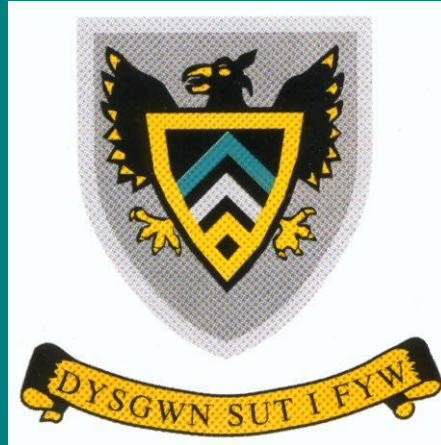


ALN POLICY



Bryntirion Comprehensive School

Additional Learning Needs Policy 2015

All teachers are teachers of Additional Learning Needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having Additional Learning needs.

Some pupils find work difficult because their first language is not English. They do not have Additional Learning needs unless they also have a learning difficulty. Their needs are explained in our Inclusion policy.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Objectives in making provision for pupils with ALN

- We value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the ALN of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with ALN to join in with all the activities of the school
- All pupils are entitled to experience success.

- Consideration of ALN crosses all curriculum areas and all aspects of teaching and learning.
- Good ALN practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All ALN provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with ALN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with ALN is a matter for the school as a whole.

Governing Body

The school governors have specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has
- ensure that, pupils needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have ALN
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated ALN provision in the area as a whole
- ensure that a pupil with ALN joins in the activities of the school together with pupils who do not have ALN , so far as is reasonably practical and compatible with the child receiving the ALN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that ALN provision is being made for their child.

In doing so Governors will have regard to the ALN Code of Practice and the Disability Discrimination act. Governors will report to parents annually

on the implementation of their ALN policy. This may reflect the success criteria noted on the last ALN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with ALN. The Headteacher keeps the governing body fully informed and works closely with the school's ALN co-ordinator or team. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with ALN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's ALN policy and are aware of the procedures for identifying, assessing and making provision for pupils with ALN.

The Additional Learning Needs Co-ordinator

The ALN Co-ordinator is Frances Manship. She can be contacted by telephoning the school office. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers particularly the Departmental ALNCo's.
- Managing learning support assistants
- Liaising with parents of pupils with ALN
- Liaising with the Junior/Secondary school ALNCo's, Educational psychologists, specialist teachers, school nurse, speech and language therapists and other health services.

The ALNCo meets regularly with ALNCo's in other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and inclusions

Pupils with ALN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria. (See LEA's policy and admissions arrangements)

Specialist provisions

The school **does** have a special unit for Communication difficulties. These pupils are to be placed on Bryntirion's roll. The ALN department and the Learning Resource base are amalgamated into a Learning Resource centre. (CARE PLACEMENT) Mrs. Frances Manship is responsible for the Learning Resource centre and the support staff who work at the base and school.

(The School has special facilities for Pupils with communication difficulties. Pupils needing to use these facilities sometimes have statements of ALN and are placed by the LEA.) Many families choose Bryntirion because of staff expertise in dealing with pupils who have Speech, Language and Communication difficulties.

The School ALNCO has the following specialisms: Diploma in Advanced Special Education. (GLD, SPLd, Challenging Behaviour) Certificate in Special Educational Needs.

Ms M Bidder: Certificate in Special Educational Needs

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties. **A lift is located in the Modern Foreign Languages block.** *Blocks are connected via a catwalk.*

The governors and school staff make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities. This is being taken forward through the Access Initiative Scheme and The Disability Equality Scheme (see staff handbook for most recent audit).

Allocation of resources

The LEA provides the school with a school budget towards meeting pupils' ALN. In addition the school plans and provides for pupils with ALN from their main budget. The costs of the ALNCO are set against the core or base budget of the school.

The school spends this money on:

- Learning support teachers and assistants.
- Mrs F. Manship, Mrs T .Williams, Mrs. S. Parry, Mrs S. Emanuel, Mr D. Illston, Mrs K Griffiths , Mrs. D.Bowser Mrs Julie Bailey, Mrs Alison Jones, Mrs Stephanie Davenport, Mrs Carrie Williams and Mr Ian Sanders.

- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Special books and equipment

The details of how individual pupils receive support are recorded on the ALN register and on their Individual Action Plans. All staff members are given copies of pupils' action plans.

The school receives additional funding for pupils with statements.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided.

Identification and assessment of pupils with Additional Learning needs.

