



## **FLINTSHIRE LOCAL AUTHORITY**

# **POLICY FRAMEWORK FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS (ALN)**

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### **C GLOSSARY**

This Policy Framework follows the structure and headings laid down in the *Special Educational Needs Code of Practice for Wales* sections 1.22-1.24

## PART A

### GENERAL INFORMATION ON PRACTICE AND FUTURE DEVELOPMENTS FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS

Flintshire County Council is committed to a policy of Inclusion for everyone. This principle is firmly held by the Local Authority (LA) and its schools.

Our aim is to create inclusive cultures and communities in and around our schools. We want all children, parents and staff to feel equally valued. We wish to break down barriers to children's learning and foster their full participation in school life.

The LA has adopted the term Additional Learning Needs (ALN) to cover the groups of children and young people who may require additional support at times to enable them to achieve their potential. The list below identifies those groups who may fall into this category:

- Children of families in difficult circumstances
- Pupils with special educational needs
- Pupils with a disability
- Certain ethnic pupils including those learning English as an additional language (EAL)
- Asylum seeking refugee children
- Gypsies and Travellers
- Children of migrant workers
- More able and talented pupils
- Those who are looked after by the LA
- Pupils with medical needs
- Young parents and pregnant young women
- Young offenders
- Young carers
- Lesbian, Gay, bisexual and transgender pupils
- School refusers and school phobics
- Pupils who perform or who have employment

*Inclusion and Pupil Support*

National Assembly for Wales Circular No: 203/2016

This framework contains information relating to policies and practices which we believe will help children with ALN to learn and thrive within our educational system. Whilst the framework is for all children, a significant focus is placed on those described as having special educational needs (SEN), for whom practice is guided by the Special Educational Needs Code of Practice for Wales (2002).

## **A1 THE LA'S POLICY STATEMENT ON CHILDREN WITH ALN**

### **1. Aim**

The aim of this policy, and the practice which it informs, is to maximise the educational opportunities of all Flintshire's pupils who are identified as having ALN. This will be achieved by offering all children a relevant and worthwhile education, which is designed to enable them to be included, and participate fully, in the society to which they contribute and from which they benefit.

### **2. A continuum of provision**

Through its schools, Flintshire County Council will continue to provide a broad continuum of provision for children with ALN. This continuum will be responsive to the nature and extent of children's ALN. When making provision the LA and its schools will have regard to the *Special Educational Needs Code of Practice for Wales (2002)*, and *Inclusion and Pupil Support (National Assembly for Wales Circular No: 203/2016)*.

The greater majority of children with ALN will have their needs identified, met and monitored within mainstream schools. Therefore it is to mainstream schools that most LA advice and support will be directed. A small number of children will have individual needs which cannot reasonably be met with the funding normally available to a mainstream school. The LA will provide extra resources to assess, meet and monitor the needs of these children. This extra resourcing will comprise of a continuum of provision ranging from support to access education in mainstream classes, to accessing separate specialist schools.

### **3. Responding to change**

The LA will keep its continuum of provision under constant review in order that it may continue to:

- reflect the changing pattern and nature of children's ALN;
- respond to the preferences of children and parents; and
- aim to use resources effectively to provide the best quality education.

### **4. Working in partnership**

The LA will continue to work closely with parents, children and educational staff to improve outcomes for children with ALN. We also recognise the need to constantly review and develop our partnership working with Social Services, Flintshire's Parent Partnership Service, Betsi Cadwallader University Health Board and the voluntary sector to maximise the impact on children with ALN and their families.

## **5. POLICY STATEMENT**

### **5.1 A curriculum for all**

All children and young people should have the same curricular entitlement. The National Curriculum will be followed by all children, unless meeting their particular ALN requires its modification or disapplication.

## **5.2 Meeting the wishes of parents and children**

Where it becomes necessary to access a change in educational placement as a result of an individual child's needs, parents, and children where appropriate, will always be consulted about the new placement. The child's views will be sought by the current school and will form part of the advice submitted by schools to the LA.

Whenever possible, the LA will seek to place children in schools in accordance with their own wishes and those of their parents. All placement decisions will be subject to the following considerations, as outlined in the SEN Code of Practice for Wales:

- the school is suitable for the child's age, ability and aptitude and special educational needs;
- the child's attendance is not incompatible with the efficient education of other children in the school; and
- the placement is an efficient use of the LA's resources.

## **5.3 Parent Partnership Scheme**

The LA 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 additional learning needs.

## **5.4 Support for the Child**

Children and young people have the right of appeal as part of the statutory process. Where a request for statutory assessment is made, the child will be allocated a Case Friend who will support them through the process. This will normally be a member of staff from within the child's existing education establishment.

## **5.5 Mediation Arrangements**

The LA also subscribes to the North Wales Disagreement Resolution Service. This service is managed for the six North Wales LAs by SNAP Cymru. The main aim of the service is to seek agreement between parents and service providers where they have been unable to agree about the needs of a child and how they should be met.

