



Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

Criteria for Placement in Specialist Provision

July 2019

Contents

1. INTRODUCTION	1
National Context.....	1
Local Context	1
2. PROCESS CRITERIA	2
3. EXCEPTIONAL REQUESTS FOR PLACEMENTS	3
4. CRITERIA FOR PLACEMENT	3
5. SPECIALIST PROVISION	4
6. SPECIALIST PLACEMENT PANEL	4
7. ENTRY/EXIT CRITERIA FOR SPECIALIST PROVISION	6
A. LEARNING RESOURCE BASE (LRB) C /AUTISTIC SPECTRUM DISORDER (ASD).....	6
B. LEARNING RESOURCE BASE (LRB) COMPLEX LEARNING DIFFICULTIES.....	8
C. SPECIALIST PLACEMENT FOR HEARING IMPAIRMENT	10
D. LEARNING RESOURCE BASE (LRB) NURTURE SOCIAL, EMOTIONAL, BEHAVIOUR DIFFICULTIES PUPIL REFERRAL UNIT (PRU).....	11
E. GREENFIELD SCHOOL	14
8. REFERRALS	16
9. APPENDICES	17
Pupil Data Form/Placement Referral	17
Parents/carers permission for placement referral	18
An understanding between mainstream and nurture group staff	19
School Support Service: Behaviour Support Team & Outreach Services	20
EPS Pathway	21

1. INTRODUCTION

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

(SEN Code of Practice for Wales National Assembly for Wales, 2002, 5.2)

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 Merthyr Tydfil County Borough Council's (MTCBC's) 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 children 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 child 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 children will have SEN of a severity or complexity that requires the Local Authority (LA) to determine and arrange the special educational provision their learning difficulties may call for.

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 children, their mainstream setting will meet all of their SEN. Some children will require additional help from SEN services or other agencies external to the school to ensure that their needs are met.

MTCBC 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 child's needs (threshold criteria), the relevant and purposeful action taken to address the needs (process criteria), the resources already deployed to support the child, 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 children's 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 has additional guidance criteria in place to inform schools as to when it might be appropriate to provide additional support at SA+/EYA+ (SEN Guidance Criteria for Enhanced Support 2018).

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

- access to specialist advice and guidance from the Educational Psychology Service, Inclusion and ALN Service;
- access to packages of support from the Inclusion and ALN Service; and
- access to a placement in a Learning Resource Base or Pupil Referral Unit (PRU) placement.

Packages of support within the ALN team can include teaching support for children with: Autistic Spectrum Disorder; emotional, behavioural and social difficulties; speech and language difficulties; hearing impairment; visual impairment; and physical/medical difficulties. This document provides specific guidance on access to placements in a PRU and Learning Resource Bases. Placements in Learning Resource Bases can also be secured without a Statement of SEN. This ensures that a more efficient, effective and seamless approach to meeting the child's needs can be adopted. For those children who continue not to make expected progress even with additional support in mainstream settings at SA+/EYA+, or in a small learning resource base 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 child's SEN.

2. PROCESS CRITERIA

A school or early years setting must demonstrate that the actions they have implemented have been purposeful, relevant and sustained at SA+/EYA+. Children 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 child
- relevant and purposeful school funded intervention at SA/EYA and SA+/EYA+
- the implementation of at least two IEPs and IBPs at SA/EYA **and** SA+/EYA+
- monitoring of the child's progress over a period of time (covering at least two **reviewed** Individual Education Plans (IEPs)/Individual Behaviour Plans (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 Additional Funding, input from Education Psychology Service, School Support Service (BST and Outreach) and ALN team.
- 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 child's learning and/or behaviour.

LA Specialist Placement Panels 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 child, for whom placement is being sought, will be considered.

3. 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 child's 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 children for whom there is clear evidence of severe, complex and long term needs. Exceptional arrangements and prompt initiation of action may be considered for:

- children who have significant, long-lasting and urgent needs arising from a sudden deterioration or onset of a medical condition or accident;
- very young children with profound, multiple and complex needs; and
- children from out of county and/or previously unknown,

4. CRITERIA FOR PLACEMENT

This guidance provides clear explicit 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 children and young people who have significant term SEN arising from a major disability in one or more of the four dimensions. There should be appropriate 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 focus on key actions to meet a child's SEN. Whatever the level of a child's 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 child 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 child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's 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.

5. SPECIALIST PROVISION

Requests for specialist placement in a Learning Resource Base/PRU are made to the Specialist Placement Panels via the Statementing Officer, ALN. Placement in Special Schools is determined through the Statutory Assessment or Annual Review of Statement Process. A Statutory Assessment of SEN has to be undertaken prior to consideration of placement in a Special School.

