

Additional Learning Needs Policy - 2022/2023



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1 INTRODUCTION

1.1

It is the aim of this document to contribute to the effective delivery of the curriculum at Ysgol Gyfun Aberaeron, enabling all pupils to participate in all aspects of the curriculum and achieve their full potential.

Aims:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring additional provision as early as possible in their school career.
- To ensure that ALN pupils take as full a part as possible in all school activities.
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment.
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future provision.

We recognise that many pupils will have additional learning needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support assistants and pupils working together.

1.2

The school favours a 'Whole School Policy' for pupils with additional learning needs which provides two entitlements:-

- a) A quality of education for all pupils
- b) An equality of educational opportunities for all pupils;
 - The right to be educated with one's peers
 - The right of education adapted to meet individual needs
 - The right to have one's contribution regarded on an equal basis with others.

1.3:According to the ALN Code for Wales 2021:

1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

Children and young people may require additional learning needs support either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional learning needs takes account of the type and extent of the difficulty experienced by the child.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Ysgol Gyfun Aberaeron will have due regard for the ALN Code of Practice for Wales 2021 (the official document which states how schools should tackle additional educational needs) when carrying out our duties towards all pupils with ALN and ensure that parents are notified when ALN provision (ALP) is being made for their child.

We will be following guidance from Welsh Government and the Local Authority ALN team with regard to implementing the new ALN system for the prescribed cohorts of learners.

2 ROLES AND RESPONSIBILITIES

2.1

THE ADDITIONAL LEARNING NEEDS CO-ORDINATOR

The ALNCO plays a crucial role in the school's ALN provision (ALP). This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Co-ordinating the provision for pupils with ALN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies; LEA support services, Health and Social Services, Careers and voluntary bodies

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for ALN pupils
- The commitment required by staff to keep the ALNCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about ALN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the ALNCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent ALN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

2.2

THE GOVERNING BODY

The Governing Body's responsibilities to pupils with ALN include:

- Ensuring that provision of a high standard is made for ALN pupils
- Ensuring that ALN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing ALN policy
- Reporting annually to parents on the school's ALN Policy including the allocation of resources from the schools' devolved/delegated budget

2.3

THE ROLE OF THE SUBJECT TEACHER

The ALN Code for Wales 2021 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, ALN pupils.
- Collaborating with the ALNCO to decide the action required to assist the pupil to progress
- Working with the ALNCO to collect all available information on the pupil
- In collaboration with the ALNCO, develop IEPs or within the new ALN System "IDP's" for ALN pupils
- Working with ALN pupils on a daily basis to deliver IDP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's ALN policy

2.4

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day to day management of all aspects of the school including the ALN provision
- Keeping the Governing Body well informed about ALN within the school
- Working closely with the ALN team
- Informing parents of the fact that ALN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.

2.5

A WHOLE SCHOOL RESPONSIBILITY

Teaching ALN pupils is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

3 CO-ORDINATING AND MANAGING PROVISION

The needs of pupils with learning difficulties must be the shared responsibility of the whole staff at Ysgol Gyfun Aberaeron. The responsibility is to be co-ordinated by the ALNCO. In order to achieve this, the ALNCO should:

- Co-ordinate the development and implementation of the ALN policy in order to improve the quality of teaching and learning provision for pupils with ALN
- To develop, with the support of the Headteacher and colleagues, ways of making the curriculum accessible to children with ALN through effective teaching and target setting.
- Support all staff working with pupils with ALN by ensuring that they have the necessary information to secure improvements in teaching and learning.

4 IMPLEMENTATION OF THE ALN POLICY

Responsibility for ensuring implementation of the ALN Policy rests with the Governing Body of the school. The designated governor for pupils with additional needs meets regularly with the ALNCO and the school's Senior Management Team.

To ensure implementation is achieved the following principles will be adhered to:

4.1

Each department will have full responsibility for the schemes of work and programmes of study for the whole ability range. All schemes of work should show differentiation as appropriate. Pupils with additional learning needs are an integral part of the curriculum and classroom planning and not an adjunct to it.

4.2

A flexible system of inclusion is employed, where full integration is the norm and withdrawal takes place for specific reasons, only when agreed by the mainstream classes and the Additional Learning Needs Department.

4.3

It is accepted that in certain circumstances special teaching groups may be necessary to provide appropriate educational experiences where pupils with additional learning needs can experience success.

4.4

The Additional Learning Needs Department and subject departments work together, using a Person Centred Planning approach, in the best interests of pupils with additional learning needs. The Additional Learning Needs Department will:-

- Provide advice on the suitability of materials, methods and differentiation.
- Advise on the particular needs of individual pupils by means of Individual Education Plans/Individual development Plans and their One Page Profiles.
- Identify, inform and co-ordinate immediate and longer term learning objectives for all children on the Additional Learning Needs Register, across the curriculum.
- Allocate available resources to provide effective support for pupils in mainstream class and for those supported in the department.
- Convene meetings between subject representatives and Additional Learning Needs Department staff as appropriate, to ensure a person centred approach and integrated cross-curricula standards in accordance with the Whole School Development Plan

5 ALLOCATION OF RESOURCES

5.1

The ALNCO is responsible for the operational management of the specified and agreed resourcing of the Additional Learning Needs provision in the school.

