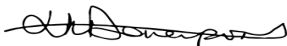










Ysgol Uwchradd  
**PRESTATYN**  
 High School

# SEN POLICY

Author	Date Adopted by Gov Body	Signed by Chair of Gov	Review Date
CLA	30/5/12		May 2013
CLA	22/5/13		May 2014
TDH	15/5/14		May 2015
TDH	20/5/15		May 2016
TDH	25/5/16		May 2017
TDH	24/5/17		May 2018
TDH	23/5/18		May 2019

For pupils with special educational needs, education is of immense importance – often the most critical factor contributing to the quality of their lives in childhood and adulthood.

The 1997 Green Paper “Excellence for All Children: Meeting Special Educational Needs” signalled our commitment to the principle of inclusion. Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school. Prestatyn High School believes that every child matters and recognises the need to bring specialist services together, working in multi-disciplinary teams, to focus on the needs of the child.

## SCHOOL ARRANGEMENTS

### **Definition of SEN**

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

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them 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 education authority.

### **Children with a Disability**

The Code of Practice in relation to the Disability Discrimination ACT 1995 as amended by the SEN & Disability ACT 2001, states that, ‘the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that all children with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is additional to or different from what is normally available in schools in the area.’

The Code of Practice defines the term ‘special needs’ in a number of ways: -

- communication and interaction;
- cognition and learning;
- behavior, emotional and social; and
- sensory and/or physical.

## **Aims of Prestatyn High School SEN and Inclusion Policy.**

- To have regard to the SEN Code of Practice for the identification, assessment and provision of pupils with SEN.
- To comply with the SEN Code of Practice.
- To ensure that all pupils with SEN have access to a broad, balanced and relevant curriculum, including the National Curriculum.
- To ensure equal opportunities for all pupils regardless of disability, gender, ethnicity, race or religion.
- To ensure effective learning opportunities for all pupils with SEN which prepare them for an active role in adult life.
- To ensure a commitment to the inclusion of pupils with SEN subject to the needs of the individual and other pupils, parental representation and the efficient education of other children.
- To sustain a commitment to working in partnership with parents which takes account of parental wishes wherever possible.
- To continue to collaborate with all agencies (including health, Social Services, schools, governors and voluntary organisations) involved with the pupil in order to ensure a coherent and comprehensive approach to meeting the needs of the individual.
- To recognise that there should be a continuum of provision from Prestatyn High School through to special school placement as appropriate to meet the individual pupil's needs through continued development of links with special schools/units.
- To ensure that resources are managed efficiently and effectively to secure quality provision for SEN.
- To recognise individual ability and celebrate the success of pupils with SEN.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

Under the Education Act 1996, the Code of Practice enables pupils with SEN to reach their full potential, to be fully integrated into Prestatyn High School and make a successful transition to adulthood.

The school governors are involved in developing and monitoring the school's SEN policy. Alan Jones is the SEN link governor. All members are knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are displayed. They ensure that SEN provision is an integral part of the school development plan and continually monitor SEN provision. A report is presented to the governors annually.

## **CO-ORDINATING AND MANAGING PROVISION**

The co-ordinator determines the strategic development of SEN policy and provision within the SIP framework in order to raise the achievement of children with SEN.

Records are kept centrally and on SIMS. Every pupil who is on School Action, School Action Plus or Statemented has a personal file. All staff have access to electronic data e.g. the SEN register and IEPs.

All staff are aware that provision for pupils with SEN is a matter for the school as a whole and that "all teachers are teachers of pupils with SEN".

Staff and parents are provided with an Individual Education Plan (IEP) for all pupils on the SEN register. The IEP provides information about the child including targets/success criteria. Subject teachers are required to follow the strategies outlined to help pupils achieve their targets. The SENCO and teachers monitor progress and plan further action/targets.

IEPs are all on the school network and are reviewed and updated twice yearly following consultation with pupils and parents. All IEPs are linked to SIMS.

