

BRECON HIGH SCHOOL YSGOL UWCHRADD ABERHONDDU



ADDITIONAL LEARNING NEEDS POLICY

Author	ALENCO
Agreed By	Governors on 22/05/18
Review Date	05/2019

Policy for Additional Learning Needs

June 2013

Introduction

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002, the Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs)(Information)(Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Additional Learning Needs (ALN), either throughout or at anytime during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with ALN have the right to the greatest possible access to the broad and balanced education set by the National Curriculum.

The Code of Practice gives these definitions:

Children have Additional Learning Needs if they have a learning difficulty which calls for additional educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The Code also refers to the Disability Discrimination Act 2005 which states:

A person has a disability if he has a physical or mental impairment which has substantial and long term adverse effect on his ability to carry out normal day to day activities.

This policy is a whole school policy. All new staff receive a copy of the ALN Policy as part of their induction package.

1 Objectives

The main objective of the Learning Support Department at Brecon High School is to offer a clear, coherent way to provide for the ALN of as many children as possible.

- (i) In so doing, to boost the literacy and numeracy skills of pupils with general and specific learning difficulties in order to provide maximum access to the rest of the curriculum.
- (ii) To promote differentiation in all lessons in order to improve the educational opportunities of all pupils, regardless of ability.
- (iii) To meet the additional learning needs of children with physical disabilities as far as possible in terms of the layout/resources of the school.
- (iv) To increase the confidence of pupils with ALN, encouraging them to be involved in their own provision.
- (iv) To communicate with parents about all aspects of the additional needs provision made for their children and to seek to develop this partnership.
- (vi) To deploy the resources of the Learning Support Department in as effective a way as possible.
- (vii) To use the ALN Code of Practice as a framework for identification of, and provision for, pupils with ALN.
- (viii) To work in liaison with primary schools to ensure that children with ALN have a smooth transition into key stage 3.
- (ix) To provide support, identify needs and encourage achievement for pupils with Emotional Behaviour and Social Difficulties (EBSO), as part of an effective school pastoral system.

2 Day to day Coordination of ALN

The designated school Additional Learning Needs Co-ordinator (ALENCO) is Mrs. D. Watson.

3 The arrangements which have been made for co-ordinating the provision of education for pupils with ALN at the school.

The School Governing Body will, in co-operation with the headteacher:

- determine the school's policy and approach to ALN provision;
- establish the appropriate staffing and funding arrangements; and
- maintain a general oversight of the school's ALN provision.

The School Governing Body has a nominated 'ALN Link Governor' to liaise with the headteacher and the school's designated ALENCO in monitoring the school's ALN provision. The ALN Link Governor, together with the head teacher and ALENCO, will report on an annual basis to the School Governing Body on the school's ALN provision.

The headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

Roles and Responsibilities

It is the ALENCO, Mrs. D. Watson who is responsible for the implementation of the ALN Policy.

The ALENCO is responsible in particular for:

(i) the day-to-day operation of the school's ALN Policy and for co-ordinating provision for pupils with ALN, particularly through School Action and School Action Plus and Statements, working closely with staff, parents/carers and other agencies.

(ii) liaising with and advising other members of school staff.

(iii) maintaining the school's ALN Register and overseeing the records of all pupils with ALN as well as co-ordinating Individual Educational Plans (IEPs).

(iv) liaising with the parents of children with ALN.

(v) liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation with relevant colleagues.

(vi) liaising with Progress & Guidance Managers (PGMs) who oversee the EBSD of pupils.

(vii) managing and deploying the school's learning support assistants (LSAs).

(viii) running the Learning Support Department

Mrs M Gillespie coordinates the timetables for staff supporting pupils with English as Additional Language (EAL) and provides sessions for EAL pupils.

Mrs N Price is the specialist teacher in the Autistic Spectrum Disorder (ASD) Resource, which covers the South Powys Region. She is responsible for day to day running of the resource, specialised social skills lessons, transition, liaising with parents and outside agencies, and liaising with the ALENCO over the in-class support of ASD pupils. The resource also offers a safe haven for ASD pupils and outreach for pupils with social and communication difficulties.

Teaching and Non-teaching staff:

(i) are made aware of the school's procedures for identifying, assessing and making provision for pupils with ALN through the Staff Handbook, ALN Register and other information distributed by the ALENCO. All teachers have a responsibility to bring to the attention of the ALENCO any child whose needs they believe are not being met. It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with ALN.

(ii) The Learning Support Department, comprising of the ALENCO, the EAL Co-ordinator, 3 higher level teaching assistants and 6 learning support assistants, both full and part-time, meets weekly. Pastoral Meetings are held regularly for teaching staff. All requests for support for classes or help for individual pupils should be brought to the attention of the ALENCO, usually through Heads of Department.

