

Caerleon Comprehensive School | Ysgol Gyfun Caerllion

ADDITIONAL LEARNING NEEDS POLICY



Related Documents:

Admissions Policy

Transition Policy

Curriculum Policy

Accessibility Plan

Literacy and Numeracy Policies

Assessment Policy

Examination Policies

Complaints Procedure

Child Protection Policy

National Documents:

SEN and Disability Acts

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POLICY REVISION HISTORY

This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School on 17th February 2011.

Signatories: _____ (*Headteacher*) _____ (*Chair of Governors*)

PRINT: _____

Date	Revision	Type	Author	Approved by
17/02/2011	A	Amended	VEB	Policy Committee 02/02/2011
22/05/2014	B	Reviewed	ALE	Policy Committee 27/03/2014
04/04/2017	C	Reviewed	ALE	Personnel & Wellbeing Committee 16/03/2017

Annotation Key for this Document

VEB Mrs V Beynon, Head of Inclusion, retired
ALE Mrs A Edwards, Additional Needs Co-ordinator

POLICY DETAIL

1 Opening Statement

1.1 Caerleon Comprehensive School is committed to providing an appropriate and high quality education to all our students. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

1.2 We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.

1.3 Caerleon Comprehensive School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys, men and women.
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (See Equality Policy)
- Learners with additional learning needs.
- Learners who are disabled (see Inclusion Policy).
- Those who are more able and talented (see More Able and Talented Policy).
- Those who are looked after by the local authority (see Inclusion and Equality Policies).
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers (see Inclusion Policy).
- Any learners who are at risk of disaffection and exclusion (see Inclusion Policy).

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Caerleon Comprehensive School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to his or her full potential.

2 Responsibilities

- Headteacher – Mrs L Picton
- Additional Needs Co-ordinator, Mrs Edwards, overall management of ALN provision.
- Second in ALN – Mrs D Davies, responsibility for literacy and numeracy
- Higher Level Teaching Assistant - Mrs S Oliver and Mrs J Davies day to day management of Teaching Assistants and support to Additional Needs Co-ordinator.
- Learning Support Base Co-ordinator - Mr S Jeremy, day to day management of the LSB.
- Teaching Assistants, working with specific students.
- Leadership Team member with responsibilities for ALN – Mr A Gardner (Assistant Headteacher).
- ALN Governor - vacancy
- ALN Subject Co-ordinators in each department, responsibility for provision of AN in their subject area.
- ALN Subject Co-ordinator and subject teachers provide appropriate resources and ensure that teaching strategies match student need.
- Heads of Year - provide support and guidance, work closely with Additional Needs Co-ordinator to meet the needs of ALN students, attend meetings and reviews when appropriate.
- Learning Progress Leader, Mr M Evans supports the Looked After Children (LAC) in school.

3 Objectives

- 3.1 To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- 3.2 To ensure equality of opportunity form and to eliminate prejudice and discrimination against, students with additional learning needs.
- 3.3 To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- 3.4 To provide full access to the curriculum (except where disapplication, arising from a Statement occurs) through differentiated planning by class teachers, Director of Special and Additional Needs and support staff as appropriate, and individual support from TAs as appropriate.
- 3.5 To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having AN at School action or School Action Plus.
- 3.6 To ensure that students with AN are perceived positively by all members of the school community and that AN and inclusive provision is positively valued and accessed by staff and parents / carers.

- 3.7 To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- 3.8 To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further or higher education or to have attained sufficient skills to enter the work place.
- 3.9 To involve parents / carers at every stage in plans to meet their child's additional learning needs.
- 3.10 To involve the students themselves in planning and in any decision making that affects them.

4 Additional Education Provision

4.1 Facilities

The ALN team is currently based in the LSB. Facilities include one support room, a share of the LSB and two offices.

4.2 Admission Arrangements

- 4.2.1 The Additional Needs Coordinator attends year 6 Annual Statement Reviews of students from the catchment area and meetings regarding other year 6 students with complex AN.
- 4.2.2 The Additional Needs Coordinator hosts regular cluster AENCO meetings at which the needs of AN students and AN matters are discussed. This ensures we are prepared to meet student needs.
- 4.2.3 Students are admitted to the school according to the LEA Admissions Policy.
- 4.2.4 The Additional Needs Coordinator along with the Head of Year 7 and Assistant Headteacher visit partner primaries in the summer term prior to transition to collect student information and to talk to students about Caerleon Comprehensive School.
- 4.2.5 Information on student needs is communicated to all departments via ALN Directory, departmental files and the staff shared area. This information is used to inform teachers to ensure transition is as smooth as possible.
- 4.2.6 Student records and files are passed on by September each year.
- 4.2.7 Pre-visits are arranged to the school and the ALN team, as required, for individual students / groups of students who may need additional preparation for transition e.g. those with A.S.D. This includes visual booklets, extra visits to lunchtime club, tours around the school, looking at timetables or risk assessments for identified students. Some students visit several times and special transition are arranged.