## **5.6 A policy for inclusion**

Flintshire LA will actively promote the inclusion of all children with ALN and believes that where possible, a child's needs should be catered for within their local mainstream school. Where this is not a possibility, then a suitably resourced alternative mainstream school will be considered. Where children's additional learning needs cannot be met fully and appropriately within a mainstream school, alternative provision, part or full-time, will be made available for them in a specialist school.

## **5.7 Education through the medium of Welsh**

Provision is available at all phases for children who wish to access their education through the medium of Welsh. The LA is committed to supporting access to Welsh medium education for all through the availability of appropriate support services for children with ALN, parents and schools, commissioning these where necessary.

## **5.8 Equity of funding**

Pupils with the same level and kind of additional learning needs should access the same provision and resources regardless of school placement. All schools are required to use their own funding to support pupils deemed to be at School Action of the graduated response. Additional funding has been delegated to primary and secondary schools to meet the needs of the majority of pupils at School Action Plus and with a Statement of Special Educational Need.

The LA maintains a Moderation Panel which considers the need for extra provision above what is available within the school. Where requests are made, individual need will be considered against set criteria.

## **5.9 Allocation of resources**

Schools are resourced to meet the ALN of most children through their delegated budgets. Some children have ALN which a school cannot be expected to meet from its delegated budget and the LA will authorise access to 'top up' funding to finance extra provision for these children. This provision will be identified either in children's Statements of SEN or in a Service Level Agreement drawn up by the LA. Provision will be monitored through regular reviews and will be subject to change in response to the individual's needs.

## **5.10 Provision of free transport**

In some cases the LA will provide free transport for children with ALN. The criteria for free transport are laid down in the LA's transport policy. A copy of this policy is available on the Flintshire County Council website.

## **5.11 The Inclusion & Progression Service**

The LA maintains an Inclusion & Progression Service which aims to provide an efficient, effective and co-ordinated service available to all schools, children and their families. Access to these services will be prioritised according to severity or urgency of need. More details of this Service can be found on the Flintshire County Council website or Hwb.

## **5.12 Working with other agencies**

The LA, with its schools and support services, will continue to develop co-operative working arrangements with Social Services, Betsi Cadwallader University Health Board and the voluntary sector to support children and their families.

## **5.13 Training**

The LA recognises the importance of training in relation to 'building capacity' within our educational establishments. A range of training opportunities are provided for all staff

working with children with ALN and the LA works collaboratively with other agencies to ensure effective and efficient use of resources in relation to training. Further details may be obtained from FCC's Hwb site or direct from individual services.

### **5.14 Monitoring**

The LA will assist its schools to set and monitor meaningful and challenging targets for their pupils with ALN and will provide support to ensure adequate systems are in place in all schools for monitoring the progress of these pupils.

By these means the LA will monitor and evaluate the quality and effectiveness of the provision made available for children with ALN.

## **A2 PROMOTION OF HIGH STANDARDS OF EDUCATION FOR CHILDREN WITH ALN.**

With its schools the LA is committed to promoting high standards of education for pupils with ALN. It seeks to achieve this by the following means:

- The work of its Inclusion & Progression Service to provide a range of support and provision for children with ALN, their parents and schools;
- The monitoring role of the Education & Youth Overview & Scrutiny Committee;
- Support, advice and guidance to Headteachers and Governing Bodies;
- Implementing the Flintshire County Council's Equality scheme;
- Implementing the LA's Accessibility Strategy for children;
- Effective training for educational staff to assist them in meeting individual needs appropriately;
- Continuing to encourage and support the development and implementation of preventative measures in schools;
- Regular training, advice and support for ALNCOs;
- Advice and guidance on general ALN related management and policy issues from the Inclusion & Progression Service and other LA central services;
- Consultation with school staff and parents about the needs of pupils and groups of pupils;
- Allocation of resources to schools to support them to meet SEN at School Action Plus;
- Issuing of Statements of SEN, Notes in Lieu of a Statement, or Service Level Agreements which arrange appropriate provision to meet each child's needs;
- Access to specialist facilities where appropriate;
- Encouraging schools to have high expectations of their pupils with ALN; and
- Access to an advocacy service for children.

## **A3. ENCOURAGING CHILDREN WITH ALN TO PARTICIPATE FULLY IN THEIR SCHOOL AND COMMUNITY AND TO TAKE PART IN DECISIONS ABOUT THEIR EDUCATION.**

The LA strongly endorses the intention of the SEN Code of Practice for Wales and the Pupil Inclusion and Support guidance, to encourage children to be more fully involved in their school and communities and to take part in decisions being made about their education.

**It seeks to achieve this aim by:**

- Advising schools to invite children to their IEP review meetings or annual review meetings where they are able and willing to do so;
- Asking schools to consult with children about their views on their needs and wishes as part of statutory assessment and their requests for support at School Action Plus;
- Educational Psychologists seeking and recording children's views about their needs and wishes as part of their individual assessments;
- Encourage schools to consider how pupils with ALN are represented on the school council;
- Access to an advocacy scheme; and
- Working with the Youth Forum to actively incorporate Learner Voice into service development and review.

