

ST. DAVID'S HIGH SCHOOL

**Inclusion for Students
with Additional Needs
Reviewed by Governors
October 2025**

Inclusion

This section is concerned with:

- (a) Provision for children and young people with additional needs (AN) including those with behavioural, emotional and social difficulties.
- (b) Multi-agency partnerships to facilitate and support inclusion

The LEA observes the following principles when providing for children and young people with AN:

- > Everyone is valued: children and young people, staff and parents.
- > Children and young people should be enabled to fulfill their potential as citizens within their community.
- > Children and young people should achieve their highest possible standards.
- > Children and young people have a right to high quality services and facilities.
- > Children and young people are entitled to be treated with respect.
- > All children and young people should be as fully included as possible in their schools and in their communities.
- > Inclusion must be appropriate to learners' educational and social needs.
- > All learners must feel valued and safe and contribute fully to the life of their school.
- > The curriculum must match children and young people's different needs.
- > The curriculum must be adequately resourced to meet their needs.

Current Position

In terms of this Single Education Plan, provision for children and young people with AN is central to the work of the School Improvement service. It involves providing the following, within as inclusive a setting as is compatible with the needs of all children and young people with AN and their peers:

1. Providing a strategic lead for schools, parents and other agencies in terms of meeting AN in an inclusive context.
2. Assisting schools and other settings to:
 - > assess children and young peoples' precise additional needs,
 - > identify the provision necessary to meet those needs and
 - > make and monitor the effectiveness of that provision

by providing:

- > Advice, guidance and coaching/training from Inclusion Service members.
- > Appropriate delegated funding to meet AN

3. Determining the provision which the LEA should make from its centrally held funding by:
 - > Conducting statutory and other assessments to determine whether children need externally funded provision,
 - > Identifying and determining the nature of that provision
 - > Making that provision and monitoring its effectiveness in meeting needs.

The Welsh Assembly Government Guidance *Inclusion and Pupil Support* (2005) lists those children and young people who should be considered under the overall heading of AN. The lead service for most aspects of inclusion within the Directorate is the Inclusion Service. Arrangements for children and young people who are gifted and talented are vested in the Foundation Phase/Numeracy Officer. Advice on racial, sexuality and sexual equality is given by the PSE and Healthy Schools Coordinator.

The policy and practice of the Inclusion Service are overseen by the Inclusion Service Steering Group. This group has membership drawn from County Council Members, schools, other agencies and Inclusion Service managers.

The Inclusion Service bases its work upon the following guidance and strategies:

- > The SEN Code of Practice for Wales
- > WAG Guidance *Inclusion and Pupil Support*
- > The LEA's Inclusion Strategy
- > The LEA's Accessibility Strategy
- > The LEA's Behaviour Support Plan.
- > National Service Framework
- > *Everybody's Business*
- > Inspection reports
- > WAG Anti-bullying guidance

The Service consists of the following:

- > Behaviour Improvement Service
- > Educational Psychology Service
- > Inclusion Welfare Service
- > Inclusive Education Assessment Service
- > Learning Inclusion Service
- > Phase and Link Officer Service for AN.

Self Evaluation

Two recent Estyn inspections have involved the Inclusion Service. In October 2003 Estyn judged services for children and young people with AN to be good with promising prospects. In June 2005 Estyn judged the Inclusive Welfare Service and Service and services for children and young people without a school place to be very good. In 2004, the Audit Commission's Survey of school's views of their LEA placed 12 of the 14 measures applied to the Inclusion Service within the first two national quartiles.

The 2003 inspection set eight recommendations for improvement. These have all been achieved. No recommendations were set following the 2005 inspection.

The service would grade itself as Grade 2; good features and no important shortcomings.

Making Improvements

The table below identifies what we will do, the difference it will make and how we will judge if we have been successful.

