



**POLISI ANGHENION ADDYSGOL  
ARBENNIG AC ANABLEDD  
SPECIAL EDUCATIONAL NEEDS  
AND DISABILITY POLICY**

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**YSGOL GYMRAEG LLUNDAIN**  
**Special Educational Needs & Disability Policy**

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### **Mission**

Our aim is to ensure that every child has access to a broad and balanced curriculum through a safe, nurturing and inclusive environment.

### **Compliance**

This policy complies with the statutory requirements as outlined in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and is written with reference to the following documents:

- Children and Families Act 2014
- The Special Educational Needs (Personal budgets and direct payments regulations) 2014
- Teachers Standards 2012
- Equality Act 2010
- Ysgol Gymraeg Llundain Safeguarding and Child Protection Policy
- Ysgol Gymraeg Llundain 3 Year Accessibility Policy and Plan
- Ysgol Gymraeg Llundain Medical Needs Policy
- SEND Information Report
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Definition of SEND**

As outlined in Section 20 of the Children and Families Act 2014, a child is considered to have special educational needs if he or she has a learning difficulty or disability which needs special educational provision. A child has a learning difficulty/disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age,
- b) have a disability which prevents them from accessing resources available to others of the same age,
- c) or are a child under compulsory school age and fall within the definitions (a) or (b) or would do so if no special education provision were made.

### **Areas of Need**

There are 4 identified areas of need.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

(p.86 SEND Code of Practice, 2014)

### **Objectives**

We believe that every child at Ysgol Gymraeg Llundain (YGLI) has the right to reach their full potential and we aim to consider the needs of the whole child and not only their additional learning need.

Our objectives to achieve are outlined below.

1. To identify special education needs **at the earliest possible opportunity** through baseline assessment on entry and continual assessment and tracking of emerging difficulties.
2. To provide children with special educational needs with resources and interventions to meet **Individual** needs.
3. To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.
4. To establish close collaborative relationships with parents and carers **ensuring they are involved in the planning and reviewing of Sen provision for their child.**
5. To comply with the guidance of the SEND Code of Practice 2014. role with regard
6. To work in conjunction with the governing body to enable them to fulfil their statutory monitoring with regard to the policy statement for SEND.
7. To work closely with outside agencies where appropriate to support the needs of the individual.

## Process

Our graduated approach to SEND complies with guidance from the SEND Code of Practice 2014 in identifying and managing additional needs.

1. **Quality First Teaching** - It is the class teacher's responsibility to account for the progress and development of all children in the class. All children are provided with high quality first teaching within each classroom and are continually assessed and monitored to track learning.
2. **Initial Concern** - With guidance and support from the SEND designated teacher, (SENDCo) the class teacher and teaching assistants will raise any concerns about child development and difficulty with relevant staff and with parents/carers. At this stage close monitoring is needed with initial provision for emerging additional learning difficulties through good quality individualised teaching such as within class additional support or small group interventions.
3. **SEND SUPPORT** - SEND is considered should a child not make adequate progress following quality first teaching, interventions and/or in accordance with age appropriate expectancies. The school will consult parents and carers to formally discuss difficulties and to plan further provision and targets to support the child, in the form of an Individual Education Plan (IEP). The child's learning and targets are closely monitored to ensure the child's needs are being met and are reviewed and revised accordingly. This follows a cycle of Assess-Plan-Do-Review, with a key focus on continual evaluation. Parents and carers are invited to attend regular meetings to promote this active process of review and improvement. The child's name is placed on the SEND register alongside information on their difficulties. Children at this stage are considered to be receiving 'SEND Support' within school, or potentially by other agencies such as Speech and Language Therapy. This category replaces the existing School Action and School Action+ categories.
4. **Education, Health and Care Plan (EHC Plan)** – In some cases the school or parent may feel that a statutory assessment is necessary to request for extra provision, resources, funding and support for a child. This is called an 'Education, Health and Care Plan' and replaces the previous 'Statement'. All relevant agencies involved (school, pupil, family and any external agents) will complete a statutory assessment request through SENDAS service within the

Local Authority. It is their decision to issue an EHC Plan. If granted, the plan will clearly outline support for the child which is to be reviewed annually with all agencies involved. Should parents/carers decide to move towards a personal budget, the school will work alongside to advise how money could be best allocated to meet the needs of the child.

