



# Special Educational Needs Policy

\* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

Enw'r Ysgol Name of school	Frongoch
Cyfeiriad a Chod Post Address and post code	<b>Rhyl Road, Denbigh. LL16 3DP</b>
Rhif ffôn Phone number	<b>01745 812410</b>
Cyfeiriad e-bost ar gyfer y polisi hwn Email address for this policy	<b>frongoch@denbighshire.gov.uk</b>
Dolwen we i'r polisi Web link to policy	<b>www.ysgolfrongoch.com</b>

**Yellow: For schools to edit to reflect practice**

**To be completed by the school:**

Enw'r polisi Name of policy	SEN
Rhif fersiwn y Polisi Policy version number	4
Dyddiad a gymeradwywyd y Polisi yn ffurfiol gan y Corff Llywodraethol Date Policy formally approved by Governing Body	03.02.22
Dyddiad daw'r Polisi yn effeithiol Date Policy becomes effective	03.02.22
Dyddiad Adolygu Review Date	*** ALN reform in progress, reviewed as necessary *** Annually Please see Inclusion Protocol Policy- 18.01.23
Arwyddwyd (Pennaeth) Signed (headteacher)	<i>Dylan Thomas</i>
Arwyddwyd (Cadeirydd y Corff Llywodraethol) Signed (chair of governing body)	<i>Shannon Gage</i>
Gwybodaeth am y policy hwn ar gael i rieni/gofalwyr Information about this policy is available to parents/carers	Shared via website.

**To be completed by Denbighshire Education and Children's Services:**

Datblygwyd y Polisi gan Policy developed by	ECS Inclusion Services
Dyddiad mabwysiadwyd gan JMT y Gwasanaethau Addysg a Phlant Date adopted by Education and Children Services JMT	13 <sup>th</sup> December 2017
Dyddiad rhannwyd y Polisi gwreiddiol gydag ysgolion Sir Ddinbych Original policy date issued to Denbighshire schools	N/A
Ferswin rhif a dyddiad Version number and date	V1
Datblygwyd y fersiwn gan Version developed by	Julian Molloy
Dyddiad Adolygiad Blynnyddol Annual review date	April 2019
Dyddiad cwblhawyd yr asesiad Lles	

Well-being assessment completed and date	
--	--

## **Forward**

Denbighshire County Council is committed to improve the outcomes and aspirations of our children and young people with special educational needs.

Some children may need more support than others to achieve their potential. This may be because they have a disability, medical condition or other additional needs. These can mean your child has difficulties in learning or using school facilities. This policy describes the statutory requirements and the different levels of support for children with special educational needs (SEN) sometimes referred to as additional learning needs (ALN), and how funding for SEN is distributed and managed.

Our success will lie in the effectiveness of the partnership between ourselves and schools, other services in the authority, colleges and settings in the maintained and non-maintained sectors, health and social care, including adult services and the voluntary sector.

# Contents

Forward	1
1. Introduction	3
2. Strategic Priorities	4
3. Inclusion Service Priorities	5
4. Principles	6
5. Context	7
6. Graduated Response	9
7. Statutory Process	11
8. Decision Making	13
9. Statements	14
10. Provision	16
11. Appeals	17
12. Monitoring Arrangements	18
13. Partnership Working	19
14. Training	20
15. Funding	21
16. Useful documents	22

# 1 Introduction

Denbighshire County Council, as the Local Authority, recognises that all learners have individual needs. This Special Educational Needs Policy Framework:-

- sets the context;
- provides a definition of special educational needs (SEN) and special educational needs provision;
- outlines the key principles that underpin the Authority's approach to providing for children and young people with special educational needs;
- relates to children and young people with special educational needs in all our mainstream and special schools and settings, as detailed in the Special Educational Needs Code of Practice for Wales (2002).
- outlines the responsibility and commitment to provide for our children and young people according to their needs using a range of support, interventions and provision;
- outlines the commitment to work in partnership with pupils, parents, school and all relevant agencies;
- recognises partnership working – pupils, parents, school, agencies etc.

## 2 Strategic Priorities

Denbighshire County Council Corporate Priorities 2017 to 2022.

