



Ysgol Penglais School

# Policy for Additional Learning Needs

**Signed:**

A handwritten signature in blue ink, appearing to be 'Suz'.

**(Chair of Governors on behalf of the Governing Body)**

**Date: 24<sup>th</sup> November 2020**

**To be reviewed: November 2023 (by the Full Governing Body)**



## **AIMS OF THE POLICY**

The aims of this policy is to:

- a) To ensure that all students receive an education that develops their full potential - both intellectually and socially
- b) To ensure access for all students to a broad and balanced curriculum and to provide support to those experiencing learning, emotional or behavioural difficulties, according to need
- c) To ensure that all students are provided with the means to be integrated into the curricular and noncurricular life of the school
- d) To develop self-esteem in students with additional needs
- e) To identify additional educational needs through a clearly defined process of monitoring in all curricular areas
- f) To ensure that all staff share responsibility for meeting the needs of students
- g) To develop learning strategies and resources (human and material) to support all curricular areas, ensuring that courses and materials have an appropriate range and presentation.

## **RESPONSIBILITY FOR THE CO-ORDINATION AND IMPLEMENTATION OF THE POLICY**

The Additional Learning Needs Co-ordinator, from now on referred to as ALNCo has responsibility for policy decisions and liaison with outside agencies on matters of principle. The Deputy Headteacher is the Line manager for the ALN department.

The ALNCo is answerable to the Head teacher and the Governors for the implementation and co-ordination of the policy and is responsible for the day to day operation of the policy and the work of the department.

The ALNCo shares responsibility with a team consisting of the Teacher in charge of the Learning Support Centre and the Teacher in charge of the Hearing Resource Centre. The team meets once a fortnight in line with Faculty meetings in the published school calendar.

The administrative work of the department is aided by the ALN Manager, based in the Additional Learning Needs Office.

The ALNCo and ALN team guide and oversee the work of learning support staff and any other personnel working with students with ALN. They maintain up to date records of all children with ALN and convene reviews and meetings with parents.

## **ADMISSION TO THE SCHOOL**

Students with ALN are admitted to the school in accordance with the normal admission procedures. The school welcomes early application from parents of students with physical or other disability and every effort is made to arrange appropriate provision. We welcome students who need a gradual induction programme and are pleased to arrange transition visits for both parents and students who are anxious about moving to Penglais. Students who need additional visits to the school prior to induction days are invited on a number of occasions in order to ensure they know the school and to reduce anxiety. Through the Equal Opportunities Policy, the school is committed to a gradual programme of building improvements which will allow greater access to disabled persons e.g. wheelchair users. Each application is given careful consideration as it arises. The Sixth Form Centre is suitable for wheelchair access.



## **PROVISION AND RESOURCES**

The school seeks to cater for students with ALN in a variety of ways, according to need.

### **The Learning Support Centre**

The Learning Support Centre, known as the LSC, is a designated ALN unit for students with moderate to severe learning difficulties. It is located in rooms E10 and E11. The centre is staffed by a full-time teacher, a senior teaching assistant and a team of teaching assistants (T.A.s). The specialist staff plan individual teaching programmes and teach a range of curriculum subjects. Students in the centre are all part of the school's pastoral system and register in a tutorial group with their peers, remaining, ideally, with the same form tutor from years 7-11. They attend mainstream lessons in which it is possible for them to access the work, supported by the T.A. team; otherwise, they are taught in a highly differentiated way in the LSC. Provision is therefore flexible and tailored to the individual student's needs. For students who need it, supervision is also provided during break and lunch periods and assistance with any daily living tasks they find difficult.

Students aged 16+ follow a variety of programmes which focus on life skills and where appropriate undertake supported work experience in the community. All students follow an ASDAN course – the modules followed are chosen by the senior Teaching Assistant in the LSC according to the individual needs / interests of the students. They also take part in the Welsh Baccalaureate programme, if appropriate and the sixth form PSHE programme when appropriate sessions are held.

The LSC also houses a sensory room and a changing room.

### **Dyslexia Centre**

The Dyslexia Centre is located in H1. It is staffed by teaching assistants. It is equipped with computers and a wide variety of software as well as other teaching aids. It provides multi-sensory structured programmes for a range of specific learning difficulties, including dyslexia, dyspraxia, autism, Asperger's and other related conditions. Students with Statements /School Action Plus Resource Agreement (SAPRA) are allocated intervention in small groups in the Dyslexia Centre according to individual need. Others at lower stages of the ALN register may also receive intervention, according to need. Withdrawal periods are negotiated as far as the dyslexia staff's timetables will allow.