- 4.2.8 The Additional Needs Coordinator attends Year 6 parents' evenings to answer any parental transition queries.
- 4.2.9 The cluster runs a 'Transition Project' for all students. Students are identified by primary schools and a key TA from Caerleon Comprehensive School will visit and work with a group of identified students. There is an additional transition visit organised for students.

4.3 Arrangements for Co-ordinating Educational Provision for Students with ALN

- 4.3.1 Student needs are identified at transition, through baseline testing information from KS2 teacher assessments, advice from external agency and by referrals from subject teachers / HOYs / parents.
- 4.3.2 Students receiving extra or additional support will be placed on the SEN register and Pupil Profile or IEP will be produced. Those students, who staff need to be aware of / differentiate work for, will be placed on the AN register.
- 4.3.3 Subject teachers are made aware of issues arising from IEPs / AN / SEN register or through staff bulletin / memos.
- 4.3.4 The Additional Needs Coordinator works with departments to assist in planning for AN students. The Head of Inclusion communicates with Heads of Department where possible / on request.
- 4.3.5 The Additional Needs Coordinator ensures that good practice is shared throughout the school and provides whole school INSET where a shared need arises.

4.4 Organisation of Teaching Groups

4.4.1 ALN Directory

To ensure that all those who teach the student with ALN know about their needs the Additional Needs Coordinator compiles and distributes relevant information. Implications for the classroom are made clear in this information. Each ALN Subject Co-ordinator is given a copy of the ALN Directory, containing all the updated information in September of each academic year. It is the responsibility of the ALN Subject Co-ordinator to ensure that the information reaches the member of their department who teaches the student.

4.4.2 Key Stage 3

Students who need extra support are placed in one of two nominated forms in the year group. These forms are allocated an extra teacher per pair of classes in the following subjects: English, Mathematics, French, Welsh, Geography, History, IT, RE, Chemistry, Biology, Physics and Technology. The third teacher is not an ALN specialist but a subject specialist teacher with

a special interest in additional learning needs teaching. The ALN students are then taken out to form a small learning support group in the subject areas where they need extra support.

Teaching Assistants will be available in a large proportion of Learning Support Groups.

4.4.3 Key Stage 4

During years 7 - 9 the numbers in the Learning Support groups gradually shrink as more children learn the skills they need to cope in mainstream classes. By year 10 the numbers of children needing small class support is enough to warrant only one per year. Many departments operate a setting system where the lowest set has the smallest numbers. In some subjects the numbers are too small to allow for setting so there is, in effect, mixed ability teaching.

Many departments offer a range of examination options at KS4 to cater for the range of ability. These include GCSE foundation tiers, short course GCSEs, BTEC course, Entry Levels and for some students doing Food Technology, a Foundation Certificate in Food Hygiene.

A GCSE support option is available for students in year 10 and 11. This will not be an option choice from September 2014. This is a non-examination slot where students with ALN complete homework and coursework tasks in a supported environment.

4.4.4 Key Stage 5

Students' needs are individually addressed.

4.5 Statemented Students

The Head of Inclusion is responsible for ensuring that the special provision laid out in the statements of students is met.

4.6 Literacy / Numeracy

- The Literacy and Numeracy Coordinators report to the Second in ALN Department.
- Paired reading - this scheme targets approximately 30 students in year 7 whose reading age lags behind their chronological age. This continues in year 8 for about 10s students. Students read for 2 x 15 minute sessions per week with a Sixth Form student.
- Special provision for withdrawal support of some students with literacy / numeracy difficulties is sometimes arranged.
- Literacy acceleration and maths acceleration schemes are in place to improve students who are seen as being able to achieve more than present performance. The least able students are not targeted for these schemes.
- In year 8 students read material from subject departments as better increases in reading age have been achieved using this method. Year 8 'reading across the curriculum' is supported by year 11 students and Teaching Assistants.
- The ALN department also provides support for students in year 9.
- IEPs are set up according to the Code of Practice.

