has issued a Handbook of Good Practice for Children with Special Educational Needs. The handbook has been prepared to support the SEN Code of Practice for Wales and to ensure that schools in Wales are able to respond positively to children's needs.
  
- We aim to publish a Special Education Needs Handbook containing examples of good models and practices for meeting SEN. Schools are being encouraged to contribute further examples of good practice for inclusion in the Handbook.
  
- The Education Inclusion Service will identify good practice in schools which will be shared and disseminated to schools via INSET and meetings with SENCOs.
  
- SENCO forums are in place for both secondary and primary phases where good practice is shared.

**WORK WITH OTHER STATUTORY AND VOLUNTARY BODIES TO PROVIDE SUPPORT FOR CHILDREN WITH SEN**

For all children with SEN, the Local Authority, schools and Support Services work positively to develop co-operative working arrangements with the Safeguarding and Support Service, the Health Trust, the Health Authority Board and voluntary agencies.

<b>TITLE OF FORUM</b>	<b>MAIN FUNCTION</b>	<b>MEMBERSHIP</b>
Statutory Assessment Moderation including Early Years	To moderate decisions about the statutory assessment of children	Educational Psychologist, Head of Education Inclusion Service, Pupil Support Officers, Manager SEN Service, Headteacher, SENCO's, Safeguarding and Support Service, Local Health Board.
Behaviour Support Panel	To co-ordinate a range of input by agencies for children with emotional, behavioural and social needs.	Secondary Headteacher, Youth Access, Behaviour Support Service, YOT, Educational Psychology Service, Pupil Referral Unit, Educational Social Workers, Head of Education Inclusion, Pupil Support Officer.
Children First Strategy Group	To plan joint agency provision for children with a variety of educational, health and social needs.	Health Trust, LHB, Local Authority Officers, Safeguarding and Support Services.
Joint Commissioning Group	To determine joint policy, provision and funding for children with severe and complex needs.	LHB, Local Authority Officers, Safeguarding and Support Services.
Early Years Autism Assessment and School Age Autism Service	To identify children with Autism Spectrum Disorder and to plan services.	LHB, Local Authority Officers, Educational Psychologists, Children's Services.
Language Unit/ Outreach Development Group	To plan and evaluate the provision for pupils with speech and language disorders.	Speech and Language Therapists, Local Authority Officers, Language Unit staff.
Special Needs Service Meetings	Primary school meetings which review children with Specific Learning Difficulties at School Action/Plus.	Headteachers, SENCOs, Classteachers, Education Inclusion Service staff.
Parents/Carers Group CAB/Talk for Talk	To discuss a range of topics/issues agreed with parents.	CAB, Pupil Support Officers, Parents/carers, Voluntary Agencies
LAC panel	To promote and enhance the educational attainments of pupils in public care (Looked After Children)	Officers from Education Inclusion and Safeguarding and Support Services.
CAMHS Strategy Group	To develop a local strategy for Emotional Wellbeing	Education Psychology Service, Local Health Board, Education Inclusion Service, CAMHS, NSPCC, Voluntary Sector

# **IDENTIFYING CHILDREN WITH SEN**

## **School Level**

Each School's SEN Policy will describe its arrangements for identifying children with SEN. These arrangements will usually involve a selection of the following: -

- Observation by the class or subject teacher
- Parental observations
- Assessment through teaching
- Baseline assessment (Travelling Together)
- National Curriculum Assessments
- Standardised tests

## **SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS THROUGH SCHOOL ACTION AND SCHOOL ACTION PLUS**

### **THE GRADUATED APPROACH**

- A model of action and intervention in schools and early education settings to help children who have SEN.
- The approach recognises that there is a continuum of SEN.
- Where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

#### ***Early Years Action:***

- Early education practitioners who work day-to-day with the children identify that a child has SEN.
- Together with the SENCO they provide interventions that are **additional to** or **different from** those provided as part of the setting's usual arrangements.
- An IEP will be devised and reviewed regularly with the parents.

#### ***Early Years Action Plus***

- The early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists.
- Alternative strategies to those provided for the child through *Early Years Action* are put in place.
- A new IEP will usually be devised and reviewed with parents.

## **THE GRADUATED APPROACH IN THE PRIMARY PHASE**

### *School Action*

When a class teacher identifies that a pupil has SEN - the class teacher devises interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP will be devised and reviewed with parents.
- SENCO could take the lead in: -
  - planning future interventions for the child in discussion with colleagues and parents.
  - monitoring and reviewing the action.

