

# ALN POLICY



# **Bryntirion Comprehensive School**

## **Additional Learning Needs Policy 2018/2019**

**Policy written with reference to Code of Practice for Wales (2002) and The Additional Learning Needs and Education Tribunal (Wales) Act 2018**

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## **1: Additional Learning Needs Provision: Basic Information**

### **Introduction:**

The legal framework of the 1993, 2000 and 2002 Education Acts, the 2004 Disability Discrimination Act and the 2010 Equality Act place important responsibilities on the school for making provision for any pupil with additional learning needs. In arranging such provision, the school must have regard for the Code of Practice and the Identification and Assessment of SEN/ALN. The first Special Educational Needs Code of Practice for Wales was ratified in 2000 for implementation in 2002. The Education Acts also recognise that more able pupils may need additional support (please refer to the BCS More Able and Talented Policy).

**Definition:** The Code of Practice defines ALN/SEN education as any arrangements that are additional to or otherwise different from those provided generally for the majority of pupils in that age group.

**Aims:** To work directly with pupils, provide advice and guidance to staff and to work with parents and external support agencies to ensure that all pupils' achievements are at least commensurate with their ability.

### **1a. Broad Objectives**

- To enable pupils with additional learning needs to maximise their potential;
- To facilitate access to the National Curriculum and beyond for pupils with additional learning needs, including sensory and physical disabilities;
- To maintain the mainstream status of pupils with ALN wherever possible whilst providing an appropriate educational pathway;
- To liaise successfully with all relevant parties.

### **1b. Key Objectives**

- To implement the current Special Education Needs Code of Practice for Wales;
- To prepare for the New Code of Practice for ALN;
- To identify all pupils with ALN and analyse any discrepancies within their first term by checking student record files, monitoring progress, liaising with the staff from their primary/previous school and using screening/diagnostic tests;
- To categorise pupils with difficulties into stages according to their need and the Local Authority guidelines;
- To maintain a record of all pupils with ALN in an Additional Learning Needs Register (optional under new guidelines);
- To disseminate the above information to the teaching and support staff in order to facilitate the whole school approach to ALN education;
- To write an Individual Development Plan (IDP) for pupils with Statements of Educational Need and those at School Action Plus where provision is beyond the scope of normal support procedures;

- To create a One Page Profile in preparation for the new ALN Code for students with an Educational Statement and at SA+;
- To promote and improve enabling skills - the acquisition of literacy and numeracy skills being the main priority.
- To further develop and maintain a link with parents/carers;
- To monitor the progress of pupils at School Action and School Action Plus, including those with Statements of Educational Need;
- To provide general information, advice and training to teaching and support staff regarding pupils with an identified learning need;
- To conduct PCP Annual Reviews for pupils with a Statement of Educational Need and those receiving funding at School Action Plus in consultation with the LA and other parties with a legitimate interest;
- To conduct PCP Annual Reviews for pupils with an Individual Development Plan.

#### **1c. ALNCo responsibilities:**

- day to day operation of the school's ALN policy;
- managing the ASD Resource Base;
- managing provision for mainstream pupils with ALN;
- maintaining the ALN Register;
- identifying the nature of the difficulties that pupils are experiencing;
- keeping teachers informed;
- liaising with parents/carers of pupils with ALN;
- liaising with feeder schools;
- liaising with external agencies;
- providing advice to departments regarding differentiated materials;
- managing provision of in-class support and withdrawal for pupils with identified SEN/ALN;
- providing details of strategies used in supporting pupils with ALN;
- providing baseline information for setting purposes;
- liaising with Heads of Department/Leaders and Senior Leaders on ALN issues;
- meeting regularly with pastoral staff, support staff and line manager;
- ensuring Exam Access Arrangements are in place for all pupils who meet criteria and liaising with Examinations Officer accordingly;
- to keep GB informed of ALN related matters.

#### **1d. ALN Links**

Senior Staff link – Mrs K Owen – Assistant Headteacher

Governor ALN link: - Mr. G Clifford

## **1e. Admissions arrangements**

In keeping with the 2004 DDA and the 2010 Equality Act, the school does not deny entry to pupils on account of their additional learning need(s) including sensory/physical impairment. Any pupil living within the catchment area is entitled to a place at the school as long as reasonable provision can be made for their inclusion and it is considered to be in the pupil's best interest. Wherever possible pupils with ALN are identified from feeder school visits and individual contact is established prior to arrival in Year 7.

