



DENBIGHSHIRE COUNTY COUNCIL

INCLUSION POLICY

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1. Core Professional Purpose:

To ensure appropriate pupil support and inclusion for children and young people with Additional Learning Needs.

2. Principles

The LA pays due regard to the ALN and Disability Act 2001. It supports the right of children with Additional Learning Needs (ALN) to attend a mainstream school, unless the parents choose otherwise or, on the very rare occasions, if this is incompatible with 'efficient education for other children'

The key principles are

Children and Young People have the same rights of access to an education which offers equal opportunity for all.

Children and Young People whose first language is Welsh can have their needs met through the medium of Welsh.

Children and Young People with ALN are able as far as possible to attend a local mainstream school. If the Children and Young People 's needs cannot be met locally, then an alternative mainstream school, suitably resourced will be considered. Some Children and Young People needs may be more appropriately met in a special school environment.

Children and Young People share the same right to a broad and balanced curriculum.

Children and Young People will be encouraged to participate and express their views in planning meetings relating to their needs.

The LA will encourage a close working relationship with parents both in identifying their child's needs and involving them in decisions about their child's education.

The LA will promote early intervention and identification of need.

The LA will promote effective working relationships with other agencies.

The LA will seek to monitor effectively the schools' work on inclusion

The LA will promote the effective allocation and management of ALN resources.

The LA is committed to the continuing professional development of all it's staff

3. Provision

3.1 Definition of Additional Learning Need

There are many groups who could be identified. This policy covers Children and Young People with severe, complex and/or specific learning difficulties; Gypsies and Travellers; Asylum seekers; disabled children and young people; more able and talented; those looked after by the Authority; those with medical needs; young parents and pregnant young women: young carers; lesbian, gay, bisexual and transgender children and young people; school phobics and refusers and minority ethnic groups

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

Special educational Needs Code of Practice for Wales(2002)p.1

3.2 The LEA Team

Senior Officer
Principal Educational Psychologist
Education Social Work Team Manager
Education Officer Behaviour Support
Education Officer ALN (Secondary)
Education Officer ALN (Primary)
Education Officer ALN (Foundation)

3.3 Provision for children with ALN aims to be responsive to need and includes:

- Mainstream schools supported by various services including the Behaviour Support Service, The Educational Psychology Service, the Educational Social Work Service, the Learning Development Team, Speech and Language Therapists and the Sensory Team
- pre-school services
- assessment provision - early years - based at YsgolTir Morfa
- Early intervention KS1 Christchurch School in Rhyl
- Language resourced provision KS1 Ysgol Mair
- Language resourced provision KS1 Ysgol Melyd
- KS2 resourced Provision at Ysgol Emmanuel , Rhyl
- KS3/4 Resourced Provision at Rhyl High School
- Language resourced Provision (Welsh Medium) Twm o'r Nant

- KS3/4 Resourced Provision (behaviour) Dinas Brân
- Pupil Referral Units
- KS1/2 Behaviour Resourced Provision Stepping Stones at Esgob Morgan
- KS3 Pupil Support Group St Asaph
- KS3 Short term referrals
- KS3 Resourced Provision (school phobics) Dewi Sant Rhyl
- Project 10 /11 Gordon Avenue Rhyl

Two Special Schools

Both schools receive the same support from the Authority as that afforded to the mainstream sites.

Tir Morfa

Currently a school that support Children and Young People with moderate learning difficulties but is being developed to provide for children with severe learning difficulties and profound and multiple difficulties. The first phase of the development has been opened and plans are set for the second phase to begin.

Plas Brondyffryn

Currently a school that provides for Children and Young People with language communication difficulties on the Autistic Spectrum. It has been granted a Welsh Assembly Grant to develop as a regional Centre. The primary and secondary phases are on mainstream sites to facilitate social and educational integration.

The school has in addition 38 week residential facility and a 52 week provision will be opened by September 2007 providing accommodation for the most complex children and young people up to 19years old

- 3.4 The LEA believes in meeting the needs of its children within the local community and works very closely with Social Services and the Health Trust to that end. In some cases, however, residential provision out of county is sought for children with exceptional needs and some of these may require residential provision.**

4. Identification, Assessment and Monitoring

The LEA adheres closely to the guidelines established in the Code of Practice for Wales (2002). The focus is on early identification and intervention.

