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Inspiring our children to be the best they can be!

LLANRHIDIAN PRIMARY SCHOOL
YSGOL GYNRADD LLANRHIDIAN
Headteacher : Mrs D E Caswell B Ed (Hons); NPQH
Deputy Headteacher: Mrs S Archard
ALNCO: Mrs L Marchant
Tel: 01792390181
www.llanrhidian.swansea.sch.uk

Special Educational Needs Policy

This policy remains relevant as we wait to complete the transition from SEN to ALN. The transformation process will be completed by July 2025.

The Philosophy of Special Needs

Llanrhidian is committed to a policy of social inclusion of which inclusive education is the key dimension. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have 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 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 (lea);

Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Code of Practice for Wales

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the lea, other than special schools, in the area.

The identification and assessment of the special educational needs of children whose first language is not English or Welsh, requires particular care. Lack of competence in either English or Welsh must not be equated with learning difficulties as understood in the SEN code of practice for Wales.

Llanrhidian Primary School adopts the fundamental principles outlined in the code of practice for Wales:

A child with special educational needs should have their needs met

The special educational needs of children will normally be met in mainstream school settings. The views of the child should be sought and taken into account. Parents have a vital role to play in

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supporting their child's education. Children with special educational needs should be offered full access to a broad, balanced and relevant curriculum.

All schools should 'recognise and respond to the diverse needs of their students, while also having a continuum of support and services to match those needs'; and wherever possible all children should learn together.

In addition, in Llanrhidian we believe that:

The effective and efficient use of resources should guide decision making and the allocation of those resources; and

There should be a coherent pattern of provision across Llanrhidian Primary School to support the needs of children with special educational needs.

Aims

Our aims for special needs education is to ensure:

- A positive and confident attitude towards schooling/ learning
- Improve opportunities for children and young people
- To monitor and review the overall provision of the school

Llanrhidian School believes that special education needs in our school is not just about removing barriers, but about increasing access in the widest sense, to ensure that teaching and learning is fully accessible to all pupils. to do this we aim to:-

- Identify, assess and provide for the children's special educational needs early and efficiently;
- Seek to secure the resources to ensure that pupils' needs are effectively met;
- Ensure that there is an equitable and coherent continuum of provision to support all children and young people with special educational needs in whatever area, age, phase or type of school they are educated;
- Continue to develop an equitable and coherent continuum of welsh-medium provision according to identified need;
- Provide high quality support, guidance and professional development to ensure that all schools provide appropriately for pupils with special educational needs;
- Ensure through regular monitoring that provision for children and young people with special educational needs is of high quality and that resources are appropriately and effectively deployed;

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- Nurture positive attitudes and a greater understanding of special educational needs;
- Continue to work towards developing inclusive education;
- Work in partnership with parents and partner agencies to achieve the best for all pupils; and
- take into account the views of children and young people when making decisions about education, where possible and appropriate

Providing support to all children and young people with special educational needs. Children will have needs and requirements which may fall into one of the four areas or a combination of these as detailed in the SEN Code of Practice for Wales.

The areas of need are:

Communication and interaction

Cognition and learning

Behaviour, emotional and social development

Sensory and/or physical

Organisation

Llanrhidian Primary School, in keeping with its policy, will need to make effective arrangements for pupils with special educational needs (SEN) by:

- Auditing, planning, monitoring and reviewing provision for pupils with sen;
- Securing a fair and equitable allocation of resources to ensure that pupils' needs are effectively met, through existing funding mechanisms for targeting pupils with and without statements;
- Providing training, advice and support for those responsible for and working with pupils with SEN;
- Working in partnership with parents and a range of professional agencies to facilitate early and efficient identification and assessment of children's and young people's SEN;
- Working in partnership with parents, regarding them as equal partners in decisions about their children's education;
- Ensuring tasks are relevant to the age and ability of the child

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- Varying teaching methods ensuring breadth and balance
- Ensuring continuity and progression
- Ensuring every child feels they can achieve

Planning strategies for ensuring progress and continuity at Llanrhidian Primary include:

Adhering to the code of practice

Whole school curriculum meetings /progress meetings

Curriculum meetings will also provide opportunities for all staff including the co-ordinator to monitor books and share good practice.

Special Educational Needs Provision

Every pupil in Llanrhidian Primary School is an individual and the needs of each individual will be met by the following:

- I.E.P.s are drawn up for each child, targets are set for the class teacher, support teacher and the parent/guardian to support the child with their target. These targets are reviewed and new ones set accordingly
- Reducing the barriers to the child's learning might include a different activity, different resources or support within the lesson. The teacher will plan accordingly using previous formative assessment of the child to inform the planning.
- Pupils with special needs are either withdrawn for extra support but more often supported in the classroom.

Statutory responsibilities of governing bodies of schools in relation to special educational needs

The governing body of a community, voluntary or foundation school must:

Do its best to ensure that the necessary provision is made for any pupil who has special educational needs;

Ensure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;

Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs;

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Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; and ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision which their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.



Co-ordinator's role

Mrs Marchant is the SEN coordinator and it is her responsibility to:

- To monitor the implementation of the policy document;
- To monitor standards through analysing planning, monitoring book, listening to learners and through lesson observations.
- To analyse and set targets from pupil tracking data
- To liaise with staff members in order to support teachers, to monitor the standard of skills; content progression and the delivery of the curriculum;
- To review the policy and resources on an annual basis. the review will inform any subsequent change.
- Co-ordinates the day to day provision for children with special educational needs.
- Maintains the school's SEN register.
- Contributes to and manages the records of all pupils with SEN.
- Supports and advises colleagues and contributes to in-service training.
- Manages the school-based assessments and completes the documentation required by outside agencies and the lea;
- Acts as the link with parents;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources and devises tailor made programmes to assist with pupils specific difficulties.

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The school uses the graduated response as recommended by the new code of practice (2002) to respond to children's special educational needs:

These interventions are a means of matching special educational provision to the child's needs and form part of the continuous cycle of planning, action and reviewing.

Stage 1 – initial concern – class or subject teacher identifies and consults with the senco – a list of these

pupils is kept by the SENCo and monitored and updated regularly.

Stage 2 – school action: the SENCo takes the lead in gathering information and coordinating the provision in school;

Stage 3 – school action plus: the teacher and the SENCo are supported by outside agency involvement after referral by school

Stage 4– statement: information and evidence is gathered and the lea may issue a formal statement of special educational needs



The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. The school keeps written evidence through individual education plans from school action upwards.

Transition to secondary school

Before transferring to Gowerton Comprehensive school (or a comprehensive of their own choice) the pupils are able to attend a variety of induction activities. We recognise that a smooth transition to secondary school is especially important for pupils with SEN.

staff from Gowerton Comprehensive school, including the year tutor, visits Llanrhidian Primary to discuss the incoming cohort. During this meeting staff are made aware of any pupil who has particular needs or difficulties. It is our practice that children with SEN have extra visits to their new school in order to help the pupil become familiar with their new environment. If a different comprehensive school is chosen then similar arrangements are made.

It is the SENCO's responsibility to ensure that all records relating to a pupil with SEN are transferred to the new school.

The SENco from Gowerton Comprehensive is invited to the y6 annual review/ person centred (P.C.P.) planning of statemented pupils in order to plan effectively for transition and to meet the pupils' parents. This enables any concerns to be aired and discussed and transition plans organised.

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L Marchant 2023

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