

RHONDDA CYNON TAF

Access and Inclusion Service



RHONDDA CYNON TAF

Criteria for Placement in Specialist Provision

October 2019

Introduction

This document has been devised to inform parents/carers, schools and other partners as to when it might be appropriate to consider a placement in a specialist provision. It sets out Rhondda Cynon Taf's (RCT) expectations for the graduated response which has to be adopted prior to this process. The need for schools to adopt a graduated response to Special Educational Needs (SEN) is clearly outlined in the SEN Code of Practice for Wales (2002).

For the majority of pupils with SEN, appropriate support at School Action or Early Years Action (SA/EY) or School Action Plus or Early Years Action Plus (SA+/EY+) will enable them to make expected progress, as early intervention can result in the prevention of longer term SEN. The provision and additional support provided by the school or educational setting might be sufficient to move the pupil or young person from SA+/EYA+ to SA/EY, and in some cases can result in special educational provision ceasing altogether. A very small minority of pupils will have SEN of a severity or complexity that requires the Local Authority (LA) to determine and arrange special educational provision and provide a statement of SEN.

Equality Act 2010 - Anticipatory Duty: All policies and practices need to show due regard for the Equality Act 2010, including the anticipatory duties. Section 20 of the Equality Act 2010 highlights the need for the Council and schools to anticipate the needs of disabled service users and to take reasonable steps to remove barriers to accessing services. The duty is anticipatory in the sense that it requires consideration of, and action in relation to, barriers that impede people with disabilities seeking to use services and participation in experiences prior to them accessing it.

National Context

The Code of Practice 2002 sets out guidance on policies and procedures aimed at enabling pupils with SEN to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. For the vast majority of pupils, their mainstream setting will meet all of their SEN. Some pupils will require additional help from SEN services or other agencies external to the school to ensure that their needs are met.

RCT ensures that very many resources, enhanced provision and specialist settings are accessible without the need for a statement of SEN.

Entry criteria for such settings therefore needs to take account of a combination of factors including the severity and complexity of the individual pupils needs (threshold criteria), the relevant and purposeful action taken to address the needs (process criteria), the resources already deployed to support the pupil, and the progress made.

Local Context

The LA has a long established tradition of providing enhanced support for pupils with severe and persistent SEN without recourse for a statement of SEN. However, statutory assessments are always initiated when pupils needs are such that they require a special school placement. The LA is committed to ensuring that learners with the most complex and severe needs can access appropriate support promptly. The LA delegates £3.3 million of Additional Needs Funding (ANF) to schools. ANF is calculated on the basis of Welsh Index of Multiple Deprivation (WIMD). Funding is delegated directly to individual schools on an annual basis. The funding system provides a mechanism for individual schools to make decisions regarding additional resources to support pupils with severe and persistent.

The LA has a wide range of resources which can be accessed to support pupils with severe and persistent SEN without a statement of SEN. These include:

- Additional funding secured through the use of delegated language support funding and ANF
- Access to specialist advice and guidance from the Educational Psychology Service and Learner Support Service
- Access to packages of support from the Learner Support Service
- Access to a placement in a Learning Support Class or Pupil Referral Unit PRU placement

This document provides specific guidance on access to placements in PRU and Learning Support Classes. For those pupils who continue not to make expected progress even with enhanced support in mainstream settings at SA+/EYA+, or in a small learning support class or PRU placement, the LA has a statutory duty to determine whether it is necessary to consider a more specialist placement and/or to carry out a statutory assessment of the pupils SEN where the pupil is already receiving provision at SA+/EYA+.

Process Criteria (Graduated Response)

A school or early years setting must demonstrate that the actions they have implemented have been purposeful, relevant and sustained at SA+/EYA+. Learners eligible for a specialist placement normally will have been supported at SA+/EYA+ and will have received additional resources for a significant period of time. The following evidence will be taken into account when a request for placement is considered:

- Involvement of parents/carers and pupils
- Implementation of person centred approaches
- Relevant and purposeful school funded intervention at SA/EYA and SA+/EYA+
- The implementation of at least two IEPs or IBPs at SA/EYA **and** SA+/EYA+
- Enhanced SA+/EYA+ interventions implemented over a period of at least two terms (this should include additional resourcing from ANF, input from Education Psychology Service and Learner Support Service).
- Involvement of a specialist service, including evidence of any changes in strategies and programmes as a result of specialist input and monitoring
- Identification of need over a period of time and recording of detailed assessment information at regular intervals
- Clear indication of the impact of the strategies in place on the pupils learning and/or behaviour.
- Monitoring of the pupils progress over a period of time (covering at least two reviewed IEPs/IBPs at SA/EYA and SA+/EYA+)

LA Specialist Placement Panels and SEN Panel must be satisfied that the child's difficulties are severe, complex and long-standing and have not been resolved despite a range of well planned interventions. The resources normally available to a school or pre-school setting, and the school's use of them with the particular pupil for whom placement is being sought, will be considered through:

- reference to the school's delegated budget and access to additional resources (e.g. notional 5% of overall budget allocation, delegated language support funding/ANF, etc)
- prioritisation of the school's resources for the pupil under consideration
- evidence of appropriate use of internal expertise and support (e.g. SENCo, Learning Support Assistants, key workers etc).

Exceptional Requests for Placements

Requests for placements will not be considered unless there is clear evidence to suggest that a graduated response to SEN has been adopted. Clearly, there will be exceptional cases where it would not be in the pupils best interests to delay action and these cases will be considered accordingly. Some cases can be fast tracked and would not be required to meet the criteria for the full range of interventions normally required at SA/EYA or SA+/EYA+. These cases could potentially include pupils for whom there is clear evidence of severe, complex and long term needs. Exceptional arrangements and prompt initiation of action may be considered for:

- pupils who have significant, long-lasting and urgent needs arising from a sudden deterioration or onset of a medical condition or accident
- very young pupils with profound, multiple and complex needs.

Criteria for Placement

This guidance provides clear entry criteria which have to be met before a placement is agreed. Specific exit criteria are also included. The guidance criteria are based on four dimensions of need. These include

1. Cognition and Learning
2. Social, Emotional and Behavioural Difficulties
3. Communication and Interaction Difficulties
4. Sensory and Physical Difficulties

Specialist placement is appropriate for pupils and young people who have long term SEN arising from a major disability in one or more of the four dimensions. There should be prolonged multi-agency involvement and evidence of a systematic cycle of planning, action and review within the school/setting at SA/EYA and SA+/EYA+ prior to specialist placements unless exceptional arrangements apply.

Placement criteria focuses on key actions to meet a child's SEN. Whatever the level of a pupils difficulties, inadequate progress should be the key test of whether *additional* or *different* action should be taken. However, it cannot be assumed that all learners progress at the same rate and there needs to be a judgement in each case about what is reasonable to

expect a pupil or young person to achieve. 'Adequate' progress is defined as the progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the pupils previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupils behaviour

Although the four broad categories of need will form the basis for decision-making, the LA recognises that there is a wide spectrum of SEN which are frequently interrelated. While threshold criteria have been set for each category of need, reference may be made by the panel to more than one category of need. The cumulative effect across main presenting needs will be taken into consideration.

Specialist Provision

Requests for specialist placement in a Learning Support Class/PRU are made to the Specialist Placement Panels via Specialist Provision Request forms (SPR1 & 2) or through the Statutory Assessment or Annual Review of the Statement Process. There should be agreement between LSS and EPS that appropriate action has been taken in line with the guidance criteria detailed in this document and in discussions with parents. There will be agreement as to who will support the ALNCO to consider the graduated response and appropriate evidence. (Please refer to SPR Process Map Appendix 1).

Evidence provided with the **Specialist Provision Request forms (SPR)**, must include all essential data requested which includes:

- the pupils presenting needs, difficulties and any diagnosis if relevant
- pupils level of attainment and functioning
- a detailed overview of progress made over a 2-3 year period, with supporting assessment data and IEPs/IBPs

- a detailed chronology of school based support, strategies and interventions with supporting evidence
- evidence of engagement with external agencies and that the advice provided has been implemented.

SEN Panel/Specialist Placement Panel

Following receipt of the **Specialist Placement Request forms (SPR 1&2)** along with all of the advice to support a request for specialist placement, evidence is considered by the appropriate Specialist Placement Panel.