## **1f. ALN specialisms and special units**

Lexia is the reading and spelling package used by the ALN department to address any learning difficulties associated with the acquisition of literacy skills. Whole year group screening is used to identify pupils that would benefit from this provision in Key Stage 3. The advantage of this over previous interventions is that it can be accessed at home online and parents/carers can be involved.

Rapid Reading is also used to support those students with a standardised score for reading below 84. This scheme uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

A whole school ***inclusive person centred*** approach operates at Bryntirion Comprehensive School. However, mindful of individual learning pathways, we operate small class provision for six classes in KS3. From September 2019 there will be four small classes as pupils in year 9 will start their GCSE courses. Pupils are also identified by Maths and English departmental staff to access Literacy and Numeracy support. The focus for Literacy intervention will be Reading from September 2019.

At Bryntirion we have an ASC Resource base for 12 pupils. Criteria for a base placement is set by the LA and an external panel decides which pupils are given places each year. Our aim is to integrate pupils into the mainstream as much as is possible, usually with support in classes.

See the Framework for KS3 which identifies resources/strategies used to support pupils with an ALN who access interventions.

## **1g. Building adaptations and special facilities**

The school is in need of modifications to comply with the access regulations for people with disabilities. We will have a pupil in a wheelchair in Year 7 from September 2019 and a pupil with significant Visual Impairment in Year 8. We are reviewing and adapting teaching spaces to accommodate the needs of these pupils. Some modified resources have had to be purchased or accessed through the Local Authority. Work is taking place over the Summer holiday 2019.

## **2: Pupils with ALN: Identification, Assessment and Provision**

### **2a. Identification and assessment of pupils with additional learning needs:**

Pupils are identified on admission to the school as a result of:

- Primary school referral;
- Pupils assessed by LA panel for ASC Resource Base;
- Statemented pupils;
- BCBC statistics, WG National Reading and Numeracy Tests;
- National Curriculum Levels, end of KS2 data;
- Reports from external agencies, including the LA Inclusion Service;
- Whole year group screening for spelling and reading comprehension;
- Speech, Language and Communication screening for targeted classes in Autumn term for year 7;
- Parental/Carer communication.

### **Pupils currently attending Bryntirion Comprehensive School can be identified by:**

- referrals from subject teachers and/or LSA observations;
- referrals from HOY at fortnightly meetings with ALNCo;
- referrals by CAMHS following health meetings;
- reports from external agencies (specialist Inclusion teachers, Social Services);
- screening tests for all pupils in KS3 (National Reading and Numeracy Tests)
- Additional Learning Needs Department testing (e.g. Access Reading Tests - diagnostic reading, Vernon spelling – diagnostic spelling, screening for dyslexia (LUCID RAPID), use of LUCID EXACT for Examination Access Arrangements in year 9, outcomes of any other assessments used by the department (CTOPP, DASH etc), EP reports);
- low attainment in National Curriculum End of Key Stage Teacher Assessments at Key Stage 2 and 3; low attainment in National reading and Numeracy Tests;
- end of topic assessments and examinations (internal school tracking);
- parental/carers and/or pupil observations.

Information relating to pupils' basic skills is clearly essential: standardised scores for reading, spelling, Maths and non-verbal skills, along with accurate teacher assessments for the end of Key Stage 2, are needed for records and as a yardstick to progress. Equivalent reading and spelling ages are also used. Relevant, achievable targets are presented to pupils as an incentive to achieve. The use of One Page Profiles supports pupils further to achieve targets.

The progress of pupils with difficulties will be reviewed regularly by the ALN department and HOY. Parents/Carers will be invited to an Annual Review with school and external agencies as appropriate, and an additional meeting that usually coincides with Parents

Evenings; in the event they are unable to attend we operate an 'open-door' policy and are happy to speak to parents at any time, preferably by appointment.