The SEN Framework Strategy contributes to the Denbighshire Corporate Plan which sets out three strategic themes Economy, People and Place – and a corporate theme of Organisation – striving for excellence.

The overall ambition of this Plan is to ensure that Denbighshire is a place where residents and businesses are well connected and resilient; where young people have opportunities for affordable housing and acquire skills and jobs to lead successful and fulfilling lives and where we all enjoy an attractive and protected environment. Like the last plan, this Corporate Plan contains specific actions that will be delivered over five years but, perhaps even more importantly, these actions are designed to have an impact beyond the next five years with future generations in mind.

Key principles of the Corporate Priorities 2017 to 2022.

- Housing
- Environment
- Young People
- Connected Community
- Resilient Communities

These strategic and corporate themes are comprised of a number of priority outcomes. The SEN framework strategy primarily contributes to the plans to meet strategic theme. Young People: A place where young people will want to live and work and have the skills to do so.

### **To achieve this we will:**

- See that every child achieving the expected standard at the end of primary school (Level 4, Key Stage 2) will achieve 5 GCSEs A\*-C (Level 2 Key Stage 4), including English or Welsh (1<sup>st</sup> language) and Maths, by the end of secondary school.
- Continue to modernise schools via the 21<sup>st</sup> Century Schools programme.
- Help young people to develop practical 'life skills' and behaviours that contribute to good health and well-being.
- Deliver support for parents to give their children the best start.
- Provide young people with effective career advice and mentoring.
- Offer young people the opportunity to develop skills for life and work through volunteering opportunities and meaningful work experience.
- Develop greater employment opportunities for young people.

**If we are successful we expect to see:**

- All young people being supported to achieve their potential.
- Modern school facilities that further enhance pupils' learning.
- Young people are resilient and have the right skills to thrive.
- Parents can give their children the best start in life, to grow into independent and fulfilled adults.
- Young people make the right choices to prepare them for the work that they want to do, and feel confident and well-supported to enter employment.
- Quality mentoring and work opportunities to help further develop skills.
- Employment that appeals to young people and matches their skills.

### **3 Inclusion Service Priorities**

The SEN Service within the Local Authority is responsible for managing the special educational needs provision within the Denbighshire County Council.

#### **Our priorities**

The following priorities will help us to achieve this vision for all Children and Young People with SEN:

**Priority 1**

Constantly review and monitor SEN provision to improve outcomes for learners within the legislative processes.

**Priority 2**

delivering effective training to build capacity and competency.

**Priority 3**

providing value for money within the financial constraints.

**Priority 4**

To use data to measure progress for pupils with ALN.

**Priority 5**

reviewing service, provide training and prepare for the new ALN Code of Practice.

## 4 Principles

**The Local Authority will abide by the fundamental principles outlined in the SEN Code of Practice for Wales, 2002:**

- a pupil with special educational needs should have their needs met;
- the special educational needs of children will normally be met in mainstream school settings;
- the views of the pupil should be sought and taken into account;
- parents and carers have a vital role to play in supporting their pupil's education;
- children with special educational needs should be offered full access to a broad, balanced and relevant education, based on the National Curriculum and the Foundation Phase Framework.

**In addition, the Local Authority believe that**

- all schools should recognise and respond to the diverse needs of their learners, while also offering a continuum of support and services to match those needs;
- there should be a fair and equitable allocation of available resources to support all children and young people with special educational needs;
- the effective and efficient use of resources should guide decision making and the allocation of those resources;
- there should be a coherent pattern of provision across the Local Authority to support the needs of children with special educational needs.

## 5 Context

Denbighshire Local Authority adheres to the Current Legal Framework in Wales which consists of:-

- The SEN Code of Practice for Wales (2002)
- The Education (Special Educational Needs) (Wales) Regulations 2002
- Equality Act 2010
- Education Act 1996
- Social Services and Wellbeing Act 2016

### **The SEN Code of Practice for Wales (2002)**

The Education Act 1996 required a Code of Practice to be produced giving practical guidance on how local authorities and schools should undertake their functions in respect of SEN.

The current SEN Code of Practice specific to Wales has been in force since 1 April 2002.

The law provides that all relevant agencies must have regard to the Code of Practice and, whilst they may choose exactly how to fulfil their statutory duties, they must do so in light of the guidance the Code provides.