Specialist Placement Panel consists of:

- Senior managers from the Access and Inclusion Service, including the Educational Psychology Service and Learner Support Service
- Additional Learning Needs Administrative Service (ALNAS) administrator
- Headteacher representative from a school with a specialist provision
- Health representative where appropriate
- Representative from Educational Psychology Service (EPS)

SEN Panel meets on a weekly basis. SEBD placement panels meet twice termly whilst other specialist placement panels meet on a biannual basis. Schools are informed of panel dates for the academic year in the September of each year. SPR forms are required to be submitted to ALNAS by the stipulated deadline. Late submissions cannot be considered. Panel discussions will be kept confidential and panel members are requested not to discuss individual cases outside the Panel context. Evidence provided on each individual case is considered by the Panel and a collective decision made. However in exceptional circumstances the Chair of the Panel can make a decision regarding placement. The decision is based upon the evidence provided to the Panel using both the threshold and process criteria.

The panel outcome is recorded by the ALNAS team member and written confirmation of the Panel's decision is sent to the school or pre-school setting, for them to discuss with parents/carers.

The Panel will consider the level of the child's learning difficulties and the special educational provision required. If assessment and evidence confirms the provision being made is appropriate but the pupil is not progressing sufficiently well, then the LA will consider what further provision is needed and whether this can be made within the school's resources or whether the child's needs can be met with a level of advice, support and equipment that is available through SA+/EYA+ without the need for a specialist placement.

The LA's conclusion will depend on the precise circumstances of each case in the context of local resourcing and provision arrangements.

If parents express a wish for their child to be educated in a mainstream school, the LA must comply with that wish unless it would not be compatible with the efficient education of other children with whom the pupil would be educated. Where parents express a wish for their child to be educated in a specific maintained school, the LA must comply unless the preference is unsuitable in terms of the pupils age, ability or aptitude, or special needs, or it is incompatible with the efficient use of resources or the provision of efficient education for other pupils with whom the pupil would be educated.

If a specialist placement is agreed it should not necessarily be regarded as necessary for the rest of the pupil's time at school. In many cases, intervention using the resources and programmes provided in a specialist setting will be successful in enabling the pupil to progress to a level at which he or she can access curriculum and learning experiences using a mainstream school's existing resources and normal arrangements. This is monitored through a review process. At each review the pupil's needs and progress will be reviewed against the targets laid out in his or her IEP/IBP or part 3 of the Statement of SEN and with reference to the exit criteria for the relevant placement.

Observation & Assessment Class

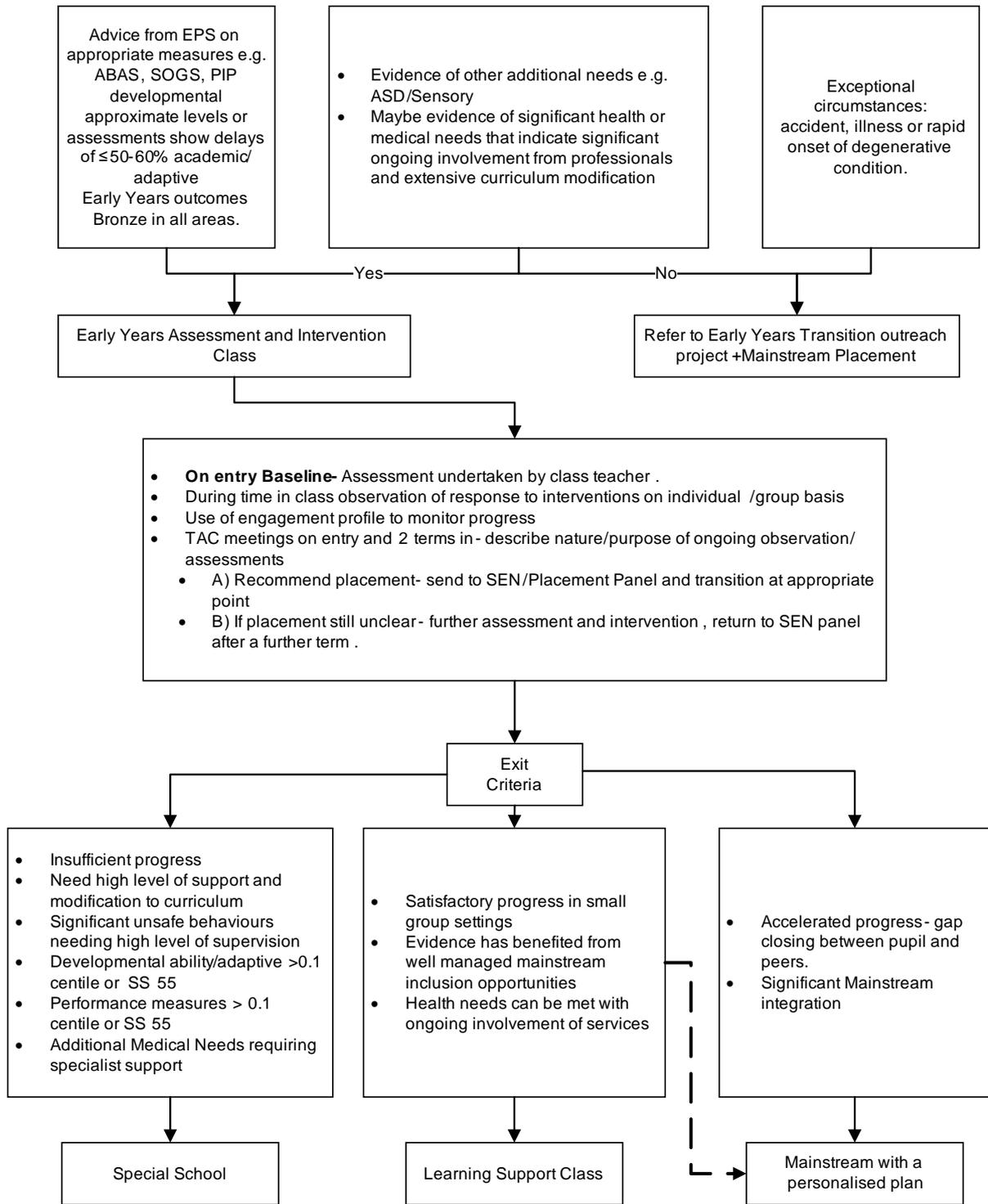
Where there is evidence of severe and persistent difficulties in the foundation phase but that further assessment and observation is needed to determine the appropriate specialist placement for the child a Specialist Placement Panel may recommend that a pupil accesses placement in the Observation and Assessment Class. These placements are intended to be short term to enable the LA to complete a robust assessment of pupil needs. Placements will be reviewed on a regular basis to reflect the short term nature and assessment function of this provision.

Early Years Assessment and Intervention (EYAI) Classes

Where there is evidence of significant and complex needs in Early Years (Nursery 1&2), but further information is required to determine placement, SEN panel may determine placement in a EYAI Class. These placements are intended to be short term whilst further assessment and interventions are put in place. Progress will be reviewed regularly and longer term placement for Foundation Phase will be considered through the review process.

