



ADDITIONAL LEARNING NEEDS POLICY

*This policy was adopted by the
Governing Body:*

September 2016

Next Review: September 2017

Principles and aims.

We at **Ysgol Uwchradd Caergybi** believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the seven outcomes of Children and Young People: Rights to Action (WAG, 2004). We acknowledge that a significant proportion of pupils will have additional learning needs (ALN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. **Ysgol Uwchradd Caergybi** aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

1.1 Principles

At **Ysgol Uwchradd Caergybi**, we believe that it is our responsibility to:

- enable every pupil to experience success.
- promote individual confidence and a positive attitude.
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- give pupils with ALN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with ALN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- identify, assess, record and regularly review pupils' progress and needs.
- involve parents/carers in planning and supporting at all stages of their children's development.
- work collaboratively with parents/carers, primary schools, other professionals and support services.
- ensure that the responsibility held by all staff and governors for ALN is implemented and maintained.

1.2 Aims

At **Ysgol Uwchradd Caergybi**, we aim to:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.

2.1 The Name of the ALN Coordinator.

The Co-ordinator is Michelle Davies.

The name of the designated governor is Neil Tuck.

2.2 Relationship to other policies.

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, and assessment, recording and reporting.

B Information about the ALN provision: arrangements for coordinating the provision.

1.1 Roles and responsibilities

Governors:

- appointed a member of staff to be the Special Needs Co-ordinator;
- responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENCO;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with Additional Learning Needs have access to all activities;
- responsibility for ensuring pupils with ALN have access to all school facilities;
- due regard to comply with the ALN Code of Practice when undertaking its responsibilities;
- responsibility for publishing a ALN information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of ALN provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff;
 - keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN;
 - ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
 - be responsible for supervising the statutory assessment, statementing and annual review process for pupils with ALN;
 - ensure all pupil records are sent to and received by schools that pupils with ALN transfer to;
 - monitor the quality of teaching for pupils with ALN;
 - monitor the progress made by pupils with ALN;
 - agree with the Local Authority the school's arrangements for assessing and identifying pupils as having ALN as part of the Local Offer;

- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:

The designated Line Manager for ALN is Mrs Dennis Bunting. She has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with ALN.
- keeping the governing body informed about ALN issues.
- working closely with the ALN personnel within the school.
- making all staff aware of the need to identify and provide for pupils with ALN.
- ensuring pupils with ALN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- seeing that the progress and attainment of children with additional educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with ALN.
- notifying parents if the school decides to make special educational provision for their child.
- the school's reporting to parents on the implementation of the school's ALN policy.
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Additional Educational Needs Co-ordinator** (ALNCO) is responsible for:

- overseeing the day-to-day operation of this policy.
- ensuring that an agreed, consistent approach is adopted.
- liaising with and advising other staff.
- helping staff to identify pupils with ALN.
- carrying out detailed assessments and observations of pupils with specific learning problems.
- coordinating the provision for pupils with ALN.
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with ALN and on the effective use of materials and personnel in the classroom.
- liaising closely with parents/carers of pupils with ALN.

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers.
- maintaining the school's ALN register and records.
- identifying more able and talented pupils.
- assisting in the monitoring and evaluation of progress of pupils with ALN.
- contributing to the in-service training of staff.
- liaising with the ALNCOs in primary schools to help provide a smooth transition from KS2 to KS3.
- taking part in Local Authority ALN moderation panels.

1.2 ALN specialisms and special groups/units, resources, provisions

The school's spending on ALN provision is as follows:

- information technology resources.
- specialist programmes.
- specialised materials.
- specialised furniture/ rooms inside the school.
- adaptations/changes to the building, inside and outside.
- support from a specialist teacher for three days per week.

We aim to give support mainly for literacy e.g. reading, writing, spelling, and other ALN support such as helping children develop their social and communication skills.

The majority of numeracy support is provided within lessons through differentiation, although this year we have established a Target Group for Numeracy in years 7, 8 and 9.

Social Skills groups have been established in years 7 and 8.

More Able and Talented pupils are identified yearly by the SENCO in partnership with the Assistant Headteacher (NWR) - Standards. Their roles include the following:

- work closely with the Headteacher and the nominated governor;
- ensure that the identification strategies are in place;
- keep an Academically More Able, Gifted and Talented register;
- monitor progress of the children on the register each term in order to ensure that pupils are on track to meet targets;
- ensure records are kept by school personnel;
- lead staff discussions and training;
- liaise with parents offering advice and support;
- liaise with the governor with responsibility for more able and talented children;
- ensure that adequate resources are in place;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Review meetings for statemented pupils take place yearly and, include detailed discussions with parents and pupils' opinion/ contribution. This will change after September 2017, when Statements are abolished and Individual Development Plans are implemented. The school year 2016/17 will see more transition into the use of IDPs and also focus on Pupils Centered Reviews.

We provide appropriate CPD for staff in ALN.

AEN department staffing structure:

- **Michelle Davies** -ALNCO.

