

Supplementary guidance:

pupils who require extra
support, including those with
special educational needs (SEN)

Autumn 2019

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others
- ▲ makes public good practice based on inspection evidence

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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What is the purpose?

To provide further guidance to inspectors, to use alongside the sector guidance, when evaluating the outcomes and provision for pupils **who require extra support, including those with special educational needs (SEN)**.

For whom is it intended?

For inspectors of all maintained and independent primary and secondary schools, special schools, and pupil referral units.

From when should the guidance be used? September 2019

Contents	Page
Supplementary guidance	1
Introduction	2
Estyn Inspection Framework	5
Inspection area 1: Standards	5
Inspection area 2: Wellbeing and attitudes to learning	9
Inspection area 3: Teaching and learning experiences	10
Inspection area 4: Care, support and guidance	13
Inspection area 5: Leadership and Management	16
Appendix 1: Overview of changes to SEN legislation	19
Appendix 2: Stages of the Code of Practice	21
Appendix 3: Types of individual plan	22
Appendix 4: Specialist provision in mainstream schools	23
Appendix 5: Additional questions to ask when inspecting provision for pupils with challenging behaviour	25

Supplementary guidance

The key Estyn documents that guide inspection activity are the inspection guidance handbooks for each sector. However, we also produce supplementary guidance to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that Estyn inspects, unless they state that they are for a specific sector. They expand on certain aspects of education/training (e.g. the inspection of literacy) or on ways of conducting inspections (e.g. the use of learning walks) or specific inspection arrangements (e.g. guidance on inspecting church schools).

The supplementary guidance documents do not aim to be comprehensive. Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection. However, inspectors may find them useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

The supplementary guidance documents may help schools gain an understanding of Estyn's inspection arrangements. They may also be helpful to schools in evaluating specific aspects of their own provision.

Our inspection work is based on the following principles:

- Inspectors will approach inspection with a positive mindset to ensure it is the best possible professional learning experience for the staff in each school
- Inspectors will take a pupil-focused approach to inspection
- Inspectors will always focus strongly on the quality of teaching and learning
- Inspectors will seek out well-considered innovative practice
- Inspectors will tailor the inspection activities according to the circumstances in each school as far as possible
- Inspectors will be agile and responsive to emerging findings and will use the increased range of inspection tools and approaches available
- Inspectors will consider everything in the inspection framework, but will only report on the key strengths and weaknesses within each school

Introduction

This guidance replaces Estyn's previous guidance on additional learning needs (ALN). It supports inspectors in evaluating the outcomes and provision for pupils **who require extra support, including those with SEN**. It includes helpful information to support the inspection of outcomes and provision for pupils with SEN.

Inspectors should use this guidance alongside their own sector guidance. They may also find it helpful to refer to Estyn's supplementary guidance on related issues that influence outcomes and provision for these pupils, for example, on reducing the impact of poverty on educational attainment and wellbeing.

Pupils who require extra support

[Circular 203/2016 'Inclusion and Pupil Support Guidance'](#) sets out clearly the different groups of pupils who may require extra support as they move through school. One of these groups is pupils with SEN. Other groups include:

- Children from families in difficult circumstances
- Pupils with SEN
- Disabled pupils
- Pupils from minority ethnic groups
- Asylum seeking and refugee children
- Gypsy, Roma and Traveller children
- Children of migrant workers
- More able and talented (MAT) pupils
- Children and young people looked after by the local authority
- Pupils with healthcare needs
- Pupils who are pregnant or are young parents
- Children and young people who offend
- Young carers
- Lesbian, gay, bisexual and transgender pupils
- School refusers and school phobics
- Pupils who perform or who have employment

Not all pupils within these groups will require extra support. However, schools should be aware that they may experience difficulties at some time in their life.

Special Educational Needs

The Education Act 1996 (Section 312) defines special education needs and special educational provision as follows:

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:

- have a significantly greater difficulty in learning than the majority of children of the same age; or

Supplementary guidance: pupils who require extra support, including those with special educational needs (SEN)

- 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
- 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

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
- for children under two, educational provision of any kind

In schools, pupils with SEN will be placed on the SEN register under one of the following stages of the Code of Practice:

- Early Years Action/School Action
- Early Years Action Plus/School Action Plus
- Statement or Note in Lieu

This is referred to as the graduated response.

Helpful information

Graduated response, as described by the revised SEN Code of Practice 2004

In order to help children who have special educational needs, schools should adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However the school should, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources.

More information on the different stages of the graduated response can be found in appendix 2.

Helpful information

The policies that LAs have developed to decide which pupils should have a statement of SEN, and whether a statement is required for a pupil to access specialist resources or provision vary considerably from authority to authority. As a result, a higher number of statements in one school or LA does not necessarily mean a larger number of pupils with significant needs.