### *School Action Plus*

- SENCO and class teacher, in consultation with parents, ask for help from external services.
- Class teacher and SENCO are provided with advice or support from outside specialist.
- **Additional** or **different** strategies to those at *School Action* are put in place - an IEP will be devised.
- SENCO should take the lead in: -
  - any further assessment of the child;
  - planning future interventions for the child in discussion with colleagues and parents;
  - monitoring and reviewing the action taken.

## **THE GRADUATED APPROACH IN THE SECONDARY SECTOR**

### *School Action:*

- When staff identify that a pupil has SEN - Subject teachers, in consultation with the SENCO and parents, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- Subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme - an IEP will be devised.
- SENCO could take the lead in:
  - planning future interventions for the pupil in discussion with colleagues and parents;
  - monitoring and reviewing the action taken.

### *School Action Plus:*

- SENCO and subject/pastoral staff, in consultation with parents, ask for help from external services.
- Teachers and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies to those at *School Action* are put in place - an IEP will be devised. SENCO should take the lead in:
  - any further assessment of the child;
  - planning future interventions for the child in discussion with colleagues/ parents;
  - monitoring and reviewing the action taken.

In a small number of cases intervention at Early years/School Action Plus may require additional short term funding in order to facilitate specific interventions/actions. Schools are aware of the process and documentation required to accompany any such requests.

## **STATUTORY ASSESSMENT**

The process of Statutory Assessment is the responsibility of the Local Authority in close collaboration with parents, schools and other agencies.

Wrexham Local Authority conduct statutory assessments in line with the procedures described in the Special Educational Needs Code of Practice for Wales (April 2002).

Requests for statutory assessment can come from:

- a) parents
- b) schools
- c) other agencies e.g. Health Authority Board, Safeguarding and Support Services Department.

Statutory Assessment is undertaken following school based support and intervention decisions as to whether to undertake stat assess are made on consideration of evidence which must include: -

- the view of parents recorded at Early Years Action and Early Years Action Plus or School Action and School Action Plus
- evidence of sufficient, effective intervention at EY/school action and EY/School Action Plus
- the ascertainable views of the child
- copies of IEPs at Early Years Action and Early Years Action Plus or School Action and School Action Plus
- evidence of progress over time (or lack of progress)
- copies of advice, where provided, from health and Safeguarding and Support Services
- evidence of the involvement and view of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting
- evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge.

Statutory assessment is carried out if the evidence provided shows that the child has significant difficulties and despite appropriate help and support the child has not made significant progress.

Statements of Special Educational Need are written if the pupils' special educational needs are significant, long term and the provision to meet the needs cannot be reasonably provided from the resources normally available to schools and early years settings.

## THE ASSESSMENT PROCESS

On receipt of a request for Statutory Assessment an acknowledgement letter is sent out to parents which explains that assessment is under consideration, explains the process and includes an Appendix A form which asks parents to give their views on their child's needs. Parents can also identify anyone they wish the Local Authority to consult in addition to the Statutory Agencies. Included in the Information Pack is a description of the time limits involved and the processes that take place within those time limits. Also included are: -

- (i) An information sheet informing parents of Wrexham's Parent Partnership Service which offers support for parents and carers whose children have Special Educational Needs.
- (ii) Information regarding 'Assessments and Statements' published by CSIE.
- (iii) Information for parents and carers of children and young people who may have special educational needs – published by the Welsh Assembly Government.

The parents are advised of their Named Officer who can be contacted throughout the process.

All agencies who may be involved in the Assessment, i.e.

- a) Parents
- b) School
- c) Medical
- d) Educational Psychologists
- e) Safeguarding and Support Services
- f) Any others (such as the ascertainable wishes of the child) which the Local Authority or any other body from whom advice is sought, consider desirable. In particular advice from Service Children's Education (SCE) must be sought where the child's parent is serving in the armed forces

are alerted by letter that a request for Statutory Assessment is under consideration. This allows these agencies to collate any records of the child which could contribute to their advice used if the assessment goes ahead.

The above process also applies if a request is received from parents; and in the case of a parental request the Local Authority write to the child's school requesting specific information and records of the child's levels, provision and progress.