## **2b. Allocation of resources to and amongst pupils with ALN:**

The ALN Department is located in its own specialist area within the main school building (B Block). It has a wide range of resources in daily use, including a variety of literacy 'lifters' of which a representative sample is listed below:

- A graded reading scheme and a small, but varied, library of suitably targeted reading books;
- Examination pens – enabling pupils to access written text through the use of the 'reader-pens'. Reading pens promote digital independence and a move away from using support assistants as readers in exams. We presently have 4 pens but plan to purchase more.
- An assortment of literacy support materials including the 'Rapid Reading', 'Stiles Literacy – Spelling, Phonics, Reading, Inference' and LEXIA;
- Laptops, computers and chrome books, ipads;
- Software packages – Wordshark, Numbershark;
- A supplementary reading scheme to be implemented from September 2019 – Accelerated Reader, to be overseen by Literacy Co-ordinator in school.
- Diagnostic assessment materials including 'Lucid Rapid' and 'Lucid Exact', more recently a range of assessments to test attainment and ability. Dependence on a narrow range of tests does not enable us to assess pupils with absolute confidence.
- 75 licenses for Lexia (which can be accessed remotely);
- LEXIA club after school twice a week;
- Secondary Language link;
- Progression Toolkit;
- Staffing resources directed by the terms of individual Statements, pupils with an ASC Resource placement and small provision classes in KS3;
- Daily supervised break and lunch in the Base by ALN staff;
- Daily after school 'Homework Club' managed by ALN Senior Support Officer.

There are other ways in which pupils are supported, but this is governed by the nature of the student's individual needs but should/could always include:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need;
- Additional adult support where appropriate to complement the work of the teacher;
- Reduced class sizes where appropriate and the use of small group work;
- Personalised provision where appropriate through targeted, time-limited programmes;

- Personalised provision through adapted resources and interventions.

## **2c. Arrangements for providing access for pupils with ALN to a balanced and broadly based curriculum, including the National Curriculum:**

‘Setting’ is designed to facilitate academic achievement at a pace best suited to the student and is a feature of Mathematics, Science and English throughout KS3 and 4. Even so, it is the school's policy that all pupils follow the National Curriculum and are entitled to a broad and balanced curriculum (as outlined in the Code of Practice 2004), regardless of the setting arrangements.

All pupils with a learning need have full access to the National Curriculum where this is sensible to do so. This is achieved by provision of differentiated materials in mixed ability classes, matching of teaching styles to ability and setting in Years 7 - 11 in a number of curriculum areas. ‘In-lesson support’ is available for targeted classes, ASC Resource Base pupils and on a priority basis in other areas.

### **Years 7, 8 and 9**

In-class support is provided by the ALN Department across the curriculum, according to need. Interventions for pupils with Dyslexia operate throughout KS3. Pupils with a diagnosis of Autism are given the choice of attending fortnightly ASC self-support groups. Wellbeing intervention groups are part of a slightly modified curriculum for four classes in KS3 from September 2019. Literacy interventions take place for targeted pupils. Speech, Language and Communication interventions take place for targeted pupils in KS3. One to one reading operates during registration period for targeted pupils who read with the same support assistant throughout the year. A small number of selected students are withdrawn from lessons (in the case of a Statement for Speech and Language and/or pupils with complex ASC needs) in Years 7, 8 and 9 to concentrate on their literacy skills. ELSA sessions run weekly for pupils who are referred. One to one wellbeing sessions operate for referred pupils. There are two counsellors in school accessed by referral. Drop in sessions for well-being take place every day in registration.

### **Years 10/11**

In-class LSA support is provided across the curriculum according to need, targeted support is in place for ASC Base pupils in KS4. The Learning Support Base is available during lunchtime and breaktime for pupils who find it difficult to socialize outside. Daily after school clubs are available to help pupils with homework assignments. Several pupils are offered a modified option choice, whereby they may take the same subject in 2 Option columns. From September 2019 a greater choice of vocational subjects is on offer for pupils. Special arrangements for GCSE examinations are in place for pupils who meet the access criteria laid down by the Joint Council for Qualifications.



## **Years 12 / 13**

Pupils with an identified additional need are welcomed into the sixth form providing they fulfil the minimum entrance criteria of five GCSEs at grades A\* to C or equivalent. Students' needs are usually met by means of a modified curriculum and, where applicable, special arrangements for GCE examinations. Regular monitoring is undertaken by the sixth form pastoral team.

### **ADDITIONAL INFORMATION**

**For the 2018/19 academic year we have fifteen pupils with a Statement of Special Educational Needs. We have approx. 270 on our ALN register including pupils with a Statement.**

#### **2d. SEN Types and Stages**

Once identified and diagnosed, the numbers of pupils with difficulties are recorded and entered on the ALN School Register.