Evidence provided with the placement referral must include all essential data requested which includes:

- the child's presenting needs, difficulties and any diagnosis if relevant;
- child's level of attainment and functioning;
- a detailed overview of progress made over a 2 year period, with supporting assessment data and IEPs/IBPs. In the case of very young children information that clearly outlines the child's SEN must be submitted by the range of professionals involved in the child's case;
- a detailed chronology of school based support, strategies and interventions; and
- evidence of engagement with external agencies and that advice has been followed.

See Appendices 1 and 2.

6. SPECIALIST PLACEMENT PANEL

Following receipt of the specialist provision referral along with all of the advice to support a request for specialist placement, evidence is considered at the Specialist Placement Panel.

ALN Clearing Panel/Specialist Placement Panel consists of:

- Senior managers from the ALN and Inclusion Service, including the Educational Psychology Service, Inclusion and ALN Services (includes and behaviour support representatives)
- Headteacher representative or ALNCo (where possible)
- Health representative (where appropriate)
- Children's Services

The ALN Clearing Panel meets on a weekly basis. Specialist placement panels meet on a termly basis. Schools are informed of Panel dates for the academic year in the September of each year. Referrals are required to be submitted 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. The decision is based upon the evidence provided to the Panel using the placement criteria.

The Panel outcome is recorded by the ALN Statementing Officer 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 child 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 or specialist provision that is available through SA+/EYA+.

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

In order to take pupil voice into consideration, pupils views should be sought wherever possible. If pupils or parents/carers express a wish to be educated in a mainstream school, the LA must comply with that wish unless it would not be in the pupil's best interest or not compatible with the efficient education of other children with whom the child 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 child's 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 children with whom the child would be educated.

Specialist placements are reviewed on an annual basis and should not necessarily be regarded as necessary for the rest of the child's time at school. In many cases, intervention using the resources and programmes provided in specialist setting will be successful in enabling the child to progress to a level at which he or she can access curriculum and learning experiences using school's existing resources and normal arrangements. At each review the child's needs and progress will be reviewed against the targets laid out in his or her IEP/IBP or part 3 of the Statement and with reference to the exit criteria for the relevant placement.

7. ENTRY/EXIT CRITERIA FOR SPECIALIST PROVISION

A. LEARNING RESOURCE BASE (LRB) AUTISTIC SPECTRUM DISORDER (ASD)

- ✓ Foundation Phase : Caedraw LRB / Edwardsville LRB
- ✓ KS2 : Caedraw LRB / Dowlais LRB / Edwardsville LRB
- ✓ KS3/4: Afon Taf LRB

<p>Step One</p> <p>Evidence of school based assessment, provision and impact at Early years Action / School Action</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formal diagnosis of ASD has been given or pending diagnosis imminent as a primary need. <input type="checkbox"/> Evidence of severe and complex ASD that seriously impedes the development of social relationships despite relevant learning opportunities and individualised social skills/ emotional literacy programmes. The impact can be demonstrated through two IEP reviews. <input type="checkbox"/> Pupil displays atypical behaviours e.g. Obsessive, challenging and/or withdrawn behaviour. <input type="checkbox"/> Pupil experiences sensory sensitivities that may cause anxiety or emotional distress. <input type="checkbox"/> Relevant school based teacher assessments that inform IEP/IBO planning are in place and have been monitored. <input type="checkbox"/> A one page profile has been developed to ensure all staff are aware of the pupil's needs. <input type="checkbox"/> Evidence of school based provision and impact at Early Years Action / School Action, as measured by school, pupil and family's perception of what's working/what could be improved <input type="checkbox"/> A referral has been made to relevant ALN Services /EPS
<p>Step Two</p> <p>Evidence of external guidance, advice and assessment at Early Years Action + / School Action +</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Irrespective of the pupil's level of cognitive functioning, there is quantitative and qualitative evidence that ASD has impacted on progress across the curriculum including functionality of learning, communication, socialisation, independence. <input type="checkbox"/> ABAS scores are at the 2nd centile or less (standard scores of 70 or below/scales score of 3 or less) denoting significant difficulties in adaptive functioning, particularly in terms of social functioning – it is worth noting that each score comes with a range. As tests are a snapshot of a child's functioning test scores cannot be considered in isolation as criteria for placement. Individual profiles will be considered. <input type="checkbox"/> Evidence from other professionals (such as paediatrician, psychiatrist, SALT, OT) in respect of social communication/ sensory needs and co-morbidities such as ADHD, Tourette's syndrome.
<p>Evidence of school based provision, and impact, based on external advice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of school having consulted with ALN Services / EPS and relevant Health professionals and of having implemented more specific and focused interventions as a consequence of their involvement. <input type="checkbox"/> School-based provision needs to show evidence of recommendations being followed and the impact of this demonstrated through two IEP reviews (termly) at EYA+/SA+ and