**A4 ENCOURAGE SCHOOLS TO SHARE THEIR PRACTICE IN PROVIDING FOR CHILDREN WITH ALN.**

The LA recognises the importance and positive impact of sharing effective practice between our schools. The LA wishes to support schools in sharing practice through the following:

- Identification of effective practice through visits and dissemination of this through a range of forums;
- When schools appoint key staff such as ALNCoS they are encouraged to seek experienced practitioners from other schools to act as mentors for the new post holders; and
- Establish specialist schools, PPRUs and resourced provision as centres of expertise to be accessed and utilised by mainstream staff.

**A5 WORK WITH OTHER STATUTORY AND VOLUNTARY BODIES TO PROVIDE SUPPORT FOR CHILDREN WITH ALN.**

The LA recognises the value of working in close partnership with other agencies and voluntary organisations in support of children with ALN. This recognition is enacted within a variety of different settings and means, examples are listed in the following table.

TITLE OF FORUM	MAIN FUNCTION	MEMBERSHIP
<b>Local Authority Moderation Panels</b>	To make key decisions relating to the statutory assessment process	Inclusion & Progression Service Officers, ALNCoS, Headteachers, Children's Services, Health Board
<b>Out of County Panel</b>	To agree and monitor placements in non-Flintshire maintained settings.	Children's Services, Inclusion & Progression Service Officers, Health Board
<b>Autism Steering Group</b>	To determine multi-agency provision for children with autism.	Health Board, Autism Cymru, National Autistic society, Inclusion & Progression Service staff, County Councillor
<b>Transition Group</b>	To facilitate transition from Children's to Adults' Services	Children's Services, Adult Services, Inclusion & Progression Officers, Health Board
<b>Speech, Language &amp; Communication Panel</b>	To review pupils with speech, language and communication difficulties and plan the admission of children into language resources.	Speech and Language Therapists, Inclusion Officers, Language Resource staff
<b>Education &amp; Youth/Social</b>	To encourage effective joint working practice.	<i>Managers of both Portfolios, E&amp;Y Officers and SS Officers</i>



<b>Services Strategic Group</b>		
<b>Integrated Service for Speech &amp; Language (ISSAL)</b>	To coordinate provision for children with speech, language and communication difficulties	Speech & Language therapists, Inclusion & Progression Officers (Wrexham & Flintshire)
<b>14 – 19 Network</b>	To coordinate and implement FCC's 14-19 Strategy.	FCC officers, Coleg Cambria, Local Employer Representatives, Headteachers, Careers Wales, voluntary sector
<b>Emotional Wellbeing Strategic Group</b>	To coordinate and oversee the LA's policy and practice relating to emotional health & wellbeing	CAMHS, E&Y senior managers, Public Health Wales, Coleg Cambria, Headteachers, SS senior managers

## **PART B**

### **THE LA'S GENERAL ARRANGEMENTS FOR MEETING CHILDREN'S ALN**

#### **B1. PROVISION FOR INCLUSION**

##### **B1.1 INCLUSION STRATEGY**

Flintshire Local Authority's strategy for Inclusion is set within the overall context of the Education & Youth Portfolio Education Improvement and Modernisation Strategy

- Flintshire LA will pay due regard to the United Nations Convention on the Rights of the Child, 1990, the Salamanca Statement, the SEN Code of Practice for Wales and the Welsh Government Circular 203/2016: *Inclusion and Pupil Support* and the Equality Act 2010
- Inclusion is fundamentally an issue of equal opportunities and should be incorporated into every aspect of daily life to ensure that children and young people are supported to fulfil their potential as citizens within their community;
- Everyone has a right to access suitable educational provision, services and experiences of the highest quality;
- An inclusive ethos means that everyone feels valued, safe, respected and an integral part of their local learning community;
- All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account;
- Care should be taken to consider children within the context of their home language, culture and community.
- The inclusive curriculum must be sufficiently diverse, differentiated and adequately resourced to match the individual learning needs of children and young people.
- Inclusion involves increasing and maximising participation for children in cultures, curricula and communities of local schools and the wider society
- Schools will need to ensure that their cultures, policies and practices are fully inclusive to support Flintshire children to access their local provision
- Inclusion is an ongoing process rather than a fixed state.

This strategy includes everyone within the school community, adults as well as children.

We are committed to:

- Removing barriers that exclude children and young people from any opportunity to reach their full potential in any and every setting;

- Promoting an inclusive educational system across all types and all phases of schools and other providers at all stages of education from early years to adulthood;
- A preventative approach that includes early identification of need, early intervention and support for children and young people;
- Building capacity within our schools to support the development of more inclusive practices;
- Supporting effective leadership that generates clear direction and supports the implementation of change;
- Adopting protocols and practices which help us make effective use of outside agencies to help develop and sustain inclusive practice;
- Having the interests of the child and family firmly rooted at the core of our work;
- Making strategic decisions regarding the deployment of funding and resources based on well informed principles relating to local, regional & national developments and priorities;
- Creating highly specialised teams that work effectively and collaboratively to ensure the raising of standards for all children & young people;
- Listening to, and acting upon feedback from a range of service users including children and young people;
- A culture of high expectations of ourselves, our schools and children we support.

