



# Ysgol Pentrehafod

# Pentrehafod School



# Additional Learning Needs Policy

## *Polisi Addysg Anghenion Arbennig*

Reviewed November 2018

Adolygu ddiw ethaf Tachwedd 2018

Next Review November 2021

Adolygiad nesaf Tachwedd 2021

Reviewed by Mrs R Williams - ALNCo

November 2018



## Pentrehafod Inclusion Team

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Mrs R Williams	Additional Learning Needs Co-ordinator (ALNCo)
Mrs R Rees	Manager of Special Teaching Facility (STF)
Mr W Hollister	Manager of Pentrehafod Alternative Curriculum Education (PACE)
Ms Y Blachford	Admin Support (Mainstream) / Sensory Room / Derbyshire Positive Play Coordinator
Ms C Ellery	Pentrehafod Learning and Nurture Team (PLANT) Leader
Mrs M Hopkins	Admin Support (STF)
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## Table of Contents

<b>Contents</b>	<b>Page No.</b>
Policy Statement	3
Introduction	4
Responsibilities	4
Breach of Policy	6
Service Standards: Making Calls	6
Confidential Data and Information Security	7
Personal Use	8
Examples of Acceptable Personal Use	9
Explicitly Forbidden Use of School Landline and Mobile Telephone	10
Document Management	10



## Additional Learning Needs Policy

In its Special Educational Needs Strategy, the City and County of Swansea has established several strategic priorities relating to additional learning needs (ALN). Within the identified priorities, the Authority has reemphasised its commitment to the establishment and maintenance of particular principles.

They include the desire and intent:

- to continue to build the capacity of schools to provide a high quality of educational experience for children with Additional Learning Needs,
- to continue to develop the continuum of provision to meet the current and future needs of children with Additional Learning Needs.

The City and County Strategy embraces a number of other policy documents and among them is the Additional Learning Needs Policy.

That policy states:

- A child with additional learning needs should have their needs met.
- The additional learning needs of the child will normally be met in a mainstream school setting.
- The views of the child should be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with additional learning needs should be offered full access to a broad, balanced and relevant curriculum.
- All schools should "recognise and respond to the diverse needs of their students, while also having a continuum of support and services to meet those needs".
- Wherever possible all students should learn together.

The Policy goes on to emphasise the view that:

- There should be a fair and equitable allocation of available resources to support all children and young people with special educational needs.



Pentrehafod School wholeheartedly embraces these principles and aims to put the views, wishes and feelings of the student, the student's parents at the heart of decision making.

The school policy reflects the same aims. It promotes these fundamental principles:

- Each learner is of equal worth and value.
- Each learner should be afforded equal opportunities within the school curriculum.
- Each learner should be encouraged to fulfil their learning potential throughout their school career.

This Policy Document, produced under the leadership of the ALNCO, will outline the principles by which ALN provision within school is organised. It will also provide a detailed analysis on the way in which the support in place functions and how it responds to particular issues.

The format will include:

- The Philosophy of the Support.
- The School's response to the Code of Practice.
- The transfer and transition of students from Primary to Secondary Education.
- Identification, Assessment and Grouping of students.
- Liaison with Parents.
- Liaison with Wellbeing and Student Achievement Team.
- Liaison with Outside Agencies.
- Educational Psychology and Statutory Assessment Service.
- Access to Learning which incorporates:
  - Behaviour Support Team
  - Specialist Support Teachers
- Social Services.
- Careers Wales.
- SNAP Cymru.
- Evolve
- The Curriculum at Key Stage 3.



- The Curriculum at Key Stage 4.
- External Examination Policy.
- Transfer of students from Secondary to Tertiary Education.

## **The Philosophy and Structure of the Support**

This Policy embraces the principles of equity and equality detailed in the Code of Practice and in the Local Authority ALN Policy. The School seeks to translate the theory into working practice that:

- Recognises the rights and needs of individuals.
- Produces a graduated response to meet those needs.
- Builds upon the success achieved by students at Key Stages 1 and 2.
- Encourages the pursuit of excellence in all fields in all our students.
- Allows personal development and the enhancement of self-esteem, self-worth self-confidence and self-reliance.

The school motto “learning together” is considered particularly important and so staff encourage all students to appreciate this and strive to improve the level of their own performance with an appropriate level of support – this may mean working with an adult on a 1:1 basis or within a grouped provision with other students sharing similar difficulties.

## **The School’s Response to the Code of Practice**

The School accepts and acknowledges that there is need for a Graduated Response and so the structure exists which permits staff to respond to the needs of individual students in an appropriate manner.

### **The Graduated Response**

#### **School Action**

Individual Education Plans (IEPs) are created for all students for whom the provision made is extra to or different from that provided for the majority of students.