	<p>teacher assessment.</p> <p><input type="checkbox"/> Any training recommended has been undertaken and strategies implemented by relevant staff for at least two terms.</p>
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Admission

Places are offered through the Local Authority Admission Panel, which will incorporate the views of the child/young person and advice provided by parents/carers, school, medical professionals, Educational Psychology and Children’s Services (where applicable). In all cases, consent from parents/carers is necessary to access specialist provision and pupil voice should be considered.

Cases are considered on an individual basis and specific circumstances are taken into account.
In all cases, consent from parents/carers is necessary to assess specialist provision and pupil voice should be considered.

A school admission form needs to be completed for all pupils accepting specialist placement in a mainstream school.

Transition

It is the responsibility of both the current and receiving school to ensure that visits are arranged to the new provision and pupil records transferred in a timely manner.

Monitoring & Review

The Local Authority will require school staff to involve the child/young person, parents and all relevant professionals to review the suitability of the special educational needs provision made for the child/young person, including the school placement, at least once each academic year.

It is important to ensure that parents are aware that when pupils reach the end of a key stage, there is no automatic entitlement to a specialist placement for the next key stage.

Outcome	Exit Criteria
Consider alternative provision	<input type="checkbox"/> Presenting need requires strategies/environment that would be best met in an alternative provision.
All criteria are met: Consider alternative provision	<input type="checkbox"/> Pupil is coping with mainstream integration and interaction for 50% or more of the school timetable without individual support. <input type="checkbox"/> Pupil can cope socially and emotionally during structured and unstructured periods. <input type="checkbox"/> Pupil has made progress in relation to their academic attainment levels which now match some mainstream peers, as evidenced by school based assessment data and standardised tests. <input type="checkbox"/> Specialist assessment data indicates that the pupil’s level of functioning within the school environment is no longer within the extremely low range on the ABAS (pupil is now broadly within the average range, i.e. standard score 80-120).

Where a pupil meets exit criteria for a return to mainstream, parents will need to make mainstream application to the school of parental choice. Where an out of catchment pupil has been receiving home-school transport, parents need to be made aware that they would no longer qualify.

B. LEARNING RESOURCE BASE (LRB) COMPLEX LEARNING DIFFICULTIES

- ✓ Foundation Phase: Coed Y Dderwen LRB/ Goetre LRB
- ✓ KS2 : Goetre LRB / Twynrodyn LRB / Ynysowen LRB

<p>Evidence of school based assessment, provision and impact at Early years Action / School Action</p>	<p>All of the following need to be evidenced:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of complex learning difficulties and additional needs which are impacting on the pupil’s progress across the curriculum and in all aspects of school life. <input type="checkbox"/> Evidence that despite differentiated learning opportunities and relevant IEPs/IBPs the pupil displays sustained difficulties and has made little or no progress over a period of at least two terms. <input type="checkbox"/> A one page profile has been developed to ensure all staff are aware of the pupil’s needs. <input type="checkbox"/> Evidence of levels of progress from both National testing and school based assessments. <input type="checkbox"/> A referral has been made to relevant ALN Services /EPS for advice and assessment.
<p>Evidence of external guidance, advice and assessment at Early Years Action + / School Action +</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence from ALN Services/EPS or health professionals and school-based assessments indicates a significant level of complex learning difficulty that is persisting over time in spite of relevant school based interventions. <input type="checkbox"/> The pupil has been identified as experiencing general developmental delay or moderate to severe learning difficulties, which are negatively impacting on curriculum access, acquisition, retention and application of taught skills. <input type="checkbox"/> Evidence of other additional needs such as speech/language, ASD, SEBD, physical/medical/sensory. <input type="checkbox"/> Assessment of cognitive ability or adaptive functioning are at, or below the 1st centile, or with standard scores of 67 or less and progress across the curriculum is similarly delayed. <p>In the Foundation Phase pupils can be considered for a placement if they have approximately 50% delay: Reception – Gold/Outcome 1, P5/6 Y1 – Outcome 1, P6 Y2 – Outcome 2, P7</p> <ul style="list-style-type: none"> <input type="checkbox"/> In KS2 pupils can be considered for a placement if the assessment of their cognitive ability or adaptive functioning are at, or below the 1st centile, or with standard scores of 67 or less and progress across the curriculum is similarly delayed.
<p>Evidence of school based provision, and impact, based on external advice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of school having consulted with ALN Services /EPS and of having implemented more specific and focused interventions as a consequence of their involvement. <input type="checkbox"/> Evidence of school-based provision based on advice and impact demonstrated through two IEP reviews (termly) at Early Years Action+/School Action+ and teacher assessment. <input type="checkbox"/> Any staff training recommended by ALN Services/EPS has been