The special educational needs of the great majority of the children should be met effectively within the mainstream settings through Early Years Action and Early Years Action Plus or School Action and School Action Plus, without the local education authority needing to make a statutory assessment In a very small number of cases the LEA will need to make a statutory assessment of special educational needs and then consider whether or not to issue a statement.

The LEA has detailed criteria for determining whether to proceed with a statutory assessment. This criteria can be found in a separate document request called **Criteria For Determining whether to make a Statutory Assessment of ALN**

4.1 Procedures guiding Statutory Assessment

Schools, parents/carers or health can refer a pupil for statutory assessment. A referral panel is held fortnightly to determine whether to proceed with the assessment or provide support at School Action +.

Once statutory assessment is agreed advice is collated and a decision whether to write a statement will be made. If it is agreed a Statement will be written within eighteen weeks based on reports received by the school, the parents, the child, the Educational Psychology Service, Health and Social Services and/or any other relevant body.

Within that timeframe a proposed statement or Note in lieu will be written and sent to the parents/carers.

The parents/carers are invited to comment on the statement.

When the proposed statement is agreed a final statement is issued.

The provision in the statement is reviewed at least annually and the statement amended accordingly. The school takes responsibility for organizing the reviews

An amended statement will be produced on transfer from KS2 to 3.

When a young person reaches year 9 a transitional review is held where the emphasis is on the gradual transfer into adult services. Careers Wales have a key role in guiding the pupil through the number of options available at each annual review from this time

4.2 A statement may cease for a number of reasons

1. The child or young person's future needs can be met within the school's own resources as recent reports show the progress made by the child or the young person deems a statement unnecessary
2. The young person moves on into further or higher education
3. The young person leaves school to employment

4.3 A decision to cease a statement will only be made following close consultation with parents and other interested parties at an annual review.

4.4 Moderation Panels

The ALN Moderation Panel

This meeting is held fortnightly and it is a key meeting in which important decisions relating to equipment and general provision is made. The Panel consists of the ALN Senior Officer, the Education Officers for ALN, The Principal Psychologist, a Psychologist, Behaviour Support

Manager, Secondary SENco, Primary Headteacher and a representative from a special school. Invitations are given to Health and Social Services. Referrals to the Moderation Panel come via annual reviews, the equipment panel and other authorities.

Behaviour Moderation Panel

This meeting is held fortnightly to decide provision and support for children and young people with additional needs in terms of behaviour or emotional needs. The panel consists of the Education Officer – Behaviour, ESW Team Leader, YOT Education Liaison and Co-ordinator for Looked after Children. Invitations to attend are given to Health Social Services and mainstream schools where appropriate. Referrals are made through the schools, ESW service or Youth Offending Team.

4.5 Monitoring

Monitoring of provision and progress will be made at Annual Reviews. Monitoring of provision will be made through an audit of the school ALN budget. Monitoring of progress will also be made by the collection of data, including examination results, the scrutiny of IEPs and attendance at consultation meetings. These meetings are held twice a year in schools and attended by the SENCos, an Educational Psychologist and a representative from the LDT. Pre and post inspection evaluation will be led by the Senior Officer.

4.6 School Action

Budgets are devolved into schools via a formula linked to Reading Test Data in order for schools to meet the needs of the majority of the children from their own budgets. They may call upon the LEA services for advice. (See 5.1)

4.7 School Action Plus

In order to assist the school in supporting a pupil with ALN there are a number of services offered by the LEA which the school can request when it is felt that more resources are needed than those provided by the school to support its inclusive approach. For further information reference can be made to the **School Action + Document**.

5. The LEA Services and Training Programme

5.1 The Educational Psychology Service

Principal Educational Psychologist

Michael Duke

This service offers a range of support, advice and direct action at school action plus. This includes support for children, parents/carers and teachers utilizing a range of strategies. They are involved with the assessment of pre-school children and provide formal advice for statutory Directorate of Lifelong Learning assessments at formal assessment of the Code of Practice (2002). They, also, provide staff development. Further information can be obtained about this service in the document ***Educational Psychology Service - Guidelines for policy and Practice***.

