

Additional Learning Needs Policy 2015-2016

YSGOL Y CREUDDYN

1. Information about the ALN provision

When producing this policy we strived to comply with the requirements of the SEN Code of Practice (2002) for Wales. This policy is reviewed annually during the autumn term and is revised as and when necessary. A copy is available to every member of staff; two copies are given to the Head so that there is a spare copy for parents, visitors or the governors. The original copy of the policy is kept by the Additional Learning Needs Coordinator (ALNCO). A copy is also given to the link governor for ALN; there will also be a copy for reference in the staff room.

1.1 Aims of the policy

Principles

Ysgol y Creuddyn aims to ensure curricular and social equal opportunities for pupils with additional learning needs by offering them regular mainstream lessons with an element of differentiation. The ALN Department will also give pupils specialist support in the core subjects, in small groups.

The ALN Department aims to work effectively with the statutory agencies – Conwy Local Education Authority and others that are relevant to the child and his/her needs e.g. medical and health services, specialist dyslexia teachers, the Sensory Support Service, Social Services, Child and Adolescent Mental Health Services (CAMHS), Specific Speech and Language Impaired Children (SSLIC), Inclusion, Llandrillo College and Educational Psychologists. As well as these agencies, we also aim to work closely with parents in order to ensure an effective partnership to help the child. This is achieved through meetings with parents, reviews, sending information about the child's difficulties to the home, along with a copy of the Individual Education Plan (IEP).

In order to secure the best provision for ALN pupils at Ysgol y Creuddyn, the implementation of a whole school approach is essential. The school emphasises the contribution of the pupil and gives every consideration to his/her opinion when planning the provision.

Aims

The main aim at Ysgol y Creuddyn is to have a system in place which can recognize a child who has difficulties which could slow down his/her education at an early stage. This is achieved through testing every child on their entry into the school through statutory tests e.g. Young's Parallel Spelling and the All Wales Reading Test, the NFER Maths test which is translated into Welsh and the Prawf Glannau Menai Welsh spelling test. To test cognitive ability the school uses the CAT3 test. These tests are conducted every September.

Information is collated by the teachers and other to ensure that we have the best understanding of the nature of the child's difficulties; any area of concern is recorded and handed to the Coordinator. A specific system is in place for primary transition.

When a child is shown to be having difficulties the ALN Department will ensure that the necessary provision is in place by preparing an Individual Education Plan. A decision is

also made in Key Stage 3 as to whether the child needs to be pulled out of the mainstream to have individual attention in small groups. As the children move on to Key Stage 4, the groups are then called sets, which includes children who have additional needs, as they follow the Foundation Tier GCSE courses.

If a child at Ysgol y Creuddyn has learning difficulties we aim to ensure the cooperation and support of the parents and others, by identifying the nature of the difficulty and providing appropriate support through constant discussions.

A definition of special educational needs:

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- a) has a significantly greater difficulty in learning than most children of the same age; or
- b) has a disability which stops or hinders them from using educational facilities of a kind provided for children of the same age in schools within the local education authority's area; or
- c) is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age.

Please see Section 312, Education Act 1996

It must be remembered that a behavioural problem alone does not mean that a child has ALN, nor if the language of the home is different to the language of the school.

1.1 The ALN Coordinator

The ALNCO is: Charlotte Le Comte

1.2 Arrangements for coordinating the provision

The ALNCO is responsible for coordinating the service within the school. The ALNCO is answerable to the Head.

The ALNCO's responsibilities are to:

- implement the ALN policy and the Code of Practice from day to day
- liaise with fellow teachers and offer advice
- coordinate the provision for pupils who have ALN
- keep the school's ALN records and regularly supervise the records of ALN pupils
- liaise with other support services e.g. educational, health, social and voluntary
- ensure that the arrangements are revised regularly
- feed training requirements into the School Development Plan/ arrange INSET courses for the staff
- prepare a Department Development Plan
- be a member of the Learning Support Unit's working group and line manager for the classroom assistants
- hold Annual Reviews/ ALN register / Individual Educational Plans