Within six weeks of any request, the Local Authority must decide if Statutory Assessment is to go ahead. The decision is the responsibility of a moderation group which determines: -

- (i) That schools have provided appropriate support and intervention over time.
- (ii) That they have involved appropriate outside agencies and the child's progress (or lack of it) has been monitored, reviewed regularly and recorded.
- (iii) That the child has not made adequate progress despite these interventions, and
- (iv) The child's needs are significant long term, and require support over and above that which schools could ordinarily provide from their own budgets.

If a decision is made not to assess the Local Authority write to parents, school and all Statutory Agencies advising them of their decision.

Parents are invited to discuss the reasons for the decision with their Named Officer and their rights of appeal are explained in detail.

If a decision is made to proceed with Statutory Assessment, the Local Authority writes to parents to advise them of this decision and to inform them that requests for advice will be sought i.e.: -

- a) Parental Advice
- b) Educational Advice
- c) Medical Advice
- d) Psychological Advice
- e) Safeguarding and Support Service Advice
- f) Any other advice (such as the ascertainable wishes of the child) which the Local Authority or any other body from whom advice is sought, consider desirable. In particular advice from Service Children's Education (SCE) must be sought where the child's parent is serving in the armed forces

Formal requests for advice are sent to the above named professionals together with any appropriate information on the child that the Statutory Assessment Service has received.

Agencies are required to submit the advice within six weeks of the request.

The Local Authority then has a further four weeks to consider the advice, to make further requests for advice / evidence, if necessary, and to determine if a Statement should be drawn up. The child's areas of need and levels of attainment are measured against agreed criteria.

The decision on whether to issue a Statement of Special Educational Needs is moderated by a group comprising of:

If a decision is made not to issue a Statement, parents are informed a note in lieu is produced and parents are invited to discuss the reasons for the decision and their rights of appeal are explained.

A note in lieu of a statement provide advice to both parents and school to meet on how best to meet the needs of the child from within the schools resources.

## **STATEMENT OF SPECIAL EDUCATIONAL NEED**

If the Local Authority decides to write a Statement they have two weeks in which to do so.

When a Statement of Special Educational Needs is written it is divided into six parts, at this stage a Proposed Statement is written.

Part 1 – Introduction contains the child's personal details and details of the person(s) with parental responsibility.

Part 2 – Specifies all the child's educational needs as identified during the Assessment.

Part 3 – Specifies the provision necessary to meet the needs identified in part 2 and includes the objectives to be met, the provision to meet the objectives and monitoring arrangements.

Part 4 – The type of school that can meet the child's needs.

Part 5 – Describes the child's non-educational needs.

Part 6 – Describes the provision to meet any needs identified in Part 5.

The Proposed Statement is sent to parents and all those who contributed advice. The parents also get copies of all the advice which contributed to the Statutory Assessment.

Parents are invited to discuss the contents of the Statement with the Named Officer and to express their preference of school. Parents are advised that they need to make contact with their Named Officer within 15 days of receipt of the Statement.

A meeting or, if necessary, a series of meetings can then be arranged.

Meetings with parents to discuss the contents of the Proposed Statement may lead to agreed amendments; the Local Authority considers these meetings to be vital to ensure parents are well informed and understand the provisions outlined. Once agreement is reached a Final Statement is issued.

If after 15 days parents have not made representations, a Final Statement is issued and this will name the nearest appropriate school.

If agreement cannot be reached parents are invited to take part in an independent resolution of disagreement meeting and / or to apply to the SEN Tribunal. A Final Statement is issued to parents and all those involved in the assessment process together with copies of all advice received.

## **MEDIATION ARRANGEMENTS**

The Local Authority has agreed that a mediation service will be provided by the North Wales SEN Disagreement Resolution Service provided by SNAP (Cymru).

## **PARENT PARTNERSHIP SCHEME**

The Local Authority has established a Service Level Agreement with the Citizen's Advice Bureau to provide a Parent Partnership Service. This service is available to any parent whose child has SEN at whatever stage of the Code of Practice.

## **MONITORING THE ADMISSION OF CHILDREN WITH SEN**

The Local Authority has a published admissions policy for all its schools. In relation to SEN the policy states: -

The aim of the Authority is to make appropriate and relevant education provision for all children with special educational needs, so that they may develop their potential to the maximum. Arrangements will be made to identify each child's special educational needs and to provide the appropriate educational provision.

The Authority's policy is to support, where appropriate the inclusion of pupils with special needs within the mainstream sectors.