In addition to the structured programmes, staff – assisted by T.A.s – provide practical and psychological support to their students, for instance giving help with understanding timetables, homework and liaising with teaching staff about any problems or anxieties which arise about academic work. Their aim is to develop coping skills and independence as well as enhanced self-esteem. Students withdrawn to the Dyslexia Centre may come from any class or age group in the school.

The school also provides a supervised 'Safe Haven' for vulnerable students at break and lunch times.

Students on the Autistic Spectrum may have access to a separate small room at times of stress.

### **Small Classes in Year 7**

Information about students gained from the primary school in Year 6 and data from the Welsh Government tests in May of Year 6 enable us to identify students with very weak reading skills. Students with a standardised score of below 85 in the National reading test will be placed in a smaller teaching group in Year 7, with T.A. support, and timetabled an hour a day of intensive

literacy tuition in the Dyslexia Centre / Basic Skills Centre as well as differentiated teaching in curriculum areas. The criterion for placement in a small class is normally a standardised score of below 85 [roughly a reading age (on entry) of below 9 years] and any recommendations from the primary school. Students' progress is regularly monitored and as soon as their reading has improved to the level at which they can access the curriculum without additional help, they move into the larger classes.

Intervention is also available, on a withdrawal basis, for students in Year 8 and 9. Students who have standardised scores of less than 85 in reading / spelling are withdrawn for support in the Dyslexia/ Basic Skills Centre.

The lessons the students are withdrawn from are negotiated between staff and students.

**PLEASE NOTE:** Due to the requirement of Covid bubbles, students are currently taught within their form groups for all lessons in Year 7 and 8 and for some lessons in Year 9. This means that students are withdrawn from lessons for interventions rather than having designated skills lessons on the timetable.

### **The Basic Skills Centre**

There is a designated Basic Skills room, which is equipped with programmes in literacy. Students on the ALN register, with less extensive educational difficulties [usually standardised scores of between 85 and 90] are allocated time on a withdrawal basis to work in small groups to boost reading and / or spelling.

The department runs a reading Boost Scheme Students in Year 7 whose reading skills require support are invited to join the Reading Boost Scheme which is supported by TAs and by Year 12 students, who have completed a training course under the supervision of the ALNCO. The sessions take place in the library during registration.

Students in Key Stage 4 who would benefit from further support with their basic skills are given the opportunity to choose basic skills as an option box in Yr 9. The basic skills sessions will be run as a small group session to provide support to Students who may have difficulties accessing all of their options without literacy support.

### **Numeracy**

The department also provides intervention to support the development of numeracy skills. IDL numeracy is used as a method to support the development of numeracy skills. Students may be withdrawn from lessons for support or have targeted TA support in lessons. Year 7 students who would benefit from the scheme are identified by the Maths department. In addition, students with very weak numeracy are withdrawn in a small group for support in a designated room in the maths department.

### **The Pastoral System**

The Pastoral Leaders work closely with students who are experiencing emotional or behavioural difficulties. They use a variety of strategies, including mentoring, day reports, and liaison with the school nurse and with a wide range of outside agencies. They also liaise with the ALNCO and the Additional Learning Needs teaching staff and T.A.s. Where emotional and behavioural problems required targeted support and the student has a pastoral support plan the student is placed at SAP (School Action Plus) on the ALN register. Students with statements for BESD (Behavioural/Emotional/ Social difficulties) are the joint responsibility of the ALNCO and the Pastoral

Leader, who liaise about provision. The school has counsellor provision and they work with individual students and the pastoral staff to access a wide variety of support from the outside community.

### **Teaching Assistants**

In addition to the trained teaching staff, the school employs an excellent team of support staff, who work within the classrooms to help and guide children with additional needs. They also supervise students who use the classroom sanctuary at unstructured times. They have a wide variety of experience and are an essential part of the school's provision. Their day to day deployment is organised by The ALN Manager and overseen by the ALNCo.

### **Teaching Staff**

All teachers are responsible for making provision for students with ALN by using a variety of teaching methods and by differentiating appropriately. All staff are expected to read the Additional Learning Needs register / provision map and update their records as necessary each term. ALN staff provide advice and guidance about strategies for teaching students with ALN. All departments are required to have differentiated schemes of work and to develop a variety of teaching strategies. Student Profiles / Individual Education Plans are available on Class Charts. These are regularly updated by the ALN staff and all teaching staff must ensure they are aware of the contents of these documents. All members of staff have access to the updated copy of the Guide to Additional Needs each year to help them with their dealings with students with additional needs. The full Additional Learning Needs register is displayed on the staff T Drive and is updated each term.