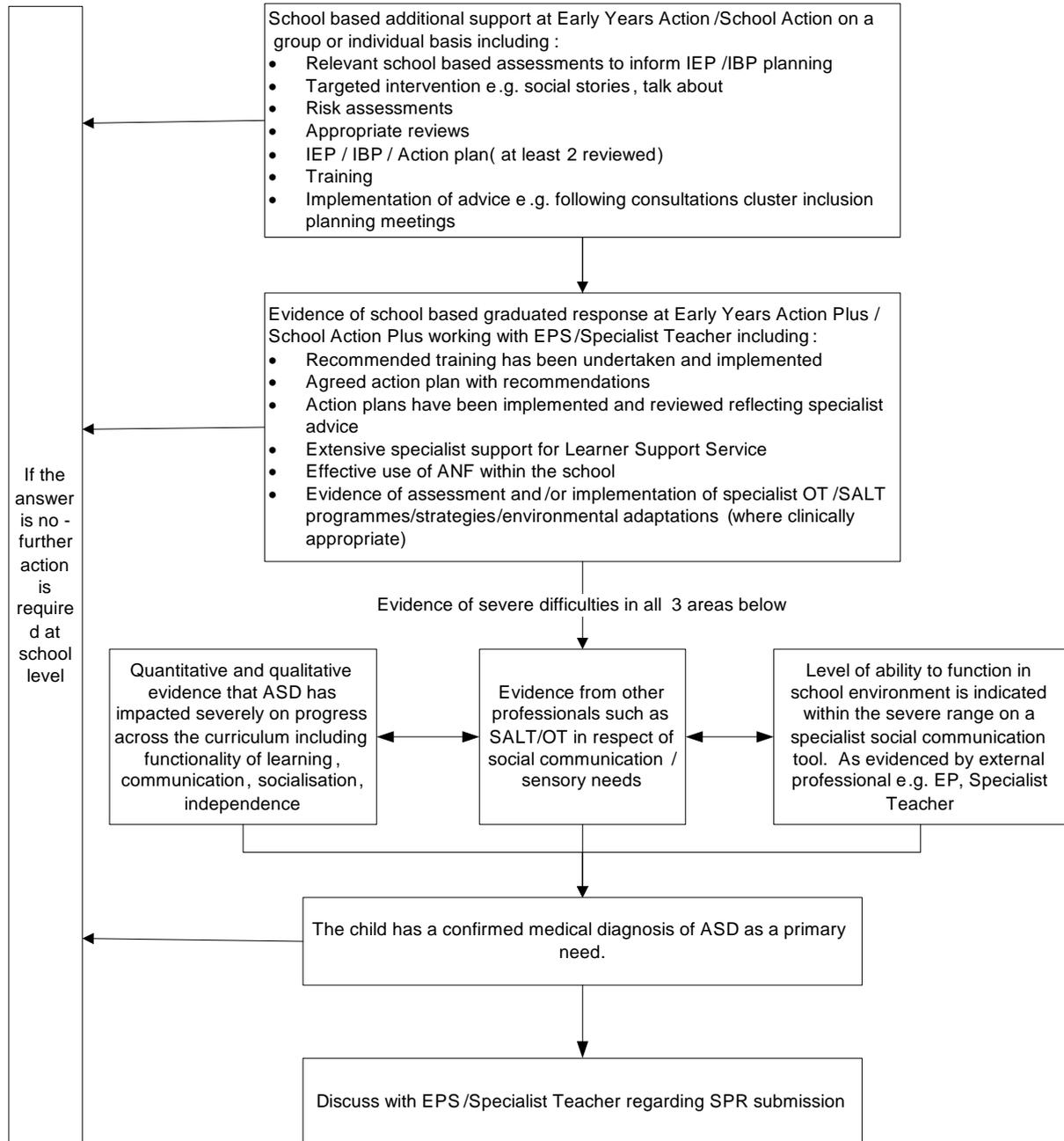
Entry Criteria for Specialist Provision: Early Years Assessment and Intervention

Learning Support Classes criteria for Entry Criteria for Specialist Provision: Early Years Assessment and Intervention



Entry Criteria for Specialist Provision: Autistic Spectrum Disorder

Learning Support Classes (Autistic Spectrum Disorder): Criteria for Specialist Provision : Foundation Phase/KS2/KS3/4

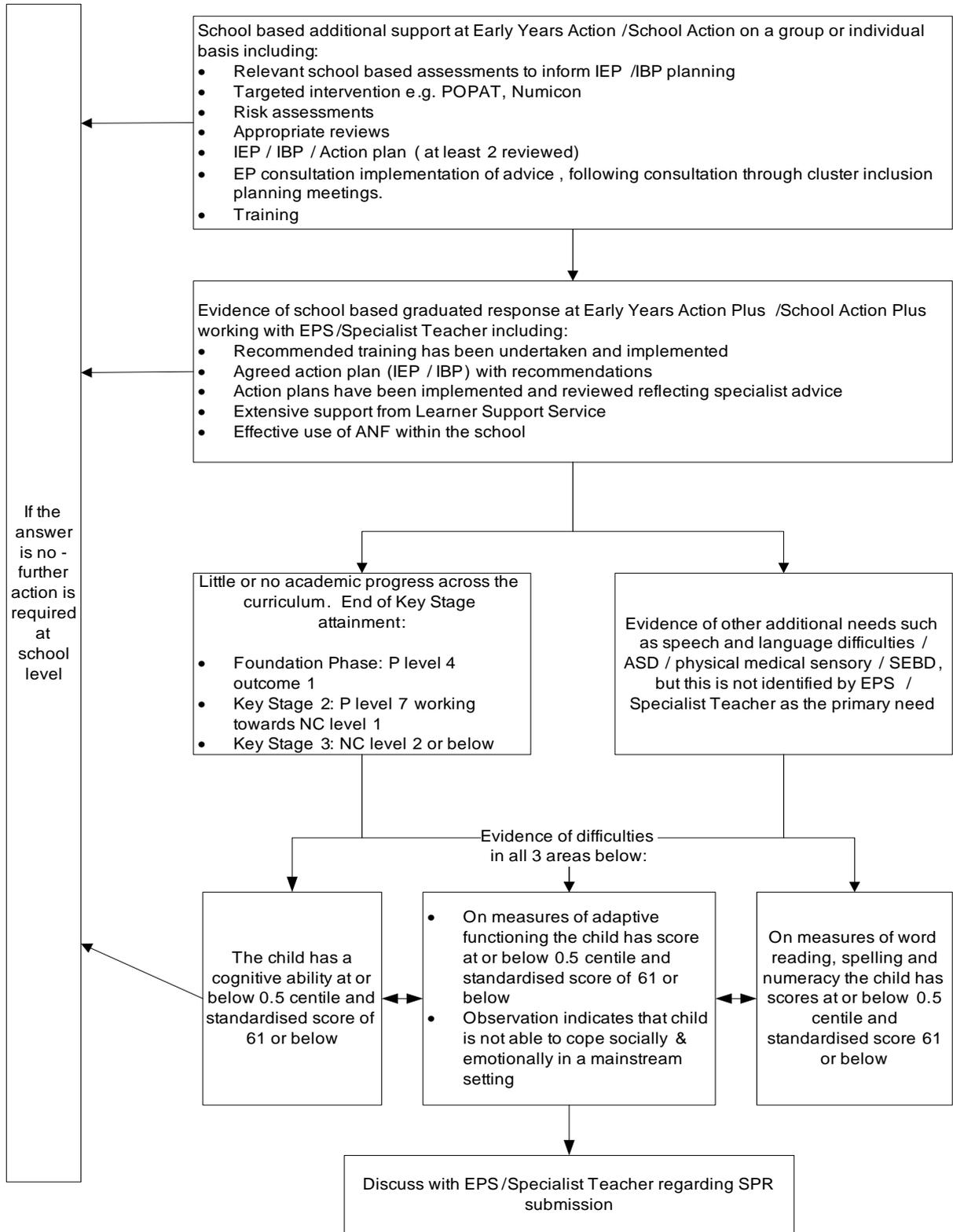


Exit Criteria

| LEARNING SUPPORT CLASSES (Autistic Spectrum Disorder/Communication Disorder): Criteria for exiting Specialist Provision: Foundation Phase/KS2/KS3/4 | |
|--|--|
| Outcome | Criteria |
| Consider alternative provision | <ul style="list-style-type: none">• Another primary need has been identified other than ASD |
| 2 or more criteria are met: consider alternative provision | <ul style="list-style-type: none">• Pupil is coping with mainstream integration and interaction for 50% or more of the school timetable with support• Pupil can cope socially and emotionally during structured and unstructured periods• Pupil has made progress in relation to their academic attainment levels which now matches some mainstream peers, as evidenced by school based assessment data and standardised tests• Specialist assessment data indicates that the pupil's level of functioning within the schools environment is no longer within the severe range. |

Entry Criteria for Specialist Provision: Complex Learning Difficulties

Learning Support Classes (Complex Learning Difficulties): Criteria for Specialist Provision: Foundation Phase /KS2/KS3/4