Supplementary guidance: pupils who require extra support, including those with special educational needs (SEN)

ALN Reform

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales in December 2017. The legislation received Royal Assent in January 2018 and became the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act': National Assembly for Wales, 2018). The Act makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN).

Under the Act, the term special educational need (SEN) will be replaced with the term additional learning need (ALN). The term 'special educational provision' will be replaced with 'additional learning provision'.

It is expected that the changes to ALN legislation will be implemented over a three-year period, which is expected to run from September 2020 to August 2023. The implementation period will run alongside delivery of the wider ALN transformation programme. During the implementation period existing SEN legislation continues to apply and will continue to do so until the implementation period is concluded. Further information on the key changes introduced by the Act can be found in Appendix 1. Estyn will update this guidance annually to reflect the changes during this period.

Over recent years, there has been a lack of consistency amongst schools and local authorities (LAs) around the use of the terms 'SEN' and 'ALN.' This is due largely to the different ways in which schools and LAs have responded to the changes that are due to take place as a result of the ALN Act. However, it should be noted that the current legal framework only makes statutory provision for pupils with SEN.

During the implementation period, it is likely that there will continue to be an inconsistency in the terminology used by different schools. Inspectors should not focus on the terminology used. Instead, they should evaluate how well the school plans, monitors and reviews provision for all pupils who require extra support.

Iaith Pawb, the Welsh Assembly Government's action plan for a bilingual Wales, acknowledges the right of pupils with SEN to receive provision in the language of their choice as set out in the revised special educational needs Code of Practice for Wales (2004).

All independent schools in Wales are required to comply with the Independent School Standards (Wales) Regulations 2003. These regulations require a school to make appropriate provision for all pupils, including those with SEN. The school is not required to adhere to the SEN Code of Practice or make Welsh language provision although these might be regarded as good practice.

Estyn Inspection Framework

Inspectors should ensure that an evaluation of the five inspection areas includes the achievements, attitudes and wellbeing of all pupils.

Inspection area 1: Standards

1.1: Standards and progress overall

Judgements on the standards of pupils **who require extra support, including those with SEN** will be influenced by the information available on pupils' individual needs and abilities. Judgements will take account the attainments and achievements of pupils, in relation to agreed individual learning goals.

Inspectors should consider the following questions in relation to pupils **who require extra support, including those with SEN**:

- Are they making good progress in their learning from their individual starting points?
- Are pupils aware of the progress they are making and do they actively participate in setting targets for improvement?
- Do they achieve what is expected of them from baseline and prior attainment data?
- Do they achieve the expected targets contained in their individual plans? (see Appendix 3)
- Are targets for development relevant and sufficiently challenging?
- Do their specific difficulties, such as poor concentration or weak communication skills, hinder their progress and access to the whole curriculum?
- How do their communication skills impact on their interaction with staff and peers?
- Where appropriate, do pupils progress onto meaningful courses, training or employment?

Helpful information

When inspecting schools, inspectors should be wary of comparing the performance of pupils with SEN with that of their peers who do not have SEN. It is likely that many of them will not achieve as well as their peers in relation to skills or areas of the curriculum. However, they may have made strong progress over time in relation to their starting points. Where pupils with SEN make strong progress, this should be recognised in the report.

Examples of this could be where:

- a pupil with communication difficulties gains the confidence to communicate with their peers and take part in a school assembly
- a pupil with poor co-ordination skills learns to put on their coat at playtime
- a pupil with behavioural, social and emotional difficulties gains the necessary qualifications to move on to a college placement or employment
- a pupil with ASD successfully completes a work experience placement

1.2: Standards and progress of specific groups

- Do all groups of pupils make progress that is at least in line with their starting point and agreed learning targets?
- If different groups of pupils are making particularly good or poor progress, why is this?

Helpful information

PLASC categories

PLASC refers to the following categories of SEN:

- General learning difficulties
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Autistic spectrum disorders (ASD)
- Physical and medical difficulties
- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Speech, language and communication difficulties
- Behavioural, emotional and social difficulties (BESD)
- Specific learning difficulties (SpLD)

It is not always appropriate to evaluate standards and progress of different groups, especially where there are small numbers of pupils within a particular group. It is important to recognise that these pupils may be making strong progress in relation to their starting point and their individual needs.

However, where a particular group of pupils is making better or worse progress than the overall cohort or other groups of pupils with SEN, inspectors may consider it helpful to include a reference to this in the report.

1.3: Standards and progress in skills

Relative to their baseline and agreed learning targets do pupils:

- use non-verbal communication effectively to express their needs?
- develop confidence and make sufficient progress in speaking, listening, reading and writing?
- use communication aids effectively to express their needs and opinions and to interact with others?
- make sufficient progress in developing and appropriately applying their numeracy

Supplementary guidance: pupils who require extra support, including those with special educational needs (SEN)

skills?