Where a pupil has a Statement of Special Educational Needs the Local Authority will name the school able to meet those needs after consultation with parents/carers.

Admissions of children with statements of SEN are monitored via the following: -

- Statutory Assessment Moderation Panel monitors the admission of individual pupils with statements.
- Annual reviews of statements monitor the continuing relevance of the child's placement.
- Bi-annual audit of resourced provision/special schools is undertaken.
- Continual monitoring of availability and need for planned places in resourced provisions.

# **SUPPORT TO SCHOOLS ON MAKING PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

## **MAINSTREAM AND SPECIAL SCHOOLS**

### **Formula Funding**

- Each school receives an allocation of funding for pupils without Statements through its delegated formula budget. It is assumed that a notional amount (5%) is to be used by schools for special educational needs provision.
- An annual audit of special school provision and resourced provisions is used to drive down an amount of Special Educational Needs funding. The audit places pupils in funding bands which vary according to the severity and complexity of children's needs.
- Individual resources are allocated to pupils with significant levels of SEN via statements or through subsequent audits or annual reviews.

### **Support Services**

- All schools have access to advice, training and support on special educational needs policy and professional practice through Education Inclusion Service Officers.
- Each school receives an annual allocation of sessions from the Educational Psychology Service. The use of this time is negotiated as part of the consultation process.
- Advisory Teachers (Sensory) provides advice, assessment and some direct support for pupils with visual impairment and hearing impairment.
- Pupils with significant Specific Learning Difficulties are supported Special Needs Service
- Pupils with significant Speech and Language Impairment are supported by the Speech and Language Outreach Service
- All secondary schools and a number of infant/junior/primary schools have been specifically resourced to meet the needs of pupils covering a range of special educational needs (see appendix 2).
- The Education Social Work Service promotes school attendance and deals with Child Protection and employment issues.
- A number of disaffected pupils at years 10 and 11 receive alternative education, work experience and college link placements.
- The Local Authority maintains three Pupil Referral Units for pupils who have: -
  - emotional and behavioural difficulties;
  - who experience difficulty in adjusting to mainstream schools because of emotional/social problems, or who are
  - young mothers

# **AUDITING, PLANNING, MONITORING AND REVIEWING PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

## **GENERAL ARRANGEMENTS**

1. All External Inspection (Estyn) reports are scrutinised in relation to the standards and provision for Special Educational Needs. Education Inclusion Officers carry out pre and post inspection visits to schools to advise on policy, planning and review special educational needs provision.
2. The Education Inclusion Service reviews the provision for special educational needs by biennial visits to all schools. Reports are provided to schools, Primary and Secondary Phase Officers.
3. Termly Quality Development Dialogue meetings take place between Officers and Headteachers. School priorities for the year are identified as a result of these meetings' these priorities may include SEN and the service responds to requests for support.
4. The Local Authority's hold Targeted Support and Intervention meetings to discuss standards which include SEN staff.
5. Education Inclusion Managers meetings are held regularly and issues arising from the various services in relation to general planning/monitoring/reviewing are discussed.
6. Behaviour Panels co-ordinate admissions into provision for children with emotional, social and behavioural difficulties.
7. All children are assessed using a variety of assessment tools: Cognitive Abilities Test, All Wales Reading Test, Baseline and Teacher Assessment results. The Local Authority uses the PULSE system which will allow the progress made by children with SEN to be tracked according to their age, stage and form of SEN.
8. An annual review is conducted on each child with a statement. This review will focus on the progress made by the child. The Local Authority specifically asks schools to invite a Local Authority Officer to the annual review of a child whose progress or placement is causing concern, all transfer reviews are attended. All annual review reports are scrutinised by the Local Authority.
9. The Local Authority has revised its standard Annual Review format. The new format will concentrate on encouraging schools to provide the Local Authority with reliable, objective measures of progress

## **SECURING TRAINING, ADVICE AND SUPPORT FOR STAFF WORKING WITH CHILDREN WITH SEN**

The Local Authority provides a regular programme of SEN training for its schools. This programme is based on training needs identified via consultation with schools, evaluation forms of previous courses and through the Local Authority's own training priorities. The forms of training and advice offered by the Local Authority are as follows: -

- Courses offered with the regular termly Inset programme
- Updated Training related to SEN Code of Practice for Wales
- Training relating to the Disability Discrimination Act
- Single events on specific topics such as dyslexia and autism, Speech and Language impairment
- Advice and guidance for individuals or groups offered by the Education Inclusion Services
- Sharing good practice
- The "drop-in centre" at Gwersyllt Reading Centre
- ICT support, assessment, guidance and advice
- Funding for teachers and non teaching assistants to attend accredited courses.