### **ACCESS TO THE CURRICULUM**

It is the policy of the school to provide inclusive education. Wherever possible students are taught in mainstream classes and have access to the appropriate key stage. Differentiated programmes of study are provided to allow access to the National Curriculum. The nature of support varies according to the needs of the Student, but may include access to the class Teaching Assistant, small teaching group withdrawal and individual withdrawal.

In KS4 and KS5 much of the differentiation is achieved by setting, grouping and choice of appropriate examination syllabus and vocational courses, a small number of students may be seen for intervention if they have dropped an option box.

### **PARTNERSHIP WITH PARENTS**

All Students with a statement of educational needs and those at School Action Plus Resource Agreement are the subject of an annual review at which their progress is discussed and targets for the succeeding year are agreed. All parents and students are invited to this review in which they play an important role. Parents of Students in the Learning Support Centre receive regular feedback on the Students' progress through the Students' home/school diary in which the staff regularly write messages.

The parents of all these students are encouraged to make informal contact with the teacher in charge of their resource base unit on a regular basis. Parents of all students with individual education plans are encouraged to guide and monitor their child's progress and to liaise with the

Pastoral Leader or specialist teacher who drew up the plan, commenting on its success or otherwise. This usually takes place after the reviews. All parents are welcome to contact the school at any time. Contact about Students' welfare is normally through the appropriate Pastoral Leader and in matters relating to ALN policy, through the ALNCo.

Any parents with a concern or complaint about the provision made for their child should write or phone the school, asking to speak to the ALNCo, and provide in writing, if possible, details of the nature of their concern. The ALNCo gives priority to such matters and makes every effort to respond as quickly as possible. The ALNCo also runs a parent drop in every Wednesday after school from 3.30pm-5.00pm. If have any questions or queries you would like to raise, please feel free to attend the drop in, please contact the ALN Manager to confirm attendance.

### **LINKS WITH OTHER SCHOOLS**

The school maintains good links with the primary schools and arranges a programme of visits to Year 6 students and teachers in the Summer Term each year. During these visits all students and some parents are interviewed. Head teachers provide details of all new entrants, especially those with ALN. In addition, there are two induction days at Penglais in June or July for all Year 6 Students. The school provides a lengthier induction period if the primary school and parents recommend this.

Transition reviews for all statemented / SAPRA students take place in Penglais in the Autumn Term of Year 6 these are arranged by the Primary school and attended by a representative of the authority. Additional transition arrangements are decided at these meetings and may include a programme of phased induction and training for the secondary school staff.

The authority / Welsh Government provide standardised scores in reading, Welsh [First Language] and Numeracy for all Year 6 entrants together with ALN stages. This information is provided electronically during the Summer Term.

### **LINKS WITH OUTSIDE AGENCIES**

The ALN department and the Pastoral Teams work closely with outside agencies, including health professionals, Social Services, the Education Inclusion Service and the Behaviour Support Team. If appropriate, the Pastoral Heads, in consultation with the ALN department, may also refer a Student to other outside agencies such as SUDDS, LINCS, and CAMHS. Twice fortnightly wellbeing meetings are held and are attended by the Head of Key Stage 3, the Deputy Head, the Assistant Headteacher/ALNCo and the Head of the Inclusion unit. Any referrals to outside agencies are discussed in this forum and referrals made from recommendations from this panel.

### **The Educational Psychologist**

If a member of staff has concerns regarding a student's progress at school or is questioning a student's cognitive abilities then a referral is made to the Educational Psychologist. The EPs assigned to Penglais is Angharad Behnan, Chief EP for the authority and Angharad Jones. The school will complete an ISRF (Inclusion Support Request Form) which is sent to the authority and support can be offered through initial meetings followed by meetings based on need. Sessions are based on solution focused psychology. Students may also be offered an appointment with the EP due to social, emotional and behavioural difficulties.

### **Hearing Resource Centre**

The Teacher in charge of the Hearing Resource Centre works closely with those students who have impairments and also advises other staff.

