

# Additional Learning Needs Policy

Ysgol Uwchradd Llanidloes High School



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## ***Introduction***

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002 and the Equality Act 2010. 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 Special Educational Needs (SEN), 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 SEN 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 Special Educational Needs if they have a learning difficulty which calls for special 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 Equality Act 2010 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 faculties are encouraged to have their own policy on the teaching of children with special needs within the various subject areas. A short guide to the practical implications of the Equality Act 2010 in relation to disability is available to all staff. All new staff receive induction training that encompasses this policy and the Equality Act 2010.

## 1 Objectives

Llanidloes High School aims to ensure that all pupils with Special Educational Needs receive the best possible education and are enabled to develop their full potential both academically and socially. The school aims to integrate all pupils into all aspects of school life. This is in line with the school's mission statement (GOFAL – Giving Opportunities For All to Learn).

## 2 Day to day co-ordination of SEN

The designated school SEN Co-ordinator (SENCo) is Mrs A Beese

## 3 SEN arrangements at the school.

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

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

The School Governing Body has a nominated ALN link governor, Mrs Beth Jones, to liaise with the headteacher and the school's designated ALNCo in monitoring the school's ALN provision. The ALN link governor, together with the headteacher and ALN co-ordinator, will report on a regular basis to the school Governing Body on the school's ALN provision.

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

### ***The ALNCo is responsible for***

- Leadership and management of ALN provision throughout the school
- ALN related policies
  - School ALN policy
  - Special educational needs (SEN) register
  - Individual education plans (IEPs)
  - Access Policy / Strategic Equality Plan / disability discrimination
- Annual reviews of pupils with statements and those on School Action Plus
- Writing applications for submission to the ALN Panel
- Liaison with primary schools to establish needs of new entrants
- Attending annual reviews of year 6 pupils likely to come to Llanidloes High School
- The team of Learning Support Assistants (LSAs): Deployment, welfare and training
- Self-evaluation of ALN and the production of the ALN Improvement Plan

Other school staff may act as the 'Named Teacher' in monitoring and co-ordinating the ALN provision for particular individual pupils or groups of pupils with special needs.

There are procedures in the school for:

- Planning special provision (including the early identification and assessment of special needs and special provision requirements);
- resourcing the provision in a fair and consistent manner;
- implementing the provision in an effective, efficient and equitable manner;
- monitoring the progress of individual pupils and groups of pupils by keeping appropriate records;
- evaluating the progress of individual pupils and groups of pupils by carrying out regular reviews;

- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual pupil.

#### **4 Admission arrangements for pupils with SEN who do not have a statement**

Admission arrangements for pupils with SEN are the same as for all pupils as per the school Admission Policy. However, special thought is given to every individual pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with Special Educational Needs (SEN) should have their needs met.
- The SEN of children 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 delivery of efficient education.

The school ALNCO liaises closely with primary schools that are transferring pupils. IEPs are developed in conjunction with the primary schools to aid transition. The ALNCo attends reviews of year 6 statemented pupils and those at School Action Plus (SA+). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis.

#### **5 Specialist provision for ALN and special centres**

Llanidloes High School provides a centre to support pupils with Autistic Spectrum Disorder (ASD). The centre is staffed with a full time teacher and teaching assistant. Pupils are integrated into the full curriculum as much as possible with withdrawal for homework support and social skills development. Pupils attending the centre will access the mainstream curriculum for 80 ~ 90 % of lessons. Admission to the centre is through a formal diagnosis of ASD.

Literacy support is given to identified pupils through Spellzone and Paired Reading. Identified pupils are withdrawn from registration to attend. The decision to channel pupils into literacy and numeracy intervention support is based on CATs assessments, spelling and reading age tests and feedback from primary colleagues and wider staff team.

Learning Support Assistants (LSAs) are deployed to meet the specified time of statemented pupils and those at SA+.

Pupils with significant special 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 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)
- Powys Mediation
- CAMHS
- Youth Gateways
- Careers Wales
- Brynllwarch Special School

## **6 Facilities for pupils with SEN at the school**

As described in section 5, specialist support is available for pupils with ASD.

The school is mainly a single storey building on a level site and is accessible for pupils with a physical disability who may have to use a wheelchair or crutches for support. Suitable ramps and rails are provided at each entrance point where steps would otherwise have to be negotiated. Wheelchair based pupils would not be able to access certain science, ICT and mathematics classrooms that are on the second storey. Comparable facilities for these subjects exist on the ground floor. The rooming of classes can be changed to include those with physical disabilities to ensure equality of access for all.

## **7 How resources are allocated to and amongst pupils with SEN**

LSAs represent the most significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in statements and for those pupils at Extended School Action Plus (ESA+). The LSA timetable is constructed to maximise the benefits against the legal constraints of statements. Remaining time is then allocated to maximise benefit to as many pupils as possible or those with identified difficulties (long and short term).

Resources for children with SEN are allocated to all curriculum areas and subject departments to allow for materials, books and staffing to be available according to needs.

## **8 How pupils with SEN are identified and their needs determined and reviewed**

The school ALNCO contacts all feeder primary schools to gather information on pupils in Year 6 with SEN prior to pupils starting at high school. All year 6 statement reviews are attended. SATs and reading test scores are sent to the high school as soon as they are available.

On entry to high school, pupils undertake CATs and NFER reading and spelling tests. Pupils with SEN are then placed on the register at a stage as recommended by the Code of Practice. The school also maintains a separate monitoring list called "School Concern".

The school uses a range of assessment techniques, for example, standardised tests, classroom observations, use of standard checklists and profiles, parental views. In addition educational psychologist reports may be sought.

The assessment of a pupil's special needs will lead to a description of the special provision and any special resources required to meet the special 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 SEN register in accordance to The Code of Practice and Powys LA policy.