- use a variety of ICT appropriately?
- develop their physical/fine motor/gross motor skills suitably?
- develop appropriate independence and decision making skills including self-care, personal hygiene, managing money?
- make appropriate progress in the Welsh language and demonstrate an appreciation and understanding of Welsh culture?
- apply successfully the knowledge and skills they develop in support sessions to the whole-class situation and wider school life

Helpful information

Progress in skills

When inspecting progress in skills, it is important to focus on the skills that pupils need to help them in their daily lives and to prepare them for the future. This could include, for example, taking off and putting on their shoes, using the toilet independently, learning to read a bus timetable, managing their money, paying bills, asking for help when out in the community, recognising signs and symbols. When evaluating the progress of more able pupils with SEN, inspectors should focus on the progress they have made in relation to their individual starting points as well as how this relates to the progress of pupils of similar cognitive ability with no SEN.

Progress in relation to starting points

There are different ways in which schools measure a pupil's starting point. This may include:

- Observation by the class teacher and other relevant staff
- Formal assessment of a pupil's personal and social, literacy and numeracy skills
- Information from a pupil's statement of SEN
- Information from specialist reports, for example those of an educational psychologist, speech and language therapist, occupational therapist
- Information from a previous school

There is no agreed expectation as to how much progress a pupil should make in relation to their starting point, as this will vary according to the ability and needs of every individual pupil. Similarly, many pupils with SEN do not make consistent ('linear') progress in their skills development. Pupils with ASD often have a 'spiky profile' with different levels of skill within an overall area, for example, exhibiting strengths in word recognition and spelling yet struggling with their comprehension.

Schools will use a range of approaches to evaluate the progress made by pupils with SEN. Inspectors should check carefully that these approaches are robust and that the information they provide is accurate and reliable.

Helpful information

Alternative and augmentative communication

The term AAC refers to the different methods that can be used by people with significant communication issues to support or replace spoken communication. Special schools generally make extensive use of AAC. However, pupils with complex communication needs who attend mainstream provision may also need to use AAC methods.

Methods include:

- gestures
- signing
- symbols
- communication boards
- objects of reference
- use of technology e.g. Voice Output Communication Aids (VOCAs), eye-gaze technology

It should be noted that Estyn does not recommend or endorse any particular communication method. However, two specific methods of communication regularly used in schools are:

- Makaton
- Picture Exchange Communication System (PECs)

Total communication

Schools or other schools may adopt a 'Total Communication' approach, whereby pupils will be taught to communicate using a combination of methods which support and reinforce each other. For example, a pupil may use symbols and signing, as well as gesture and basic speech.

Inspection area 2: Wellbeing and attitudes to learning?

2.1: Wellbeing

Inspectors should consider the following questions in relation to pupils **who require extra support, including those with SEN**:

- To what extent do pupils feel safe?
- To what extent are pupils free from harm, such as bullying, verbal or physical abuse?
- To what extent do pupils develop confidence and self-esteem?
- To what extent do pupils develop resilience in their daily lives?
- To what extent do pupils make informed choices regarding personal health and physical activity?
- Do all pupils display positive attitudes towards disability and other additional learning needs?

Helpful information

Feeling safe

The concept of 'feeling safe' is difficult for many pupils. It is important to make sure that they understand what is meant by feeling safe. They may confuse feeling safe in school, at home or out in the community.

2.2: Attitudes to learning

- How do attendance rates of pupils **who require extra support, including those with SEN**, compare to those of other pupils?
- Do pupils with poor attendance improve their attendance over time?
- How do exclusion rates of pupils **who require extra support, including those with SEN**, compare to those of other pupils?
- Is there a reduction in the exclusion rates of individual pupils over time?
- How do completion rates compare for pupils **who require extra support, including those with SEN**, compare to those of other pupils?
- Are pupils **who require extra support, including those with SEN** actively involved in making decisions that affect them and their learning, for example via participation on school councils or student unions?
- Do pupils have opportunities to develop resilience in their learning?
- Do all show interest in their work and engage well in tasks?
- Are all making progress in taking responsibility for their actions and their work?
- How effectively do pupils work with others, solve problems and prepare for future life and work?
- In relation to their identified need do pupils, particularly those with social, emotional and behaviour difficulties (SEBD), demonstrate good behaviour in lessons and during breaktimes?

Helpful information

Attendance

When considering the attendance rates of pupils with SEN, it is important to take into account factors such as illness (associated with the condition) and appointments (medical, therapy).

With pupils who have emotional or behavioural difficulties, it is more important to consider their improved attendance over time. In many cases, these pupils will have a poor attendance history, and may have attended several different schools.