	undertaken and strategies implemented for at least two terms.
ADMISSION	
	<p>Places are offered through the Local Authority admission panel, which will incorporate the views of the child/young person and advice provided by parents/carers, school, School Support Service (BST and Outreach), medical professionals, Educational Psychology and Children’s Services (where applicable). In all cases consent from parents/carers is necessary to access specialist provision and pupil voice should be considered.</p> <p>Cases are considered on an individual basis and specific circumstances are taken into account. In all cases, consent from parents/carers is necessary to assess specialist provision and pupil voice should be considered.</p> <p>A school admission form needs to be completed for all pupils accepting specialist placement in a mainstream school.</p>
Transition	
It is the responsibility of both the current and receiving school to ensure that visits are arranged to the new provision and pupil records transferred in a timely manner.	
Monitoring & Review	
<p>The Local Authority will require school staff to involve the child/young person, parents/carers and all relevant professionals to review the suitability of the special educational needs provision made for the child/young person, including the school placement, at least once each academic year.</p> <p>It is important to ensure that parents are aware that when pupils reach the end of a key stage, there is no automatic entitlement to a specialist placement for the next key stage.</p>	
Outcome	Exit Criteria
Consider alternative provision	<input type="checkbox"/> Another primary need has been identified other than low cognitive ability and adaptive functioning, e.g. SEBD, Nurture, ASD. <input type="checkbox"/> The extent of the need is found to be greater than at first predicted
If all of the criteria are met: Consider alternative provision	<input type="checkbox"/> Cognitive ability at, or above 1 st centile or standardised score of above 67. <input type="checkbox"/> Adaptive functioning at, or above 1 st centile or standardised score of above 67 and/or is coping well socially and emotionally during periods of mainstream integration. <input type="checkbox"/> Pupil is coping with mainstream integration and interaction for 50% or more of the school timetable with support. <input type="checkbox"/> Pupil has made progress in relation to their academic attainment levels which now match some mainstream peers, as evidenced by school based assessment data and standardised tests.

C. HEARING IMPAIRMENT

Accessing Specialist HI support

Evidence of external guidance, advice and assessment at Early Years Action + / School Action +	<input type="checkbox"/> Formal diagnosis of hearing loss has been given by Health, Audiology Dept. <input type="checkbox"/> Parent/carer permission given to engage Specialist HI Service. <input type="checkbox"/> NATSIP Criteria Framework used to identify level of support of Teacher of the Deaf sessions. <input type="checkbox"/> Evidence from other professionals (such as Audiology, SALT, EP) in respect of speech, language and communication needs.
Evidence of school based provision, and impact, based on external advice	<input type="checkbox"/> Evidence of school having consulted with ALN Services / EPS and relevant Health professionals and of having implemented more specific and focused interventions as a consequence of their involvement. <input type="checkbox"/> Evidence of school-based provision following advice and the impact of this demonstrated through two IEP reviews (termly) at EYA+/SA+ and teacher assessment. <input type="checkbox"/> Any training recommended has been undertaken and strategies implemented for at least two terms.
Provision	
<p>Support is offered through the Local Authority Specialist Service, which will incorporate the views of the child/young person and advice provided by parents/carers, school, medical professionals, School Support Service (BST and Outreach), Educational Psychology and Children’s Services (where applicable). In all cases consent from parents/carers is necessary to access specialist provision and pupil voice should be considered.</p>	
Monitoring & Review	
<p>The Local Authority specialist HI service will monitor and support schools to ensure pupils access the curriculum and attain expected outcome measures.</p>	
Outcome	Exit Criteria
Consider alternative provision	<input type="checkbox"/> Another primary need has been identified other than HI
All criteria are met:	<input type="checkbox"/> Specialist assessment data indicates that the pupil’s level of functioning is within average ranges when using audiology technology and/or specialist support. <input type="checkbox"/> Hearing Impairment is no longer the primary need-alternative specialist placement to be explored.