## **The SENCO:**

- Oversees the day to day operation of the school's SEN policy.
- Works closely with the Headteacher, Miss. C. Austin (Assistant Head) and SLT.
- Liaises with colleagues.
- Manages the SEN team of teachers and Higher Level Teaching Assistants.
- Co-ordinates provision for pupils with SEN.
- Oversees the records on all pupils with SEN.
- Liaises with parents of pupils with SEN.
- Contributes to the in-service training of staff.
- Liaises with external agencies including LEAs, Support and Educational Psychology Services, Careers Wales, health services and voluntary bodies.
- Maintains appropriate records including records of children on school action, school action plus and those with statements.
- Teaches pupils with SEN.
- Liaises with H.O.D and H.O.L Staff.
- Liaises with feeder primary schools and other schools in the area.
- Works with career officer in relation to transition plans.
- Ensures that staff have a record of all SEN pupils.

## **2<sup>nd</sup> in Department**

- Is responsible for testing and co-ordinating special examination arrangements.
- Manages, supports and trains Teaching Assistants.

## ADMISSION ARRANGEMENTS

The school admits pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN.

The SENCO liaises with feeder primary schools' SEN pupils. Transitional reviews take place well in advance (6-8 months) of any pupils with statements. The review ensures that appropriate provision can be set in place in order for a smooth transition into high school.

## **SPECIALISMS AND SPECIAL FACILITIES**

The school is equipped with a modern learning support suite where some pupils with SEN may be withdrawn from mainstream English and/or maths lessons. Some pupils are also disapplied from foreign language and/or Welsh for extra numeracy and/or literacy tuition. The department consists of five rooms; English, maths, a separately managed ICT Suite, a Skills KS4 room and a nurture classroom and kitchen area called 'The Green Room'.

The school works with pupils across a range of areas such as SPLD, MLD ADHD, ASD, PMLD and Emotional and Behavioral difficulties.

There are pupils in mainstream classes who are also at SA, SA+, and Statemented, some of whom may have full or part time Teaching Assistant provision.

Special facilities have been set up to support disabled pupils. These include disabled access throughout the school, a disabled toilet and lifting equipment, an area for physiotherapy and recovery space for a pupil who has frequent seizures.

<b>IDENTIFICATION, ASSESSMENT AND PROVISION</b>
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### **Allocation of resources**

5% of the school's delegated budget is allocated for pupils with SEN. It is however at the discretion of the Governing Body as to how this money is prioritised.

### **Learning Support Teaching and Support Staff**

#### **Teachers**

**H.O.D & SENCO**

**2<sup>nd</sup> in Dept.**

**HLTA** – Miss C. Williams – Learning Support Maths.

**Learning Coach** – Mrs. C. Morris – Nurture Manager.

**Level 2 TAs** – Deborah Leighton - Successmaker,  
Jonathan Jones –PE,  
Emma Coulson - Easimaths.

#### **Level 1 TAs**

Lesley Jones	Part Time	Jane Delaney	Full Time
Nia Williams	Full Time	Kath Jones	Part Time
Nicola Jones	Part Time	Denise Nicholson	Full Time
Mike Galeandro	Full Time	Paula Hutchin	Full Time
Kieron Leighton	Full Time	Sheila Allen	Full Time
Karen Shackleton	Full Time	Michelle Macauley	Full Time
Annie Lewis	Full Time	Jayne Foulkes	Full Time



## **Resources**

10 SuccessMaker Stations – A new upgraded system installed March 2012.

10 Netbooks for Department use.

There is a wide range of resources suitable for all groups of pupils which are centrally located in the Learning Support department. These are available to mainstream teachers who wish to use available materials for re-inforcement, teaching or differentiation purposes. Resources are reviewed annually.

The SEN department benefits from the valued tradition of Sixth Form Student Support. The experience the students gain from helping pupils with SEN has proven to be of considerable benefit to them in terms of learning new skills, working in a team and by helping the community at large. The SEN pupils relate well to their support.

## **Identification, Assessment and Review.**

Most children upon entry into Prestatyn High School will already have had their needs identified through KS2 Teacher Assessment in primary school. The school makes full use of information passed on to it when the child transfers from their previous school. National Test data is also used to ensure pupils receives appropriate support. Where a child has already been identified as having SEN the school uses previous records, assessments and Individual Educational Plans and liaises with the primary school. Progress is monitored regularly.