Inspection area 3: Teaching and learning experiences

Inspectors should consider the following questions in relation to pupils **who require extra support, including those with SEN**:

- Are the teaching methods used successful in engaging all pupils?
- Do practitioners intervene appropriately in pupils' play and independent learning to develop their skills at a suitable level?
- How effective is the use of targeted individual/group sessions for pupils?
- Are pupils able to successfully transfer their learning from targeted sessions to whole class teaching?
- To what extent does teaching take into account the needs of individual pupils?
- Is work suitably challenging and demanding for all pupils?
- Do materials and methods of delivery make the curriculum accessible to all pupils?
- To what extent does teaching enhance pupils' knowledge, understanding and skills?
- Do staff have high expectations and provide demanding work to meet the needs of all pupils?
- Are support staff used effectively to support learning and behaviour?¹
- Do staff provide appropriate and meaningful feedback to pupils?
- To what extent are pupils engaged in meaningful activities that demonstrate an understanding of their own performance and the steps they need to take to improve?

Helpful information

Withdrawal for individual/group sessions

Depending on the context, pupils may be withdrawn from class for individual or group sessions. Alternatively, they may receive targeted interventions within the classroom.

In general, schools should try and avoid withdrawing pupils too frequently, as this can mean that they miss out on interaction with others. Where specialists, such as therapists or VI/HI/SpLD teachers work with individual pupils, it is helpful if this

¹ Throughout this guidance the term 'support staff' is used to denote staff, other than teachers, that are employed to support pupils with additional learning needs. For example, learning support assistants, behaviour support assistants and communication assistants.

work can take place in the classroom, so that mainstream staff can benefit from the specialist intervention.

Adaptations to the curriculum

Where there is good practice, staff do not simply adapt work that has been prepared for the rest of the class. Instead, they consider all pupils from the start, and prepare work and teaching approaches that meet their needs.

Appropriate 'adaptations' include producing braille or large print copies for pupils with visual impairment, making use of pupils' special interests to engage them in learning or providing pupils with ASD with regular movement breaks to help reduce the anxiety associated with a busy classroom, refocus and become calm.

Helpful information

Support staff

Within schools, pupils may have allocated support, which is recorded on their statement of SEN (or other document). This is often referred to as 1:1 support.

There are important considerations to be made where there is 1:1 support.

- Unless clearly specified in a pupil's statement of SEN, support does not have to be provided by a single member of staff. Generally, it is good practice for the work to be shared, so that the pupil does not become over-dependent on one person
- The member of staff may support the pupil alongside other pupils
- The member of staff should not normally sit alongside the pupil at all times, as this can prevent independence and make it difficult for a pupil to develop relationships with their peers
- Promoting independence is very important. It is better for a pupil to complete a few maths questions independently than to finish all the work with help
- Pupils should be allowed to make mistakes and correct them on their own, rather than being told every time they make a mistake

Where inspectors have concerns about the model of support deployed, they should check with the school what arrangements are in place to develop the pupil's independence

Helpful information

Written feedback

Not all pupils will be able to access written feedback. Inspectors should consider whether written feedback helps pupils to understand what they need to do to improve their work, and whether feedback does actually lead to improvement. If this is not the case, it may be more effective to provide verbal feedback.

3.2: The breadth, balance and appropriateness of the curriculum

- Do all pupils have access to a curriculum that is relevant to their need/s, broad and balanced?
- Do pupils have any curriculum needs that are not being provided by the school/FEI?
- How well do programmes of study meet the needs of pupils with significant learning difficulties?
- Does the school use a range of appropriate additional assessment tools and procedures for identifying the needs of pupils?
- How effective are the school's early intervention procedures?
- Does the school make good use of available data to provide additional curriculum experiences for pupils that are appropriate for their needs?
- How well does the school combat the difficulties of gaps in learning and repeated curriculum for looked-after pupils who have had numerous placement moves?
- Are pupils grouped in a way that best helps them to learn, including withdrawal groups and small class groups?
- Where applicable, are pupils consulted about when it is most appropriate for them to be withdrawn from the work of the class group for individual work?
- Do pupils attending specialist classes or small groups have a range of experiences, including collaborative work with other pupils?
- Do seating arrangements meet the needs of pupils **who require extra support, including those with SEN**?
- Do pupils who access the curriculum using British Sign Language (BSL) or sign-supported English (SSE), braille or large print have support to do so when they need it?
- Where applicable and appropriate, are there well-developed plans for transition back to mainstream provision?
- Is the school physically adapted to appropriately meet pupils' needs?
- Are there appropriate changing facilities for pupils with disabilities?
- Are resources matched well to the needs of pupils **who require extra support, including those with SEN**?
- Are specialist resources, for example information and communication technology (ICT) equipment, radio aids and sound fields systems, used well to enable pupils **who require extra support, including those with SEN** to access the curriculum fully?

3.3: Provision for skills

- To what extent are individual needs considered in providing a suitable curriculum that develops pupils' literacy, numeracy and ICT skills?
- To what extent does the curriculum enable pupils to develop skills that prepare them well for the next stage of learning/life, for example independence, self-care or money management?
- Are there sufficient opportunities for pupils to develop their skills in practical, real-life situations?
- Does the curriculum provide suitable opportunities for pupils to develop, where appropriate, their Welsh language skills?