4.7 Emotional, Social and Behavioural Difficulties

Students with difficulties of these kinds can be supported in a number of ways:

- regular meetings for students with Learning Support staff during registration period
- monitoring / mentoring by Head of Year / Director of Special and Additional Needs social skills group / assertiveness / anger management sessions in the LSB.
- discussion with parents / one to one sessions with students
- timetabled session for students with Learning Coaches / counsellor
- meeting between Heads of Year / pastoral staff / Additional Needs Coordinator to discuss / provide support
- pastoral staff also provide support (e.g. form tutors, Heads of Year)
- CBT in LSB by LSB Co-ordinator

5 Identification, Assessment and Provision for ALN Students

5.1 Identification of AN Students

- Liaison with partner primary (and other) schools.
- Information from KS2 results and baseline assessment tests.
- Advice from outside agencies e.g. EPS, SpLD.
- Referral by parents.
- Referral by staff.

5.2 Assessment of ALN Students

- Assessment of referrals by LS team and initiation of appropriate investigation
- Administration of diagnostic and other tests
- Information from an existing Statement.
- Information gathering from student records including Fischer Family Trust Data.
- Information seeking from subject teachers (where it is considered necessary) either directly or via Heads of Years.
- Liaison with form tutor and Head of Year
- Liaison with parents.
- Liaison with outside agencies, as appropriate.
- If appropriate, student will be added to ALN register and an IEP if at SAP will be produced.
- Based on the school's observations and assessment data and following a discussion between the class teacher, Additional Needs Coordinator and parent, the student may be recorded as needing either:
 1. Differentiated curriculum support within the class.
 2. Additional support through School Action provision.
 3. Additional Support through School Action Plus provision.

The current criteria for School Action and School Action Plus are described in 'Criteria for Assessment' (Newport City Council).

5.3 Monitoring and Review Procedures

- Student progress is monitored by class teachers and / or TA and may include observations of behavioural, emotional and social development.
- Student progress is monitored through withdrawal teaching.
- Reading and spelling tests are administered to all students receiving additional support during the summer term to monitor literacy progress, evaluate the work of the department and identify students making insufficient progress.
- Heads of Department and Heads of Year monitor the organisation of teaching groups. Any concerns raised are acted upon in liaison with the Additional Needs Coordinator. Movements between mainstream and learning support groups are made on the recommendation of subject teachers, after discussion with the student and the Additional Needs Coordinator. Parents are sometimes involved in the decision and are always informed of the movements.

5.4 Progress

The school uses the definition of adequate progress as suggested in the Code of Practice, that is, progress which:

- closes the attainment gap between the child and his / her peers
- prevents the attainment gap from growing wider
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self help or social or personal skills
- demonstrates an improvement in the child's behaviour

When adequate progress has not occurred, the school, through discussions with parents, may consider a referral for outside agency support.

5.5 Documentation

All documentation, including review procedures and requesting statutory assessment, follow the guidelines provided by Newport City Council. The paperwork can be found in the LEA AN Handbook file – Criteria for Assessment.

5.6 Arrangements for Providing Access to the Curriculum for Students with AN

- All students follow the National Curriculum, suitably differentiated.
- There are Learning Support Groups with smaller numbers of students, in Years 7 – 9.
- There are groups, with small numbers of students in the lowest set in Years 10 and 11.
- Identified students receive withdrawal support linked to their learning needs.
- There are some BTEC options with smaller numbers of students in each Years 10 and 11.
- There is a 'GCSE Support' option at KS4.
- There is support in examinations in Years 7 and 8 as identified by the school.

- Examination support in years 10 – 13 according to the criteria set down by the examination boards.
- In -class support.
- Supported re-integration to school for students with emotional problems via the LS team.
- Use of external agencies to provide advice / strategies to increase student access.
- In exceptional circumstances a dis-application from a curriculum area can be arranged via the LEA.
- Communication of student needs and general information to inform teaching via ALN Directory, department ALN files, staff bulletin, SIMS and staff shared areas.
- Students with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources.
- Extra- curricular activities are open to all students.
- Access to information
 - All students requiring information in formats other than print have this provided.
 - Alternatives to paper and pencil recording may be provided such as laptops and alpha smarts.
 - Printed materials are adapted.

5.7 Integration

All students are fully integrated into the school.

5.8 Incorporating Disability Issues into the Curriculum

- PSE addresses issues of disability, difference and valuing diversity
- disabled people are encouraged to participate in the wider life of the school community
- school resources reflect the diversity of the wider community
- all students are able to access visits, trips and after school activities

5.9 The Allocation of Resources to and Amongst Students with ALN

Students identified as having ALN are provided with appropriate support:

- withdrawal support
- in-class support
- monitoring by ALN team, Heads of Year, subject teachers
- support from external agencies
- guidance and support from the Additional Needs Coordinator / youth worker / counsellor
- Governors and Headteacher allocate resources to ensure that the ALN team is able to meet the needs of students in the school's care
- at the start of each year, the Additional Needs Coordinator and the ALN team allocate support to students in line with their needs and the Code of Practice. The Additional

Needs Coordinator is responsible for monitoring this support. The HLTA organises the day to day management of the TAs.