At the start of year 7 pupils' current levels of attainment are assessed. Pupils are screened using CATS testing. With the consent of the parents some pupils may need extra provision for literacy and/or numeracy within the Learning Support department. These children may be withdrawn from the mainstream English/maths lessons until such time that they develop the basic literacy and/or numeracy skills appropriate to their chronological age.

Pupils who may benefit from our nurture provision are assessed with the Boxhall profile and are given a place in Thrive if deemed appropriate.

To give specific help to those pupils who are known to have SEN we:

- Ensure that the child's learning styles are taken into account.
- Use information from the pupil's primary school and screening scores to provide starting points for the development of an appropriate curriculum level for the pupil.
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Ensure that appropriate informal opportunities are provided for the pupil to show what they know, understand and can do are maximised through the pastoral programme and in class 1:1 situations.
- Involve the pupil in planning and agreeing targets to meet his or her needs.
- Involve parents in developing and implementing a joint approach at home and in school.
- Some pupils may be eligible for special examination arrangements. A profile of the pupil's educational and/or medical history including recent assessment is compiled. The examination boards consider each case individually before making a decision. Specific criteria has to be adhered to by the school. The directives are carried out under close supervision.

The school follows the C.O.P. five level model:

<b>Approach</b>	<b>Response to special educational need</b>	<b>Who organises?</b>
<b>Identification</b>	Class teacher or form/year tutor identifies a child's SEN, based on the child making inadequate progress despite differentiation of learning opportunities.	<ul style="list-style-type: none"> <li>• School</li> </ul>
<b>School Action</b>	School informs parents that their child is considered as having SEN, SEN co-ordinator and colleagues gather information about the child, including from parents. SENCO organises special educational provision and ensures that an individual education plan (IEP) is drawn up, working with the child's teachers to devise school-based interventions.	<ul style="list-style-type: none"> <li>• School</li> </ul>
<b>School Action Plus</b>	SENCO brings in outside specialists to advise on further changes that could be made within the school to meet the child's needs.	<ul style="list-style-type: none"> <li>• School</li> </ul>
<b>Statutory Assessment</b>	LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.	<ul style="list-style-type: none"> <li>• School and LEA</li> </ul>
<b>Making a Statement</b>	LEA considers the need for a statement of SEN and, if appropriate, makes a statement and arranges, monitors and reviews provision.	<ul style="list-style-type: none"> <li>• School and LEA</li> </ul>

<b>Procedures</b>	<b><u>Gathering Evidence</u></b> <b>Key Worker: Subject Teacher</b>	<b>Record Keeping</b>
	The subject teacher gathers information about a pupil and attempts to meet the identified needs through increased differentiation.	
<b>Identification</b>	The subject teacher identifies a pupil he or she believes to have SEN and informs the SENCO.	<u>Identification of Need</u> <ul style="list-style-type: none"> <li>• Action record</li> </ul>
<b>Assessment</b>	The subject teacher assesses the pupil's needs and informs and consults with: <ul style="list-style-type: none"> <li>• The pupil</li> <li>• The parent/carer</li> <li>• The SENCO</li> </ul> The teacher gathers information regarding the pupil's needs.	<u>Assessment of Need</u> <ul style="list-style-type: none"> <li>• Behaviour Assessments</li> <li>• Observation record/evidence</li> <li>• Task/time/monitoring</li> </ul>
<b>Provision</b>	The teacher consults with the pupil and sets: <ul style="list-style-type: none"> <li>• Appropriate and achievable tasks.</li> <li>• Review date.</li> </ul>	<u>Plan and Monitor</u> <ul style="list-style-type: none"> <li>• Behaviour/attitude.</li> <li>• Subject specific tasks.</li> <li>• Monitor and evaluate.</li> </ul>
<b>Evaluation</b>	From the evidence collected the subject teacher and SENCO consider. <ul style="list-style-type: none"> <li>• The pupil's progress.</li> <li>• The effectiveness of the provision.</li> <li>• The future provision.</li> </ul> Parents should be informed of the outcome of review.	<ul style="list-style-type: none"> <li>• Programme planning and evaluation.</li> </ul>
<b>Review Outcome</b>	Option 1 – Continue provision. Option 2 – Cease SEN provision. Option 3 – Make provision at school Action.	