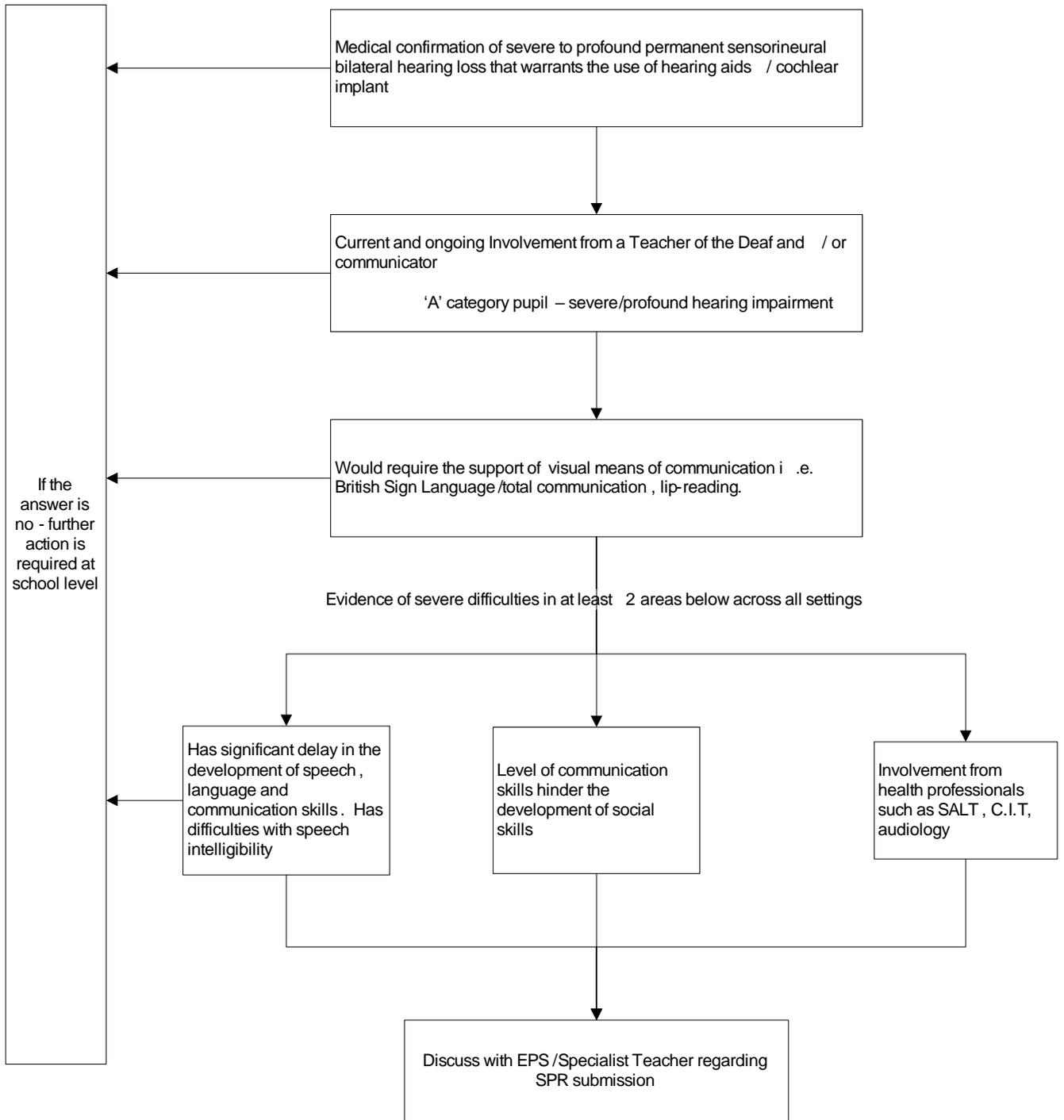


Exit Criteria

| LEARNING SUPPORT CLASSES (Complex Learning Difficulties) : Criteria for exiting Specialist Provision; Foundation Phase/KS2/KS3/4 | |
|---|---|
| Outcome | Criteria |
| Consider alternative provision | <ul style="list-style-type: none"> • Another primary need has been identified other than low cognitive ability and adaptive functioning |
| 2 or more criteria are met: consider alternative provision | <ul style="list-style-type: none"> • Cognitive ability above 0.5 centile or standardised score of above 61 • Adaptive functioning above 0.5 centile or standardised score of above 61 and is coping well socially and emotionally during periods of mainstream integration • Pupil has made progress in relation to their academic attainment levels which now matches some mainstream peers, as evidenced by school based assessment data and standardised tests e.g. attainments levels are above those outlined in the entry criteria |

Entry Criteria for Specialist Provision: Hearing Impaired

LEARNING SUPPORT CLASSES (Hearing Impairment): Criteria for Specialist Provision; Foundation Phase/KS2

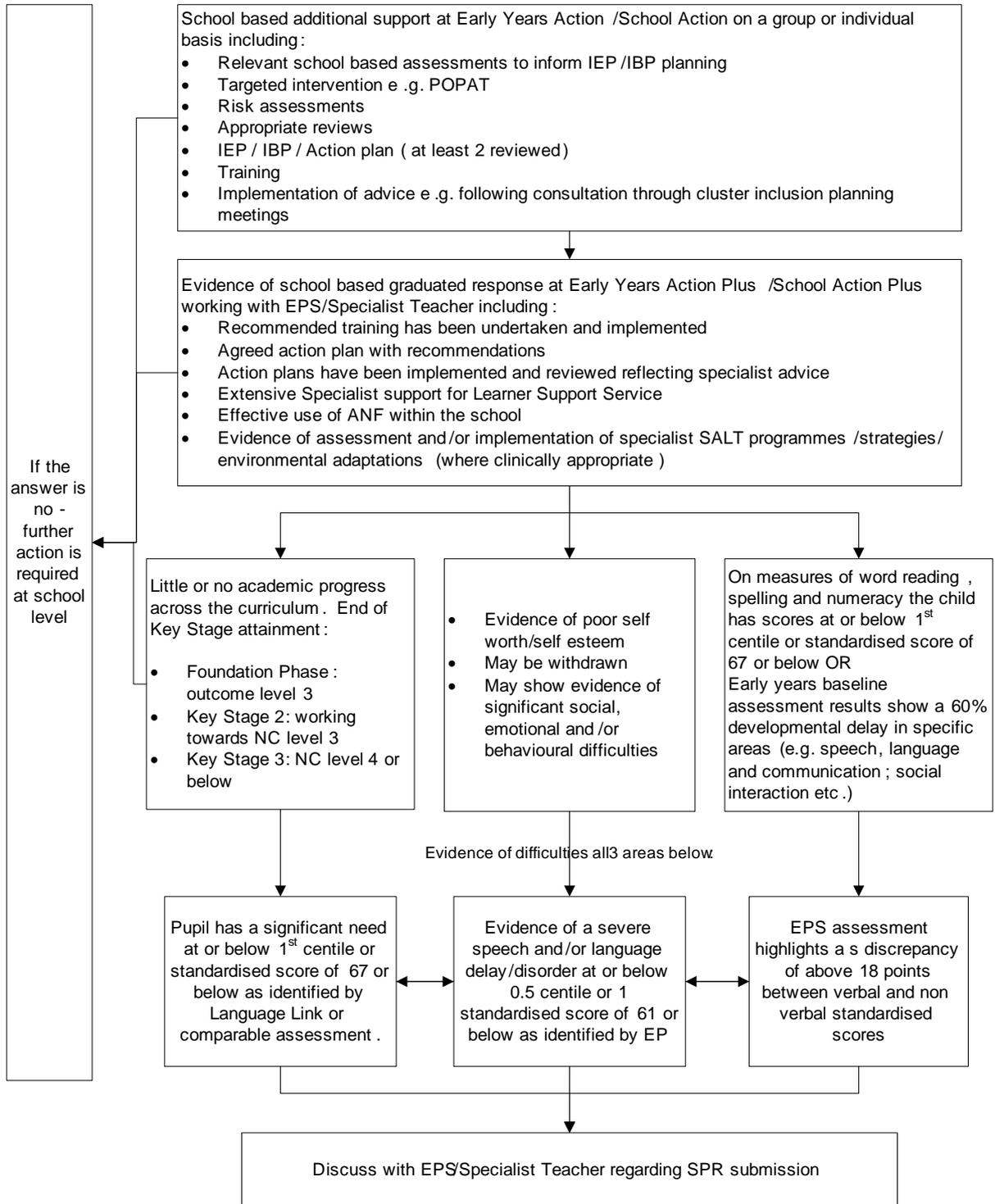


Exit Criteria

| LEARNING SUPPORT CLASSES (Hearing Impairment): Criteria for Specialist Provision; Foundation Phase/KS2 | |
|---|--|
| Outcome | Criteria |
| 2 or more criteria are met: consider alternative provision | <ul style="list-style-type: none">• Pupil is able to access majority of mainstream lessons with support (supported by audiology technology where appropriate)• Pupil is able to access mainstream provision with assistive technology and specialist LSA (where appropriate)• Training for receiving school (pre-requisite)• Pupil has made progress in relation to their academic attainment levels which now matches some mainstream peers, as evidenced by school based assessment data and standardised tests |

Entry Criteria for Specialist Provision: Speech & Language

LEARNING SUPPORT CLASSES SPEECH & LANGUAGE: Criteria for Specialist Provision Foundation Phase /KS2/KS3/4