## **REVIEWING AND UPDATING THIS POLICY ON A REGULAR BASIS**

- This policy will be reviewed annually in consultation with schools and other service users.
- The policy will be updated in light of: -
  - (i) any changes in legislation
  - (ii) changes in governments funding policies
  - (iii) advice from WAG/ESTYN
  - (iv) Education Inclusion service reviews
  - (v) following consultation with stakeholders
- The Local Authority has a Service Level Agreement with the Citizen's Advice Bureau to provide a Parent Partnership Service. This service is reviewed via: -
  - an annual written report by CAB to Head of Education Inclusion. This report details the number and nature and outcome of the referrals received by the Service in the preceding year

**EVERYONE COUNTS**

**REALISING INCLUSIVE EDUCATION IN WREXHAM**

**POLICY STATEMENT**

1. **Aim**

The aim of this policy is to set out the commitment of the Education Department to the principles of Inclusive Education and its aspirations for implementing this commitment across all relevant activities.

2. **Definition of Inclusion**

Inclusive education is an on-going process concerned with breaking down barriers to learning and increasing the participation of children and young people in their **local** schools. It requires the commitment of schools and Local Authorities to develop policies and practices that ensure equality of educational opportunity and access, focused on raising the achievement of all learners.

3. **The Vision**

- **Believing and embracing inclusion**

Wrexham Local Authority (LA) has a vision that embraces all children and young people in Wrexham – in pre-school provisions, in schools and in local communities. The essential and unassailable principle of this vision is the belief that the goals of education are the same for all children and young people, irrespective of their personal circumstances or attributes.

- **Development and accessibility**

We envisage the continuing development of communities and learning environments in Wrexham, where children and young people can access quality education, in climates of safety and openness, where they can know for sure that they belong, and where they can be supported to become independent, valued, competent, skilled and skilful members of their communities.

- **Achievement**

In such communities and learning environments the children and young people of Wrexham will benefit from healthy and nurturing educational experiences. They will access appropriate, flexible teaching arrangements characterised by excellence, and they will have appropriate support networks, so that they will grow to be all that they can be, and more than they ever dreamed.

- **Partnerships**  
We value partnership and will strive to develop, with its partners, educational policies, systems and processes that will promote its vision of inclusion. Officers will support the development of communities, schools and educational organisations to be inclusive – welcoming, valuing, empowering and supporting.
- **Attitude**  
We will not fail in challenging attitudes and changing systems to achieve the best for all of Wrexham’s children and young people.

4. **Inclusion, Achievement and Attainment**

Wrexham believes that there is a strong correlation between high quality learning and teaching and inclusion and that schools are more likely to develop effective inclusion practices if they are committed to school improvement. Similarly we support to enhance inclusion, will concentrate on developing teacher competencies and whole school approaches.

We welcomes and celebrates diversity and believes that effective schools in celebrating diversity, challenge and reducing inequalities of opportunity raise attainment and achievement for all.

5. **Equality of Opportunity**

Wrexham will promote inclusion as an integral part of its equal opportunities policy. This is consistent with the view that schools which have an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Inclusion represents a process already well underway in Wrexham schools. The intention is to achieve a consistent equality of opportunity across all Wrexham schools. This will be achieved through the school quality improvement process supported by school based review and quality indicators.

We consider the development of inclusion to be as much about changing attitudes as it is about promoting inclusive activities. These attitudes are concerned with recognising and celebrating individual difference rather than focusing on problems and needs.

6. **Access**

Our aspiration is to make all education buildings, activities and events fully accessible to disabled children and adults. This will include access to:-

- the curriculum
- buildings
- information

This will ensure that the Local Authority conform to recent disability legislation and will increase meaningful participation.

## 7. **Resources**

The following principles of resource management will underpin our approach:-

- simple, fair and transparent
- reflective of equality of opportunity
- monitored and evaluated

Alternative methods of funding “additional needs” will need to be explored. Alongside this a fundamental review of what is meant by support will need to take place which leads to a restructuring of support which focuses on whole school development rather than individual pupil need.