<b>Procedures</b>	<b><u>School Action</u></b> <b>Key Worker: SENCO</b>	<b>Record Keeping</b>
	The SENCO, working closely with the class teacher, identifies an appropriate Individual Educational Plan (IEP)/ Individual Behaviour Plan (IBP) and co-ordinates the pupil's SEN provision.	
<b>Identification</b>	In addition to information already gathered, any additional evidence will be included, such as attendance, behaviour, health and welfare.	<u>Identification of Need</u> <ul style="list-style-type: none"> <li>• Action record.</li> <li>• Special needs action.</li> <li>• Initial concern record.</li> </ul>
<b>Assessment</b>	The SENCO considers all of the available evidence, co-ordinates further assessment and then informs and/or consults with <ul style="list-style-type: none"> <li>• The pupil</li> <li>• The parent/carer</li> <li>• The Subject Teacher</li> <li>• The Head of Learning</li> </ul> In order to assess the pupil's needs and to identify appropriate provision.	<u>Assessment of Need</u> <ul style="list-style-type: none"> <li>• Behaviour Assessment</li> <li>• Task/time</li> <li>• Homework record</li> </ul>
<b>Provision</b>	The SENCO and subject teachers complete an IEP which identifies the pupil's Name, year and house, COP stage, start date, IEP number, area of concern, strengths, success criteria, strategies for use in class, role of parent/carer, resources, evaluation and review date.	<u>Plan and Monitor</u> <ul style="list-style-type: none"> <li>• IEP content</li> </ul>
<b>Evaluation</b> <b>School Action</b> <b>IEP review</b>	The IEP will be reviewed at least twice a year generally but each child's review date is assessed independently according to their needs. The review should address the pupil's progress and the effectiveness of the IEP. It should give an update of information and advice which will trigger the action necessary for future provision.	<ul style="list-style-type: none"> <li>• <u>Programme planning and evaluation.</u></li> <li>• The IEP</li> <li>• Review form</li> </ul>
<b>School Action</b> <b>Review</b> <b>Outcome</b>	Option1 – Continue provision at SA Option 2 – Cease School Action but monitor. Option 3 – Make provision at school Action +.  Timescales: two review periods will usually be required.	SEN record
<b>SEN Record</b>	The SENCO updates the SEN record.	

<b>Procedures</b>	<b><u>School Action Plus</u></b> <b>Key Worker: SENCO/LEA</b>	<b>Record Keeping</b>
	The SENCO, Liaises with H.O.Ls and Subject Teachers and with permission of the parents/careers seeks specialist support from outside agencies in order to develop and co-ordinate the pupil's SEN provision. Specialist support from outside the school may provide assessment, advice, guidance, programmes, materials and training on appropriate SEN provision.	
<b>Identification</b>	In addition to information already gathered, any additional evidence will be included, such as a change in education, behaviour, health, and welfare.	<u>Identification of Need</u> <ul style="list-style-type: none"> <li>● Action record.</li> <li>● Specific areas of concern i.e. curriculum based peer group/teacher relationships.</li> </ul>
<b>Assessment</b>	The SENCO considers all of the available evidence, co-ordinates further assessment and then continues to consult with: <ul style="list-style-type: none"> <li>● The pupil</li> <li>● The Educational Psychologist in order to assess the pupil's needs and to identify appropriate provision.</li> </ul>	<u>Assessment of Need</u> <ul style="list-style-type: none"> <li>● Behaviour Assessment</li> <li>● Observations</li> <li>● Task/time</li> <li>● R.A/S.A/M.A Comprehension.</li> <li>● G.C.A. Level</li> </ul>
<b>Provision</b>	The SENCO and class teachers complete an IEP/IBP which identifies the pupil's needs and <ul style="list-style-type: none"> <li>● The SEN provision the school and parent/carers will make.</li> <li>● The success criteria</li> <li>● The subject targets</li> <li>● The monitoring, recording and assessment arrangements</li> <li>● The review arrangements</li> </ul>	<u>Plan and Monitor</u> <ul style="list-style-type: none"> <li>● Programmes</li> <li>● Targets</li> <li>● Pupil self evaluation</li> </ul>
<b>Evaluation</b>  <b>School Action Plus IEP review</b>	The IEP/IBP review will involve those directly concerned with supporting the pupil including parents/carers. The review will address the pupil's progress and the effectiveness of the IEP. It should provide an update of information and advice and conclude with views on future SEN provision. Updated IEPs will be held electronically.	<ul style="list-style-type: none"> <li>● <u>Programme planning and evaluation.</u></li> <li>● The IEP Form</li> <li>● The IEP Review</li> <li>● Sims record</li> </ul>