6 Arrangements for Considering Complaints about ALN Provision within the School

- Staff via the review process.
- Staff via informal comments.
- Parents – direct contact with the school.
- Students - comments at review time.
- The school's Complaints Procedure details the steps that parents / carers and students may take if a concern is unresolved.

7 Information about the School's Staffing Policies and Partnerships with Bodies beyond the School.

7.1 CPD for ALN staff

- Training needs are identified in the School and Departmental Improvement Plan and through Performance Management.
- INSET is arranged to match individual staff targets and the emerging needs of students.
- The Additional Needs Coordinator ensures that appropriate training is made available for ITT students, NQTs and the staff as a whole.

7.2 Use Made of Teachers / Facilities from Outside the School including Support Services

7.2.1 ALNCOs from the cluster groups of schools meet at Caerleon Comprehensive approximately once a term.

7.2.2 Cluster / phase ALN meetings are arranged by the LEA.

7.2.3 A whole range of support services is available:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Outreach Services
- Education Welfare Services
- Social Services
- Child and Adolescent Mental Health Services
- Specific Learning Difficulties Service
- Careers Wales
- Home Tuition

- H I Service
- V I Service
- Speech and Language
- Counsellor for the Deaf / Visual Impaired
- AN Adviser and advisory teachers
- AN Section of Newport City Council
- Gwent Ethnic Minority Support Service

7.3 Links with Other Mainstream / Special Schools

- Good networking exists with cluster / secondary Additional Needs Coordinator. Sometimes students from Caerleon Comprehensive School are in Bridge Achievement Centre. Close contact exists to attempt re-integration, whenever possible.
- Director of Special and Additional Needs contacts special schools e.g. Maes Ebbw and specialist provision regarding training, support and facilities (e.g. hydrotherapy) where appropriate.

7.4 Links with Health & Social Services, Education Welfare Service and any Voluntary Organisations

- A school nurse can be contacted regarding health issues.
- Other health organisations such as Speech and Language and Community Psychiatric Nurses are available.
- Social Services are usually contacted through a named social worker for a particular child. A duty social worker is also available for advice / referral.
- The school has an Education Welfare Officer on site who works with the Head of Year to promote good attendance.
- The ALN team is fully aware of the school's Child Protection Policy and guidance.
- Members of the AN team regularly attend the ASD forum and liaise with other staff / parents dealing with ASD issues.

As stated in the code of Practice, the school aims to work with all external agencies for the benefit of the child. We aim to promote multi-agency working, whenever possible.

7.5 Arrangements for Partnerships with Parents

7.5.1 The school's policy is to establish good links with parents and carers.

7.5.2 The school operates an open door policy for parents / carers. Parents / carers may telephone or write to discuss concerns; meetings are arranged at mutually convenient times. The Additional Needs Coordinator ensures that parents/carers are involved at all stages of the education planning process. When a student starts at the school we ask parents/carers about their access needs.

7.5.3 Some examples of opportunities for staff and parents to work together are:

- Year 6 Statement Reviews prior to entry
- Statement Reviews throughout the year groups
- Year 6 primary transition parents' evenings
- Year 6 parent open day
- Parents' Evening

7.5.4 Parents are contacted:

- when a student requires withdrawal support by letter. Any queries can be discussed in person
- when IEPs are sent out to be signed
- when review comments are sent out
- for internal meeting with Head of Inclusion prior to choosing options
- parents of all students on ALN Directory are invited to give feedback on first half term in Year 7
- parents are met termly to discuss problems and to share information
- visits from outside agencies e.g. NAS
- when Annual Reviews are imminent, parents are invited to attend
- at all other times as necessary

In review meetings the Additional Needs Coordinator ensures that a student's strengths, as well as weaknesses, are discussed. IEPs may include targets to work towards at home and parents/carers are always invited to contribute their views to the review process.

8 Evaluation of ALN Policy

In order to evaluate the ALN Policy, the following criteria are reviewed:

- individual student progress
- progress in reading / spelling ages
- behaviour
- ability to access the curriculum in subject areas
- departmental review
- student/parent satisfaction
- impact of ALN intervention through the Key Stages
- decrease in size of ALN register throughout the Key Stages