



## **Ysgol Gymraeg Casnewydd**

### **Policy for Special Educational Needs**

#### **Rationale:**

Ysgol Gymraeg Casnewydd is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Ysgol Gymraeg Casnewydd is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We

believe in the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Ysgol Gymraeg Casnewydd we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Ysgol Gymraeg Casnewydd sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model

inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Coordinator is **Miss Catrin Leyshon**, who also takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

The SEN Governor is **Mrs Liz Price** with an Equal Opportunities/Educational Inclusion brief.

## **Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, AENCO, and support staff as appropriate.

(\*Except where dis application, arising from a Statement occurs, dis application is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
6. To ensure that pupils with SEN are perceived positively by all members of the

school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEN provision**

1. The AENCO will meet with each class teacher twice a year to discuss additional needs concerns and to review Individual Profiles and targets (PU).
2. At other times, the AENCO will be alerted to newly arising concerns through the additional needs '**cause for concern form**' about any other child and monitor them. If after a term they are still showing no sign of progress the AENCO will be alerted. Class teacher will provide evidence, of area of concern, to the AENCO. This could be pupils work or observations made in the class room.
3. The AENCO and class teacher will discuss issues arising from the evidence given, within one week of receiving the form.
4. Targets arising from Individual Profile with targets (PU) meetings and reviews will be

used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

5. The AENCO monitors planning for SEN and supports year group teams with curriculum planning.
6. Where necessary, reviews will be held more frequently than twice a year for some children.
7. The AENCO, together with the Headteacher and members of the Senior Management Team, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the AENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the schools annual budget. The support timetable is reviewed annually, by the AENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
9. Support staff, class teachers, AENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against the Foundation Phase outcomes
- Standardised screening and assessment tools
- National Literacy and Numeracy tests
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the schools observations and assessment data and following a discussion between the class teacher, AENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in '**Criteria for Assessment**' (Newport City Council)

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

**School Action** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the School Action plan for each child to have an individual target/s.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The small groups may be taught by AENCO or TA either in the class room or out of the class room.

The responsibility for planning for these children remains with the class teacher, in consultation with the AENCO.



A child receiving support at **School Action** will have an Individual Profile Plan with at least 1 action/ target corresponding to his or her needs.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LEA model with minor adaptations for this purpose.

Informal **Monitoring** will be carried out on a regular basis. Significant achievements and difficulties will be recorded, and reviews held biannually or more regularly when required. The AENCO will look at the monitoring information and make adjustments to the provision for the child, if and when appropriate.

Individual Profiles and targets/ actions will be reviewed at least twice a year, although some pupils may need more frequent reviews. The AENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the AENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

### **School Action Plus**

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Profile with more than one target/actions. **Monitoring** and reviews will take place as for School Action, and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LEA whose weekly Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEAs current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs**

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the AENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

### **The Schools Arrangements for SEN and Inclusion In-Service Training**

- The AENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the AENCO.

- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the AENCO as to the purpose of each visit.
- The LEA Advisory Teachers visits regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example dyslexia or EBD (in line with assessment criteria)
- Teachers from the Sensory Impairment Service work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to Individual Profile with targets/actions reviews.
- The AENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. GEMSS
9. Hearing/Visual Impaired Services

Parents/carers are informed if any outside agency is involved.

#### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet parents/ carers whose children are being recorded as having additional needs. The AENCO will attend this meeting if the school or the parent/ carer thinks this is appropriate.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. All parents/ carers of children on School Action, School Action or a Statement of Special Educational Needs will be invited to a Surgery Night at the school to discuss their child's needs.
- Parents, whose children are being recorded as having additional needs, will may also receive an appointment to meet with the AENCO to discuss the child's development and their Individual Profile with targets/ actions.

- Parents/carers are able to make other appointments on request, during the year.
- At meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Individual Profiles with actions/ targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Individual Profiles with targets/ actions and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Curriculum workshops are offered to parents/ carers to attend.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

Reception staff will meet with staff from partner nursery schools and the nursery teacher of Ysgol Gymraeg Casnewydd, prior to pupils starting school. Concerns about particular needs will be brought to the attention of the AENCO after this meeting.

Where necessary the AENCO will arrange a further meeting.

Reception staff, of children joining from other nurseries in Newport, will receive information from the other nursery; concerns about particular needs will be brought to the attention of the AENCO after this meeting. Where necessary the AENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the AENCO will telephone to further discuss the child's needs. At transition to secondary school the AENCO will discuss individual pupil needs with the receiving school.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the AENCO, and referrals will be made as appropriate.
- Social Services, the Education Welfare Service and the Families First team will be accessed through the Social Services Team desk, the visiting education welfare officer or by referral to Families First as appropriate. Class teachers will alert the AENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEN. The AENCO maintains an up to date list. Parents / carers will be given details of these groups on request or as appropriate.

### **Inclusion Principles**

- Staff at Ysgol Gymraeg Casnewydd value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the Environment (see also School Access Plan)**

Ysgol Gymraeg Casnewydd is a single site school, with Foundation Phase and Key Stage 2 departments. The school is built on one level, because of this there are no steps throughout the school and makes it suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

- There are showers, changing facilities and toilets which are on a level and wheelchair accessible
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (e.g. part-carpeting, curtains, quiet areas).



- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will

access the curriculum through specialist resources such as ICT where this is appropriate.

- The school has a sensory room as well as a nurture group to support children with specific learning difficulties including sensory and EBD.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Ysgol Gymraeg Casnewydd uses a range of assessment procedures within lessons (such as role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational

needs.

- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible and cater for individual needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- Ysgol Gymraeg Casnewydd also recognises the importance of increasing awareness of BSL as a language

- Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

### **Terminology, imagery and disability equality**

Ysgol gymraeg Casnewydd is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to A special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time, SEAL lessons P4C and 'Our Community Week' for raising issues of language and other disability equality issues..

### **Listening to disabled pupils and those identified with additional needs**

Ysgol Gymraeg Casnewydd encourages the inclusion of all children in the School Council and other consultation groups. P4C, SEAL and Circle Time are embedded throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and un-intimidating.

The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

Ysgol Gymraeg Casnewydd recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

### **Disability equality and trips or out of school activities**

Ysgol Gymraeg Casnewydd tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at our after school activities and we try to rearrange SEN transport as necessary.

## **Evaluating the success of the Schools SEN and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of Foundation phase and Level 4 at the end of KS2
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision, along with the information required by the Disability Discrimination Act.

Through the Headteacher report to governors, the AENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will

be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The AENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through Individual Profiles with actions/ targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors meeting with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Outcome 5 at the end of Foundation Phase and Level 4 at the end of Key Stage 2. Targets are also set for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve either Outcome 5 or Level 4 at the end of Foundation Phase or Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

The policy itself will be reviewed annually by the schools senior management Team and AENCO.

## **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the AENCO, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Date: 21/3/16

Date to be reviewed: March

Signed by Chair of Governors: \_\_\_\_\_



## **Specialised Provision**

Ysgol Gymraeg Casnewydd has a school Nurture Group which is specially tailored to support children with emotional and Social or behavioural difficulties.

Miss Catrin Leyshon has completed 0.5 of a Masters degree in this area of learning and has been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school.