Inspection area 4: Care, support and guidance

4.1: Tracking, monitoring and the provision of learning support

- Does the school have robust systems in place for identifying the needs of individual pupils when they start at the school?
- Does the school have appropriate systems in place for tracking the progress of pupils?
- Does the school use assessment data well to monitor the progress of pupils?
- Does the school use assessment data well to plan the curriculum and/or support needs of pupils in a timely manner?
- To what extent do pupils **who require extra support, including those with SEN** leave the roll of school before the completion of either statutory education or their course? What reasons are provided for this and how is this information shared with governors or the local authority?
- Is learning support appropriate? Does the school have a good enough understanding of the effectiveness of support?
- Are individual plans used effectively and do they contribute to improved outcomes?
- Does the school engage effectively with partners, including parents and pupils' previous schools, to identify the needs of pupils and make appropriate provision?
- How effective is the school in establishing productive relationships with parents/carers? Do parents feel well supported by the school?
- Does the school ensure that parents have access to a range of current information on their children's needs or difficulties?
- How effective are annual reports to parents/carers? Are they clear and personal and based on a sound understanding of the pupil? Do they provide a good enough account of the progress made by individuals?
- Do reports to parents/carers link well enough to targets contained in pupils' individual plans?
- Are there appropriate opportunities for pupils and parents/carers to comment on annual reports? What account does the school take of the views of pupils and their parents/carers?
- Are there close links and good joint planning between any resource provision and mainstream provision?
- How effective is the school in making appropriate provision for pupils with emotional and/or social needs?
- Do schools make pupils and families aware of professional support and specialist services such as counselling services, Careers Wales and mental health services?
- How well does advice and guidance to pupils on their next stage of learning take into account their individual strengths and needs?
- Where applicable, do pupils access Welsh-speaking specialist support staff, teachers or educational psychologists, as well as provision for specific needs such as speech and language therapists?
- Are parents/carers helped to understand procedures, including statutory assessment procedures, and do they have access to records and reports relating to their children?

Helpful information

Plans

Schools should record the identified needs of all pupils on the SEN register on a plan. There are a range of different plans, for example:

- individual education plan (IEP)
- individual behaviour plans (IBP)
- individual healthcare plan (IHP)
- pastoral support plan (PSP)
- individual play plan (IPP)

Many schools combine education and behaviour plans into one cohesive plan. A minority of schools develop education or behaviour plans for small groups of pupils rather than individuals.

Irrespective of the plan that a child or young person may have inspectors should consider the following questions when evaluating these plans:

- Does the plan include details of the pupil's difficulties?
- Does the plan include details of the provision that is needed to support the child?
- Does the plan clearly identify strategies that staff are to use?
- How does the school know if staff are consistent in using the identified strategies?
- Does the plan include targets that are measurable and are appropriate to the identified difficulty?
- Are targets relevant and sufficiently challenging?
- Does the plan have a start and review date? IEPs for example should be reviewed twice a year and ideally every term. They should include the views of the parents and the pupil.
- Is there clear evidence of progress that the child is making in relation to the targets for improvement?
- Does the plan include recent assessment and achievement information?
- Are pupils involved in setting their targets and reviewing their progress?
- Are parents involved in setting and reviewing targets and progress?
- Are all staff working with pupils **who require extra support, including those with SEN** aware of the targets and monitoring procedures for individuals?

More information on the different plans can be found in appendix 3.

4.2: Personal development

- To what extent does the school make meaningful and worthwhile opportunities for pupils to develop their knowledge and understanding in making suitable lifestyle choices in relation to healthy eating and drinking, substance misuse, online safety and sex and relationships?
- To what extent is the school's personal and social education programme tailored

to the needs of pupils **who require extra support, including those with SEN?**

- Is provision adapted well enough to pupils' needs and level of understanding of pupils?
- To what extent is the school successful in identifying and supporting the emotional and mental health needs of pupils?
- Are all pupils given enough encouragement and opportunities to take responsibility for themselves and others, show initiative and develop an understanding of living in a community?
- To what extent does the school allow and encourage pupils **who require extra support, including those with SEN** to make decisions that affect them? Do they play an active role as class or student representative? Are they members of the school councils or student unions? Are their views and experiences listened to and acted upon?
- How well does the school ensure there are opportunities for pupils with additional needs, or those who are vulnerable, to develop spiritually and culturally, for example through a rich, well-tailored provision for the arts, including music, art and design. Does the school ensure that school productions and performances, theatre, dance and sport includes appropriate opportunities to enable those with SEN, including physical needs, to participate?
- How well does the school make opportunities for pupils to develop their knowledge and understanding of their own and other cultures in both their local communities and farther afield?
- Where applicable, are special examination arrangements well planned, and discussed and agreed with pupils?