Objective	Outcome	Measure(s)	Target(s)
1. To implement from April 2007, the development of enhanced teaching and learning for children and young people with the most severe and complex AN, through newly designed and built specialist settings attached to mainstream schools.	Teachers and support staff will be better equipped to deal with a wider range of SEN in a more inclusive context. Staff will be appointed to new posts within the new schools.	Teachers and support staff will be trained to meet a wider range of SEN in a more inclusive context. Suitability of staffing structures for each new school	By April 2008 100% of staff will have attended 1 or more relevant training courses. By April 2008 100% of staff will have visited other special and mainstream schools. By April 2008 the staffing structures for the new schools will be identified by the shadow Governing Body.
2. From September 2006 to adopt standards of achievement by children and young people with AN as the key driver for improving provision, and hence standards, for these children within their local mainstream school wherever possible.	Between September 2006 - July 2007, targets will be set for all schools in terms of the overall improvements in educational performance made by their children and young people with AN.	The number of schools which receive a focus visit based on standards of achievement and targets of children and young people with AN. The percentage of secondary schools and special schools which meet their AN targets in 2007. The number of primary schools which meet their AN targets in 2007.	An annual AN focus visit will be held in every Flintshire School by July 2007 to agree targets. 80% of secondary and special schools achieve 80% of their AN targets by July 2007. 100% of primary schools set AN targets by July 2007.

<p>3. From September 2007 integrate provision for children and young people whose English is an Additional Language into an holistic service approach.</p>	<p>By September 2007 there will be new systems in place which will allow the needs of children and young people whose English is an additional language to be met more effectively and efficiently.</p>	<p>The main option for the future restructuring of the Service will have been identified via the completion of a race equality impact assessment.</p> <p>Number of children and young people recently moved into county with an initial EAL needs assessment</p>	<p>A main option will be identified by April 2006.</p> <p>100% of new children whose English is an Additional Language have an initial EAL needs assessment.</p>
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<p>4. From April 2007 increasingly empower schools to make more of their locally informed decisions about children and young people whose AN require extra provision.</p>	<p>From April 2007 significantly increased funding will be delegated to secondary schools to meet AN.</p> <p>By April 2008 significantly increased funding will be delegated to primary schools to meet AN.</p>	<p>The percentage of the available budget that is delegated to schools</p> <p>The number of secondary and primary schools receiving the delegated budget</p>	<p>By March 2007 90% of the budget is delegated to secondary schools (balance held for contingencies)</p> <p>By March 2008 a specified proportion of all AN funding will be delegated to every primary school, except for a contingency fund.</p>
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<p>5. By July 2008, partnerships and communication between school, PRU facilities, and agencies supporting children and young people will be further developed and enhanced.</p>	<p>Fewer exclusions resulting from increased effectiveness of partnership working to meet the needs of children and young people with BESD.</p>	<p>Permanent exclusions</p> <p>Fixed term exclusions of more than five days</p>	<p>Permanent exclusions will reduce by 10% by March 2008.</p> <p>Fixed term exclusions of more than five days will reduce by 10% by March 2008.</p>
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Reasons for Improvement

1. Children and young people's experiences in special schools should be as much like those in mainstream schools as possible but without losing the essential services a special school can provide:
 - > Specialist staff
 - > Specialist facilities
 - > Highly individual education and care
2. Analysis of the circumstances in which children and young people with AN make the best progress will lead to factors being identified which will assist the progress of all children and young people with AN to be enhanced.
3. There has been a significant influx of children and young people with EAL into Flintshire. The EAL Service needs to review its policies, procedures and practice to maximise its effectiveness for these children and young people.
4. Schools know best what their children and young people with AN require to make progress. Devolving more funding to them will allow schools to make informed decisions about children and young people's needs and the provision required to meet them.
5. The needs of children and young people with AN must be met in an holistic, multi-agency manner, to ensure the best outcomes for each child or young person and their family.

Use of Resources

Funding for the new buildings has been identified from the capital grant for major works provided by the Assembly.

There are no funding implications for increased monitoring of the effectiveness of provision made for children and young people with AN. The aim of this work is to maximise the effectiveness of existing funding streams.

There are significant funding implications of the influx of children and young people with EAL needs. This shortfall will be addressed by increased funding available through the E-MAG grant and more efficient use of existing resources.

There are no extra funding implications for the intention to drive down more centrally funding to schools to meet AN.

In order to maximise the efficiency and effectiveness of all concerned the Service will seek to strengthen and enhance its working links with schools and other agencies.