<b>School Action Plus Review Outcome</b>	<p>Option1 – Continue provision at SA+</p> <p>Option 2 – Revert to provision at SA</p> <p>Option 3 – Refer to the LEA Statutory Assessment</p> <p>Timescales: Although the level of need should always determine the stage at which a pupil receives SEN provision, two review periods will usually be required before assessment as to whether a pupil should move up or down a stage.</p>	SEN record
<b>SEN Record</b>	The SENCO updates the SEN record.	

<b>Procedures</b>	<b><u>School Action Plus</u></b> <b><u>(gathering further evidence before statement)</u></b> <b>Key Workers: SENCO/LEA</b>	<b>Record Keeping</b>
	Here all the previous information collated concerning the pupil's learning difficulties will form the basis of the LEA's decision as to whether a statutory assessment is deemed necessary.	
<b>Identification</b>	In addition to information already gathered, any additional evidence will be included, such as a change in education, behaviour, health, and welfare.	<b><u>Identification of Need</u></b> <ul style="list-style-type: none"> <li>• Action record.</li> <li>• Peer/teacher relationships</li> <li>• Round Robin reports</li> <li>• QR referrals</li> </ul>
<b>Assessment</b>	The SENCO considers all of the available evidence, co-ordinates further assessment and then informs /consults with <ul style="list-style-type: none"> <li>• The pupil and parent/carers</li> <li>• The Headteacher</li> <li>• The Educational Psychologist</li> </ul> In order to assess the pupil's needs and to identify appropriate provision.	<b><u>Assessment of Need</u></b> <ul style="list-style-type: none"> <li>• Behaviour Assessment</li> <li>• Record of tests/progress</li> <li>• Attendance</li> <li>• Targets/evaluation</li> </ul>
<b>Provision</b>	The SENCO completes an IEP which identifies the nature of the pupil's needs and: <ul style="list-style-type: none"> <li>• The SEN provision the school and parents/carers will make</li> <li>• The success criteria and subject targets</li> <li>• The monitoring, recording and assessment arrangements and review arrangements</li> </ul>	<b><u>Plan and Monitor</u></b> <ul style="list-style-type: none"> <li>• Programmes of work</li> <li>• Targets</li> <li>• Time/deadlines</li> <li>• Evaluation</li> </ul>
<b>Evaluation</b> <b>School Action Plus IEP review</b>	A formal IEP review will take place which will involve correlating all IEP returns from subject teachers, liaising with parents/carers and H.O.Ls. The review will address the pupil's progress and the effectiveness of the IEP. An update of advice and future SEN should be given.	<ul style="list-style-type: none"> <li>• <b><u>Programme planning and evaluation.</u></b></li> <li>• The IEP</li> <li>• The IEP review form</li> </ul>
<b>School Action Plus Review Outcome</b>	Option1 – Continue provision at SA+ (statementing in progress) Option 2 –Revert of provision at School Action Option 3 – Educational Statement	SEN record
<b>SEN Record</b>	The SENCO updates the SEN record.	

## Recording and Reporting



## **SEN Record**

The SEN record includes all areas of need including education, SPLD, MLD, EBD, Speech and Language, VI, HI, ADHD, ASD, BESD and communication. This is updated as information becomes available.

## **Individual Education Plans**

The IEPs are plans that are above and beyond the differentiated curriculum that all pupils at Prestatyn High School are entitled to. It includes the additional resources that the school provides to meet the needs of the pupils with SEN.

Individual Education Plans are used in the classrooms and are working documents. All IEPs are available on the SIMS system for staff, the SENCO also has hard copy of all IEPs. Such records enable staff to provide continuity in the learning programmes and therefore enable pupils to progress as learners.

## **Referral Forms**

The completion of a referral form is necessary if the school wishes to involve external agencies.