8. REFERRALS

Referrals to the Hearing Impaired Service may be received by Audiology department or through school concerns. Parental permission should be emailed to Alison Devereux using the contact details below.

Alison.devereux@merthyr.gov.uk

D. LEARNING RESOURCE BASE (LRB) NURTURE SOCIAL, EMOTIONAL, BEHAVIOUR DIFFICULTIES

- ✓ Foundation Phase : Abercanaid LRB (Nurture)
- ✓ KS2: Ysgol Y Graig LRB (Nurture/SEBD)
- ✓ KS2: Ty Dysgu Dowlais (SEBD PRU)
- ✓ KS3/4 Ty Dysgu Homfrey (SEBD PRU)

Nurture

Who are Nurture classes for?

- Children who have missed out on early experiences that promotes good social, emotional and behavioural development.
- Children who have not learned to make trusting relationships with adults or to relate appropriately to other children.
- Lack of a secure base- many reasons: Loss, trauma, domestic violence, mental illness, poverty, addiction. Child’s needs have taken second place
- Attachment difficulties- Many children with SEBD live under conditions of hardship/stress in overburdened and fragmented families. Managing the demands can result in caregivers exerting harsh control or being indifferent to infant needs.
- Child remains egocentric. Behaviours presented = survival mode. Focused on meeting their own needs
- The types of behaviour that the child presents ranges from socially withdrawn/passive- often replicating autistic like presentation, to overtly compliant to hostile, aggressive and openly defiant.
- Functionally 2-3 years behind in their SEBD.

It should be noted that not all boxes might be relevant

<p>Step One</p> <p>Evidence of school based assessment, provision and impact at Early years Action / School Action</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Relevant school based assessments to inform IEP/IBP planning <input type="checkbox"/> IEP/IBP/Action plan (at least 2 reviewed) <input type="checkbox"/> Targeted intervention e.g. ELSA, THRIVE <input type="checkbox"/> Evidence of behaviour including being socially withdrawn, isolation, crying, passive and often replicating autistic like presentation, to overtly compliant, to aggressive and openly defiant. <input type="checkbox"/> Risk assessments and behaviour support plans/pastoral support plans <input type="checkbox"/> Appropriate reviews <input type="checkbox"/> Implementation of advice e.g. following EP consultation <input type="checkbox"/> Training e.g. PBS, ACEs, Boxall, Thrive, ELSA
<p>Step Two</p> <p>Evidence of external guidance, advice and assessment at Early Years Action + / School Action +</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Referral for assessment and intervention over time from BST /Outreach/EPs (evidence of carrying out the recommendations provided need to be evidenced) <input type="checkbox"/> Agreed action plans with recommendations <input type="checkbox"/> Action plans have been implemented and reviewed reflecting specialist advice <input type="checkbox"/> Recommended training has been undertaken and implemented <input type="checkbox"/> Effective use of PBS in the class e.g. mapping of triggers, monitoring and impact of strategies trialled.
<p>Evidence of school based provision, and impact, based on</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Boxall Profile – scores significantly different from average on developmental scales <input type="checkbox"/> Thrive assessment or other therapeutic interventions show significant

external advice	<p>social and emotional delay</p> <p>Additionally at KS 3/4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence from PBAS or similar assessment that SEBD is causing serious concern in 80% of subject areas and in all behavioural categories <input type="checkbox"/> Evidence that SEBD has impacted severely across the curriculum
Admission	
<p>Places are offered through the Local Authority admission panel, which will incorporate the views of the child/young person and advice provided by parents/carers, school, School Support Services, medical professionals, Educational Psychology and Children’s Services (where applicable).</p> <p>In all cases consent from parents/carers is necessary to access specialist provision and pupil voice should be considered.</p>	
Monitoring & Review	
<p>The Local Authority will require school staff (including the home school) to involve the child/young person, parents and all relevant professionals in reviewing the suitability of the special educational needs provision made for the child/young person, each term. See Appendix 3.</p>	
Outcome	Exit Criteria
<p>Consider alternative provision</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Another primary need has been identified other than Nurture/SEBD
<p>2 or more are met consider alternative provision</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Boxall profile shows that progress has been made from the baseline to the average in the developmental and diagnostic scales (value added) <input type="checkbox"/> Progress evident within Thrive assessment scores or other therapeutic interventions <input type="checkbox"/> PERMA profile shows a general improvement in wellbeing <input type="checkbox"/> Fewer than 3 scores in the very high range on the Strengths and Difficulties Questionnaire (SDQ) <input type="checkbox"/> Compliance with class and school rules in the majority of circumstances <input type="checkbox"/> Pupil is coping with mainstream interaction and integration for 50% or more of school timetable with support <input type="checkbox"/> Pupil can cope socially and emotionally during structured and unstructured periods <input type="checkbox"/> Pupil has made progress and is ready to learn i.e. can access the curriculum <input type="checkbox"/> Graduated re-integration over time within a mainstream school is successful <p>For KS3/4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PBAS or similar assessment: the majority of subject and behaviour categories are now rated at yellow/ green (mild/no cause for concern) <input type="checkbox"/> SEBD needs continue to escalate and consideration of more specialist placement is necessary
Re-integration	