The ALN Register is a working document so the number of recorded pupils fluctuates throughout the year, although it is usually in the region of 270 students. The table shows the numbers for the previous academic year for guidance purposes only.

#### **2e. Staged approach to identifying and meeting ALN**

##### **Monitor**

If a pupil is identified as having a mild learning difficulty they need to be monitored. Details may be added to the SEN Register, but his/her needs are accommodated within mainstream provision and usually through classroom differentiation. This can be considered as the 'First Wave of Intervention/Provision'. This needs further clarification once the Final ALN Code is published.

##### **School Action**

In addition to the above, the ALN department becomes involved at this stage. The department can contribute by:

- i] checking the suitability and appropriateness of work presented.
- ii] advising teachers and supporting staff.
- iii] arranging additional, appropriate provision, with parental/carers consent, to address the identified need(s).

The above can be considered as the 'Second Wave of Intervention/Provision'.

##### **School Action Plus**

As above, with the addition that the ALN department may call upon the services of other agencies or specialists; in most cases, the LA will have a regular input into the pupil's education. An Individual Development Plan (IDP) is drawn up, detailing the nature of the

supplementary provision. A pupil usually stays at SA+ for at least 3 months following an external assessment while the recommendations are implemented and reviewed. This is the 'Third Wave of Intervention/Provision'.

### **Referral for Statement of Educational Need**

Students with special educational needs who are not responding to the additional provision in place, as described above, will be referred to the LA's educational psychologist for further assessment.

### **Statement of Educational Need**

If, in the opinion of the educational psychologist and/or the LA, the pupil has significant difficulties that need the protection of a legal document to ensure adequate provision, a specially prepared 'Statement of Educational Need' will be devised. This document will take into account the opinions of all those with a legitimate interest and requires an 'Annual Review' to detail and evaluate progress. This will be an Individual Development Plan (IDP) from September 2020.

### **2f. Funding**

- Funding is comprised of the following:
- School's allocation for ALN from the LA including ASC Resource Base placements;
- Funding from grants available to raise the standards of literacy and numeracy in schools e.g. PDG LAC Funding;
- Additional monies to fund initiatives outlined in the ALN Departmental Development Plan;
- Annual capitation to cover the cost of consumables.

### **2g. Integration - whole school approach**

The school's success in outcomes for pupils with an ALN is attributable in part to the way the curriculum is organised. Although 'setting' is used extensively in some subjects, there is no segregated or discrete group; setting in a particular subject is based purely on how pupils perform in that area. Other subjects are taught in their entirety to mixed ability groups. Teachers in every curriculum area are aware they have a responsibility for meeting the needs of all pupils. The philosophy of the school is one of Inclusion and opportunities for all pupils.

### **Differentiation**

Differentiation is necessary because of differences in aptitude, interest and motivation in all groups. Staff have been advised that differentiation should be used to ensure that all pupils in the class/group can participate in lessons. Differentiation is about communicating to all pupils within a group. Class teachers are responsible for developing a differentiated approach and are expected to produce their own

differentiated materials, although the ALN department is available to provide advice and will assist wherever possible. All teachers are teachers of pupils with an ALN.

**Differentiation may involve:**

- the setting of pupils on the basis of ability (much depends on the selection criteria);
- preparing differentiated tasks for the class (e.g. activity sheets);
- allowing for differentiation by outcome;
- using different forms of input (e.g. appropriate use of IT);
- making use of in-class support;
- reinforcing learned concepts by setting additional homework;
- adjusting the amount of classwork / homework given according to ability;
- specialist differentiation for pupils with Visual Impairment;
- activities that involve higher order skills for more able students.

**2h. Monitoring the school's ALN policy**

The ALNCo will report to the governing body annually. This report will include details of:

- number of pupils registered as having additional learning needs;
- the nature and severity of these needs;
- progress made over pre-set review periods;
- provisions made;
- use of external agencies and specialists.

The ALNCo will update the ALN policy annually. He/She is responsible for keeping staff informed of special education matters and providing relevant, up to date information. This is done by allowing staff access to the ALN Register, SIMS linked ALN documents (IEPs, OPPs), by contacting departmental heads, communicating with HOY regularly, meeting with ALN staff representatives or individual tutors directly. Weekly bulletin is used for ALN related matters. Copies of the ALN Policy are available to teaching and support staff, governors and parents/carers. From September 2019 Class Charts will be used which will result in ALN pupil information being more easily accessible for staff.