The referral forms are completed by the SENCO, and finally signed by parents/carers before any action is made.

## Curriculum Access and Inclusion

Pupils withdrawn to the Learning Support department from mainstream English follow individualised multisensory basic literacy programmes in Reading, Spelling, Comprehension, Writing, Speaking and Listening. Their learning is also supplemented and supported by SuccessMaker, Easimaths and our new Accelerated Reader programme which provide individualised practice and reinforcement activities. The programmes facilitate evaluation of each pupil's performance and revises his or her level in each section, so taking each pupil's need into account.

Pupils withdrawn to the Learning Support department from mainstream maths follow individualised multisensory basic maths programmes. They also work on differentiated parallel N.C. programmes.

Some low ability pupils who struggle with the demands of High School due to low ability or emotional/social difficulties attend our nurture group provision called 'Thrive' for approximately 30% of their timetable.

All the children's learning styles are taken into account in order to maximise their learning potential.

Prestatyn High School strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos. For pupils with SEN, a broad and balanced curriculum is provided through appropriate differentiation and knowledge of individual pupil's needs. There is a system (C.O.P) for early identification of barriers to learning and participation. Teachers are expected to have high expectations and set suitable targets for pupils with SEN according to their age and ability.

Pupils who are disapplied partly or fully from a N.C. KS3/KS4 subject(s) may spend some time within the Learning Support department working on:

- Differentiated material based on subject syllabus.
- Extra tuition in basic literacy/numeracy.
- Developing communication skills.
- IT/Lap Top work/skills.

Pupils with physical difficulties have an area within the department where they can store and access their equipment/books etc. during the course of a school day.

DDA work has been carried out on some areas of the school providing disabled access at the front of the school, wider doors within the school, a disabled toilet and an area for carrying out physiotherapy / recovery space for epileptic pupils.

## **Transition/Inclusion**

Pupils with particular needs related to their identified difficulties are offered additional provision to facilitate their inclusion and transition from primary school. Our Extended Transition Programme runs for one hour a week for 10 weeks in the summer term for Y6 pupils who have been identified by their primary schools.

This may include work on social use of language, learning styles, coping strategies and preparing for the move to secondary school. This provision continues after year 7 if necessary.

Pupils who are learning English as an additional language have diverse needs in English language learning. The school works closely with Denbighshire EAL Service in order to integrate foreign students taking account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring takes place in order to ascertain that no learning difficulties are present. Please refer to our EAL policy for further information.

The governing body evaluates the success of the SEN Policy and provision via:

- The SENCO's improvement plan, monitoring of classroom practice, Heads of Department meetings.
- Analysis is made of pupil tracking data and test results for individual pupils and cohorts.
- Monitoring of procedures and practice is carried out by the SEN Governor.
- School self-evaluation via the School Improvement Plan/review.
- The Governors Annual Report to parents.
- SEN Improvement/Action Plan.

## Complaints Procedures

- Prestatyn High School teachers, the SENCO, pastoral and Teaching Assistant staff all have an important role in developing positive and constructive relationships with parents.
- The school accepts and values the contribution of parents and encourages their participation. Every effort is made to identify how parents prefer to work with the school. The school is aware that some families will require both practical help and emotional support if they are to play a key role in the education of their children.
- The school seeks to develop partnerships with parent support groups such as Special Needs Advisory Project (SNAP).
- The LEA must make arrangements for parent partnership services and ensure that parents are aware of the parent partnership service so that they know where they can obtain the information and advice they need. The LEA should also remind parents about the availability of disagreement resolution services at the time of a proposed statement or amendment notice is issued.
- The LEA should demonstrate independence and credibility towards early and informal resolution of disagreements. It is essential that parents are aware of the arrangements and how and when they can access them. LEAs must therefore inform parents, the school and others about arrangements for the services and how they can access it. Parents who have a right of appeal to the SEN Tribunal continue to be able to exercise that right at any stage. LEAs must inform parents in writing that their legal right to appeal is not affected by entering into disagreement resolution. Disagreement can run alongside the appeals process.

### **Staff development and Performance Management**

The Head of Department/SENCO recognises the department's personal and professional needs and encourages in house and off site training, INSET/support/guidance and mentoring.