The Code sets out the procedures which should be followed for assessing whether a learner has SEN and putting in place interventions to address them.

### **Definition of Special Educational Needs**

The Education Act 1996 (at Part IV) provides for various definitions in relation to Special Educational Needs:-

#### **5Special Educational Needs**

A pupil or young person are defined as having special educational needs in the SEN Code of Practice for Wales if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil had a learning difficulty if they:-

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

- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the Local Authority.
- (b) are under compulsory school age and fall within the definition of (a) or (b) above and would so do if special educational provision was not made for them.

**Special educational provision means:**

- (a) 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 Local Authority, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

(Education Act 1996, Section 312).

The identification and assessment of the Special Educational Needs of children whose first language is not English or Welsh, requires particular care.

Lack of competence in either English or Welsh must not be equated with learning difficulties as understood in the SEN Code of Practice for Wales.

(SEN Code of Practice for Wales (2002), Section 6.14 to 6.16).

**Disability**

Disability is defined in the Equality Act (2010) as:

*A person has a disability for the purpose of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

Equality Act (2010) – Section 6

\* Under the Equality Act 2010, in relation to the protected characteristic of disability:

- (a) a reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability.
- (b) a reference to persons who share a protected characteristic is a reference to persons who have the same disability.

Equality Act (2010)

## 6 Graduated Response

What is the Graduated Response of the SEN Code of Practice?

A model of action and intervention in schools and settings to help children who have special educational needs.

The approach recognises that there is a continuum of SEN and where necessary increasing specialist expertise may be required following a graduated response at:

- Class Action
- School Action
- School Action Plus
- Statutory Assessment
- Statement of SEN

### **Class Action (5:39)**

A school's assessment of the progress of individual children should provide information about areas where a pupil is not progressing satisfactorily even though the teaching style and the following factors have been differentiated:

- Environment
- Speech, language and communication
- Resources
- Expectations
- Outcomes

### **School Action (5:43-5:48 - primary)**

- When a class teacher or the SENCo identifies a pupil 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 (6:50 - secondary)**

- When a subject teacher, member of the pastoral team or the SENCo identifies a pupil with SEN they should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

- Prior to moving to School Action Plus schools must ensure that despite implementing relevant and purposeful intervention over a sustained period of time, the pupil is making limited progress and therefore it is agreed, with parents that there needs to be involvement of outside agencies at School Action Plus. Evidence should include at least two evaluated IEPs/IBPs at School Action.

**School Action Plus: (5:54-5:61-primary / 6:62 – 6:69 - secondary)**

- “A request for help from external services likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a meeting to review the pupil’s IEP. Schools should always consult specialists when they take action on behalf of a pupil through School Action Plus.”
- “ At School Action Plus external support services both those provided by the LEA and by outside agencies, will usually see the pupil, in school if that is appropriate and practical, so that they can advise teaching on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil’s progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities. The kind of advice and support available to schools will vary according to local policies.”
- Schools request consideration for additional resources / provision at School Action Plus for individual pupils via by the Local Authority PLASC Moderation Panel annually.

## **7 Statutory Assessment Process**

The process of Statutory Assessment is the responsibility of the Local Authority in close collaboration with pupil, parents, school and external agencies.

A request for Statutory Assessment can be received from:

- school
- parents and carers
- Local Health Board
- Local Authority in accordance to Section 323 of the Education Act 1996.
- a responsible body as defined by Section 329A of the Education Act 1996.

Denbighshire Local Authority conduct Statutory Assessment in accordance with legislation as described in the SEN Code of Practice for Wales (2002).

Statutory Assessment is carried out if the evidence provided shows that the pupil has significant difficulties and despite appropriate help and support the pupil has made limited progress.

### **Pupil and Parental Involvement**

#### **Parental Participation**

It is important for Denbighshire Local Authority to work closely with parents/carers of pupils with SEN and for their views to be considered. Parents are encouraged to provide their views during each stage of SEN process and to meet with their named officer as necessary.

- Parents are encouraged to complete all documentation to ensure that their views are considered.
- During transitional years, parents should be encouraged to complete the relevant admissions forms.