5.2

An Additional Needs Audit is undertaken annually and the financing of additional needs provision is determined by the evidence and outcome of this audit.

5.3

The Headteacher is responsible for informing the governing body of how the funding to support additional learning needs has been employed.

6 ARRANGEMENTS FOR PUPILS WITH ADDITIONAL LEARNING NEEDS

6.1

Admissions Procedure

The school policy is to accept, without discrimination or quota, all pupils with Additional Learning Needs in accordance with the normal admission procedure. The school welcomes early application from parents and carers of children with physical or other disability and every effort is made to arrange appropriate provision. The school welcomes pupils who need a gradual programme of induction and is pleased to arrange visits for both parents and carers and children who have emotional and behavioural difficulties.

6.2

Assessment and Identification of Additional Learning Needs

Early identification of need is vital. The ALNCO will base the assessment of, and provision for, pupils with Additional Learning Needs on:-

- Previous educational assessments of pupils with Additional Learning Needs are acquired during primary/secondary transfer meetings. The school also liaises with primary feeder schools and multi-agency partners to gain a holistic understanding of the child's needs. The school reviews attainment records and results from primary schools. Transfer reviews take place in the Autumn Term of Year 6 and if further meetings are required they are convened by the L.A.
- The screening of all new pupils using assessment/diagnostic tests is administered under the supervision of the ALNCO.
- Referrals by mainstream teachers:
 - ✓ The ALNCO informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
 - ✓ In the identification of pupils entering school other than September of Year 7 The Additional Learning Needs Department will:-
 1. Seek full information including N.C. levels from previous schools.
 2. Administer appropriate tests.
 3. Gather information where pupils are already on the Additional Learning Needs Register in their previous school.
 4. Records will be sent for and the pupil accommodated accordingly.
 5. Ensure a smooth transition period by supporting the new pupil in the Hafan for a short period of time prior to attending classes.

6.3

During a pupil's school career various problems may arise. All teachers are responsible for recognising difficulties which a pupil may experience. Any concerned member of staff should contact the ALNCO and make an internal referral via the school "internal referral form".

6.4

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special

educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

7 STAGED RESPONSE

7.1

Standardised tests are used as a screening process and pupils with additional learning needs will be placed on the Additional Learning Needs Register at the appropriate stage, based on the L.A. criteria for staged responses.

7.2

In line with S.E.N. Code of Practice for Wales, the school will respond to children's additional learning needs at the appropriate level:

- **School Action:** The ALNCO takes the lead in gathering information and co-ordinating the provision within the school.
- **School Action Plus:** The ALNCO will gather further information which may include additional reports to plan provision.
- **School Action Plus Resourced Agreement:** A more detailed assessment is needed involving a multi-agency approach. This stage meets the needs of those pupils who may previously have needed a statutory assessment
- **Statutory Assessment:** The L.A. considers the need for a statutory assessment and may order a multi-agency assessment which in turn may lead to the issuing of a formal statement of special educational needs.

The L.A. seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this process.

8 ACCESS TO THE CURRICULUM

8.1

All Children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2

Teachers will use a range of strategies to meet pupils' additional learning needs. Lessons will have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.

8.3

Educational Inclusion.

Through appropriate curricular provision the school respects the fact that children:-

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:-

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning and physical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress.

8.4

Individual Education Plans or IDP's under the new ALN Transformation Agenda:

Individual Education Plans (I.E.P's) or IDPs which employ a small-steps approach and include process strategies, feature significantly in the provision that is made in school. All pupils on the Additional Needs Register have an I.E.P. or IDP. The process of writing and reviewing IEP's/IDPs at Ysgol Gyfun Aberaeron is as follows:-

- Assessment and identification of pupils with additional learning needs
- Gathering of information on pupils regarding their strengths and weaknesses.
- For N.C. Years 8-11 pupils – interviewing all pupils on the Additional Learning Needs Register and setting general learning strategies.
- Providing information for N.C. core subject teachers in order that they can devise short term subject specific targets.
- Review general targets during the Spring Term.
- For Year 7 pupils - interviewing all pupils, who have been placed on the Additional Learning Needs Register, during the autumn term.
- Provide information for N.C. core subject teachers on Year 7 pupils in order that subject specific targets can be written.
- Review general learning strategies during the Summer Term.
- I.E.P.s to be placed in pupil planners and copies kept on file in the Additional Learning Needs Department.
- Subject specific targets for core subjects to be recorded in pupil planners.

9 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

9.1

STAFF DEVELOPMENT AND APPRAISAL

All members of staff are encouraged to attend courses that help them to acquire the skills needed to work with ALN pupils. Part of the ALNCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with ALN pupils. As a routine part of staff development, INSET requirements in ALN will be assessed. TAs requirements in supporting pupils' needs will be considered frequently; however there are few courses available within the county package and TAs are not eligible for GTCW funding. The school's INSET needs will be included in the School Development Plan.