In addition to the above the school values the input of physiotherapists, the school doctor, and Tim Plant Anabl. The Careers Service makes regular visits to the school and careers interviews are held with Year 9 and Year 11 students – and others if requested. Consultants from Bronglais Hospital liaise on an annual basis for Statemented /SAPRA students and from time to time regarding students with medical problems and needs such as ADHD and ASD. We have two school nurses attached to Penglais. They are available to give support and advice to staff, parents and students and to provide liaison with other health services. Screening of vision and hearing is available to help in identifying students with these problems.

SNAP Cymru offers help and advice to parents of students with special educational needs. The school encourages parents to obtain impartial advice from SNAP. Details are available from <http://www.snapcymru.org> and [helpline@snapcymru.org](mailto:helpline@snapcymru.org) or telephone 0845 1203730.

### **INSET AND STAFF TRAINING**

We aim to provide a continuous programme of ALN training for the teaching team. In addition, the ALN department liaises with the Inset Co-ordinator to advise of the need for whole staff training. Members of the department's teaching staff contribute regularly to training for subject teachers and T.A.s. including the weekly staff inclusion briefing.

The TA team join whole school INSETs if appropriate, but also have targeted training - to date training for the TA team has included literacy and numeracy, learning to deal with difficult behaviours, ASD, Attachment and the use of ICT. They are currently working on research groups looking at specific areas of development across the school.

TAs are encouraged to attend county run courses when they are available – such as SEBSA, ELKLAN and BSL.

All staff are provided with access to the booklet which outlines the major ALN difficulties and appropriate strategies for use in their lessons [the Guide to ALN]. This is also available on the intranet.

### **IDENTIFICATION OF CHILDREN WITH ALN**

The identification of Students who have ALN is carried out in accordance with the authority guidelines. The criteria to be used are those published in the Ceredigion ALN Strategy. In addition to the transition process described in the paragraph "Links with other schools", when Students transfer at age 11, the school obtains reading data from WG tests from the authority. All Students in Years 7 to 9 will undertake the statutory reading testing in May set by the WG. The results of the reading tests will be reported to parents on an annual basis. The whole school will also adopt the Literacy and Numeracy Framework across the curriculum

The results of the reading test enable us to identify Students with problems as well as to track the progress of others who are receiving intervention.

Tests in Year 9 enable us to identify Students who may need more detailed assessment for extra time in public examinations.

Teachers and parents can raise concerns regarding the ALN needs of their/a child what any time. These concerns are followed up by the department.

The teacher with responsibility for Access arrangements in Penglais is the ALNCo.

### **Identification of problems which arise during a Student's school career**

All teachers are responsible for recognising the difficulties which students experience. Any concerned member of staff should approach the ALN department for advice. Pastoral Heads, working with the form tutors who carry out twice yearly Student reviews, also alert the ALNCO to significant problems, especially emotional and behavioural problems or where there is inconsistent performance in the core subjects of English, Mathematics and Science. This is in addition to the screening processes described above. Pastoral Heads continue to be responsible for the collection and maintenance of records relating to Students' behaviour and well-being, including those on the register of ALN /Additional Needs. During FT reviews which happen in November and March those Students on SA will have the opportunity to set their IEP targets and record them in their planners. These will be taken home and parents will be given the chance to provide feedback.

In the case of entrants to the school other than September of Year 7, full information is sought from the previous school by the Pastoral Heads, including any ALN records. The Teacher in Charge of Dyslexia also assesses new Students' reading and spelling on entry.

### **RECORD KEEPING**

The ALNCO opens and maintains a file on all statemented/ SAPRA Students. The folder contains information on the Student's difficulties, results of tests, psychologists' reports, individual education plans and any other relevant material. The files are kept in a secure cabinet in the ALNCO office.

A detailed register of ALN/ Additional Needs is kept and regularly updated. It shows each Student's stage, provision, reading and spelling ages, MIDYIS scores, initials of the specialist teacher responsible for provision and any other relevant information. The register is available for viewing on the intranet

### **THE STAGES OF THE ALN CODE**

**School Action (SA)** – SA on the ALN register. Students at school action are those whose needs can be met through the school's own actions and resources. Work may be modified or presented in alternative ways by the teachers; Students are placed in appropriate sets and groupings, especially at Key Stages 4 and 5. Teaching staff can receive advice and guidance from the ALN department. Additional help in literacy and numeracy is given in KS3 by the Basic Skills department. Pastoral Heads also counsel and advise where appropriate.