## **B1.2 DETAILS OF THE RANGE OF SPECIALIST PROVISION AVAILABLE**

Flintshire LA recognises the importance of access to a continuum of provision for pupils with ALN. The great majority of this provision is made in ordinary classrooms in children's local mainstream schools at School Action and School Action Plus.

Typically this provision consists of:

- Adaptation of the curriculum through differentiation, modification or disapplication
- Adaptation of the learning environment
- Access to special equipment or materials
- Access to additional adult support

Some children require provision which is more specialist in nature. The following section lists the extra provision which is available in Flintshire:

### **RESOURCED SCHOOLS**

The following schools have Resourced facilities. Given the highly specialist nature of these facilities, children and young people will normally have a Statement of SEN to be admitted to these.

<b>SCHOOL</b>	<b>FORM OF NEED</b>	<b>Key Stage</b>
Ysgol Maes Y Felin	Social Communication Difficulties	KS2
Ysgol Ty Ffynnon	Moderate Learning Difficulties	FP/KS2
Ysgol Bryn Coch	Moderate Learning Difficulties	KS2
Ysgol Mynydd Isa	Specific Language Impairment	FP/ KS2
Ysgol Glanrafon	Range of SEN through the medium of Welsh	FP/KS2
Ysgol Maes Glas	Behaviour, emotional and/or social difficulties	KS2
Alun School	Hearing Impairment	KS3/4/5
Argoed High School	Specific Language Impairment Social Communication Difficulties	KS3/4 KS3/4
Elfed High School	Social & Emotional Difficulties	KS3/4
Hawarden HS	Specific Learning Difficulties	KS3/4/5

All high schools are in receipt of delegated funding to support the education of pupils with a range of difficulties, including moderate learning difficulties.

### **PORTFOLIO PUPIL REFERRAL UNIT**

The Portfolio Pupil Referral Unit consists of a range of facilities for children with behavioural, emotional and social needs.

<b>Facility</b>	<b>Location</b>	<b>Needs Met</b>	<b>Key Stage</b>
Canolfan Enfys	Mold	Assessment facility for pupils whose primary need is unclear	FP
Troi Rownd	Queensferry	Significant behavioural, emotional and social difficulties	FP/KS22
Bryn Tirion	Shotton	Severe and complex behavioural, emotional and social difficulties	KS3/4
The Learning Centre	Shotton	Young people with mental health and anxiety related difficulties	KS3/4

### **SPECIALIST SCHOOLS**

Flintshire LA's specialist schools have been built and resourced to cater for pupils with significant and complex difficulties relating to cognition and learning. Pupils allocated places may also have associated difficulties, e.g. ASD, BESD. It is anticipated that pupils with moderate learning difficulties will access provision either within their local mainstream primary school, specialist primary resources or within their local high schools, and that a place within the specialist schools will be only be allocated in exceptional circumstances.

<b>SCHOOL</b>	<b>Location</b>	<b>Key Stage</b>
Ysgol Pen Coch	Shared site with Ysgol Gwynedd, Flint	Foundation Phase / KS2
Ysgol Maes Hyfryd	Shared site with Flint High School, Flint Satellite centre, Elfed High School, Buckley	KS3/4/5 KS3/4/5

All placements in Flintshire specialist provision are determined by the Local Authority Moderation Panel.

### **B1.3 FLINTSHIRE LA INCLUSION & PROGRESSION SERVICE**

The Inclusion & Progression Service aims to assist parents, schools and other providers to meet the educational needs of children with ALN. It does so within the broader context of the LA's School Improvement Service by seeking to maximise the progress made at school by children with ALN.

The Inclusion & Progression Service provides advice, guidance and support in relation to a wide range of ALN.

## **B2 PROVISION FOR CHILDREN IN EARLY YEARS SETTINGS**

Children in early years settings such as maintained and non-maintained nursery classes and play groups are also covered by the SEN Code of Practice for Wales. As such they are entitled to have any SEN identified and met. In line with the Graduated Response, an Individual Education Plan will be drawn up for children identified as having SEN and will indicate the provision to be implemented to support the child at either Early Years Action or Early Years Action Plus.

The Early Years Entitlement Team plays a role in advising early years settings on their responsibilities and duties under the SEN Code of Practice. This team employs a teacher with knowledge of the Code of Practice who assists staff in these settings to identify and meet ALN. An Educational Psychologist also has specific responsibility for this area of work in addition to other roles.

Where a child has severe and complex needs a statutory assessment may be requested of the LA. The LA will moderate the need for such an assessment according to its criteria, which contain a specific section for early years children. If the child and his or her circumstances meet these criteria, a statutory assessment will be conducted in accordance with the SEN Code of Practice for Wales.

## **B3 IDENTIFYING CHILDREN WITH ALN**

Every school is required to have a policy outlining its response to the SEN Code of Practice for Wales. Within this policy, the arrangements for identifying children with ALN will be described and will usually involve a selection of the following:

- Observation by the class, subject or pastoral teacher;
- Parental observations;
- Criterion referenced assessment;
- Baseline assessment; and
- Standardised tests.