9.2

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for ALN pupils.

When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational psychologists
- Advisory teachers
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational Therapy service
- Hearing Impairment service
- Visual impairment service
- Behaviour Support Service
- Educational Service for Physical Disability (ESPD)

In addition, important links are in place with the following organisations:

- The LA
- Family Support Services
- Education Welfare
- Social Services
- SNAP
- Careers Wales

9.3

PARTNERSHIP WITH PARENTS

Ysgol Gyfun Aberaeron firmly believes in developing a strong partnership with parents and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them' (CoP 2.2)

The school will make available, to all parents of pupils with ALN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that:

LEAs should work in partnership with local and parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice' (CoP 2.14)

9.4

THE VOICE OF THE CHILD

Pupil participation is at the heart of the ALN Transformation Agenda and ALN Code For Wales 2021 and forms the basis of Person Centred Planning Approaches used across all schools:

Schools should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their schools years. At Ysgol Gyfun Aberaeron we encourage pupils with ALN to participate in their learning by personal target setting, attendance at regular reviews, the writing of personal statements, individual counselling, support sessions and mentoring. There is a school council which represents the views of pupils at every level, heads of year/first aider, each year group, a dedicated child protection officer and inclusion officer, a counsellor and a youth worker who offer guidance, counselling and advice through self or staff referral.

9.5

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS FOR ALN PUPILS

The partner primary schools invite the ALNCO to attend Year 6 reviews in the autumn term. School Action Plus pupils are also discussed at these meetings. Planning for transfer begins immediately. Arrangements are made for any educational psychologist input to amend the statement, the early integration programme is explained and issues like transport, special diets and any necessary disapplication or modification to the national curriculum. Support staff visit the pupils in their primary schools and liaise closely with the class teachers and primary support staff.

10 COMPLAINTS PROCEDURES

The school's complaints procedure is outlined in the school prospectus. The ALN & Education Tribunal Act 2018 and the ALN Code for Wales 2021 outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

11 PUPIL PARTICIPATION

11.1

All pupils are encouraged to participate in the decision making process regarding the provision of the services to meet their additional learning needs support. To facilitate this, the staff of the Additional Learning Needs Department are committed to:-

- Ascertaining the views and wishes of the pupil about their current and future education.
- Discussing all relevant assessment procedures with the pupil.
- Guiding and encouraging pupils with their work.
- Giving opportunities for comment and feedback by the pupil which can inform their school record.

11.2

Involving pupils in tracking their own performance can contribute to greatly enhancing their confidence and self-esteem.

12 RECORD KEEPING/ MONITORING

12.1

The ALNCo has responsibility for ensuring the following:-

- Each pupil who has been identified as having additional learning needs has an individual file kept in a secure filing cabinet.
- All teaching staff have access to files including statements.
- Providing each department/Senior Management with an Additional Learning Needs file, which is available on the school secure network, to include:
 - i) Full and updated Additional Needs Register.
 - ii) Information sheet showing needs/provision for each pupil on Additional Learning Needs Register.
- Progress of each child is monitored and recorded by means of continuous assessment and formal testing twice a year.
- Parents are notified of any proposed changes to their child's provision.

13 SCHOOL ENVIRONMENT

13.1

The school is widely equipped with ramps enabling wheelchair access to the majority of the teaching areas. There is a wheelchair lift between the Science and humanities block. Disabled toilet facilities are situated in the Humanities and Design and Technology blocks; changing facilities are available in the Humanities block.

13.2

The Additional Learning Needs Department occupies its own area within the school and provides:-

- Fully equipped disabled toilet and shower
- Fully equipped kitchen and multi-purpose facility.
- Two small teaching rooms with I.C.T facilities including internet access.
- Large teaching and resource room with Interactive Whiteboard.
- Secure Office space.
- Sensory integration room.
- Outside play area and garden

13.3

In addition to this accommodation, since September 2008, the Hafan has been developed to provide pupils with an additional resource when they are experiencing emotional difficulties.

14 EVALUATION AND REVIEW OF THE ADDITIONAL LEARNING NEEDS POLICY

14.1

The responsibility for regular evaluation of the effectiveness of the school's Additional Learning Needs Policy lies firstly with the ALNCO.

14.2

During regular departmental meetings the Additional Learning Needs Policy is discussed and evaluated by:-

- Updating the Additional Learning Needs Register.
- Discussing implementation of the Policy.
- Monitoring the effectiveness of the Departmental Development Plan.
- Reviewing communication with other departments.
- Reviewing I.E.P.s/IDPs
- Noting parental and carers' comments.
- Responding to teaching and non-teaching staff observations.
- Reviewing liaison with other schools and multi-agency partners.
- Evaluation of pupils' views about the provision within the department.

14.3

The Headteacher and School Governing Body review this policy annually and consider any necessary amendments.