All teachers at the school have a responsibility for teaching any pupils admitted to the school with ALN as well as adhering and contributing to the guidance provided in pupils' IEPs and One Page Profiles where appropriate.

Special Facilities:

Pupils might have specialist equipment, the use of which is supervised by LSA staff. The ASD Resource provides teachers with guidance on classroom practice for ASD pupils and group / one to one sessions with pupils.

4 Admission arrangements for pupils with ALN who do not have a statement in so far as they differ from the arrangements for other pupils.

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. ASD pupils have a policy of entry to the resource using the Application/Referral for access to ASD Centre. The ASD teacher is responsible for transition of pupils with ASD.

However, individual consideration is given to every pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with ALN should have their needs met.
- The ALN of pupils will normally be met in mainstream schools or settings.
- A parent's wish to have their child with a Statement educated in the mainstream should only be refused where the child's inclusion would be incompatible with the efficient education of other children.

The school ALENCO liaises closely with primary schools regarding the transfer of all ALN pupils. One Page Profiles and IEPs are developed in conjunction with the Primary Schools to aid transition. The ALENCO attends the reviews of Year 5 and 6 Statemented pupils and those with a Note in Lieu of Statement. Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on transition days and arrangements can be made for pupils to visit individually if necessary.

5 Specialist provision for ALN and special centres.

The ALENCO, in liaison with HLTAs and the EAL teacher, is responsible for:

- assessments of pupils who cause concern; or are identified by staff or parents as having literacy difficulties
- assessments of pupils with EAL, placing on the 5 stage model and informing County EAL Advisor;
- Co-ordination of Interventions.

Brecon High School provides a centre to support pupils with Autistic Spectrum Disorder (ASD). The Centre is staffed by a part-time teacher and one specialist support assistant. Pupils are integrated into the full curriculum as much as possible with withdrawal for homework support and social skills development. Admission to the centre is through a formal diagnosis of ASD and the referral applications.

The School has a team of 9 full / part-time Learning Support Assistants. The Assistants are deployed to meet the specified time of Statemented pupils and other ALN pupils on a shared access basis. HLTAs and Level 3 LSAs provide small group support sessions in Literacy, Numeracy and subject specific interventions in liaison with Heads of Department; these interventions are co-ordinated by the ALENCO.

The school's Wellbeing Centre is also involved in facilitating emotional support for pupils and accessing external agencies.

6 Facilities for pupils with ALN at the school, including facilities which increase or assist access to the school by pupils who are disabled.

The school has lifts in various areas of the school to enable access to classrooms for disabled pupils. Pupils will be accompanied by an LSA who will be responsible for the lift keys, which are kept in the Learning Support Department.

There are 3 toilets with disabled access across the school.

7 How resources are allocated to and amongst pupils with ALN.

There are 3 Higher Level Teaching Assistants (HLTAs) including a designated Welsh Medium HLTA, who implement interventions and core support across KS3 & KS4. Other LSA support is allocated to specific pupils within all year groups according to Statements of Special Educational Need. Care is taken to timetable staff to legally fulfil the obligations of Statements and to benefit as many pupils as possible.

8 How pupils with ALN are identified and their needs determined and reviewed.

The ALENCO is formally responsible for identifying children with ALN, assessing their progress and bringing information to the attention of other staff, as appropriate. (All teachers have a responsibility to bring to the attention of the ALENCO any child whose needs they believe are not being met.)

The school ALENCO contacts all feeder primary schools to gather information on pupils in Year 6 with special needs prior to pupils starting at the High School. All Year 5 and 6 Statement Reviews are attended. Literacy and Numeracy Framework (Year 6) scores and levels are sent to the high school as soon as they are available. On entry to High School pupils undertake CATs. This information is used to place pupils on the register at a stage recommended by the Code of Practice.

The school uses a range of assessment techniques, for example, standardised tests, classroom observations, profiles and parental views. In addition Educational Psychologist reports may be sought. The assessment seeks to identify the nature of the difficulties being experienced, and the resulting additional needs and special provision requirements.

The assessment of a pupil's additional learning needs will lead to a description of the special provision and any special resources required to meet the additional learning needs. The provision planning and resourcing will consider both the special provision required to meet the pupil's additional needs and any special arrangements to ensure access to a broad, balanced and relevant education.

Following identification the pupils are placed on the School's ALN register in accordance to The Code of Practice and Powys LEA policy.

The Levels are

- School Action
- School Action Plus
- Statement

The ALN register and copies of IEPs which give details of pupils' needs are located in the shared network area. They are available to all.

Annual Statement reviews are held as follows:

- | | |
|--------|---|
| Year 7 | Summer Term |
| Year 8 | Summer Term |
| Year 9 | January/February prior to option choices.
Transition plan written. |

Year 10	After Mock Exams
Year 11	January, prior to College applications

Careers Wales representatives are invited to attend all Y9 and Y11 Reviews.