**School Action Plus (SAP)** – SAP on the Register. Students at School Action Plus are those who need some specialist input to enable them to reach their potential. They normally continue with timetabled lessons in their classes but are usually withdrawn for small group teaching in the Dyslexia Centre/ Basic Skills Centre. A named teacher is responsible for their individual education plan and for liaison with subject teachers.

Students with a Pastoral Support Plan (PSP) are also placed at School Action Plus and are monitored by the Pastoral Heads who arranges appropriate targets and support in consultation with parents and other relevant professionals.

**School Action Plus Resource Agreement (SAPRA)** – SAPRA on the Register. The LEA feels that the needs of many Students can be met within schools without the need for a statement. At transition review [Years 6, 9 and 11] the LEA representative/ specialist teacher/ ALNCo/ parents and Student will discuss progress and if it is felt that his/her needs can be met without a statement, the Student will continue with appropriate support at SAPRA. Occasionally, a Student is exempted from some

aspect of the National Curriculum. Students' progress is reviewed twice a year; once at the parents' evening by individual appointment with the specialist teacher and once by annual report.

**Statutory Assessment** - When the ALNCo believes there is evidence that a Student should be referred for statementing, a referral is made, using the guidelines laid down in the Authority policy. The ALNCo gathers information from the subject and specialist teachers on pro-forma and maintains a file with dates of when documentation is required and submitted.

**Statemented Students** - S on the Register. Provision for Students with a Statement of ALN is stipulated in their individual statement and is provided by the school in accordance with these requirements. Both statemented and SAPRA Students are assigned to a specialist teacher who is responsible for drawing up an individual plan, planning the programme of intervention and, in most cases, providing specialist teaching.

All staff are informed of the Students' needs by the named support teacher. An additional needs profile/IEP is drawn up by the support teacher which gives details of the Student's needs and strategies for teaching and is given to all teachers of the Student.

It is the responsibility of the named teacher of a statemented/SAPRA Student to provide accurate and up to date details on the Student for distribution to subject teachers. The IEPs of statemented/SAPRA Students are reviewed twice yearly. Once a year, usually in the Autumn Term, all statements /SAPRA provision are reviewed in a timetable arranged with the LEA. Parents and all relevant officers of outside agencies are invited to send evidence to the review and to attend. At the review, a decision is made on whether the Student's Statement is to remain for a further year and an appropriate plan is decided. In addition to this review all parents receive an annual report in the summer term. If a decision is made to discontinue the child's statement, the child is placed at School Action Plus Resource Agreement or another stage on the ALN register and appropriate intervention is arranged. All Students who have SAPRA or statements have a Student Profile which also has medium term targets [IEPS] which will be accessible on the school system. Shorter term IEP targets are set by the specialist teacher who will disseminate them as necessary.

Every effort is made to reach a unanimous decision at such meetings but all recommendations of the school, whether to maintain or to discontinue a statement, are subject to the approval of the County Officer. In any matters concerning the welfare or progress of statemented /SAPRA Students, staff are expected to consult the named teacher responsible for the Student.

### **EVALUATION OF THE POLICY**

The responsibility for evaluating the success of the school's ALN policy lies with the ALNCO and the ALN leadership team. At full departmental meetings, a range of matters is discussed, including:

- updating of the ALN register
- the implementation of the ALN policy
- whole school policies
- the deployment and training of staff
- the management of the budget
- meetings with the ALN link teachers
- liaison with outside agencies
- parental concerns.



Minutes of departmental meetings are provided by the ALNCO to the Head teacher. There is a named governor for ALN. The ALNCO provides an annual report to the Governors.

**The Stages on the Additional Learning Needs (ALN) Register are:**

School Action coded as SA on the Register

School Action Plus coded as SAP on the Register

School Action Plus Resource Agreement coded as SAPRA on the register

Statement coded S on the ALN Register

**CODES USED TO DENOTE NEEDS**

**VI** - Visual Impairment

**HI** - Hearing Impairment

**HIVI** - Hearing Impairment and Visual Impairment

**SPLD** - Specific Learning Difficulties (Dyslexia, Dyspraxia and Dyscalculia)

**SCLD** - Speech, Language and Communication Difficulties

**ASD** - Autistic Spectrum Disorders (includes Asperger's / Pragmatic Semantic disorder)

**BESD** - Behavioural, Emotional and Social Difficulties (includes ADHD – Attention Deficit Hyperactivity Disorder and ADD – Attention Deficit Disorder)

**MLD** - Moderate Learning difficulties

**SLD** - Severe Learning Difficulties

**PMED** - Physical and/ or Medical Difficulties