	<p>All children are entitled to an education which fully meets their needs and maximises their potential. In accordance with the recommendations of circular 203/2016 Inclusion and Pupil Support, it is the LA's policy that this education should take place in a mainstream school with peers, wherever appropriate.</p> <p>The term "re-integration" includes:</p> <ul style="list-style-type: none"><input type="checkbox"/> The successful return to a school.<input type="checkbox"/> The planned integration of a pupil who has been permanently excluded to an alternative school or educational establishment on a full or part time basis. <p>In order for this to be as smooth as possible, timely preparation and coordination between the mainstream school and alternative educational setting, are essential precursors to this process.</p>
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E. GREENFIELD SCHOOL

Provision	
<p>As a special school, a placement in Greenfield School allows for further identification and intensive, specialist support for children experiencing severe, profound and multiple learning and/or medical difficulties, the nature of which means that their needs cannot currently be met within a mainstream school environment. Greenfield School, while offering a full curriculum, is also part of the continuum of provision that Merthyr Tydfil Local Authority offers.</p> <p>The school offers specialist provision for children aged 3 – 19 years, who have been assessed and identified as experiencing a severe level of SEN via Statutory Assessment.</p> <p>Greenfield School offers:</p> <ul style="list-style-type: none"> • A high level of resourcing of teachers, HLTA’s and learning support assistants who have additional qualifications and experiencing in meeting the needs of children and young people with the most complex needs. • Access to specialist equipment such as augmentative communication systems, sensory environments, hydrotherapy pool. • Access to on site school nurse and other health professionals as deemed necessary by the health trust. • Specialist input from educational psychologists and advisory teachers • Support for parents/carers • Individual Education Programmes (IEPs), person centred plans and individual assessments carried out by the school • Regular review of the child’s needs and progress in line with statutory guidelines • Close links and liaison with Children’s Services and Careers Wales 	
Entry Criteria	
<p>Statement of SEN</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The child/young person will be aged 3 – 19 years <input type="checkbox"/> Evidence from current educational placement/pre-school provision indicates a robust graduated response at School Action/School Action+ or Early Years Action/Early Years Action+, that includes implementation of advice from LA specialist staff (EPS/BSS/Greenfield Outreach/ALN team) <input type="checkbox"/> Evidence gathered indicates little or no progress across the curriculum. End of Key Stage assessment data indicates Key stage 2 pupils are working within or below National Curriculum (NC) Level 1 (P level 8), Key stage 3 pupils working within or below NC level 2. Foundation phase and pre-school pupils would be experiencing 60% delay in respect of developmental age equivalents <input type="checkbox"/> There will be evidence of other additional needs such as physical/medical, sensory, speech and language, ASD or SEBD <input type="checkbox"/> The outcome of the statutory assessment indicates cognitive ability at or below 0.3 centile (standardised score of 59 or below) <input type="checkbox"/> On adaptive functioning the child has scores at or below 0.3 centile (standardised score of 59 or below) <input type="checkbox"/> On measures of word reading, spelling and numeracy, the child has scores at or below 0.3 centile (standardised score of 59 or below) <input type="checkbox"/> The child will have undergone statutory assessment and be in receipt of a statement of special educational needs that identifies a severe, profound or multiple learning difficulties at or below the levels outlined above, requiring specialist school placement