We recognise the important role played by its special school and resourced provisions in meeting the needs of a range of pupils. It envisages a future where “specialist” provision staff work increasingly with mainstream staff and pupils in implementing more inclusive arrangements. The building of bridges between mainstream and specialist provision will be further encouraged.

## 8. **Training**

We will provide ongoing support to schools and their governing bodies in order to:-

- raise awareness and publicise the inclusion policy
- highlight existing good practice
- examine general inclusion issues and advise on resource planning
- assist in the development of curriculum policies so that account is taken of the need to differentiate learning experiences to match the needs of a wide range of learners

An appropriate training will be offered to schools with the aim of ensuring that all staff can develop their existing skills and competencies so that they can confidently meet a wide range of pupils’ learning needs.

In addition, training on inclusion will be offered to all school governors.

## 9. **Development of Policy**

9.1 The development of inclusive practice based on the above principles will require extensive consultation. We believe that the effective implementation of a policy on inclusion requires an inclusive process in which elected members and all partners (parents, pupils, schools, statutory and non-statutory agencies) agreed the broad base of development.

9.2 We therefore intends to consult widely on the above principles with key stakeholders and ensure that continuous monitoring, review and evaluation is built in from the outset.

- 9.3 We will draw up an action plan for implementing its inclusive education policy, closely linked and cross referenced to its Behaviour Support Plan, SEN Policy and other associated action plans. It will ensure that broader development plans make reference to and incorporate this action plan.
- 9.4 The action plan will be managed by the Inclusion Core Group and shared with elected members, school representatives, staff and other stakeholders. The inclusion Core Group will recommend timescales for the steps to be taken towards full implementation of the Inclusion Policy.

**RESOURCED PROVISION FOR CHILDREN WITH SEN IN MAINSTREAM SCHOOLS**

**Infant/Junior/Primary Mainstream Schools with Special Educational Needs Resourced Provision**

<b>SCHOOL</b>	<b>PLANNED PLACES</b>	<b>AREA OF NEED</b>
Acton Infant School	10	Language
Acton Junior School	10	Language
Alexandra Primary (Infant)	11	Moderate Learning Difficulties
Alexandra Primary (Junior)	8	Range of SEN
Borras Infant School	7	Hearing Impairment
Borras Junior Schools	7	Hearing Impairment
Gwenfro Primary School (Infant)	8	Range of SEN
Gwenfro Primary School (Junior)	11	Moderate Learning Difficulties
Hafod y Wern (Infant)	8	Range of SEN
Hafod y Wern (Junior)	11	Moderate Learning Difficulties
Johnstown Junior School	8	Physical Disability/Visual Impairment
Llay Park School	11	Moderate Learning Difficulties
Rhosymedre Junior School	11	Moderate Learning Difficulties
St. Anne's R.C. School	8	Range of SEN
St. Giles School	11	Moderate Learning Difficulties
St. Mary's Primary (Brymbo)	8	Range of SEN
Ysgol Heulfan	25	Profound and Multiple/Severe Learning Difficulties
The Rofft School	22	Communication
Assessment Centre	25	SEN Assessment

### High Schools with Special Educational Needs Resourced Provision

<b>SCHOOL</b>	<b>PLANNED PLACES</b>	<b>AREA OF NEED</b>
Bryn Alyn High School	11	Moderate Learning Difficulties
Ysgol Clywedog High School	22	Moderate Learning Difficulties
Ysgol Clywedog High School	15	Specific Learning Difficulties
Darland High School	15	Specific Learning Difficulties
Darland High School	10	Social Communication
The Maelor School, Penley	15	Specific Learning Difficulties
St. Joseph's R. C. High School	11	Moderate Learning Difficulties (as needs arise)
Ysgol y Grango	10	Physical Disability/Visual Impairment
Ysgol Morgan Llwyd	11	Moderate Learning Difficulties
Ysgol Morgan Llwyd	15	Specific Learning Difficulties
<b>Special School</b> St Christopher's	225	Severe/Moderate Learning Difficulties
Ysgol Rhiwabon	11	Moderate Learning Difficulties
Rhosnesni High School	22	Moderate Learning Difficulties
Rhosnesni High School	14	Hearing Impairment
Rhosnesni High School	16	Language Disorder
<b>Pupil Referral Unit</b> Ymlaen		Emotional and Behavioural Difficulties
Gwersyllt Support Centre		Emotional and Social Difficulties