4.3: Safeguarding

- Do the school's safeguarding policies and procedures take account of the increased vulnerability of pupils **who require extra support, including those with SEN** and ensure that arrangements for these pupils are appropriate?
- Are staff appropriately trained, where appropriate in restrictive physical intervention?
- Does the school have a clear policy around the use of restrictive physical intervention? Does the school have appropriate systems to record incidents, including reporting to relevant bodies? Do staff follow these procedures robustly?
- Are medical protocols for individual disabled pupils up to date and have staff received appropriate training?
- To what extent is the schools approach to anti-bullying effective, particularly in relation of pupils **who require extra support, including those with SEN?**

Inspection area 5: Leadership

5.1: Quality and effectiveness of leaders and managers, including the governing body/management committee

- Does the school have a clear ethos of inclusion and diversity?
- Do all staff, governors, parents and pupils share this ethos?
- Do senior managers place an appropriate strategic focus on provision and outcomes for pupils **who require extra support, including those with SEN?**
- Are the SENCo/ALNCo role and responsibilities clearly defined?
- Is the SENCo/ALNCo knowledgeable of local and national guidance on identification and assessment of pupils **who require extra support, including those with SEN** and their role in its implementation?
- Is there enough non-teaching time for the SENCo/ALNCo to fulfil their role?
- How effective is the school in working with partners to improve the knowledge and understanding of staff to make suitable adjustments to curriculum and/or support?
- To what extent is the school preparing for the changes to SEN legislation?
- To what extent does the designated governor “champion” for pupils **who require extra support, including those with SEN?**
- How effective is the designated governor in holding the senior leadership team to account for the standards and provision for pupils **who require extra support, including those with SEN?**
- Is there effective liaison with the LA to ensure that additional support meets pupils’ needs?
- Is the school working well in partnership with others, for example health services, housing and social services, to meet pupils’ needs?
- What are the outcomes of initiatives (where appropriate) such as Families First, Communities First, Team Around the Family (TAF) and other close work with specialist agencies such as the police, health, psychological, community and mental health service (CAMHS), counselling and social services?
- Does the school liaise well with other agencies and help pupils **who require extra support, including those with SEN** plan their future pathways?
- Does the school have good arrangements in place to ensure pupils’ seamless transition from one phase of education to another (including transition into and out of the school)?
- Does the school have strong links with parents and carers that help learning to be continued at home?
- Is there evidence that the school tracks the progress made of pupils referred to outside agencies and PRUs for education other than at school?
- How committed is the school to the local authority’s ‘managed moves’ arrangements?

Helpful information

SENCo/ALNCo terminology

There is a lack of consistency in relation to the use of the terms SENCo and ALNCo. Some schools still have SENCos. Others have ALNCos.

Where schools have ALNCoS, these staff often have responsibility for the wider group of pupils described earlier in the document.

In some schools, the ALNCo only has responsibility for pupils with SEN. Responsibility for the wider group sits with other members of staff, for example pastoral leads.

From an inspection point of view, the terminology used by a particular school is not important. At the start of an inspection, it is important to clarify roles and responsibilities within the school for each group of pupils.

Helpful information

Managed Moves

A managed move is a carefully planned transfer of a pupil from one school into another.

It enables a child or young person to move on to a new placement or programme in a way which is acceptable to all appropriate parties, especially the pupil. The process is designed to help the pupil move forward and make a fresh start.

Evidence suggests that for a managed move to be successful, the full engagement of the pupil, parents/carers and the schools need to be fully considered and transport issues need to be addressed.

More information can be found in the Welsh Government circular 096/2011:

Effective managed moves. A fresh start at school for children and young people.

<https://gov.wales/sites/default/files/publications/2018-03/effective-managed-moves-a-fresh-start-at-school-for-children-and-young-people.pdf>

and in Estyn's thematic study:

Effective use of managed moves by local authorities and schools (March 2018)

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20moves%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf>

5.2: Self-evaluation processes and improvement planning

- How effective is the school in using information from a range of sources to identify improvement priorities?
- How well do managers, at all levels, have an understanding about what needs to be done to improve outcomes and progress for pupils **who require extra**

support, including those with SEN?

- How does the school plan to improve the standards and provision for pupils? How well does this plan link to overarching improvement plans?
- Do plans include a sufficient focus on timescale and cost of making suitable adjustments to the physical environment?
- What quality assurance procedures are in place to ensure that the needs of pupils are being met? How effectively do leaders set and achieve challenging targets for this group of pupils?
- How does the school know if the SENCo/ALNCo is effective in discharging their duties?
- To what extent are LA specialist classes involved in having their work quality assured?
- Does the school have a strong record in improving outcomes and provision for pupils **who require extra support, including those with SEN**? How well do leaders ensure that targets for pupils **who require extra support, including those with SEN** are suitably challenging, so that these pupils reach the highest standards that they are capable of achieving?
- To what extent does the SENCo/ALNCo share their knowledge with staff and what impact has this had?

