



STRONG HERITAGE | STRONG FUTURE  
**RHONDDA CYNON TAF**  
TREFTADAETH GADARN | DYFODOL SICR

# **Provision for Pupils at Early Years, Early Years Action Plus, School Action and School Action Plus Stages**

## **Managing the Requirements of the Special Educational Needs Code of Practice for Wales**

The Code recognises four main areas of need:

- Cognition and learning
- Communication and interaction
- Behavioural, emotional and social difficulties
- Sensory, physical and/or medical needs, where there is also a learning need.

Most children and young people in Rhondda Cynon Taf will have their needs met within a mainstream setting without recourse to a statement of Special Educational Needs.

The SEN Code of Practice for Wales (2002) advises that schools should continue to record strategies used to help pupils to make progress on an Individual Education Plan (IEP). The term IEP is also used to describe Individual Play Plans (IPPs at Foundation Phase) or Individual Behaviour Plans (IBPs)

IEPs should include:

- 3 or 4 precise SMART targets (SMART targets –Specific, Measureable, Attainable, Realistic and Timely)
- teaching strategies- Designed to help the learner achieve their targets
- resources/additional provision
- review date and subsequent outcomes
- success criteria
- involvement of pupils their views
- parent/carer contribution

The Code emphasises that the IEP should record only provision which is different from or additional to the differentiated curriculum available within the school. The IEP should be discussed with pupil and parents/carers and be reviewed at least twice a year. The purpose of the review is to consider progress against the targets set for the IEP and to discuss any new or additional information relating to the pupil's progress.

IEPs for Early Years Action should contain the same basic information as IEPs produced for School Action but will reflect appropriate Early Years practice and resources. IPPs introduced for pupils within the Foundation Phase should reflect appropriate Foundation Phase approaches. It is also recommended that schools develop a one page profile in order to determine what is important to the child and for the child best support their strengths, difficulties and needs.

## **Early Years Action/School Action**

When a class teacher or 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 and strategies.

The basis for intervention through Early Years or School Action could be the teacher's or others' concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no reasonable progress even when teaching approaches are specifically targeted to improve the pupil's identified area of difficulty
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Shows signs of difficulty with early language development
- Shows signs of difficulty in developing basic literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties that are not improved by the behaviour management techniques usually employed in the school

- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no measureable progress despite the provision of a differentiated curriculum

Appropriate evidence to support movement to Early Years or School Action might include teacher's planning showing differentiation, class records, assessments, observations, pupil's differentiated work, school assessments, standardised assessments, comparisons with National Curriculum norms and peer group progress

### **Early Years Action Plus/School Action Plus**

The basis for Early Years Action Plus or School Action Plus intervention is, that despite receiving an individualised programme and/or additional support under School Action and/or Early Years Action, the pupil:

- continues to make little or no progress in specific areas over at least two terms
- continues working at curriculum levels significantly below that expected of pupils of a similar age
- continues to have difficulty in developing basic literacy and numeracy skills
- has emotional and/or behavioural difficulties which significantly and regularly interfere with the pupil's own learning or that of the class/group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment and/or regular advice or visits by specialist staff

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause significant barriers to learning.

A single advisory visit by a representative of a specialist service does not necessarily trigger movement to Early Years Action Plus or School Action Plus stages.

These stages are usually characterised by regular and ongoing involvement of specialist services. A pupil should not move to an Action Plus stage without consultation with these services. Part of the plan for meeting the needs of pupils at Early Years, Early Years Action Plus, School Action and School Action Plus should incorporate following the advice of specialist services and undertaking recommended training.

SEN Code of Practice 2002