### **Managing and Monitoring Pupils Needs**

As mentioned, the school works with an Assess-Plan-Do-Review cycle in co-operation with the parents/carers. Initial assessment of needs by the class teacher and SENDCo, at the SEND Support stage, allows a baseline for realistic and achievable targets to be set. Discussion of the strategies and provision is planned and agreed by all agencies involved and followed by training and implementation to support the targets, with continual monitoring to ensure we are meeting the child's needs. Should the target appear to be achieved early, or appear unachievable following a period of application, the provision is reviewed and adjusted. Once achieved, targets are assessed and revisited in order to set next targets. Class teachers are responsible for the monitoring and recording of progress, with regular discussions with support staff and SENDCo. Parents/carers are invited to contribute to this process every term, and pupil voice is also an important aspect.

#### Identifying Additional Learning Needs in the Early Years

In order to identify and address additional learning needs in the Early Years, Early Help Assessment and Plan (EHAP) is used. This is a shared accessible process offering a single structure and approach to conducting a holistic assessment of needs, planning how to meet those needs and reviewing progress. Team Around the Family (TAF) meetings ensure a balance of input and ownership between the professional, the child and their family.

### **Supporting Pupils and Families**

The Code of Practice places much greater emphasis on the children and families voice and involvement at all stages. We strongly believe that a collaborative relationship between school and families is needed to support all children and we aim to continually keep parents and carers informed of any difficulty and development. As a school we also offer guidance on how to access external agencies where possible.

Our School Officer (available on our website) outlines our commitment to supporting pupils and parents through the SEND system.

### **Supporting Pupils at School with Medical Conditions**

We aim to support pupils with medical conditions to ensure they have full access to education, which includes school visits and physical education. We aim to comply with our duties to ensure access for children with disabilities under the Equality Act 2010, please see our Equality, Diversity and Community Cohesion Policy. We aim to comply with the principles and procedures outlined in our Medical Needs Policy to support and provide access to the curriculum to pupils with medical needs.

### **Accessibility**

Please refer to our Accessibility Plan (Disability Equality) for information.

### **Training and Resources**

Provision for SEND is funded through the school's central fund. Training for staff is either provided within school or through the Local Educational Authority's programme and addresses the understanding of a range of differing needs and potential strategies to implement.

## **Roles and Responsibilities**

### *Lead Teacher:*

- Provide access to adequate training to all staff
- Ensure reasonably practical resources are available to children and staff
- Provide support and guidance for children, families and staff
- Ensure all relevant information is transferred should a child move school.

### *Special Educational Needs and Disability Co-ordinator (SENDCo):*

- Be the responsible person for SEND as defined within the Code of Practice 2014
- Support class teachers in monitoring initial concerns and continual development of targets
- Support staff in implementing interventions and provision
- Support all staff in reviewing targets and monitoring learning
- Liaise with support staff, class teachers, head-teacher, parents/carers and external agencies
- Provide guidance and support for the application and implementation of an EHC Plan.
- Update SEND register with relevant information
- Ensure all relevant information is collated, recorded and updated.

### *Class Teacher:*

- Identify each child's need and skill levels and continually monitor
- Provide quality first teaching within the classroom and ensure delivery of the curriculum which allows each child to experience success
- Provide reports for external agencies of child's needs or progress
- Liaise with SENDCo, Lead-teacher and families.
- Closely monitor support staff intervention and review regularly with appropriate records
- Fulfil all other duties required of a class teacher by the Code of Practice 2014.

### *Governing Body:*

- In governance with the Lead-teacher and SENDCo, the Governing Body will oversee the Code of Practice and the school's general policy, provision, staffing and funding for Special Educational Needs.
- The outcomes of pupils with SEND as well as school systems will be monitored and reported annually.
- Mrs Jane Jones is the named SEND person for the Governing Body.

### *Parents/Carers, Child and Families*

- Parents/carers are invited to share their views on their child's education at regular meetings
- Keep school informed of any significant information about the child which could affect their education and well-being
- Whenever possible we aim to include the pupil's view on targets and difficulties to encourage engaged and responsible learners.

## **Storing and Managing Information**

Information and documents are stored and processed in accordance with the new General Data Protection Guidance (GDPR) and the expected provision of the Data Protection Act 2018 (DPA2018) as set out in the Data Protection Bill in line with the government guidance under the Data Protection

Act 1998 (DPA) on keeping and maintaining records. Please refer to 'Gov.UK: Keeping and Maintaining Records' for further information.

### **Complaints Procedure**

In the event of a complaint against the school, the processes within the Complaints Policy will be followed.

### **Bullying**

Our ethos is to promote tolerance and independence in all our pupils. Further information is available in our Anti-Bullying policy.

### **Other queries**

If you have any questions or queries about our SEND policy please contact the school SENDco

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**Signed:** *J. Watkins*  
**Headteacher**

**Next review: September 2024**