5.3: Professional development

- How has the school developed the knowledge and understanding of all staff in relation to pupils **who require extra support, including those with SEN**?
- To what extent does the school use the expertise and knowledge of specialist staff to improve provision and outcomes for pupils?
- Does the school have a strong history in supporting the professional development of specialist support staff?

5.4: Use of resources

- Is the SENCo/ALNCo appropriately qualified and experienced?
- Does the school allocate sufficient resources to meet the needs of pupils **who require extra support, including those with SEN**?
- How well do designated staff, including support staff, understand and fulfil their roles effectively?
- Does the school have enough staff with the right skills to support pupils effectively to ensure progression and continuity in learning?
- Does the school have a history of appropriately funding provision for pupils **who require extra support, including those with SEN**?
- Is the school able to demonstrate the impact or value of its spending decisions in relation to SEN?
- How well qualified are the SENCo/ALNCo and any other staff (specialist or not) to fulfil their roles? In this context, inspectors should remember that the experience and areas of expertise of staff are as important as any specific qualifications in SEN.

Appendix 1: Overview of changes to SEN legislation

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 replaces the current legislation around SEN and the assessment of young people with learning difficulties and/or disabilities (LDD) in post-16 education and training.

Objectives of the Act

- 1 •To provide a unified piece of legislation to support children and young people aged 0-25 with additional learning needs in providers and further education institutions;
- 2 •To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions; and
- 3 •To have a fair and transparent system for providing information and advice and for resolving concerns and appeals.

The objectives are supported by the following 11 aims:

1. The introduction of the term ‘additional learning needs (ALN)’

The Act replaces the terms ‘special educational needs (SEN)’ and ‘learning difficulties and/or disabilities (LDD)’ with the new term ‘additional learning needs (ALN)’.

2. A 0 to 25 age range

There will be a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN, and young people in further education who have LDD.

3. A unified plan

The Act creates a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for pupils in schools and further education.

4. Increased participation of children and young people

The Act requires that pupils’ views should always be considered as part of the planning process, along with those of their parents/carers. It is imperative that children and young people see the planning process as something which is done with them rather than to them.

5. High aspirations and improved outcomes

The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person’s achievement of their full potential.

6. A simpler and less adversarial system

Supplementary guidance: pupils who require extra support, including those with special educational needs (SEN)

The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN.

7. Increased collaboration

The new system encourages improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes.

8. Avoiding disagreements and earlier disagreement resolution

The new system focuses on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

9. Clear and consistent rights of appeal

Where disagreements about the contents of an IDP cannot be resolved at the local level, the Act ensures that children and young people entitled to an IDP (and their parents/carers in the case of those that are under 16 years) have a right of appeal to a tribunal.

10. The ALN Code

The ALN Code will provide a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.

11. A bilingual system

The Act requires that services must consider whether a child or young person needs additional learning provision in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

Appendix 2: Stages of the Code of Practice – the Graduated Response

Early Years Action

When an early education practitioner who works day-to-day with the child, or the SENCO, identifies a child with SEN, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

Early Years Action Plus

Early Years Action Plus is characterised by the involvement of external support services who can help early education schools with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

School Action

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

School Action Plus

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Schools should always consult specialists when they take action on behalf of a child through School Action Plus.

School request for a statutory assessment

Where a request for a statutory assessment is made by a school to an LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

Statement of special educational needs

Once all the advice requested for the statutory assessment has been received, the LA must decide whether to draw up a statement. The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's SEN is such as to require the LA to determine the child's special educational provision through a statement.

Note in lieu

Within two weeks of completing the statutory assessment the LEA must decide whether or not they will make a statement. The LA may consider issuing a note in lieu of a statement. It may be appropriate for the format of a note in lieu to follow broadly the statutory format of the statement, although there is a difference in the legal status of the two documents.

Appendix 3: Types of individual plan

Currently there are a number of different documents or plans that set out the additional needs of pupils. These include:

Personal Education Plan (PEP)	A statutory document that sets out the learning needs of children who are looked after.
Statement of Special Educational Needs	Statements of SEN are issued to pupils with the most complex needs. The statement makes it a legal requirement that the pupil should receive the provision identified.
Individual Education Plan (IEP)	A document which supports teachers to plan for the progress of pupils with SEN. They generally set out personal targets, the support provided to help the pupil meet the targets, and how the school will review pupils' progress against targets.
Individual Behaviour Plan (IBP)	This plan is used for pupils who have difficulty in managing their behaviour.
Individual Healthcare Plan (IHPs)	IHPs are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention will be needed. For pupils with SEN, this plan should be attached to their Statement of SEN, IEP or ILP.
Pastoral Support Plan (PSP)	A document that states the support that needs to be provided to prevent a pupil from being excluded or to prevent criminal activity.
Education, health and care plan (EHCP)	In England, EHCPs have replaced statements of SEN.
Individual Development Plan (IDP)	In preparation for the reforms, schools are gradually developing the use of the individual development plan (IDP). Further guidance on IDPs will be provided by the Welsh Government in due course. IDPs are currently non-statutory and do not replace statements of SEN.
Person-centred planning or reviews	A multi-agency approach to planning and reviewing support and other provision needed for pupils with ALN (under the ALN Act) to meet agreed learning and social targets. Pupils are at the heart of the decision making process. Person centred planning will become common-place as the ALN Act is implemented.