Children whose level of ALN appears to require extra resourcing from the LA may have requests for statutory assessment from three sources:

- Schools;
- Parents; and
- Other agencies.

In line with the SEN Code of Practice, The LA has written criteria against which it makes decisions about children's needs for assessment and extra provision. Such requests are required to be supported with evidence that:

- The school has appropriately identified and provided for each child's SEN at School Action and School Action Plus;
- That the child has not made adequate progress with the level of support provided; and
- That the child's difficulties remain at a severe level.

## **B4 MONITORING THE ADMISSION OF CHILDREN WITH ALN**

### **LA Admissions Policy**

The LA maintains an admission policy for all its schools. This makes reference to the admission procedures for all pupils including those with ALN. A copy of the policy is provided to all Flintshire parents at the relevant times within their child's educational career and is also available on Flintshire County Council's website.

### **The range of Additional Needs Provision in Flintshire**

The range of provision for pupils with additional learning needs is kept under continual review. Admissions of children with statements of SEN are monitored via the following:

- Statutory Assessment Moderation Panels monitor the admission of individual pupils with statements to mainstream and specialist provision;
- Annual reviews of statements monitor the continuing relevance of the child's placement; and
- Individual schools monitor children's placements via School Action or School Action Plus reviews.

## **B5 ORGANISING STATUTORY ASSESSMENT**

The Additional Learning Needs Service coordinates the process of statutory assessment as laid down in the SEN Code of Practice for Wales (2002) and its accompanying Regulations.

### **Requests for statutory assessment**

Where a child or young person is perceived to have significant and long term SEN, a request may be made to the LA for statutory assessment. This request can be made by parents, schools or other agencies and has to be considered by the LA. In line with the SEN Code of Practice for Wales (2002), Flintshire LA has established a moderation panel to consider all such requests and has criteria against which these are measured.

Requests for assessment are considered by the Moderation Panel which consists of a range of professionals, including Inclusion Officers, Headteachers and ALNCos. A guidance document exists to inform panel members. It describes the criteria against which requests are considered. A Named Officer is identified for each referral. If a request is not accepted an explanatory letter is sent to parents and the child, who both have a right of

appeal against this decision. If it is accepted the assessment is initiated immediately with requests sent to relevant agencies seeking advice on the child.

## The assessment process

When all the advice is received it is copied to members of the Moderation Panel prior to the meeting. At the meeting each panel member expresses their view on the child's need for a Statement of SEN and, if a Statement is needed, what it should contain. If it is decided not to issue a Statement, an explanatory letter is sent to both the parents and child, who have a right of appeal against this decision. If a Statement is necessary, the LA aims to issue one within eighteen weeks of the assessment commencing. Parents and the child are then able to negotiate the detail of the Statement with the Named Officer. Ultimately a final Statement will be issued on each child, identifying the child's individual needs, the provision to meet them and the placement where the provision will be made.

### B5.1 THE MODERATION PROCESS

'Moderation' is the word used, within the Local Authority, for the meeting together of a group of professionals who help the LA to make consistent decisions about:

- whether a child should have a statutory assessment;
- whether a child should have a statement; and
- what provision should be offered to meet the child's needs.

In Flintshire, we refer to this meeting as the 'Moderation Panel'.

### Why does the LA have Moderation Panel meetings?

This is what the Special Educational Needs Code of Practice for Wales, 2002 say about Moderation Panels:

**3:74** *In the interest of establishing agreed local interpretation LAs may operate moderating groups to support the LA in making consistent decisions. Such groups can include head teachers, SENCOs, governors, educational psychologists and colleagues from health and social services. LAs may use similar groups of professionals to consider the evidence for all referrals for statutory assessment, so that the LA have the advice and support of a multi-professional team in making decisions as to whether to carry out assessments.... They can help to support consistent and transparent decision-making by schools and LAs*

**8:9** *It is helpful for LAs to set up moderation groups to support transparency in decision-making. Such groups can ensure consistent decisions are made about whether to make statements. Through sampling and retrospective comparison, moderating groups can also help LA practice become more robust and clearly understood by schools, early education settings and parents.*

Flintshire therefore meets these requirements of the Code of Practice through its Moderation Panel.

## 2. Who is on the Moderation Panel?

The Moderation Panel consists of a number of the following professionals. Some are chosen because they have expert knowledge of children with additional needs. Others are chosen because they are responsible for the allocation of the LA's limited resources.

The panel may discuss the needs of several children at each moderation meeting. They look at the evidence provided by parents and schools and work together to decide if further investigation should go ahead.

People who regularly sit on the panel include:

- ALN Learning Advisors
- a representative from a school
- one or more LA Inclusion & Progression Service officers
- an educational psychologist

The decisions made by the panel are always reported to the parents and child who may then discuss the decisions between themselves, or with the designated support services, e.g. Case Friend, Parent Partnership.

## 3. How often does it meet?

The Moderation Panel in Flintshire meets on a Thursday morning every fortnight through the school terms.

## 4. What do they talk about?

The panel will talk about the rate of children's progress at school. They will discuss the help that the school has put in at School Action and the additional support that the school and outside specialists have given at School Action Plus.