## **Parental Support**

### **Mediation Arrangements**

A Disagreement Resolution Service is provided by SNAP Cymru. They can be contacted on 01286 675547 or visit their website [www.snapcymru.com](http://www.snapcymru.com). SNAP Cymru's a North Wales service and can help to resolve any disagreements between the Local Authority and parents.

### **Pupil Participation**

Pupil participation is an important element of the SEN process and pupils should be encouraged and supported to contribute their views and whenever possible should be encouraged to attend and participate in the meeting.

### **Pupil Support**

North Wales Advocacy Freephone - 0800 111 6880

### **Eligibility Criteria for Access to the service**

Children or young people 0-25 years old who are able to give informed consent, as a Social Services client either as a Looked After Child or a Child in Need.

- Children and Young People Leaving Care, up to 21 years of age or 25 if in further education.
- Children and Young People Looked After.
- Children and Young People in Need, which includes children and young people up to the age of 18; with mental health problems excluded from school
- who are asylum seekers or refugees or unaccompanied minors with a disability (within definition of Children Act 1989) including those going through transition
- in refuge due to homeless status
- who are homeless or in unsatisfactory accommodation
- away from home in residential accommodation, schools, secure Units
- and custodial settings or independent Hospitals
- who are in the Youth Justice System who are young carers
- who have been or who are at risk of being abused or neglected
- who are school aged mothers

## 8 Decision Making

The Special Educational Needs Code of Practice for Wales, 2002 (3:74 and 8.9) advises LAs to establish multi agency groups to moderate decisions in a consistent and robust manner. The role of this multi-agency group is:

- To adhere to the SEN Code of Practice 2002 and the Equality Act 2010
- Provide a balanced representation from a wide range of specialised services to make informed, objective, equitable decisions on statutory assessments, provision and placement for pupils of all ages and all ALN
- To make objective evidence based decisions on requests for additional resources / provision at School Action Plus and for Statutory Assessments. These decisions include:
  - Whether to issue a Statement of SEN ( Refer to section 9 for detail)
  - Whether to amend or cease a Statement of SEN.
  - Whether to provide additional resources / provisions at School Action Plus.
  - Whether a pupil requires access to a specialist assessment placement.
  - Whether to refer to other Denbighshire Local Authority panels as appropriate.

These decisions are based on the written information received according to the criteria for Statutory Assessment / School Action Plus.

<https://www.denbighshire.gov.uk/en/resident/education/additional-learning-needs.aspx>

In Denbighshire these multi-agency groups are known as the 'Statutory Referral Panel' and representation includes:

- SEN Statementing Officers
- Educational Psychology Service
- Behaviour Support Team
- Health professionals
- Early education representatives
- Specialist early years settings
- Specialist setting headteacher
- SNAP Cymru

## 9 Statements

Statements of Special Educational Need are written if the pupils' special educational needs are significant, and the provision to meet the needs cannot be reasonably provided from the resources normally available to schools and settings.

If a Statement of Special Educational Needs is issued it is divided into six parts.

Part 1 Introduction contains the pupil's personal details and details of the person(s) with parental responsibility.

Part 2 Specifies all the pupil's educational needs as identified during the assessment.

Part 3 Specifies the provision necessary to meet the needs identified in part 2 and includes the objectives to be met, the provision to meet the objectives and monitoring arrangements. Short-term objectives should be evidenced in the IEP.

Part 4 The type of school that can meet the pupil's needs.