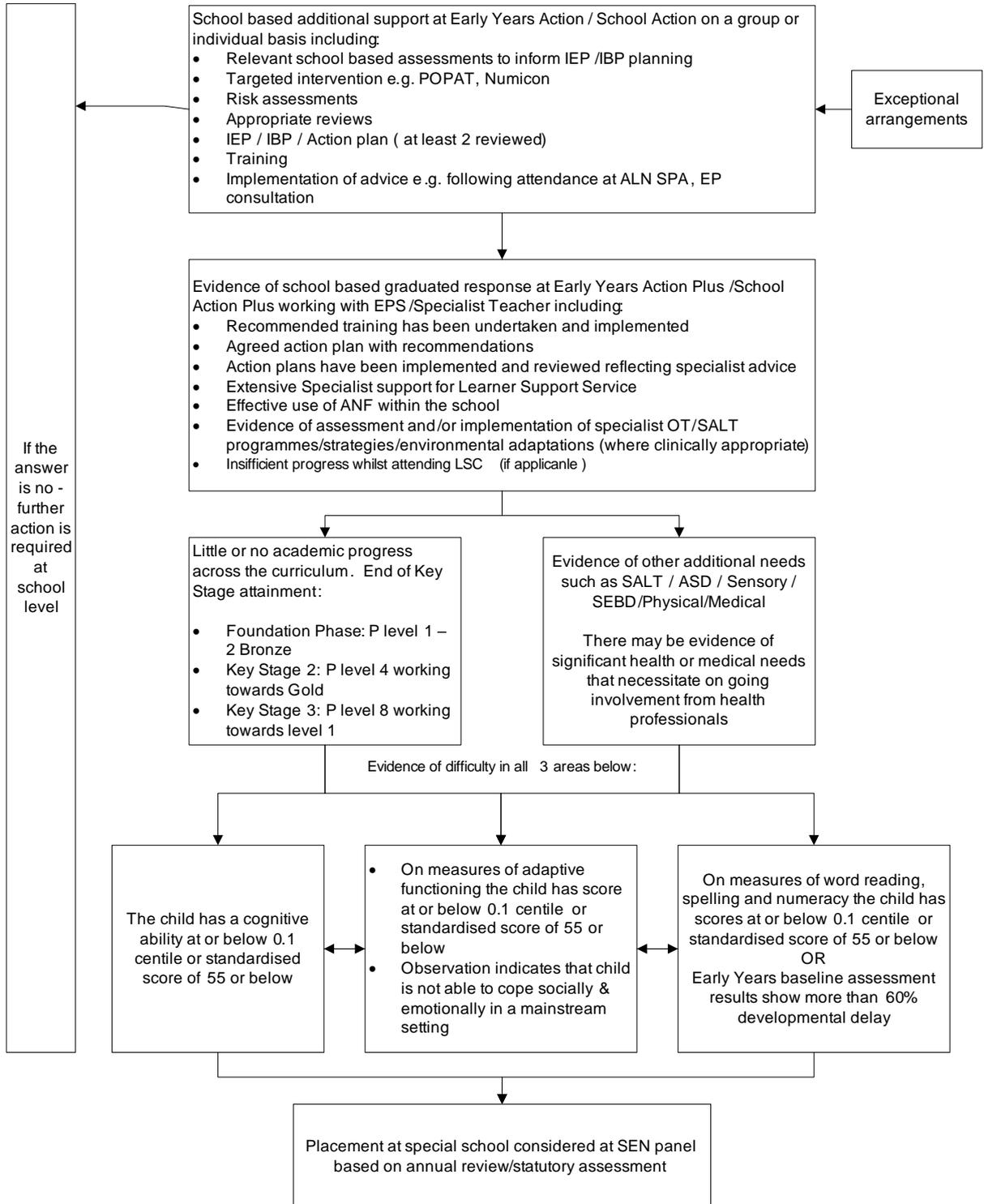


Exit Criteria

| LEARNING SUPPORT CLASSES SPEECH & LANGUAGE: KS1/2/3/4 | |
|--|--|
| Outcome | Criteria |
| Consider alternative provision | <ul style="list-style-type: none"> • Another primary need has been identified other than specific speech and language delay/disorder |
| 2 or more criteria are met: consider alternative provision | <ul style="list-style-type: none"> • Language Link assessment above 1st centile or standardised score of above 67 • SALT/EP expressive and receptive score above 0.5 centile or standardised score above 61. EP assessment verbal ability above 0.5 centile or standardised score above 61 • Pupil is coping with mainstream integration for up to 60% of school timetable with support including core subjects • Communication difficulties no longer significantly impede everyday social interaction • Pupil has made progress in relation to their academic attainment levels which now matches some mainstream peers, as evidenced by school based assessment data and standardised tests |

Entry Criteria for Specialist Provision: Special School

YSGOL HEN FELIN, PARKLANE, YSGOL TY COCH: Criteria for Specialist Provision: Foundation Phase/KS2/KS3/4