Before a statutory assessment can take place, the school is expected to show that it has already done as much as it can to support the child. For example, it must have asked for and acted on the advice of outside specialists. Suggested programmes or changes must have been put into practice for long enough to show whether or not they are effective.

The panel uses guidance from the Code of Practice to check the evidence namely:

**7:13** *When making a request for a statutory assessment, the school or setting should state clearly the reasons for the request and submit the following evidence:*

- *the views of parents recorded at Early Years Action and Early Years Action Plus or School Action and 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*
- *copies of advice, where provided, from health and social services*
- *evidence of involvement and views 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 professional with relevant specialist knowledge.*

The Moderation Panel also uses the Flintshire document 'Criteria for Statutory Assessments' which explains the requirements of the Code of Practice in greater detail.

If the panel makes the decision not to assess the child it may be because:

- they think that the school can do more to support the child
- the LA can provide additional support without a statement
- the child is making sufficient progress without the need for this assessment

Parents and children have the right to appeal to the *Special Educational Needs and Disability Tribunal for Wales* against this decision (Tel. 0300 025 9800).

If the panel decides that:

- the school has done all it can and
- the child is still not making satisfactory progress,

then, with parents' permission, the statutory assessment procedure will begin.

## **5. Outcome of Statutory Assessment**

Following the assessment, the Moderation Panel will meet again to discuss the findings and decide on the support children should have. It may decide that a child does not need a Statement of Special Educational Needs and, instead, will write a Note in Lieu of a Statement.

A Note in Lieu, unlike a Statement of Special Educational Needs, is not a legal document.

- It describes, in detail, what the LA has learned about a child.
- It makes recommendations for the school to meet the needs of the child.
- It may set out arrangements for a review.

If parents or the child disagree with this decision they can appeal to the *Special Educational Needs and Disability Tribunal for Wales*. (Tel. 0300 025 9800).

If the Moderation Panel decides that a child needs a Statement of Special Educational Needs, it will discuss the specific provision that the panel think will meet the child's needs. Parents and the child will be informed about the provision in a *Proposed Statement*. If they agree with its contents then the provision for the child will be put into place and a *Final Statement* will be issued.

Part of the provision to be determined will include the school placement. Flintshire LA's priority is to enable pupils to remain close to their home area and this is taken into consideration when determining an appropriate placement. Where a request for a non-Flintshire placement is made, either by the parent or the professionals, the Named Officer will make representation in the form of an options appraisal to a joint commissioning panel comprising of representation from Education, Health and Social Services. The panel will consider the case and make a decision regarding the need for an external placement. Parents will be advised of the decision and the reason behind it.

If they do not agree with the proposed statement, they can ask for changes to be made. The Named Officer will discuss their request, taking into account both the child's best interests and the LA's duty to make best use of its resources.

Parents and children can appeal about any decisions that are made. When parents and the child agree with the contents of the proposed statement the LA issues them with a *Final Statement*.

## **B6 PROVIDING SUPPORT TO SCHOOLS ON MAKING PROVISION FOR CHILDREN WITH ALN**

### **Mainstream schools**

Mainstream schools have several funding streams:

- A notional amount of funding is assumed to be used by schools for ALN provision from within the funding driven down by the age weighted pupil unit. The LA recommends that a minimum of 5% of the whole school's budget is used to meet additional learning needs.
- Funding to support ALN sits within the overall delegated schools' budget. A proportion of this is allocated to individual schools via formula. Additional funding can be accessed from the designated Additional Resources budget in the form of a 'top up' allocation. This is a banding system where the allocation is based on severity of need. There are 3 funding bands namely:
  - Band A – the child demonstrates some need for individualised programmes in learning, language and social skills, along with modification or adaptation of some areas of the curriculum. There is a need for additional development programmes to address personal difficulties including behaviour, speech & language and social communication.
  - Band B – the child demonstrates a high level of need for individual programmes across most areas of the curriculum. Additional support, frequently 1:1, is necessary to acquire basic learning skills and social competencies. There is a demonstrable need for very close and constant individual support for both academic and care needs.
  - Band C – This will be accessed in exceptional circumstances. The child will demonstrate a long term significant/severe health need resulting in a requirement for intensive adult supervision for medical, self-care, physical and mobility needs to support access to education.

Band allocation is determined via the Moderation Panel and is supported through information received from parents, schools and other specialist services. This will be an individualised programme comprising of specific teacher intervention, targeted group work, periods of 1:1, input from a range of staff/specialists, access to specialist off-site provision etc.

- The LA maintains a system of ALN Resourced Schools. Funding for these facilities is driven down according to a Service Level Agreement agreed with each school's governing body.

### **Special Schools**

Special schools are funded according to an annual audit which places children in funding bands which vary according to the severity and complexity of children's needs.

## **B7 GENERAL AUDITING, PLANNING, MONITORING AND REVIEWING PROVISION FOR CHILDREN WITH ALN**

The LA will work with schools to monitor the effectiveness of the funding allocated to ALN on actually meeting those needs. This will be achieved by the following means:

- Completion of PLASC, an annual census where schools identify the range and severity of individual pupil needs;
- The identification and sharing of effective practice with all schools;
- Annual focused visits to the specialist schools;
- Guidance to schools on the kinds of targets which can be set; and
- Monitoring through a range of multi-agency meetings including interim and annual reviews of Statements of SEN.