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as withdrawal support for both reading spelling and speech and language support. Target group numeracy, spelling and the paired reading scheme.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of ALN provision. The Head teacher and the Governing body set targets and specific criteria for the success of the ALN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting ALN.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with ALN. The ALNCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having ALN

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if additional or different action is being taken. The range of support that every pupil at the school can expect is: The Bridgend model of ALN services delivery is a generic graduated response.

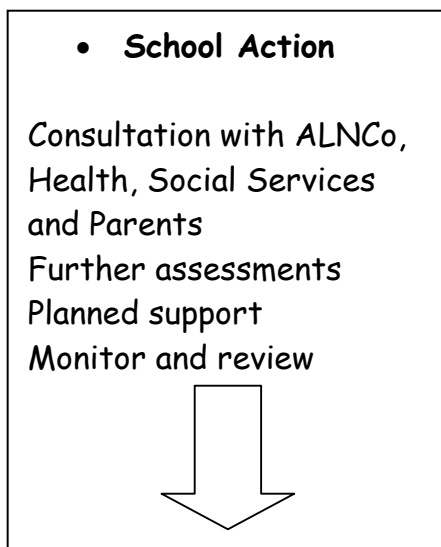
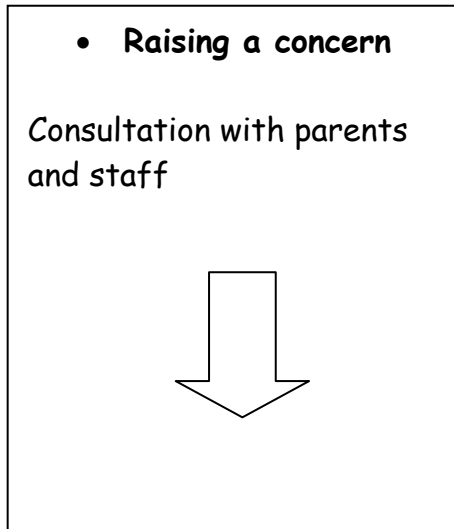
The Bridgend Model of ALN Services Delivery is a graduated response:

SCHOOL ACTION	(SA) School based intervention
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SCHOOL ACTION PLUS	(SA+) The involvement of external agencies
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STATUTORY ASSESSMENT	
STATEMENT Of SEN	School based provision or transfer

Triggers for School Action and School Action Plus

Triggers for School Action**Despite**

opportunities

- Little or no progress
- Difficulty developing literacy and/or numeracy skills
- Persistent EBD despite behaviour management strategies

The **School Action** may include:

- Differentiated learning materials
- Special Equipment
- Individual or group support
- Staff development or training in alternative strategies
- Occasional advice from LEA support team
- An IAP will be necessary to record details that are extra to differentiated plan

School Action

Through School Action, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the ALNCo. The ALNCo will gather information from the pupil, parents, class teacher, form tutor, subject teachers, Head of Year, Pastoral support teachers. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Action Plan (IAP). The IAP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Action Plan continues to be the responsibility of the **subject teacher**.

The IAP will be reviewed at least once every six months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process.

Support available to pupils through School Action includes e.g.: (**examples below**):

Mrs. F. Manship co-ordinates and delivers literacy withdrawal support with Mrs.T. Williams.

Mrs. T.Williams, Learning Support Officer is employed 5 days a week. Mrs Williams does some of the withdrawal support. She is also responsible for doing administration work.

Mrs S. Parry and Mrs. S. Emanuel, Learning Support Officers are employed 5 days a week. Both assist Mr Mahoney with year 7. Mrs. K. Griffiths is an emotional literacy support assistant.

Mrs Stephanie Davenport works very closely with the speech and Language therapist delivering programmes of work to pupils with difficulties.

The following staff work with pupils who have varying needs.

Mrs. D. Illston,

Mr. Ian Sanders

Mrs Julie Bailey,

Mrs Diane Bowser

Mrs Alison Jones

Mrs Carrie Williams

School Action Plus

If the pupil does not make adequate progress receiving School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **School Action Plus** will be similar to that made for **School Action** but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the Individual Action Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Action Plan will have fresh targets and strategies which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **School Action Plus** provision.

A number of pupils may have statements of ALN. In addition to the regular review of their IAPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

e.g.

The school will liaise with the Careers Service and other agencies to arrange Transition Plans for students with Statements (and other pupils with ALN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

There are currently ten pupils with statements in the school who are educated within mainstream classes.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus/Handbook.