Those students are most likely to be in the smaller classes in each Year Group but the number will include some who are in mainstream classes.

#### **School Action Plus**



IEPs will also be maintained for those students at School Action Plus who have been referred to a representative from Access to Learning such as the Educational Psychologist or the Behaviour Specialist Teacher or the Speech, Language and Communication Team.

### Request for a Statutory Assessment

If after an intervention from one or more of our colleagues the difficulties persist then a request will be made to the local Authority to conduct a Statutory Assessment which could lead to:

- The possible creation of a Statement
- An allocation of support from a Teaching Assistant and
- Other therapeutic support

### **Transfer and transition of students from Primary to Secondary Education**

Students with Additional Learning Needs (ALN) are full participants in the Transition plan that exists and are able to visit school at various times during Year 6.

- During the Autumn Term an Open Evening for parents/carers is arranged.
- During the year, the Learning Leader of Year 7 and the ALNCO visit colleagues from the Primary Schools and liaise with members of Staff at Pentrehafod and share information about their students.
- The ALNCO and STF Manager attend Year 6, and in some cases Year 5, Annual Reviews.
- The STF Manager visits each of the primary Schools from which the students are transferring and meets parents/carers. In the Summer term an invitation is extended to each student to visit Pentrehafod and time in the STF.
- ALNCO cluster meetings on a half termly basis.
- The ALNCO visits each of our Partner Primary Schools in the Summer Term to meet Primary School colleagues.
- An Admission Meeting is arranged and convened by the Educational Psychologist for all those students with Statements who are transferring to Pentrehafod.
- An open invitation is extended to all parents to visit the school with their children prior to transition.
- In July, students and parents/carers are invited to attend Year 6 Parents' Evening, They will have the opportunity to meet their children's Form Tutors.
- During Induction Week students are allocated to their teaching group and meet their classmates.



- Parents/carers, once again, have the opportunity to meet the ALNCO and the STF Manager.

## **The Identification, Assessment and Grouping of Students**

During the Transition process the information provided by Access to Learning, Primary School Colleagues, Parents and Carers is considered and students placed accordingly. The school currently operates an eight Form Entry and students are placed in Mixed Ability Registration Groups and Teaching Groups based on ability.

### **Tutor Groups**

The classes, created by the Year 7 Learning Leader and Key Stage 3 Raising Standards Leaders, in discussion with the ALNCO.

Movement within the teaching groups is flexible and students are moved when it is considered appropriate. The school endeavours to ensure every student makes progress. Additionally, it acknowledges that there will be a need for some students to be moved into the smaller classes from a different teaching group if and when they encounter difficulties with their learning

### **Assessment**

Students are assessed in a number of ways and supported accordingly, including the use of the National Literacy and Numeracy Tests. The ALNCO liaises closely with staff teaching the Core subjects and adheres to the Schemes of Work and the Assessment procedures adopted by each subject.

Furthermore, all students in Year 7 are tested on the NGRT (National Group Reading Test) and those whose score indicate literacy problems also complete a Spelling and Writing test.

### **Assessment of Specific Learning Difficulties**

Following referrals or requests made by parents/carers and teachers some students are also assessed by members of the school staff to determine whether the child has a Specific Learning Difficulty. Where a difficulty is established a further referral could be made to:

The Educational Psychologist

The Speech, Language and Communication Team including Speech Therapy





## **Other Assessments**

### **Cognitive Assessments and Statutory Assessment**

On request cognitive assessments are conducted by the Educational Psychologist.

Dependent on the recommendations made in the Psychologist's report the school will embark on a particular course of action which may include some or all of the following:

- Dissemination of information to staff.
- A programme of intervention organised and provided by the Psychologist.
- A request for a Statutory Assessment being made to the Assessment and Database Team of the LA.

## **Liaison**

Liaison and communication with others is vital to ensure the provision made is the most appropriate. Therefore, members of the Learning Support Department have established strong links with Parents/Carers and professionals.

### **Liaison with Parents**

At all stages the views and opinions of Parents/Carers are sought. They are considered an essential part of the educational process and so are invited to participate in all aspects of that process.

#### **Participation**

- Parents/Carers are invited to attend initial EP appointments particularly when they have made a request for a referral to be made.
- Parents/Carers of students for whom a Statement exists are invited to attend Annual Reviews. Before the Review they are invited to document, in writing, their views on the provision.
- Parents/Carers of those children with an IEP receive copies of the IEP at the start of each IEP period.
- Parents/Carers are invited to attend the Review conducted in July and are invited to contribute to the selection of Targets set for the next IEP.

### **Liaison with Staff**

**The Senior Pastoral Team**



The ALNCO along with the Raising Standards Leaders at Key Stage 3 and 4 meet twice per half term to discuss the pastoral wellbeing of students.