With the legislative reform of additional learning needs, it is anticipated that many of the above documents will be superseded by the individual development plan (IDP).

Appendix 4: Specialist provision in mainstream schools

Category 1: Local authority funded specialist classes

These classes are often referred to as learning support classes/centres, enhanced teaching facilities or learning resource bases. They are funded by the local authority and based in mainstream schools. The LA, in liaison with the school, places pupils at these classes, usually through a panel system. Pupils who attend the class may live outside the school catchment area. The pupils are usually on the roll of the school.

LA specialist classes are provided for children who have needs that cannot ordinarily be met in a mainstream class. Pupils who attend an LA specialist class will usually have a special educational need, for example autism, speech communication and language difficulties, severe learning difficulties, visual or hearing impairments, or social, emotional and behavioral difficulties.

Pupils will benefit from higher staffing levels than in mainstream and staff will usually have specialist qualifications, knowledge or experience in working with the identified needs that pupils have.

Depending on their need, some pupils may be taught almost exclusively in the specialist class and others may benefit from being taught alongside mainstream peers.

Inspection of local authority funded specialist classes

If one or more pupils who attend a specialist class are on the roll of the school, Estyn will inspect the provision as part of the mainstream school.

The prompts provided against the five inspection areas are equally applicable to local authority specialist classes.

In addition, inspectors should consider the following questions:

- How much do pupils in the specialist class benefit from learning experiences across the whole school?
- How appropriate is the curriculum on offer within the specialist class to meet the needs of all the pupils?
- How well is the expertise in the specialist class used to improve outcomes for pupils with SEN across the school?

Category 2: Additional teaching resource that is part of a special school but based on the mainstream school premises. Pupils have dual registration

You should inspect the outcomes achieved by pupils in the additional resource. In writing, you should continue to report on whole school performance, including these pupils. However, where possible, you should also report briefly on the progress made by these pupils so that their progress can be considered in the special school inspection. However, you should not evaluate the educational provision or leadership, unless the head of the mainstream school employs and manages the teachers in the additional teaching resource. Inspection of provision and leadership will be undertaken as part of the inspection of the special school.

Category 3: Additional teaching resource that is part of a special school but based on the mainstream school premises. Pupils do not have dual registration – they are on the roll of the special school. Staff are employed by the special school

You should not inspect this sort of provision as part of the mainstream school. The inspection of this provision will be undertaken as part of the inspection of the special school. You may consider whether the presence of the additional teaching resource has any positive impact within the mainstream school, as you would for any other partnerships.

Category 4: Additional teaching resource, based on a mainstream school premises, but registered as a PRU

You should not inspect this PRU as part of the school inspection, as a separate inspection will be undertaken. You may consider whether the presence of the additional teaching resource has any positive impact within the mainstream school, as you would for any other partnerships.

Estyn may also inspect the Education Other Than At School (EOTAS) provision during the inspection of the local authority. However, if some pupils have dual registration, the principles apply as in category 2 above.

Category 5: Any other additional teaching resource which is on the school premises but does not fit categories 1-4

You should not inspect this provision. Please notify the Estyn Inspection Co-ordinator on 02920 446446 of the existence of resource provision that falls into category 5. This provision may have the following features:

- Pupils take part in alternative curriculum arrangements that are not funded by the school.
- The local authority directly funds and manages the provision.
- The local authority funds external schools to run the provision.

Appendix 5: Additional questions to ask when inspecting provision for pupils with challenging behaviour

The school may have 'inclusion', 'nurture' or 'learning support' provision to support pupils who disrupt lessons. Inspectors should consider the following questions when evaluating this learning and provision:

- Is there a clear pathway of referral to access this provision and is this system used appropriately?
- How well do the school's policies identify the arrangements for accessing the provision?
- How well do senior leaders analyse the effectiveness of the school's strategies – are they aware of patterns of repeated removal or frequent removal from one teacher or subject?
- Do senior leaders use the analysis of patterns to decide when pupils or teachers need additional support?
- How well is further action taken, such as use of support assistants, informing parents, planned sanctions? (Look at when, why, how often and what.)
- What is the role of staff who support pupils in the provision? How well trained are they to fulfil this role? How well supported are they by leaders in the school?
- How effective is teaching and learning in the 'inclusion' provision?
- Do the support and interventions match the pupils' needs?
- Does pupils' behaviour improve during their time in the provision – how is this evidenced?
- Is improved behaviour maintained on return to their usual classes?