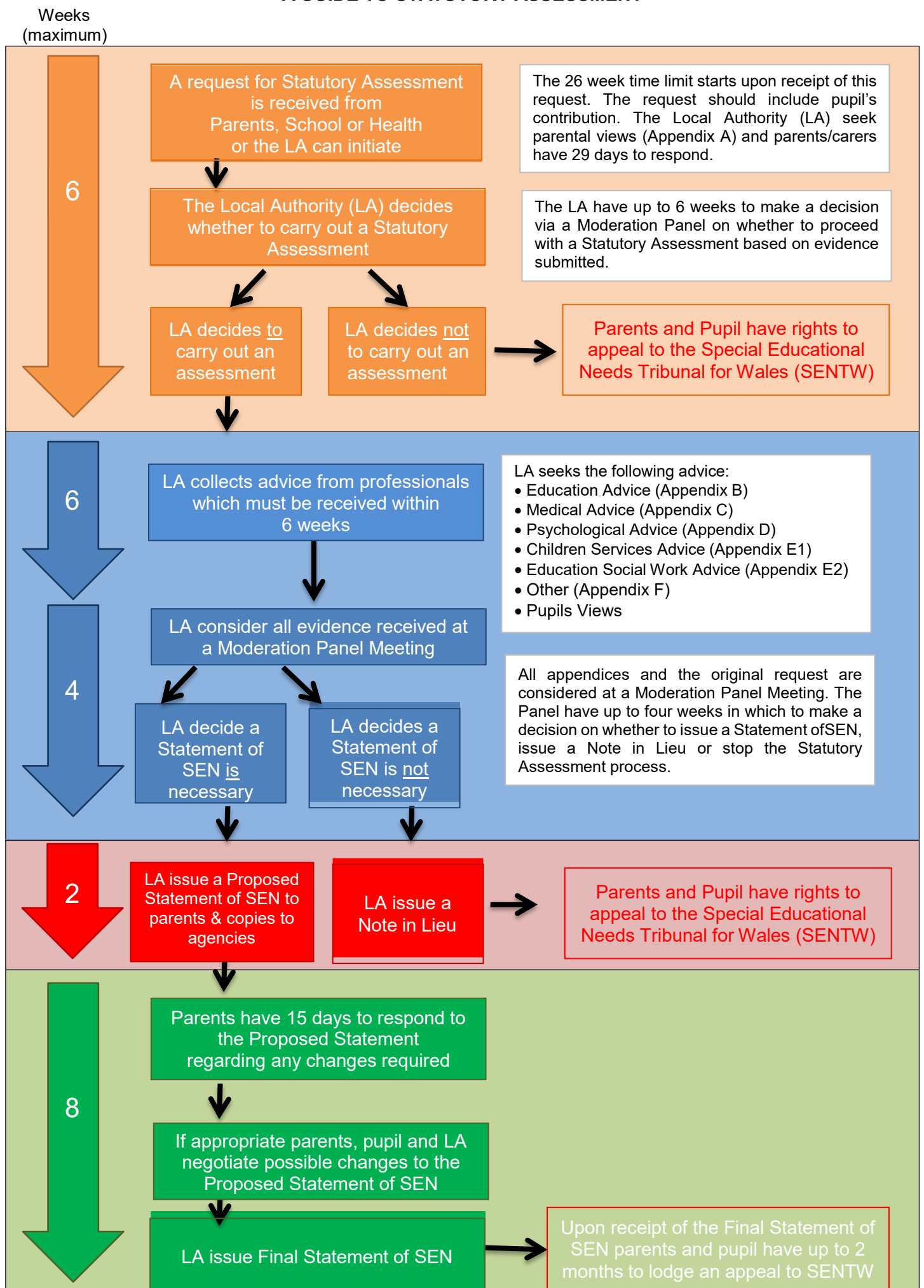
Part 5 Describes the pupil's non-educational needs.

Part 6 Describes the provision to meet any needs identified in Part 5.

The Statutory Assessment process can take up to 26 weeks and the time limit starts upon receipt of the request. The Guide to Statutory Assessment flow diagram (page 17) provides detail of the 26 week process.

Denbighshire Local Authority welcomes the opportunity to work closely with parents and they are encouraged to discuss the contents of the Statutory Assessment process or the Statement with their named officer, if deemed necessary.

# A GUIDE TO STATUTORY ASSESSMENT



## 10 SEN Provision

Pupils can access a range of provision suitable to their age, ability, aptitude and special education needs. Provision within Denbighshire Local Authority includes the following:-

Mainstream Schools

Resourced Provisions

Specialist Schools

Outreach Services

Regional Sensory Service

### **Transport Provision for pupils with SEN**

All decisions regarding transport will be made by the Statutory Referral Panel in line with the Local Authority home to school transport policy.