School assessments in all subjects are held annually; parents receive full reports in all years and interim reports at Key Stage 3, and are invited to respond.

Pupils with literacy and numeracy difficulties, who are withdrawn for specific literacy and numeracy support are tested annually on reading and spelling via the Literacy & Numeracy Framework (LNF). Dyslexia screening is carried out after staff or parental request or as a result of CATs analysis in Year 7.

The ASD Teacher operates an open door policy for parents and regularly communicates with parents as requested.

9 Arrangements for providing access by pupils with ALN to a balanced broadly based curriculum (including the National Curriculum).

It is the school's policy that all pupils with ALN follow the National Curriculum as do other pupils in the school. Children are only disapplied from any part of the National Curriculum after consultation with themselves, parents, Heads of Department and, in some cases, the Educational Psychology Service. Pupils are supported in line with individual needs and with the aim of ensuring that pupils with additional needs have exactly the same opportunities as all pupils.

10 How pupils with ALN engage in the activities of the school together with pupils who do not have ALN.

Pupils are taught in mainstream classes and engage in all school activities according to the school's Equal Opportunities Policy.

11 How the governing body evaluate the success of the education which is provided at the school to pupils with ALN.

The ALN procedures will be kept under review by:

- (1) carrying out an annual self evaluation of our ALN provision;
- (2) identifying key areas for development in our ALN Development Plan;
- (3) reporting on the progress of our ALN policy and provision in the school Governing Body's annual report to parents.

12 Complaints from parents of pupils with ALN concerning the provision made at the school.

Parents are welcome to contact the school. If a concern cannot be resolved a complaint can be made using the school's complaints policy and procedure.

13 Arrangements made for in-service training for staff in relation to ALN.

This is organised and co-ordinated by the school's Senior Leadership Team.

The annual audit of staff professional development needs will assist in identifying the various training needs of staff in contributing to the school's ALN provision.

Every encouragement will be given to staff to seek specialised training and qualifications in line with their areas of responsibility, subject to financial constraints.

ALN training and advice will be provided by the ALENCO and specialist centre staff as and when required.

14 The use made of teachers and facilities from outside the school including links with support services for ALN.

A consultation meeting is held in the autumn term with the County Educational Psychologist to discuss pupils who are causing concern, and is available for support if further concerns arise during the year.

All pupils have access to the Careers Service and pupils with additional learning needs have interviews with the ALN Careers Wales adviser in Years 9 and 11.

A good working relationship exists between the school and Coleg Powys. Some pupils follow vocational courses alongside national curriculum courses during Years 10 and 11. Some will also follow a work experience pathway.

Pupils with significant additional needs may receive part-time outreach specialised provision from a range of organisations in addition to the special provision being made by the school. These include:

- Powys Schools Effectiveness Officer
- Powys Social Services
- Powys Educational Psychology Service
- Powys Local Health Board
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - Physiotherapy Service
 - Diabetic Nurse Service
 - School Nurse Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Resolve Cymru
- Child & Adolescent Mental Health Service (CAMHS)
- Careers Wales
- Dyfodol Powys Futures
- Cais
- Youth Intervention Services (YIS)
- Powys Young Carers
- Youth Offending Services (YOS)
- Education Business Links
- Xenzone
- Powys Advocacy
- Penmaes Special School
- Brecon Leisure Centre Gym Facilities

Contact with other mainstream schools is maintained through meeting of Secondary School ALENCOs.

15 The role played by the parents of pupils with ALN.

The school will work with parents, taking account of their concerns and wishes in respect of children requiring additional educational provision.

Contact with parents of children with additional learning needs is usually co-ordinated by the ALENCO.

Any arrangement for additional educational provision must be discussed with parents before action is taken.

Parents will be informed about :

- (a) the reason for the provision
- (b) the nature of the provision
- (c) results of any assessment or testing conducted by the school/LEA, as requested
- (d) progress being made
- (e) any modification to arrangements.

16 Links with other schools, including special schools, and the provision made for the transition of pupils with ALN between schools or between school and the next stage of life or education.

The school ensures that all appropriate documentation and information is received when a pupil with additional needs enters the school, and also that the appropriate records are transferred when a pupil with additional needs transfers to another school. The Careers Wales Specialist Careers Officer for ALN, and representatives of other appropriate agencies, will be involved in planning for the transition from school either into further or higher education, training or employment.

Pupils from Penmaes Special School have access to mainstream teaching on a part time basis.

17 Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with ALN.

Contact is made as required by the ALENCO, ASD teacher, Wellbeing Centre Manager, PGMs and other staff, with the appropriate services to ensure that the needs of ALN pupils are met. The various organisations that offer support are listed in Section 14 of this policy.

Signed: _____ Chair of Governors

_____ Headteacher

Policy adopted on

Date: 22nd May, 2018

Date of Next Review: May 2019