The Levels are

- School Action
- School Action Plus
- Extended School Action Plus
- Statement

The SEN register and copies of IEPs which give details of pupils' needs are available in the shared network area. They are available to all. Curriculum Area Leaders and Year Leaders are given copies of the SEN register.

School assessments in all subjects are held annually, parents receive full and interim reports and are asked to respond.

Pupils with literacy difficulties are tested annually on reading comprehension and spelling. Dyslexia screening is carried out after staff or parental request.

Pupils in the ASD centre have a home school book that provides a constant dialogue. This is also extended to other pupils with particularly complex needs in consultation with or request from parents

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

It is the school's policy that all pupils with SEN/ALN follow the National Curriculum as other pupils in the school. Children are only disapplied from any part of the National Curriculum in consultation with themselves, parents 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 special needs have exactly the same opportunities as all pupils.

## **10 How the Governing Body evaluate the success of the education which is provided at the school to pupils with SEN/ALN**

The SEN/ALN procedures will be kept under review by:

- (1) carrying out an annual self-evaluation of our SEN/ALN provision using a wide range of first-hand evidence, including performance data;
- (2) identifying key areas for development in our SEN/ALN development plan.
- (3) reporting on the progress of our SEN/ALN policy and provision in the school Governing Body's annual report to parents.

## **11 Complaints from parents of pupils with SEN/ALN concerning the provision**

Parents are welcome to contact the school. We will make all possible efforts to resolve complaints successfully and meet the needs of learners. If a concern cannot be resolved a complaint can be made using the school's complaint policy and procedure or through a support organisation such as SNAP Cymru or Tros Gynnal Plant.

## **12 Any arrangements made by the Governing Body relating to in-service training for staff**

The annual staff performance management process will assist in identifying the various training needs of staff to contribute to the school's SEN/ALN provision.

Available funding is used to assist staff in attending external courses relevant to their individual needs, and for providing appropriate school-based in-service training when needs are shared by all or several of the school staff. The current national priorities are numeracy, literacy and reducing the effects of poverty, and training is given to support these priorities.

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

The ALNCO meets with the LEA special needs service.

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

### **13 The use made of teachers and facilities from outside the school including links with support services for SEN/ALN**

All pupils have access to the Careers Service and pupils with SEN have interviews with our adviser in years 9 to 13. A specialist careers adviser is provided by Gyrfa Cymru for pupils in years 9 to 13 with a statement of SEN.

A good working relationship exists between the school and Neath Port Talbot College (NPTC). There is a close contact with college SEN support service and a number of pupils leave school to undertake further education courses, notably the vocational access course.

The school uses a range of external help. An educational psychologist will visit on request if particular issues arise. Children with hearing and vision difficulties are seen by the appropriate LEA designated teachers, and the speech and therapy service is contacted when necessary. Regular contact is kept with local health board services. The school is visited weekly by an Educational Welfare Officer (EWO) and has a contact with Powys Social Services through the officer designated for schools liaison.

- Powys Educational Psychology Service
- Local Resource Solution Panel (North Powys)
- Social services (Children with disabilities team)
- Powys Local Health Board
  - Speech and Language Therapy Service
  - Occupational Therapy Service
  - Physiotherapy Service
  - Diabetic Nurse Service
  - School Nurse Service
  - Child and Adolescent Mental Health Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Powys Mediation
- Barnardos
- CAMHS
- Youth Gateways
- Careers Wales
- Brynllwarch Special School

Contact with other mainstream schools is maintained via joint INSET, secondary heads meetings and specific visits to share good practice.

### **14 The role played by the parents of pupils with SEN/ALN**

Partnership with parents is a key feature of all aspects of Llanidloes High School. Parents are always welcome to contact the school about any concerns. The development, progress and behaviour of all pupils is monitored by Year Leaders (Ys) in conjunction with subject staff. Parents are contacted at the earliest signs of difficulty.

There is a regular pattern of parents' evenings, and this is supplemented by a full school report and invitation to parents to contact school at any time.

Parents and pupils are always invited to reviews of pupils with SEN. The ALNCO first makes contact with parents when children are in years 5 and 6 of their primary school

## **15 Links with other schools, including special schools, and the provision made for the transition of pupils with SEN/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 SEN enters the school. Appropriate records are transferred when a pupil with SEN leaves to attend another school. The school Careers Officer, and representatives of other appropriate agencies, are involved in planning for the transition from school into further or higher education, training or employment.

The school will also consider very sympathetically any requests to provide mainstream school experiences for pupils enrolled in a special school.

The SEN/ALN co-ordinator and SEN/ALN support staff also join with staff from other secondary schools for in-service training sessions.

The following organisations have worked with the school:

Brynllwarch Hall School  
Cedewain School  
Penmaes Special School

## **16 Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN/ALN**

The ALNCo and, where appropriate, other staff, meet as required with representatives of the School Medical Service, the Social Services Department, and the Education Welfare Service to discuss any pupils who are a cause of concern. Interim contact is also possible in dealing with more urgent cases. These contacts may lead to members of these services contributing to individual or group action plans.

A number of voluntary organisations and support groups often assist the school in special initiatives aimed at improving the school's SEN/ALN provision. This may involve contributing to the special provision of individual pupils or groups of pupils, assisting in developing resources, or fund raising. The following organisations have worked with the school:

- Snap Cymru
- Resolve Cymru
- Autism Cymru
- HI / VI service
- Speech and Language Service
- Social Services
- CAMHS
- Youth Gateways
- School Nurse
- Occupational Therapy Service
- Physiotherapy Service
- GP / medical practitioners
- Educational Psychology service
- LA ALN manager
- Educational Welfare Officer
- Pastoral Support Unit
- LA School Effectiveness Officer
- Complementary Education