**2i. Assessment of Pupils' Work within the Learning Support Department**

Any system of assessment and recording must advance the learning of the pupils ('Assessment for Learning'). Where appropriate, pupils are involved in monitoring their own progress, thus being kept aware of their achievements and any 'gaps' in their knowledge. Marking of work by a member of the department is usually immediate and on a one to one basis or through small group work. As partners in this dialogue, pupils should gain a clear idea of where they are and what they need to do to improve.

Aims of assessment within the department include:

- determining where learners are in the learning process and the direction to be taken to achieve their potential;
- identifying particular difficulties and the support that may be necessary to promote future progress. (This includes establishing the need for Access Arrangements at Key Stage 4 and 5);
- advising teaching staff of equivalent reading ages, spelling ages and results of standardised scores to inform their teaching;
- developing the expertise of individual members of staff and highlighting areas for further in-service training.

Individual target setting is shared with the pupil and, where appropriate, takes place through an IEP.

### **3: Partnership with parents and outside agencies**

#### **3a. Arrangements for partnership with parents**

Many parents/carers of pupils with ALN at Bryntirion Comprehensive School are anxious for information about the wellbeing and progress of their children. Members of the ALN Department are available at all Year 7 to 11 Parent Evenings for advice and information, in addition to informal review meetings which can be arranged on request at a mutually convenient time. Additional reviews are held during the first term for parents of Year 7 pupils to discuss any ALN issues along with any pastoral concerns they may have. This is also offered to prospective Year 6 parents at the Open Evening in September. Wherever possible and practicable, parents of pupils with ALN should be actively involved in any learning/remediation programme. Parents/Carers can and should be encouraged to be reading partners; research shows that at least three sessions of reading per week at home can considerably improve a pupil's overall performance in school.

#### **3b. External Support Services**

The ALN Co-ordinator may call on the expertise of other agencies or specialists to advise or intervene directly with targeted students. Pupils whose needs have been formally diagnosed and detailed in a Statement of Educational Need can be disapplied from subjects of the National Curriculum, providing exemption is specifically written into the Statement. The LA may provide a specialist teacher/medical professional to help these pupils and those with a SAP IEP to address their learning need(s). The ALNCo is responsible for co-ordinating such resources:

- Specialist teacher for students with a visual impairment;
- Specialist teacher for students with a hearing impairment;
- Specialist teacher for EAL;
- Specialist ASC teacher;
- Speech and Language Therapists;
- Educational Psychologist from Inclusion Service;

- Community Paediatrician;
- School Nurse;
- Educational Welfare Officer;
- Social Services;
- Early Help team;
- Officers from Careers Wales;
- Member of the Ethnic Minority Achievement Service (EMAS) to tutor/monitor pupils for whom English is a second language;
- Specialist Cognition and Learning teacher;
- Specialist Complex Medical teacher;
- Behaviour Specialist teacher.

### **3c. Staff and pupils as Reading Partners**

Students with delayed acquisition of reading skills need regular practice with supportive listeners. From September 2019 we plan to train several students to work with pupils in Years 7 and 8 who need to improve their reading fluency and comprehension. This is also beneficial to the older students in as much as it affords them Volunteer Hours. The 'Reading Partnership' scheme will take place every day in the Learning Support Department and Learning Resource Centre from 8.40 to 9.00 am in the morning.

### **3d. Targeted Reading Programme – September 2019**

Pupils in Years 7 from September 2019 will be targeted to access a more intensive programme with the Literacy and Numeracy Intervention Officers. Accelerated Reader will be used. These pupils will have been identified through National Literacy tests and will typically show a discrepancy between a relatively high non-verbal standardised score (100+) and a significantly lower one for verbal skills (<85). Students are given a thorough assessment of their reading, spelling and writing abilities and then follow a structured programme aimed at raising literacy competency to close the gap between non-verbal and verbal performance.

#### **Also relevant** □

Code of practice on the identification and assessment of SEN 1994, DFE;

Tomlinson Report (1996), Dearing - Refs to special education;

Special Educational Needs Code of Practice for Wales 2002;

Disability Discrimination Act 2004;

Best Practice in Meeting the Needs of Pupils with SEN (Welsh Assembly Government 2005);

Equality Act 2010;

BCBC criteria for pupil placement in ASC Resource Base;

ALN Register for Cowbridge School.