## **B8 PLANNING, MONITORING AND REVIEWING PROVISION FOR INDIVIDUAL CHILDREN**

### **Children at School Action/School Action Plus**

The *Special Educational Needs Code of Practice for Wales (2002)*, provides guidance outlining the responsibilities of schools, the Local Authority and other partners in relation to children with SEN. The starting point is an identification of an individual's needs followed by the development of programme of intervention from the school which is targeted to support progress in the identified areas. Parents and carers have key roles to play in supporting their child with a partnership approach being integral to progress being achieved.

Children and young people who require additional support at this level are described as being at *School Action (SA)*. In some cases, an individual may have more complex needs where advice, guidance and support from other professionals, external to the school, is required. These children are described as being *School Action Plus (SAP)*. At SA and SAP, an Individual Education Plan should be written outlining the individual targets and the provision to be made in relation to these. Children and parents should be involved in generating and reviewing the IEP.

### **Children with statements**

An Annual Review is conducted on each child with a Statement of SEN. This review will focus on the progress made by the child. The LA, either through its ALN service, Educational Psychology Service or other specialist services is represented at the majority of annual reviews. The LA specifically asks schools to invite officers to transitional reviews or to those where a child's progress or placement is causing concern. All annual review reports are scrutinised by the Named Officer. Where the report highlights any causes for concern the officer will bring it before the Moderation Panel for further scrutiny.

The LA has revised its standard annual review format. The new format requires schools to provide the review team and the LA with reliable, objective measures of progress.

## **B9 SUPPORTING CHILDREN WITH ALN THROUGH SCHOOL ACTION AND SCHOOL ACTION PLUS**

Within their ALN/Inclusion Policy, schools will describe the kind of provision made available at School Action and School Action Plus. Guidance is issued by the LA to support schools with this.

## **B10 SECURING TRAINING, ADVICE AND SUPPORT FOR STAFF WORKING WITH CHILDREN WITH ALN**

### **School based Inset**

Schools have funding delegated to them to fund training for staff to meet the needs of children with ALN. School Inset Coordinators prioritise the school's own training needs and will invite speakers or arrange for staff to attend appropriate courses.

### **LA led Inset**

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

- Courses offered through the regular Inset programme;
- Training related to SEN Code of Practice for Wales (2002);
- Training relating to the Equality Act;
- Single events on specific topics such as Autism
- Advice and guidance on individuals or groups offered by the central support services;
- E-mail support;
- ALNCo Forums; and
- Shared good practice.

## **B11 LA AND SCHOOL BUDGET ALLOCATIONS FOR CHILDREN WITH ALN**

### **Funding/Resource streams for pupils with ALN**

In mainstream schools there are four main sources of funding for pupils with ALN. These are:

- A notional amount of the whole school's budget apart from that specifically allocated for children with ALN (recommended 5% of total budget);
- General funding delegated to the school for children with ALN;
- Funding delegated for Resource classes; and
- Delegated funding or resources allocated to specific pupils.

### **Funding of Special Schools**

A formula is used to calculate the funding for special schools. Pupil funding is allocated against five categories of need with each category drawing down funding proportionate to individual need.

## **Funding which the LA holds to meet ALN**

The LA holds back funding for pupils with ALN in the following areas:

- Educational Psychology Service;
- Social Inclusion and Wellbeing services;
- Learning Inclusion Services;
- Administration of statutory assessment;
- Senior Manager - Inclusion & Progression;
- Unpredictable pupil specific costs;
- Pupil Referral Unit facilities; and
- Non-maintained LA specialist provision.

## **The provision for pupils with ALN which schools can expect from LA retained funding**

- Statutory assessment of children whose referrals meet the county criteria;
- Issuing of Statements of SEN or Notes in Lieu of a Statement following statutory assessment;
- Advice, consultation and guidance on children with ALN, according to the nature and severity of their needs;
- Where appropriate and essential, individual assessment of children with ALN, according to the nature and severity of their needs;
- Where appropriate individual or group work with children with ALN, according to the nature and severity of their needs;
- Direct specialist teaching where children meet criteria for this support via a statement or through School Action Plus;
- Purchase of very expensive items of equipment for individual children which a school could not reasonably be expected to provide from within its own resources. This is usually based on the recommendations of physiotherapists or occupational therapists;
- Placement in specialist LA managed facilities for children with social, emotional and behavioural difficulties; and
- Placement in specialist non-maintained facilities and schools for children whose exceptional needs cannot be met within our own schools and facilities.

## **B12 MONITORING AND REVIEW OF CENTRAL ALN SUPPORT SERVICES**

Central services for children with ALN belong to a single Inclusion & Progression Service. The Senior Manager – Inclusion & Progression leads the service and forms part of the LA's Education & Youth Senior Management Team, reporting to the Chief Officer – Education & Youth.