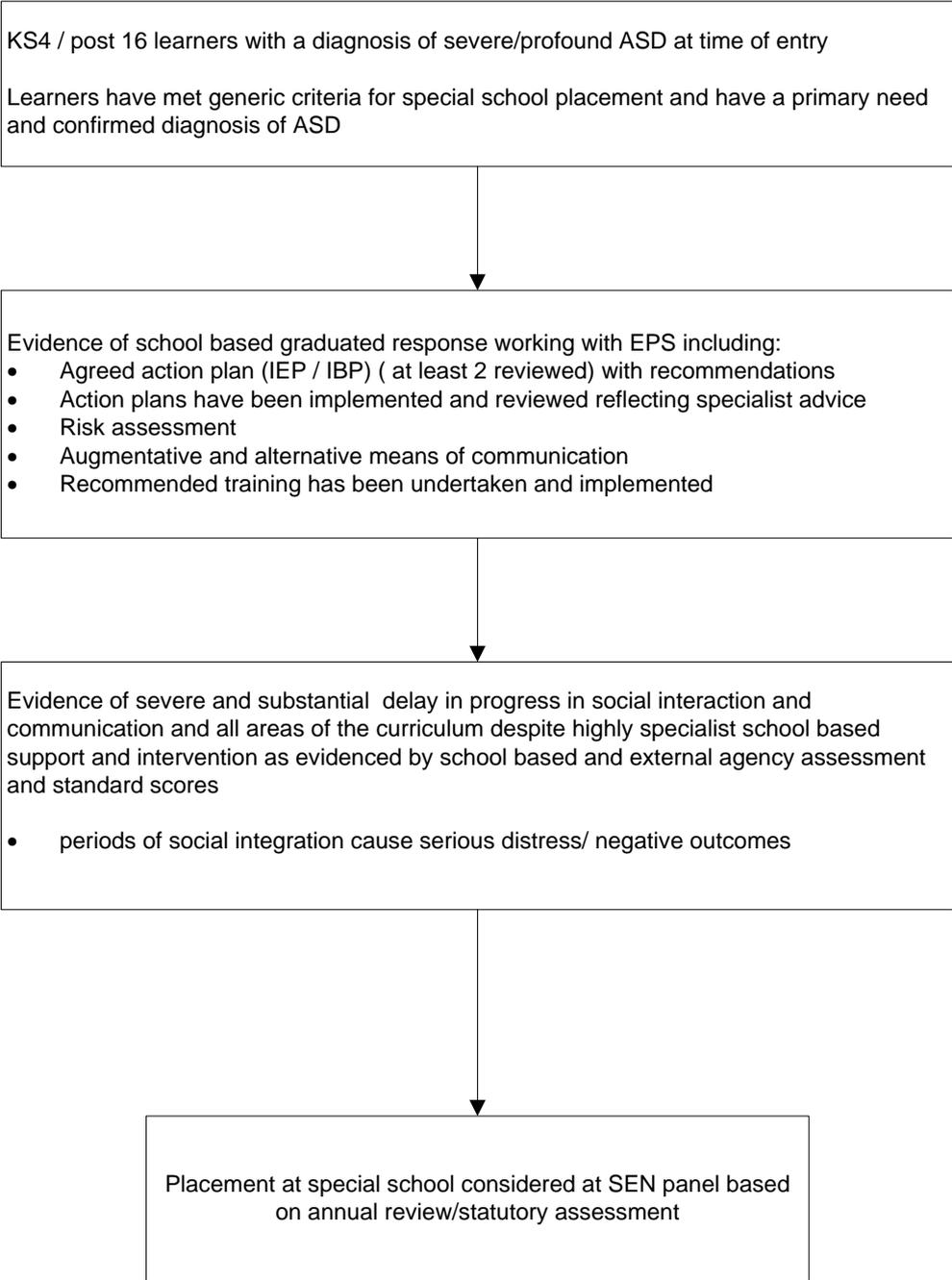


Exit Criteria

| SPECIAL SCHOOLS – YSGOL TY COCH, HEN FELIN and PARK LANE: Criteria for Specialist Provision | |
|---|--|
| Outcome | Criteria |
| All criteria are met: consider alternative provision | <ul style="list-style-type: none"> • Cognitive ability above 0.1 centile or standardised score above 55 • Adaptive functioning above 0.1 centile or standardised score above 55 and is coping well socially and emotionally • Performance on measures of reading, spelling, numeracy above 0.1 centile or standardised score above 55 • At the end of key stage/phase the following attainments are above <ul style="list-style-type: none"> ○ Foundation Phase: P Level 4 working within Foundation Phase Outcome 1 ○ KS2: P Level 7 working towards NC Level1 ○ KS3: NC Level 2 • Pupil can cope with wider social and educational integration and interaction • Consideration has been given for a placement in a LSC or mainstream setting <ul style="list-style-type: none"> ○ Pupils SEN are no longer a barrier to them accessing the curriculum in a Learning Support or mainstream setting ○ Evidence from professionals/agencies that the pupil would benefit from a placement in Learning Support Class or mainstream school |

Entry Criteria for Specialist Provision: Ysgol Ty Coch KS4/Post 16

YSGOL TY COCH KS4 AND POST 16 PROVISION: Criteria for Specialist Provision



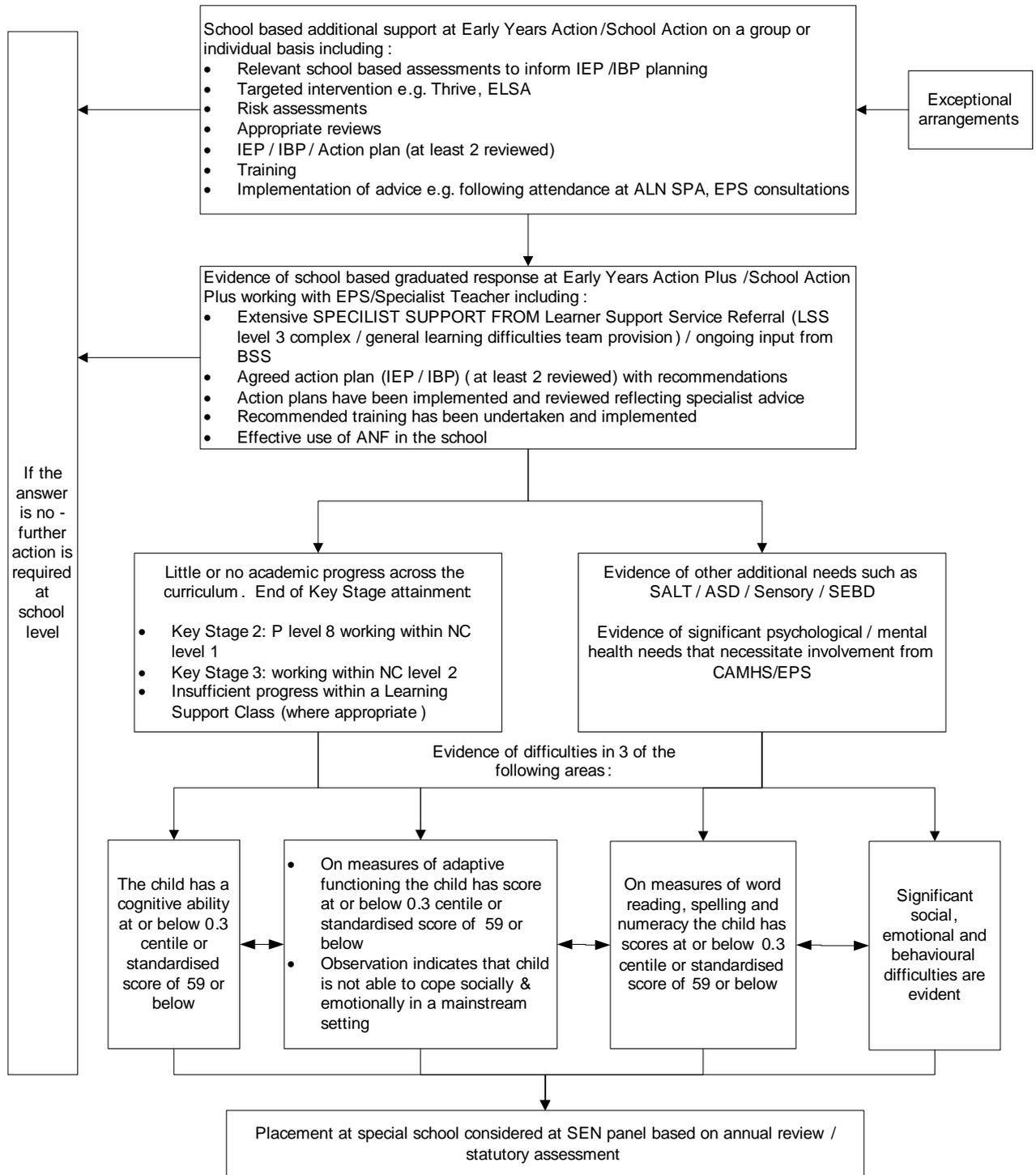
Exit Criteria

SPECIAL SCHOOLS – YSGOL TY COCH KS4/POST 16 ASD PROVISION: Criteria for Specialist Provision

| Outcome | Criteria |
|--|---|
| All criteria are met: consider alternative provision | <ul style="list-style-type: none"><li data-bbox="422 434 1412 533">• Pupil can cope with wider social integration and interaction although he/she may continue to find some difficulties with particular circumstances and may need a level of support<li data-bbox="422 533 1412 566">• Pupils academic needs can be met in generic special school provision<li data-bbox="422 566 1412 633">• Challenging behaviours are significantly impacting on the individual's ability to benefit from provision of this nature |