<https://www.denbighshire.gov.uk/en/resident/education/grants-and-funding/free-school-transport.aspx>

# 11 Appeals

## Statutory Appeals

The Special Educational Needs Tribunal for Wales (SENTW) is an independent tribunal. They deal with appeals against certain decisions about a pupil or young person and their education. SENTW also deal with discrimination claims of unfair treatment in school relating to a disability.

SENTW deal with disputes relating to:

### Appeals

- A parent and/or a pupil can make an appeal to SENTW against the following decisions made by a Local Authority in Wales:
  - a) Section 325(2)(appeal against decision not to make a statement);
  - b) Section 326(1)(appeal against contents of statement);
  - c) Section 328(3)(b)(reviews of educational needs);
  - d) Section 329(2)(b)(assessment of educational needs at request of child's parent);
  - e) Section 329(8)(b)(review of assessment of educational needs at request of a responsible body);
  - f) Paragraph 8(3)(b) of Schedule 27 (change of named school);
  - g) Paragraph 11 (2)(b) of Schedule 27 (ceasing to maintain a statement).

### Claims

- A parent and/or a pupil can make a claim to SENTW about disability related discrimination in schools in Wales.

For further information regarding SENTW please refer to their website <http://sentw.gov.wales> or contact the helpline number 01597 829800.

## 12 Monitoring Arrangements

### Reviewing, amending or ceasing Statements

Paragraph 9.1 of the Code of Practice requires all Statements of SEN (other than those for children aged under two) to be **reviewed annually**. This is so the Local Authority, the school, the pupil and the parents, and all other professionals involved consider the pupil's progress in the previous 12 months and whether any amendments are needed to be made to the description of the pupils needs or to the SEN Provision specified on the Statement.

The school/setting are responsible for co-ordinating the Annual Review and it is a way of monitoring and evaluating the continued effectiveness and appropriateness of the Statement. Statements should only be maintained when necessary and therefore the outcome of the review meeting will be one of the following:-

- Statement to be continued with no amendment necessary.
- Statement may need changing.
- Statement may be ceased.

## 13 Partnership Working

In addition to working closely with pupils and parents, Denbighshire Local Authority recognises the importance of working collaboratively with a range of professional agencies. These include:

- Schools and Governors
- Voluntary organisations
- Pre-school services
- Local Health Board
- Other Local Authority services
- Careers Wales
- FE institutions
- Parents
- SALT

## 14 Training

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

- Training related to SEN Code of Practice for Wales
- NQT Training.
- Training events relating to specific areas of SEN.
- Governor training.
- Training from health professionals.
- Advice and guidance for individuals or groups.
- Sharing good practice.
- Training for the new ALN Code of Practice (2019-20).

# 15 Funding

## Introduction

The Principle of a graduated approach to support children with SEN using a range of interventions, strategies, and making full use of available classroom and school resources will continue to be the underlying principle applied to decisions relating to pupils with SEN.

Funding drivers to be based on new definitions of low, high and exceptional needs that reflect the level and type of provision required to meet pupils' needs, rather than on SEN Code of Practice. For more detailed information regarding these definitions please go to the website link.

Funding for all needs to be fully delegated to enable schools to choose the support model that best meets their pupils' needs.

A key feature of this new formula is that funding must be based on accurate and consistent data about pupils' needs, provision and costs. This information is moderated on an annual basis to ensure that funding decisions are consistent and transparent.

## **Additional Learning Needs Funding in Mainstream Schools**

### **Funding through the Age Weighted Pupil Unit**

Mainstream schools in Denbighshire receive the majority of their funding through the pupil driven funding element: the Age Weighted Pupil Unit (**AWPU**). This means that every pupil of the same age in a mainstream school receives an equivalent level of resource to fund a broad range of educational activities which all schools are reasonably expected to provide. This includes the school's response to the additional learning needs which children may have for some time in their school career. These activities will need to be undertaken to some degree in all schools though the size and scope of this provision may be varied. All children, including those with additional learning needs are full members of the school community. This means that schools have to be prepared to meet the needs of all their pupils when they plan the broad activities of school life.

## **Provision for SEN in AWPU**

The **AWPU** funding allocates an equal amount to all schools for each pupil of the same age and is the method by which schools receive the majority of their funding. The Local Authority generally expects that 5% of each **AWPU** is notionally intended to support **SEN**.