Under the SEN and Disability Discrimination Act 2005 parents may seek advice on resolving disagreements through the LEA and/or the Independent Mediation Service, SNAP. The school will make further information about this process available on request.

Arrangements for training and development of all staff including Support Assistants and Mid-day Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Better Schools Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

ALN is included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities, careers conventions etc.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their ALN.

Partnership with parents plays a key role in enabling pupils and young people with ALN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with ALN will be treated as partners and supported to play an active and valued role in their child's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with ALN.

Parents of any pupil identified with ALN may contact the Parent Partnership Service for independent support and advice. Your child's ALNCo will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the school ALNCo. Parents are invited to attend all reviews.

Pupil participation

Pupils and young people with ALN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Action Plans, discussions about choice of schools and transition processes. *HOW? Pupil interviews, questionnaires, surveys, self evaluation (pictures, written answers), making choices. Bryntirion Comprehensive School has been a pilot school for statements or something better-Individual Development plans which will form part of the new code of practice.*

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 and Year 9 is essential to allow appropriate options to be considered. The Alnco will liaise with the ALNCo's of the primary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Secondary schools prepare Transition Plans, e.g. The school will liaise with the Careers Service, Mr Dylan Evans and other agencies to arrange Transition Plans for students with Statements (and other pupils with ALN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In addition pupils within the communication resource base attend mainstream lessons with LSA support.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from Mrs Hannah Girdlestone the Education Welfare Officer and Mrs. A. Williams our link Educational Psychologist for the area. *In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.*

- *Termly visits with the Educational Psychologist are held to ensure that any pupils with difficulties are seen.*
- *The school has access to a counsellor four days a week where pupils may discuss any problems in confidence.*
- *The school also has an emotional literacy support assistant to whom pupils are referred. Mrs. K. Griffiths has an office and works one day per week in this role.*
- *Multi-agency liaison meetings, with representation from Social Services, the Careers Service, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.*
- *The Careers Service ALN Personal Adviser, Mr Dylan Evans is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.*

Success Criteria

The success of the education offered to children with ALN will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria for each year is kept in the Learning Support Department.

All children will have demonstrated measurable progress. In evaluating the effectiveness of its ALN policy, Governors have set additional targets.

- *ALL pupils with ALN will be invited to contribute to the planning and review of their IAP and their views will be recorded*
- *The percentage of parents attending IAP reviews will be increased from 60% to 75%*
- *100...% of LSAs will have attended training in behaviour management*
- *All teaching staff will have updated training on the Code of Practice by 2017*
- *The ALNCo will introduce procedures to ensure that all pupils with ALN are identified within one term of their starting school*
- *All school policies will be reviewed by Mr N. Brain to ensure that the requirements of the Disability Equality Scheme legislation are met.*
- *To ensure that every department in school has one member of staff who has responsibility for ensuring that the planning meets the needs*

of the pupils at classroom differentiation, on school action or school action plus.

- *To provide training on differentiation strategies for teaching pupils with Additional Needs.{see Learning Support Department for further information on the above issues}*

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the Disability Discrimination Act 2005. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the ALN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of pupils with Additional needs. needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling - pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 2005	<i>As amended by the SEN and Disability Act 2001</i>
Disability Equality Scheme	<i>DRC website at www.drc-gb.org. Code came into force from September 2005</i>

Code of Practice Definition of ALN terms.

For the purposes of this policy we have used the term Additional Learning needs in preparation for the new code of practice.

- A child has Additional Learning Needs if he or she has a learning difficulty which calls for Special Educational provision to be made for them.

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if Special Educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the Area.

See Section 312, Education Act 1996

Definition of Disability

Bryntirion recognises the definition of disability given below: "

" A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

We subscribe to the following description of the " social mode of disability"

"At present disabled people do not have the same opportunities as non-disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. The poverty, disadvantage and social inclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers."

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have Special Educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

See Bryntirion's Accessibility Development plan and the Disability Equality Scheme and action plan in the school handbook.

Appendix 3

Additional Learning Needs Budget Allocation

With regard to the annual allocated budget in line with the aims and beliefs of this policy document, the following information outlines the basis on which the school plans for the delivery of ALN support.

Annual Budget Allocation for the Learning Support Department is £1400.

Each subject department also has a set budget allocation for pupils with additional needs within their subject area. The Senior Management team also help with the purchase of additional resources, such as I-Pads, laptops, resource manuals, equipment, lego and games for the friendship groups.

F. Manship. 2015