The cycle of performance management scheme began in April 2003. The process involves observing teachers in the classroom which is an important part of improving the effectiveness of teaching and learning. There are three stages involved: collecting evidence, drawing conclusions based on the evidence, and giving feedback.

Team leaders carry out annual performance reviews.

### **Links with other agencies, organisations and support services**

Prestatyn High School makes use of teachers and facilities from outside the school including links with support services for SEN. All the services focus on identifying and addressing the needs of children and enable them to improve their situation through:

- Early Identification
- Continual contact with the child and parents/carers
- Focused intervention
- Dissemination of effective approaches and techniques

The school liaises closely with the school's Educational Psychologist who offers the following types of work:

- Consultation in collaboration with teachers, parents and other support agencies.
- Undertake direct case work with pupils in respect of learning, behavioural, emotional, communication, physical and sensory difficulties and provide psychological advice for the LEA.
- Work on intervention strategies where possible, before difficulties develop or become severe. The focus of the intervention may be related to aspects of the school itself, which can influence behaviour and learning.
- Work in collaboration with parents to alleviate problems which may occur with in the home and offer a wide range of intervention strategies.
- Contribute to SEN Policy development through representation on working parties and INSET/professional development.
- Attend case reviews.
- Provide in-service training for teachers and other staff.

The school has a good working relationship with local services and agencies.

Other services include:

Education Social Worker Mandy Butterworth / Ffion Owens

Sensory Services

Hearing Impairment Rachel Ward  
Visual Impairment Paul Montgomery

Behaviour Support James Brown

Special Schools: Ysgol Tir Morfa  
Ysgol Plas Brondyffryn

Behaviour Support Service/Inclusion Team

Plas Cefndy  
Milestones

Health Service

Nurse – Jo Roberts  
Occupational Therapy  
Paediatric Physiotherapist  
CAMHS  
Epilepsy Nurse  
Cystic Fibrosis Nurse

Speech and Language Hayley Gibb

Careers Wales Mags Williams

The school maintains links with child health services, social services, educational welfare services and voluntary organisations.

The SENCO has responsibility to seek external advice and co-ordinate any special provision which may be required from any of the above agencies.

Statement Annual Reviews held in year 9 are particularly significant in preparing for the pupil's transition to the further education sector, work-based training, higher education and adult life. Hence the link Prestatyn High School has with Career Wales has an important role to play in providing support to pupils with SEN from age 13 until they are placed into suitable learning, training or employment.

## **Partnership with Parents**

Parents have the opportunity to discuss their child's progress during Parents' Evenings and Review Meetings. Parents are informed when a child is first identified as having SEN. Parents/carers will also be invited into school should there be any concerns that staff might wish to discuss. The Annual Report to parents reports on the achievements of the school's SEN Policy.

## **The Voice of the Child**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years (C.O.P. 2002).

In Prestatyn High School we encourage pupils to participate in their learning by involving them in the formulation of their IEPs such as personal and educational targets. We provide SEN pupils with opportunities to discuss any concerns they may have and they also complete evaluation sheets. Pupils on School Action, School Action Plus and Statemented levels are encouraged to express their thoughts and feelings during IEP and Statement Review meetings.

The school nurtures sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.



### **Links with other schools and transfer arrangements**

The school has endeavoured to establish an effective partnership with local schools in the primary and secondary sector in order to implement effective and efficient SEN planning in its provision and decision making.

On leaving school between 16 and 19 a statemented pupil's transition plan sets out arrangements for meeting the young person's SEN in further or higher education. Information is passed on which provides an accurate and positive picture of the young person.

The SENCO attends regular Speech and Language Forum meetings as well as Denbighshire SENCO meetings, which are organised by Jill Timothy, SEN Officer. Good practice is shared, courses attended are disseminated, information booklets are formulated and produced for all Denbighshire secondary schools. Specialists are invited to provide information about specific provision available in their establishments. Visits are made to special schools in order to make more informed decisions when co-ordinating SEN provision with various agencies.

Multi agency meetings take place in school on the first Tuesday of each month at Prestatyn High School. Agencies including Behaviour Support, Social Services, CAMHS, Educational Psychologists and Police discuss pupils in danger of exclusion.