- work with the Head of the Welsh Department on teaching methods, and teaching and assessing for the immersion group.
- Ensuring Access Arrangements for external examinations are in place

1.4 Entry requirements

When accepting children to Ysgol y Creuddyn from the primaries, or from another school, many arrangements are made beforehand to collect relevant information about the child's needs. The ALNCO together with the Transition Coordinator will:

- work with support agencies when accepting a new child e.g. from the primary sector or from another school
- attend official meetings, such as statement reviews during the autumn term e.g. transferring from primary to secondary, or another school
- receive and discuss information e.g. moving from school to school
- discuss with parents during special evenings
- deal with applications in a positive manner, and within the circumstances which exist in the school at that time
- provide sensitive and appropriate support to ensure that pupils are included in all of the school's activities, in compliance with the Equality Act
- receive transition information in the county's specific format.

1.5 ALN specialism and any special units

The ALN Department staff attend every possible course relating to ALN. The ALNCO has and MA degree in ALN from Bangor University, a qualification to teach dyslexic children which is recognised by the British Dyslexia Association, Irlen Syndrome Screener Certification and Elklan training to teach pupils who have specific speech and language difficulties.

At times some children are referred to the Social Inclusion Team if they have certain problems.

1.6 Facilities which improve access to the school for ALN pupils

- IT equipment – e.g. spelling, Maths and word processing programmes
- Specialist equipment
- An ALN handbook for teachers
- Specialist Dyslexia Teachers / Examination arrangements –Lucy Parry, Mair Bebb Jones, Charlotte Le Comte
- Specific reading programmes – Clic series, the Bont series, the Canllaw series and Badger Reading Books
- Special rooms within the school where small groups can be taught
- A lift to allow access for wheelchairs and ramps
- Guidelines on the walls
- Automatic doors
- Open Evenings in October and June for parents who intend to send their children to Ysgol y Creuddyn
- A programme for trainee teachers and new teachers
- An Education Promotion Unit
- A Learning Coach and counselling room
- Llandrillo College / Penrhos vocational courses

- Inclusion activities

2. Information on recognizing and assessing ALN and the provision for pupils with ALN

At Ysgol y Creuddyn we identify learning needs early through:

- a) Collecting evidence from teachers observations and assessments, remembering that all teachers teach children with ALN
- b) Looking at the pupils performance against the National Curriculum and FFT levels
- c) Ensuring that every teacher is aware of the standard screening and assessment methods. The statutory tests that we use are Youngs, Glannau Menai, Swansea, National Group Reading Test, WRT4, CAT3 and Ravens SPM.
- d) Being open and ready to respond when parents express concern, the pupil's own concerns or concern by other professional colleagues – pupils give their opinion during annual reviews and set their own IEP targets.
- e) Teachers being able to ask for support with differentiation and can express their concern about a pupil through the ALN forum.

2.1 Allocating resources for pupils with ALN

The ALN allocation to spend on resources in this school is £500. This money is used to order:

*Specialist equipment

*Special furniture

*Statutory tests

*Professional courses

Our main aim is to give ALN help with Literacy e.g. reading, writing and spelling. The majority of the Mathematics help is given to smaller, differentiated groups. The pupils' progress is reviewed regularly through termly reviews and through detailed discussions between parents and teachers, with an emphasis on the pupil's contribution.

Reviews and reassessments

Section 172 (5) of the Education Act (1993), requires the LEA to review statements annually. The Education Regulations (SEN) 1994 describe how to hold reviews and who should contribute to them. A reassessment is carried out if there are significant changes to the pupil's circumstances. This can follow an annual review or a request by the parents or the Head. The Head can modify the National Curriculum or exempt a pupil from it for a period of six months whilst he/she is reassessed.

The pupils' progress is reviewed every term through discussions with the pupil, the parents and the teachers.

2.2 Arrangements for giving ALN pupils access to a wide and balanced curriculum, including the National Curriculum

These pupils will mix completely with the other pupils, in every aspect of the curriculum. If any difficulties arise:

- a) The pupils will be given individual attention within the classroom
- b) Individual work will be prepared for them by the class teachers and the ALN teacher
- c) Arrangements will be made for them to work with other children
- d) We will consult with support agencies
- e) Discussion will be held with the parents
- f) Individual Education Plans will be prepared for pupils assessed as School Action, School Action Plus and for Statemented Pupils.