C Information about the identification, assessment and provision for pupils with AEN

At **Ysgol Uwchradd Caergybi** we ensure the earliest possible identification of pupils with AEN by the following means:

- Liaising with the ALNCOs in primary schools to help provide a smooth transition from KS2 to KS3.
- Children are identified by staff through classroom observations, and assessments.
- Pupils' progress is tracked within the National Curriculum.
- The school's screening arrangements and use of standardized assessments in the following areas: literacy, numeracy.
- Parental referrals and referrals from other agencies.

Pupils' progress is reviewed every term by the following means:

- Use of standardised tests.
- Discussion with parents (invitation on suitable times, parents' evening).
- Discussion with teachers/Learning Support Assistants.
- Discussion with the child re fulfilling IEP targets..
- Report to parents.
- Regular cross curricular book reviews.

Test data is entered into SIMS and is therefore password protected.

1.1 Arrangements for providing access to ALN pupils to a varied and balanced curriculum, including the National Curriculum.

This is an inclusive school in all aspects of its curriculum.

Arrangements made for pupils on the stages of *the SEN Code of Practice 2002* are as follows:

- i. individual attention will be given.
- ii. individual differentiated work will be prepared for them by the class teacher/ALNCo/ Learning Support Assistant.
- iii. it will be arranged for them to work with other children.
- iv. support will be offered within small groups.
- v. consultation will be arranged with support agencies.
- vi. discussions will be held with parents.
- vii. an individual education plan will be drawn up for pupils on the ALN register.
- viii. monitoring and reviewing of progress and arrangements will be put in place.

1.2 Inclusion of ALN pupils.

In reference to inclusion, the school will provide sensitive and appropriate compliance with the Disability Rights' Commission Code of Practice (schools), the SEN and Disability Act 2001, and the Disability rights Act 2004. **The school has prepared an Accessibility Plan outlining how it provides access, curricular access and access to information to pupils, parents and visitors (see Appendix...)**

1.3 Arrangements for considering complaints about the ALN provision.

In the first instance a parent with a complaint can contact the following:

The ALN coordinator.

The Head teacher.

The parents' representative on the board of governors.

The appointed Additional Educational Needs Governor.

If these options do not answer the complaint then parents can follow the procedures outlined in the following document:

Local arrangements for considering complaints made under Section 23 Education Reform Act which is available at every school.

CH. Information about staffing policies and partnerships with external bodies

1.4 The school's arrangements for ALN INSET training/ CPD.

As a result of the Performance Management cycle.

The coordinator is to identify training needs by feeding into the process of developing the school e.g. Development Plan.

The school may request training support from advisory bodies, educational psychologists.

2.1 Arrangements for partnerships with parents.

The school appreciates the importance of parental involvement in their child's educational progress. To ensure effective partnership the school will encourage parents' co-operation:

- pay professional attention to parental worries by ensuring that the school discusses the worries with the parents and at the first available opportunity.

- contact parents when registering their children on any one of the Stages, asking them for their opinion and comments.
 - give a prominent place to parental support where appropriate.
 - give professional attention to parents' opinions when forming individual education plans.
 - share information about sources of support.
 - ensure that this policy is available for parents to read.
 - involve parents in their child's regular reviews.
 - provide a section in the School's handbook describing ALN arrangements.
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- provide opportunities for parents to contribute to evaluating the school's policies and practices in ALN.

2.2 The Educational Psychology Service.

Lois Pierce-Jones works in partnership with the school and provides support for children and training sessions for staff.

2.3 The ALN Adviser, GwE.

2.4 Specialist Teachers Service- visual / hearing / physical/ medical needs, language and communication difficulties, pre-school service.

2.5 Health Services

The school nurse is a regular visitor and a source of contact with other personnel. Additionally, formal contact may be made with the doctor, with the parents consent, to seek advice concerned with the pupil's education.

2.6 Social Services

Social Services work in partnership with the school and should be contacted in all matters of Child Protection through the usual channels.

2.7 Education Welfare Service

Emma Parry-Jones is a regular visitor to the school and is used to support us in monitoring pupils' attendance. The service also offers guidance and support by referring school pupils to other agencies.

2.8 Child and Adolescent Mental Health Service (CAMHS)

Dawn Roberts offer support and guidance to our pupils. HUB meetings take place every two weeks on a Thursday. CAMHS also run workshops for our pupils every year.

2.9 Careers Wales

The Careers Advisor and provides guidance to all children and spends time discussing career options with ALN pupils.

Criteria for evaluating the SEN policy's success

When reporting annually to parents in the Annual Report the Governors can refer to the matters below.

How many pupils are on the ALN register?

How many pupils are receiving additional support?

What was the provision offered during the year?

What is the quality of ALN pupils' progress?

Are the arrangements working effectively?

Has there been a Self Evaluation focus upon ALN during the year, main findings of the review?

What were the CPD/INSET developments this year? Has there been CPD input from an outside agency?

What are the findings from parents and pupils questionnaires about pupil progress and the quality of provision?

What were the conclusions of any external review of the AEN provision?

Have there been any changes to the policy during the year? If there have been what are the steps that need to be taken / adopted by Governing Body?

This policy will be reviewed annually.