5.2 The Learning Development Team

Team Leader

Diane Evans

This team provides specialist support in the primary sector for Children and Young People at School Action Plus or with statements of SEN. They offer advice to Parents /Carers, Class teachers and SENCos, attend Consultation meetings and contribute to appropriate Annual Reviews. They also provide comprehensive in-house training for school staff involving support in mainstream schools. Further information can be obtained from ***The LDT handbook and Service Brochure.***

5.3 The Sensory Service

Team Leader

Eirwen Vogler

This service gives outreach support and advice for Children and Young People with Sensory impairment. They are able to give advice to staff, they attend appropriate Annual Reviews and have a good knowledge of recent technological developments. Further information can be found in ***The Sensory Team Handbook.***

5.4 Behaviour Support Service

Behaviour Support Manager

Sheila Breeze

This service provides teaching support and training to schools as well as providing the resourced provision mentioned earlier. There are members of staff at each key stage who liaise with teaching staff and offer support. Further information can be found in the ***Behaviour Support Handbook.***

5.5 Speech and Language

The Flexibilities Project / SALT Pilot Project

Diane Evans

The Flexibilities project was set up when a jointly funded grant was received to develop speech and language provision in targeted areas within the authority. Children receive speech and language therapy in school and teachers and support staff are able to work closely with the Therapists to improve speech, language and communication skills. This project has been extended through the SALT Pilot Project to include a comprehensive review of all SLT services. A Communication Strategy has been developed which will lead to more effective joint working across Denbighshire.

5.6 Education Social Workers

Team Leader

Wayne Wheatley

The ESW service works to secure equal opportunity by working closely with schools and the home to ensure good attendance at school. They liaise with other agencies

5.7 Training Programme

The Educational Psychology Service, the BSS and the Education Officers provide training on the New Code of Practice, Behaviour Management and the special needs associated with certain children and young people e.g. Asperger's syndrome, dyslexia, dyspraxia and dyscalculia ***See Inclusive Learning INSET Directory.***

6. Resources

Funding for Learning Support Assistants was devolved to schools in 2004. Requests for funding for additional support in schools is brought to Moderation Panel by the Education Officers.

6.1 Specialist Equipment

Where there is a request for equipment to support a child in school joint funding is sought through the equipment panel. Equipment panel is held monthly and attended by representatives from Health, Social Services and Education. Any recommendations are taken to the Moderation Panel to be ratified.

6.2 Where it has been agreed that equipment is required the school is expected to pay the first £100 of the cost

6.3 IT software and equipment

Referral forms to request an IT Assessment are completed by staff in schools and sent to the relevant Education Officer. It is the responsibility of the schools to fill in the Referral forms to request the IT Assessment.

6.4 Teacher Resource Centres

There are Teachers Resource Centres in Ysgol Mair, Rhyl, Ysgol Bro Elwern, Gwyddelwern and Denbigh Middle Lane. These centres are used for training purposes and as 'drop in centres' for teachers and support staff. Specialist staff are available to advise on materials and approaches to be used with specific children.

6.5 LSAs

A Learning Support Assistant may be provided at School Action Plus or when a Statement of Special Education Need deems this to be necessary. The hours are negotiated depending on the needs of the individual child and the provision is monitored and reviewed at termly or Annual Review. Further information can be obtained from the ***LSA Handbook***.

7. Partnerships

7.1 Working with parents in partnership

The LEA encourages dialogue between parents, teaching staff and other agencies to ensure that the most appropriate provision is made for the children for whom it is responsible.

7.2 SNAP

The LA supports SNAP which is the Special Needs Advisory Project. This offers free impartial information and advice to parents.

7.3 Rhuddlan Children's Centre

Education and Health are jointly involved in the assessment process of pre school children.

7.4 Voluntary Services

The LA works jointly with other agencies and works with the Children and Young People's partnerships.

7.5 Flexibilities / Joint Pilot Project with SALT

The LA works closely with key staff to identify and address communication needs across the county.

7.6 Joint funding Meetings between Health Social Services and Education are held frequently to discuss funding arrangements and support for certain Children and Young People.

7.7 Llandrillo College

Representative attends the Consultative Group at the College to keep abreast of appropriate courses and offer advice.

8. Future Plans, Single Education Plan

Below are a number of priorities highlighted in the Single Education Plan

8.1 Improve and develop the ALN Services

8.2 To publish comprehensive information on ALN

8.3 Monitor delegated Budgets

8.4 Promote further of inclusion of children and young people with Additional Learning Needs.

8.5 Work together in partnership with other local agencies

8.6 To work together with neighbouring local authorities in order to improve the efficiency and effectiveness of the ALN Service.