	<input type="checkbox"/> The child will consequently need a level of support and specialist intervention that is significantly greater than is available in a mainstream setting <input type="checkbox"/> In all cases consent from parents/carers is necessary to access specialist provision and pupil voice should be considered
Admission	
Places are offered through an admission panel, following statutory assessment, which will incorporate advice provided by parents/carers school, medical professionals, School Support Services, Educational Psychology and Children’s Services (where applicable).	
Monitoring & Review	
The Local Authority will require school staff to involve the child/young person, parents/carers and all relevant professionals to review the suitability of the special educational needs provision made for the child/young person, including the school placement, at least once each academic year through the annual review process.	
Exit Criteria	
<p>If the majority of the criteria are met: Consider alternative provision It should be noted that pupil voice and professional judgement will be considered</p>	<input type="checkbox"/> Cognitive functioning is found to be above 0.3 centile (standardised score above 59) <input type="checkbox"/> Adaptive functioning above 0.3 centile (standardised score above 59) <input type="checkbox"/> Child/young person coping well socially and emotionally and complies with class and school rules and boundaries in the majority of circumstances <input type="checkbox"/> Performance on measures of reading, spelling, numeracy above 0.3 centile (standardised score above 59) <input type="checkbox"/> End of Key stage attainments are above those for entry criteria (FP/pre-school more than 60% delay, KS1 P Level 8/NC Level 1, KS3 NC Level 2) <input type="checkbox"/> Evidence of sustained inclusion in appropriate mainstream setting <input type="checkbox"/> Consideration has been given for a placement in a Learning Resource Base or mainstream setting as SEN are no longer seen as a barrier to accessing such provision and evidence from professionals suggests that the child/young person may benefit from alternative placement to best meet their needs
Pathways	<p>Children leaving Greenfield School will have access to one of the following pathways:</p> <ul style="list-style-type: none"> • Progress to a learning resource base placement within a mainstream school • Progress to mainstream placement in their community • Further educational opportunities as appropriate

8. REFERRALS

Referrals to Clearing need to be emailed to Danielle Jones

Danielle.Jones@merthyr.gov.uk

Referrals to the School Support Service must be emailed to Paul Barsi and Vicky Jefferson using the contact details below. They will ensure that referrals are discussed at Panel meetings to decide who is best placed to provide support.

Paul Barsi

Tel: 01685 724823

Email: paul.barsi@merthyr.gov.uk

Vicky Jefferson

Tel: 01443 690468

Email: vicky.jefferson@merthyr.gov.uk

A School Support Service Flowchart is attached as Appendix 4, which explains how the service will work.

Referrals to EPS need to be emailed to Lyndsey Probert following discussions with your school EP.

Lyndsey.Probert@merthyr.gov.uk

Referrals to the HI Peri Service need to be discussed with, and emailed, to Alison Devereux.

Alison.Devereux@merthyr.gov.uk

9. APPENDICES

Pupil Data Form/Placement Referral

Pupil Name/DOB: _____

Current School: _____

Referral to/for: _____

	Intervention	Worked? How/Why?	Not Worked? How/Why?	
What interventions have been tried? State if successful or not. e.g. SAP,SEAL,PASS, CATS, ELSA, Positive Behaviour Support, IEP's IBP's...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Number of exclusions and details				
% attendance for last 3 terms				
Please attach copies of last 2 Individual Education Plans/ Individual Behaviour Plans, along with review information	Review of progress on IEP/IBP:			
<u>Attainment data</u> Please provide supporting documents	<ul style="list-style-type: none"> • Foundation Phase Outcomes • End of Key Stage Results – Reading, Spelling, Numeracy, CSI, Science • PASS, CATS, FFT, PBS 			
	Agency	Involvement	Interventions	Named Contact
Multi – Agency involvement interventions e.g. CLA, SSD, MIA, YOS, BST, Health, CAMHS, SALT, OT, Physio, EPS, Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

School

Signed: _____

Name: _____

Date: _____

Parents/carers permission for placement referral

SIGNED: _____

NAME: _____

DATE: _____

Merthyr Tydfil County Borough Council is committed to upholding your privacy rights. We will only use your personal information for lawful purpose. you would like to find out more about how we use your personal information please read our privacy notices which are available on our website (<https://www.merthyr.gov/council/data-protection-and-freedom-of-information/privacy-notices/>). If you have any concerns or would like to know more about data protection compliance please contact our Data Protection Officer on 01685 725329 or data.protection@merthyr.gov.uk.

Mae Cyngor Bwrdeistref Sirol Merthyr Tudful yn ymrwymedig I gynnal eich hawliau preifatrwydd. Dim ond at ddibenion cyfreithlon y byddwn ni'n defnyddio'ch gwybodaeth. Os hoffech wybod mwy am sut rydym yn defnyddio'ch gwybodaeth bersonol, darllenwch hysbysiadau preifatrwydd sydd ar gael ar ein gwefan (<https://www.merthyr.gov/council/data-protection-and-freedom-of-information/privacy-notices/?lang=cy-GB&>). Os oes gennych unrhyw bryderon neu os hoffech wybod mwy am gydymffurfiaeth diogelu data,cysylltwch a'n Swyddog Diogelu Data ar 01685 725329 neu data.protection@merthyr.gov.uk.