Entry Criteria for Specialist Provision: Maesgwyn Special School

MAESGWYN: Criteria for Specialist Provision: KS3/4

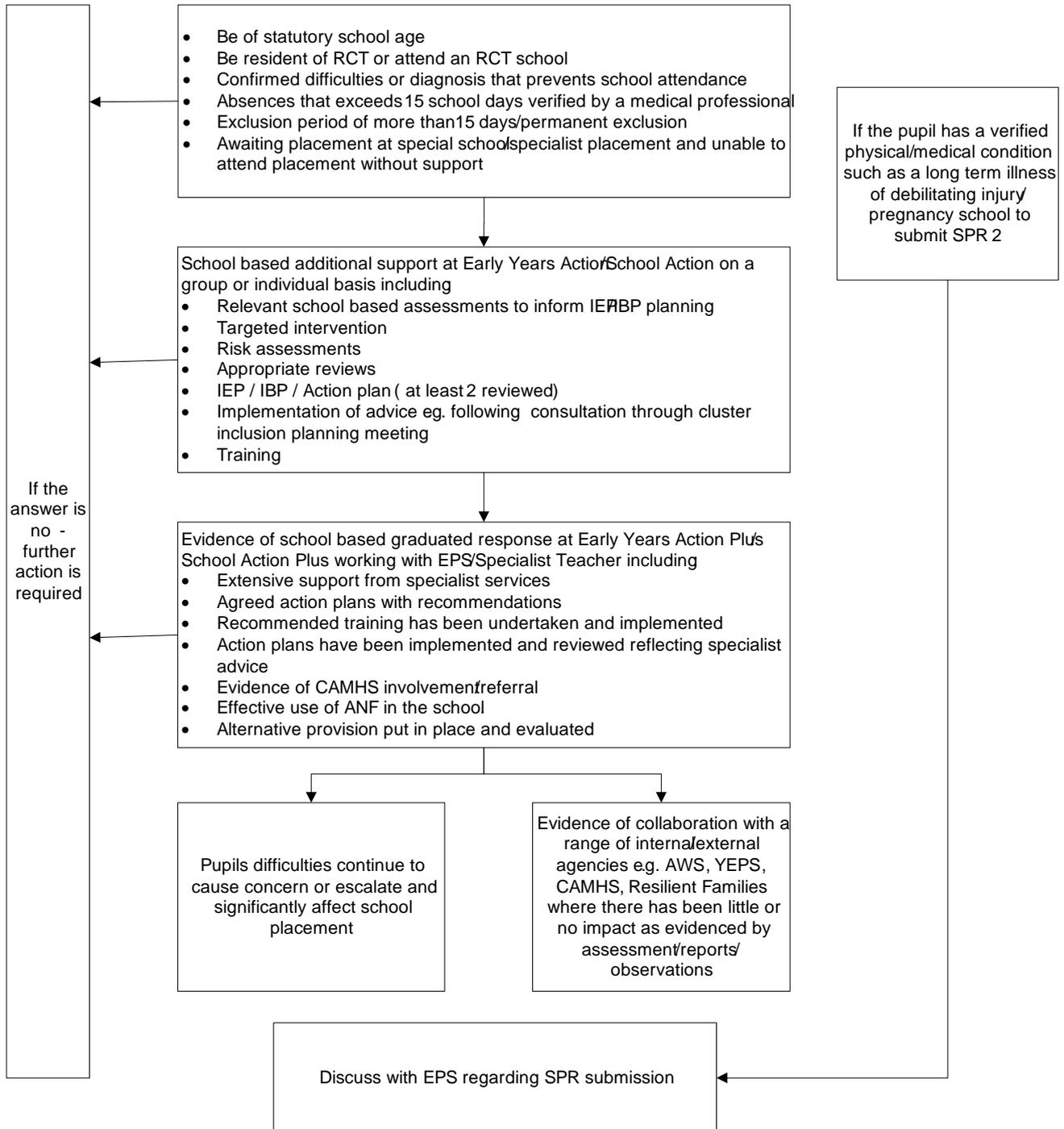


Exit Criteria

| SPECIAL SCHOOLS – MAESGWYN: Criteria for Specialist Provision | |
|---|---|
| Outcome | Criteria |
| All criteria are met: consider alternative provision | <ul style="list-style-type: none"> • Cognitive ability above 0.3 centile or standardised score above 59 • Adaptive functioning above 0.3 centile or standardised score above 59 and is coping well socially and emotionally • Performance on measures of reading, spelling, numeracy at or above centile score at 0.3 or standardised score above 59 • Compliance with class and school rules in majority of circumstances • Documented behavioural observations support the judgement that there is sustained improvement that over time • At the end of key stage/phase the following attainments are above <ul style="list-style-type: none"> ○ KS2: P Level 8 / NC Level 1 ○ KS3: NC Level 2 • Evidence of successful and sustained inclusion in appropriate mainstream settings • Pupil can cope with wider social and educational integration and interaction • Consideration has been given for a placement in a LSC or mainstream setting <ul style="list-style-type: none"> ○ Pupils SEN are no longer a barrier to them accessing the curriculum in a Learning Support or mainstream setting ○ Evidence from professionals/agencies that the pupil would benefit from a placement in Learning Support Class or mainstream school |