This funding is expected to cover the following activities:

- The curriculum activities for all pupils, including both organisation and delivery;
- Specific arrangements to match teaching styles, content and assessment to pupil needs;
- Planning that takes account of the needs of all pupils;
- Modification /differentiation of some materials for an individual pupil;
- Preparing all students to live in a diverse society;
- Support to modify pupil behaviour;
- Access to school based resources;
- Monitoring and review of progress;
- Arrangements for communication between staff;
- Enhanced home/school contact;
- Developing and implementing a clear whole school policy for ALN

## **How the Additional ALN Budget Allocation is to be used:**

The majority of the money has previously been spent on Teaching Assistant (TA) salaries and these have been mainly short-term positions. Sutton Trust research has concluded that in many instances the impact of TAs supporting pupils on a 1:1 basis is limited and this is further compounded as short-term staff may not be suitably trained.

The current funding arrangements are based on the current SEN Code of Practice (Wales) and the imminent SEN reforms will bring a revised Code of Practice where the of Code of Practice (SA, SA+, Statement) will be phased out.

Funding drivers to be based on new definitions of low, high and exceptional needs that reflect the level and type of provision required to meet pupils' needs, rather than on SEN Code of Practice. For more detailed information regarding these definitions please go to the website link.

Funding for all needs to be fully delegated to enable schools to choose the support model that best meets their pupils' needs.

The Local Authority will continue to work with Schools to develop a range of outside resources and access to more specialist expertise. This will include additional bilingual Behavioural Support Services and Provisions in the North and South of the County. Advice and support will still be available from the Local Authority Specialists.

A Key feature of this new formula is that funding must be based on accurate and consistent data about pupils' needs, provision and costs. This information is moderated on an annual basis to ensure that funding decisions are consistent and transparent.

## **Resourced Provision Funding**

Within Denbighshire there are three specialist resource provisions in mainstream primary schools, which cater for the 2 areas of SEN identified in the SEN Code of Practice. Pupils with significant need access Resourced Provision through a LA Moderation Panel.

For Resourced Provision classes in Primary Schools, the budget is allocated according to the level of core staff required, as identified by the child's need. The local authority resourced provision is currently under review.

## **Special School Funding**

The budget is allocated according to the individual pupil's needs as identified in the funding system. This is reviewed and agreed between the Local Authority and schools on an annual basis.

The balance of the school's delegated budget is allocated by reference to premises related factors, free school meals data and specific lump sums. The school is expected to plan its annual expenditure within the allocated budget.

## 16.0 Useful Documents

There are a number of key documents produced by the Welsh Government that you may find useful. The majority of the documents listed here are aimed at LAs and education settings, but are still useful for parents as they outline the responsibilities of LAs and education settings.

The following documents are available, free of charge from the Welsh Government Publications Centre on 029 2082 3683 or email: **wag-en@mailuk.custhelp.com** alternatively you can access them and find out more about them by clicking on the Subject headings below.

### **Early Support Wales**

This program can help families to access support and services. It is designed to work through resources and training providers, and put parents at the heart of the process for accessing services.

### **Access to Education and Support for Pupils with Medical Needs**

The Welsh Government has developed this guidance document primarily to provide advice to schools and LAs on meeting the educational needs of pupils with medical needs. It emphasises the need for continuity in education and the impact medical conditions can have on a pupil's education, health and well-being.

### **Inclusion and Pupil Support**

This document contains guidance for schools, local authorities and their Partners relating to inclusion and pupil support. It aims to provide a framework for inclusion, including key documents to assist in developing LA's and school's approaches to planning, supporting and meeting the needs of all learners.

### **Special Educational Needs: Information for parents and carers of children and young people who may have Special Educational Needs**

This guide provides information on the stages of assessment and the statementing process, as well as information about further sources of information.

### **Special Educational Needs Code of Practice for Wales**

The code of practice gives practical guidance to local authorities, maintained schools, early years' settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs.

### **Exclusion from Schools and Pupil Referral Units Circular 1/2012**

This guidance covers the exclusion of pupils from schools and pupil referral units (PRUs), the procedures for appealing against an exclusion, and steps to take to maintain the education of excluded pupils.