Review of service impact is an integral role for all Inclusion & Progression managers. Pupil outcomes are monitored and reviewed, and considered in relation to service budget to ensure efficient use of the LA funding. Services are expected to consult routinely with their users and this information is used to develop and enhance the services.

The Portfolio Pupil Referral Unit (PPRU) has a Management Committee. It also has a similar role to that of a school governing body for all the individual facilities which make up the PPRU. Regular meetings are held and the impact / outcomes are considered along with service development.

The Inclusion & Progression Service is also subject to review through local and national performance indicators. This forms part of Flintshire County Council's monitoring and progress is reported quarterly and subject to scrutiny by Council members

External monitoring is provided through Estyn as part of the inspection process for LAs.

### **B13 MONITORING AND REVIEW OF PARENT PARTNERSHIP SERVICE**

The LA has agreed 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 the Chief Officer – Education & Youth. This report details the number and nature and outcome of the referrals received by the Service in the preceding year; and
- attendance by Parent Partnership staff at Education & Youth Portfolio Workshops.

### **B14 TAKING ACCOUNT OF CURRENT AND PREDICTED PUPIL NUMBERS**

The LA holds information on all children with statements on a central database - ONE. This information can be used to predict future trends of children relating to kind and severity and need. The Inclusion & Progression Service works in the following way to improve practice in this area:

- close working with colleagues in the Health Board to gain information on very young disabled children at an earlier age so that provision and placement can be planned at a much earlier opportunity; and
- analysing baseline assessment data to project future trends.

The Inclusion & Progression Service is represented on the LA's Schools' Admission Forum which oversees the provision of school places across Flintshire.

### **B15 MONITORING THE KINDS OF NEEDS IDENTIFIED AND WHERE CHILDREN ARE PLACED**

The LA has established a set of Performance Indicators (PIs) for its schools and the Education & Youth Portfolio. These PIs will be used to measure the effectiveness of schools in meeting ALN and of the Service in assisting schools to do so and are documented within the Council and Portfolio Improvement Plans. They are revised as part of the improvement cycle.

All children with SEN are subject to a reviewing process, e.g. IEP reviews, Annual Statement reviews, Pastoral Support Plan review etc., irrespective of whether they attend local mainstream or specialist independent provision. The LA has an overview of progress

on individual or group perspective through the roles of key officers or through joint services such as the School Improvement service GwE.

The range of provision required to meet the presenting need is reviewed, with information being drawn from the Moderation Panels and Out of County Placement Panel. This is used to reconfigure or commission provision as required.

### **The impact of schools / Inclusion & Progression Service**

Local, regional and national performance indicators are used at each educational phase to measure progress of all Flintshire learners and to evaluate the impact of specific support services.

**PART C****GLOSSARY**

ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Coordinator – every early years setting and school should have one of these. See Code of Practice 4:15 – 4:16 in relation to early years’ settings; 5:30 – 5:32 in relation to primary school; and 6:32 – 6:35 in relation to secondary school. (This term replaces that of SENCo)
BESD	Behaviour, emotional and social difficulties
Delegated	Funds that are ‘delegated’ are provided to the school for a particular purpose. The amount for each school is calculated using a formula.
Early Years Action	The first part of the graduated response in an early years setting (see Code of Practice 4:9 – 4:14)
Early Years Action Plus	The second part of the graduated response in early years settings. Workers in those settings seek help or advice from other agencies, such as the Educational Psychology Service or the Speech and Language Therapy Service.
Educational Psychology Service	Educational Psychologists promote child development, behaviour and learning. They work with children and young people, parents and carers, teachers and people who work with other agencies.
IEP	‘Individual Education Plan’ – this is a written plan with several targets. Parents and the pupil should be involved in creating and reviewing the plan.
LA	Local Authority
Betsi Cadwallader University Health Board	That part of the National Health Service which provides local health services.
MLD	Moderate learning difficulties
NNEB	This is an abbreviation for the qualification ‘Nursery Nurse Examination Board’ that is usually used as an abbreviation for ‘Nursery Nurse’.
Note in Lieu of a statement	Sometimes when the LA has completed a statutory assessment it will not issue a statement. Instead it will issue this note in lieu of a statement which lists the needs which schools not the LA should meet.
Notional amount	An amount that is intended for a particular purpose.



Parent	An person who is deemed to have parental responsibility for a child or young person
PMLD	Profound and multiple learning difficulties
Resourced class	A class in a mainstream school that receives extra funding to equip it for the pupils who will go there.
School Action	The first part of a school's graduated response to a pupil's additional needs. See the Code of Practice 5:43 – 5:52 in relation to primary school and 6:50 – 6:56 in relation to secondary school.
School Action Plus	The second part of a school's graduated response to a pupil's additional needs. See the Code of Practice 5:54 – 5:61 in relation to primary school and 6:62 – 6:69 in relation to secondary school.
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator – every early years setting and school should have one of these. See Code of Practice 4:15 – 4:16 in relation to early years settings; 5:30 – 5:32 in relation to primary school; and 6:32 – 6:35 in relation to secondary school.
SLD	Severe learning difficulties