Entry Criteria for Specialist Provision: Individual/Group Tuition

INDIVIDUAL/GROUP TUITION: Placement

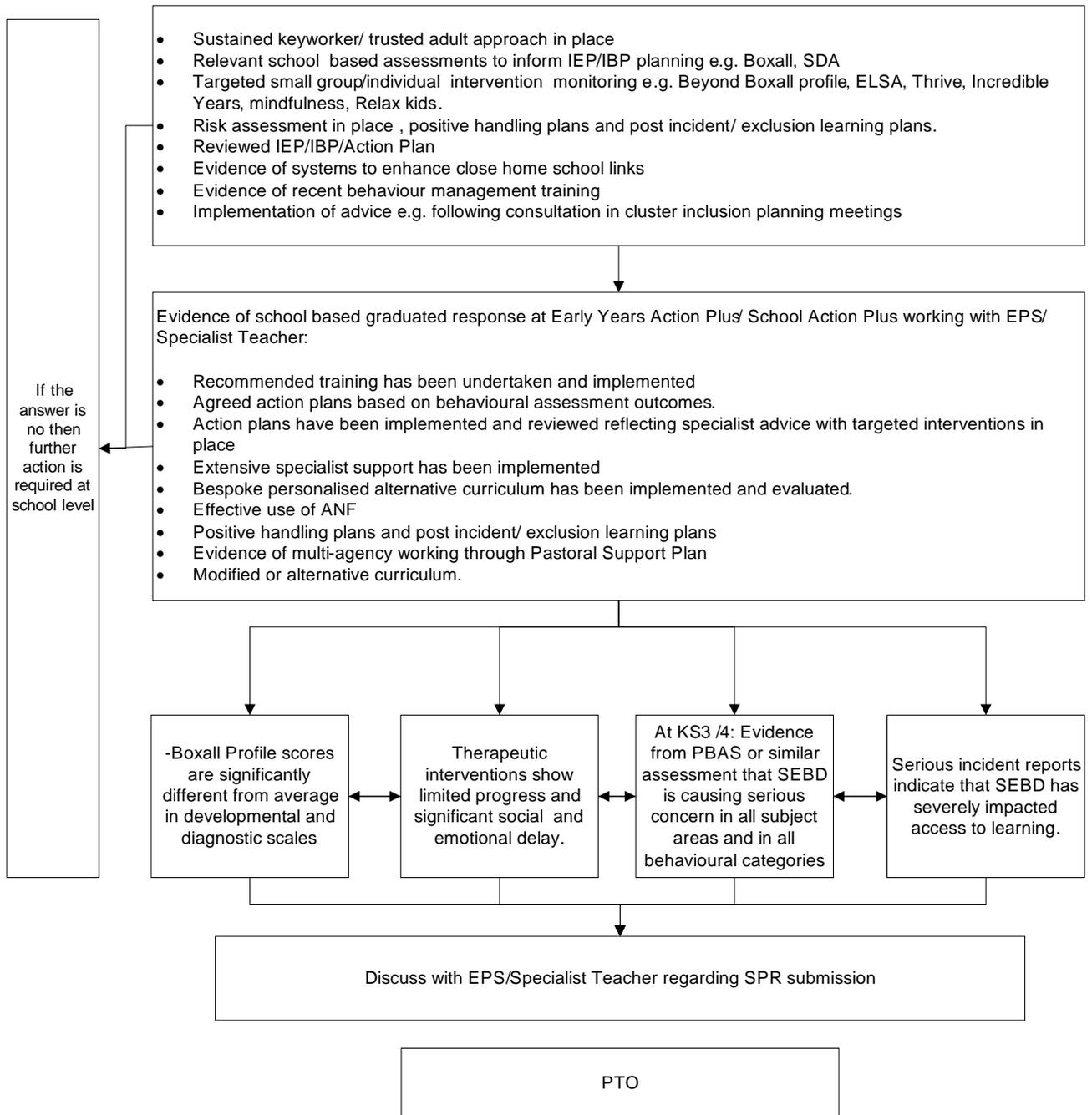


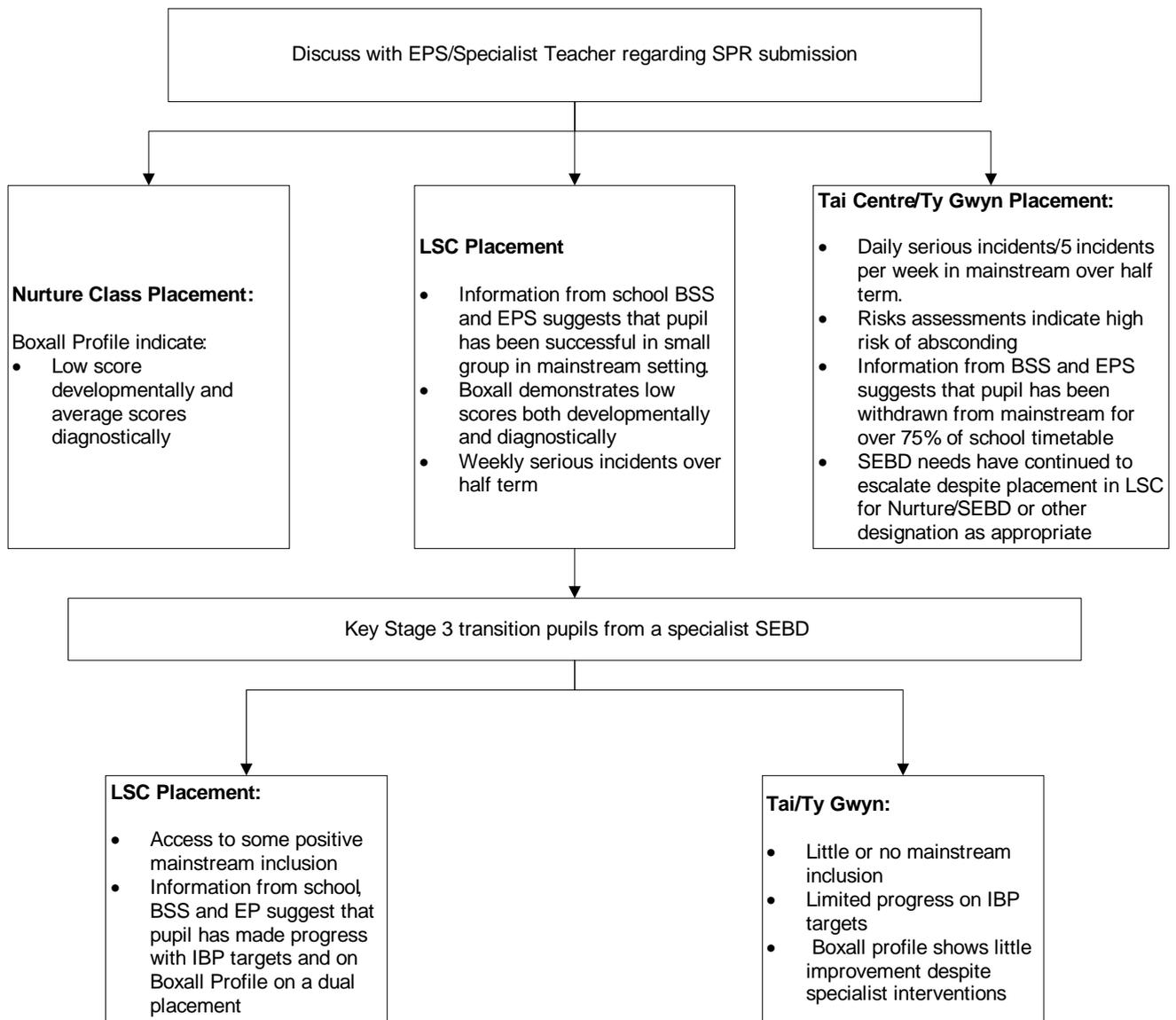
Exit Criteria

| GROUP/INDIVIDUAL TUITION: Criteria for Specialist Provision | |
|---|---|
| Outcome | Criteria |
| If any one of the following is met: consider alternative provision | <ul style="list-style-type: none">• Pupil can cope with wider social and educational integration and interaction• There is relevant professional evidence that the pupil's needs can now be met safely in a mainstream or specialist setting and all required risk assessments have been carried out• Absence of current specialist evidence confirming a medical/physiological basis for the pupils inability to attend school• Less than 50% attendance at tuition over a period of 12 weeks• Lack of engagement in tuition |

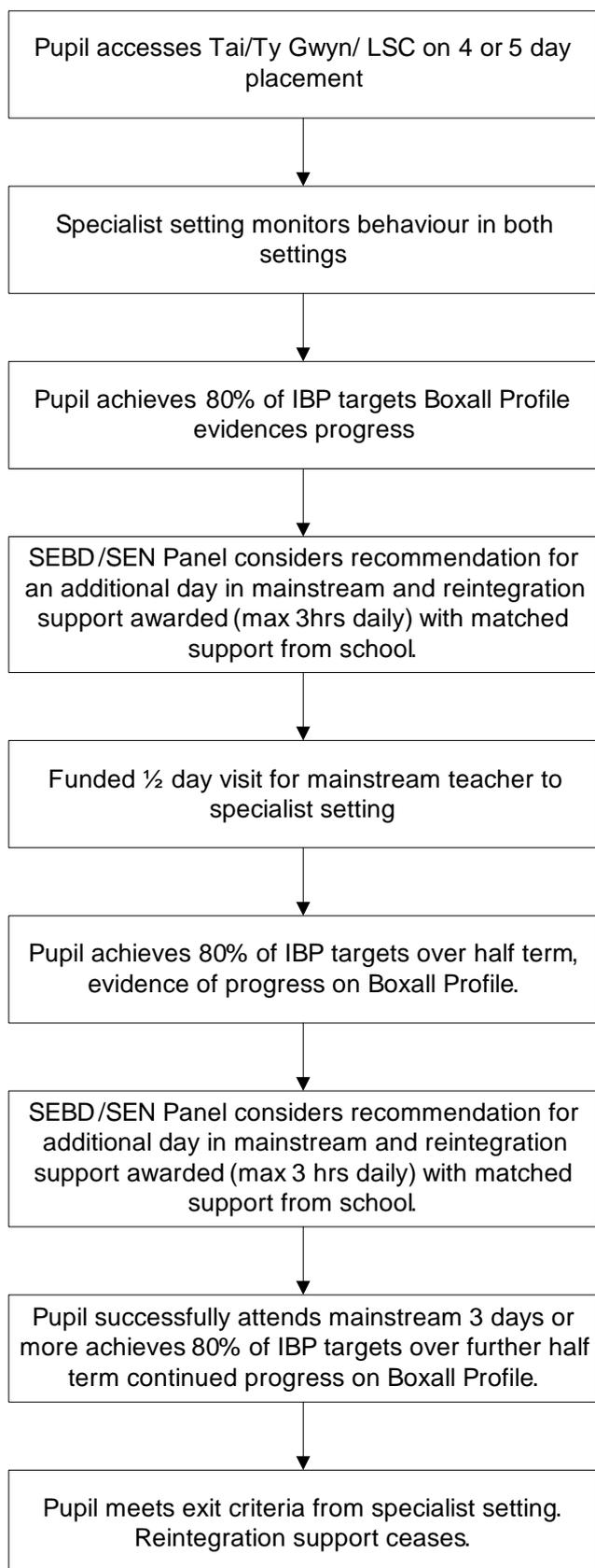
Entry Criteria for Specialist Provision: SEBD/Nurture

Criteria for Specialist Provision : Nurture, Foundation Phase, KS2,KS 3 /4 SEBD, Tai/Ty Gwyn





Reintegration Criteria for all pupils accessing SEBD Provision



Exit Criteria

| LEARNING SUPPORT CLASSES (SEBD/Nurture): Criteria for exiting Specialist Provision; Foundation Phase/KS2/KS3/4 | |
|--|--|
| Outcome | Criteria |
| Consider alternative provision | <ul style="list-style-type: none"> • Another primary need has been identified other than Nurture/SEBD |
| 2 or more are met consider alternative provision | <ul style="list-style-type: none"> • Boxall profile no longer shows a significant difference from average in the developmental and diagnostic scales • Progress evident within Thrive assessment scores or other therapeutic interventions • Fewer than 3 scores in the very high range on the SDQ • Compliance with class and school rules in the majority of circumstances • Pupil is coping with mainstream interaction and integration for 50% or more of school timetable with support • Pupil can cope socially and emotionally during structured and unstructured periods • Pupil has made progress in their academic attainment levels with increased engagement / attendance • Graduated re-integration over time within a mainstream school is successful <p>For KS3/4:</p> <ul style="list-style-type: none"> • PBAS or similar assessment: the majority of subject and behaviour categories are now rated at yellow/ green (mild/no cause for concern) • SEBD needs continue to escalate and consideration of more specialist placement is necessary |

Exit Criteria

| LEARNING SUPPORT CLASSES (TAI/TY GWYN): Criteria for exiting Specialist Provision; Foundation Phase/KS2/KS3/4 | |
|---|---|
| Outcome | Criteria |
| Consider alternative provision | <ul style="list-style-type: none"> • Another primary need has been identified other than SEBD |
| 2 or more are met consider alternative provision | <ul style="list-style-type: none"> • Boxall profile no longer shows a significant difference from average in the developmental and diagnostic scales • Significant improvement in social, emotional, behavioural development as evidenced by packages such as Thrive / Wellbeing in education / self image profile • Fewer than 5 scores in the very high range on the SDQ • Compliance with class and school rules in the majority of circumstances • Pupil has made progress in their academic attainment levels with increased engagement / attendance • Evidence of successful and sustained inclusion in appropriate mainstream settings • Pupil can cope with wider social and educational integration and interaction • Pupil achieves above 80% of targets set when attending mainstream school over a maximum of 6 week period allowing further re-integration days • Set period of 6 weeks to implement set targets. Demonstrative improvements in the above result in increased reintegration. <p>For KS3/4:</p> <ul style="list-style-type: none"> • PBAS or similar assessment: the majority of subject and behaviour categories are now rated at yellow/ green (mild/no cause for concern). |