An understanding between mainstream and nurture group staff

Name of base school: _____

Name of pupil: _____

As the home school, we will:

- be responsible for the initial transitions arrangements/visits to Nurture setting;
- support our pupil to make a full time return to mainstream setting initially attending for 1 day per week and increasing as the time progresses;
- attend review meetings once a term with nurture staff, parents and all other agencies working with the pupil;
- invite the child on school trips;
- include the child in any concerts/special assemblies or events;
- complete the home/school link book;
- implement nurture strategies and IEP targets (including Nurture reward chart);
- adapt the curriculum as required; and
- provide reading books for the pupil.

The Nurture base will:

- organise and maintain a suitable learning environment in accordance with Nurture Principles;
- work in a focused and creative way to help the child meet his/her targets on his/her IEP;
- maintain on-going assessment and review of the child's progress in line with Boxall targets;
- organise termly review meetings in which to discuss the child's progress with all parties; and
- write and review IEP's.

Signed: _____ (Mainstream school) Date: _____

Signed: _____ (Nurture Teacher) Date: _____



School Support Service: Behaviour Support Team & Outreach Services

The School Support Service comprises of the Behaviour Support Team and Greenfield Outreach Service. The teams are available to support schools working with pupils with Additional Learning Needs and pupils who display challenging behaviour.

It is important that schools become problem solving environments, however, there will be occasions when extra support is required. In these cases, school must provide evidence of a graduated response, using this tiered system.

The School Support Service is able to support schools with training needs and training events which will be scheduled throughout the year. Schools are requested to refer into the School Support Service for bespoke training events.

Tier 3: School Action Plus Outreach Service

The School Support Service Panel will direct Greenfield Outreach Service to become involved following a block of support from BST or when evidence suggests a higher tier of intervention is required.

The Outreach Service will complete functional behaviour assessments and design individualised strategies. The school will be supported to embed these strategies/interventions and amend accordingly.

Tier 2: School Action Plus-Behaviour Support Team

School refers to School Support Service and the Behaviour Support Team is directed to work with the school.

The school will be provided with an Action Plan and a review date.

Schools should implement the recommended strategies/interventions.

Evidence of following the strategies/interventions will be required.

Tier 1: School Action

School to put in place relevant targeted school-based interventions, for example:

- Positive Behaviour Support (PBS) Data collection (i.e. Scatter plots; STAR charts; Graphs and Analysis)
- Person Centred Practice (PCP) work (i.e. What's working/not working; Relationship Circle; Good Day,Bad Day etc)
 - Individual Education/Behaviour Plan (IEP/IBP)
 - Boxall
- Individualised strategies/interventions (i.e. ELSA; Play Therapy; Lego Therapy; work with Parents etc)

School Support Service: Behaviour Support Team & Outreach Service

If support is required from the Behaviour Support Team or Greenfield Outreach Service, schools must refer into the School Support Service. Schools will be required to show evidence of a graduated response. The School Support Panel will determine which service is best placed to provide the relevant support.

Support will be provided by Behaviour Support Team

Initial Visit
This will include discussions and observations with relevant people, including parents/carers.

Case for BST

Not a case for BST

Action Plan
The team will produce an Action Plan which will be reviewed after 6 weeks

Review
After 6 weeks, the action will be reviewed and amended as appropriate

Progress evident
Continue for a further 6 weeks with a plan to end involvement after the 6 weeks

No progress evident
If no progress is made, refer back to School Support Panel

Referral form will be submitted to School Support Panel. The Panel will determine which level of support is needed

If it is unclear which team needs to provide support, further information will be requested or one of the School Support Team will conduct further investigation through observation and discussions with the relevant people

If the referral does not meet criteria for either team, the referral will be redirected to ALN Panel

Support will be provided by Greenfield Outreach Team

Initial Visit
This will include discussions and observations with relevant people.

Not a case for Outreach

Case for Outreach

Aims and Action Plan
An aims and action plan will be produced

Mid Term Review
After 6 weeks the action plan will be reviewed and a mid term review report will be produced

End Review
After a further 6 weeks the action plan will be reviewed and an end of term review report will be produced

Progress evident
Continue and monitor progress with a plan to end involvement.

No progress evident
Refer to ALN panel

Rhondda Cynon Taf and Merthyr Tydfil Educational Psychology Service Pathway Model
August 2018

Objectives

Phase of Graduated Response

Nature of EP Involvement