### Form Tutors

Information in the form of Student Profiles, Reports of LAC Reviews and other referrals is distributed to Form Tutors and meetings take place as and when considered necessary.

### Liaison with Access to Learning

Access to Learning incorporates a number of different levels of support within the LA and very good relationships and open lines of communication exist with them.

### Statutory Assessment and Database Team

Database Team provides the school with a significant amount of information.

- The Team provides advice and support.
- The Team provides the school with a list of the names of the students for whom a Statement is being maintained.
- The Team informs the school when the Annual Reviews need to be conducted.
- The Team provides updated and amended Statements following Annual Reviews.
- The Team provides the school with updated information relating to changes in the personal circumstances of each young person.

### The Educational Psychologist

Based on the model of support established by the LA the EP visits the school regularly and provides invaluable help, advice and guidance for staff and students. Requests for an EP consultation are made and following an initial meeting, to which parents/carers are invited, a number of different strategies may be applied.

- Work conducted on an individual basis with one young person.
- Works conducted with a small group of young people who may be experiencing similar difficulties.
- Completion of a cognitive or another assessment.

Other aspects of the work include attending:

- Multi Agency Planning meetings.
- Annual Reviews.
- Admission meetings for students who have been referred to an alternative, out of school placement.
- Providing written reports to support requests for Statutory Assessments.

### Behaviour Support Teacher



The Behaviour Support Teacher visits the school once a week and, in much the same way as the EP, provides another level of support for teachers and students.

Support is provided in the following way:

- Withdrawing students for individual or group sessions.
- Contributing to Annual Reviews by attending and contributing written reports.
- Advising staff.
- Creating Proactive Plans, Reactive Plans and Pastoral Support Programmes.
- Producing written reports to support the school's referrals to the EOTAS or ALN

Panels.

- Attending Family Group Conferences convened to support students and families.

### Specialist Support Teachers

Specialist Support Teachers from The Speech, Language and Communication team and Visually Impaired Team also provide support for students and staff. They conduct support sessions with individuals and groups and help the school plan the provision it makes for students with difficulties relating to sight and mobility.

### Other Agencies

The school is also able to call upon the support of a number of other Agencies which provide support, in a variety of ways, for young people and their families. They include:

Social Services

Evolve

SNAP Cymru

### The Curriculum at Key Stage 3

The school endeavours to provide its students with a curriculum which is broad, balanced, differentiated and relevant. Therefore, all students are largely taught by subject specialists in subject areas. Furthermore, the students follow the same curriculum which is differentiated to take into account their additional learning needs.

The ALNCO and Teaching Assistants provide advice and support for colleagues differentiating work or seeking to apply different teaching strategies. Over the course of the year, the ALNCO and STF Manager work with departments to further develop and upskill all staff within their curriculum areas.

Options are undertaken during Year 8 and options are inclusively available to all students.



## **The Curriculum at Key Stage 4 and External Examination Policy**

Students are encouraged to choose appropriate course for study at Key Stage 4 and receive a significant amount of support during the process of making their choices within the Options. As well as offering established subjects the school is now able to offer courses which are more vocational in nature. Through its partnerships with FE Colleges the school provides much greater breadth of choice and students with additional learning needs have been given the opportunity to study at other centres.

Students continue to study the Core subjects, ICT, Welsh, RE and PE and entry for external examination is encouraged. The level at which the students study will vary from student to student and from subject to subject. However, a number of different initiatives exist for students to gain as many qualifications as possible.

Flexibility of approach is considered essential so courses and selection of possible examinations will be considered on an individual basis.

## **Transfer of Students from Secondary to Tertiary Education**

The school seeks to ensure students are thoroughly prepared to make the next step and plan appropriately for when they leave Pentrehafod. Therefore, representatives from Careers Wales assist and advise the young people of the options that are available. This is done in a number of ways:

- At Key Stage 4 Staff from school support the students when they visit the colleges to undertake the vocational courses.
- Having established a link with the Colleges the young people are made aware of the choices available at Key Stage 5.
- The school's Careers Officer interviews each student, at Key Stage 4, and provides advice for them.
- The school Careers Officer will, if necessary accompany our students to the Open Evenings convened by the Colleges.
- The Careers Officer attends Annual Reviews from Year 9 and contributes to the Transition Plan drawn up for every Statemented student.
- The Careers Officer will liaise with Departments in the Colleges to seek to establish what would be the best course for each young person.



This Policy was presented to Governors on .....**14<sup>th</sup> November 2018**.....

It will be reviewed on...**November 2021**.....or if National and Local Policy or Guideline is updated.

Signed.....  .....

**Mrs M Hughes**

**Chair of Governors**