2.3 How pupils with ALN are included

The school will provide ALN pupils with sensitive and appropriate support to ensure that the pupils are included in all of the school's activities, as far as possible. Please see the Inclusion Policy.

2.4 Success criteria for the ALN Policy

In their annual report to parents the Governors can refer to the following issues. The policy must state which issues will be emphasised.

- Does the policy give a clear guidance to the teachers?
- Have there been any changes in the policy over the year? If there has, what are they?
- What was the financial allocation for ALN, and how was the funding used?
- Do the arrangements work effectively?
- How many children have ALN?
- How many children are given additional attention?
- How do these pupils develop? Is it possible to measure the progress in their skills?
- Have any teachers attended any relevant courses?
- Have any meetings been arranged amongst the teachers?
- Did any parents give any comments?
- What were the findings of any inspections relating to the ALN provision?
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2.5 Arrangements for considering complaints about the ALN provision

Parents who wish to make a complaint can contact the following in the first instance:

- The ALNCO - Charlotte Le Comte
- The Head - Meirion Davies
- The parents' representatives on the Governing Body.
- The ALN Link Governor - Dafydd Thomas

If these avenues do not offer a solution to the complaint, then the parent can follow the channels below:

The Local Arrangements document for considering complaints under Section 23 of the Education Reform Act which is available at the school.

3. Information regarding Staffing Policies and partnerships with external bodies

3.1 The school's arrangements for ALN INSET training:

- The ALNCO should recognize training needs and feed them into the school development process e.g. the School/Department Improvement Plan.
- The school can make an application for training assistance to Cynnal / the LEA, using school funds or as part of an agreement with Cynnal or the County.
- Members of the ALN Department will attend courses run by the LEA in Dinerth Road or by the Cynnal consortium.
- The school has an Inclusion Policy, a Differentiation Policy and More Able and Talented policies.

To improve their professional development, the present teachers and assistants within the ALN Department are willing to attend courses and conferences to learn about the latest developments. Every effort is made within the department to give feedback to the other departments after attending courses or meetings, or by sharing relevant documents/information.

The support service within the Authority is available through the joint committee and Cynnal. The service is provided by:

- a) The Educational Psychology Service-Lowri Gravell
- b) Statements Officer Ian Davies, Christine Wild
- d) Specialist Advisory Teachers: vision impairment, hearing impairment, physical impairment - Steve Boothsby, Maxine Burns, Catrin Edge, Gillian Morton, Lowri Jones, Tracy Cresswell.
- e) Social Services
- f) Careers Wales – Ceril Roberts

3.2 The use made of external teachers and resources, including support services

At the moment the school has 2 classroom assistants, who support individual pupils and groups of pupils in the mainstream classes and in the college. The school is supported by Gillian Morton from the ASD team.

This year a number of pupils from Years 10 and 11 are attending courses at Llandrillo College / the Penrhos Centre / Glynllifon.

The Additional Learning Needs forum includes a member from every department. This forum will meet once every term to discuss ALN issues. There is one link member in every department.

3.3 Arrangements for partnerships with parents

Ysgol y Creuddyn recognizes the crucial influence that parents have in their children's educational progress. To ensure an effective partnership the school will encourage the parents' cooperation:

- we will pay professional attention to the concerns of parents, ensuring that the school discusses these concerns with the parents at a reasonable time, and at the first convenient opportunity
- contact the parents when registering the child, during any of the periods and ask for their opinion and comments
- give a prominent place for the parents support, as appropriate
- we will give professional attention to the parents opinion when putting the Individual Education Plan together
- share information regarding sources of support – SNAP
- ensure that this policy is available to parents in its entirety
- include parents in their child's regular reviews
- have a section in the School Handbook discussing ALN.

3.4 Links with other mainstream schools and special schools, including arrangements for when pupils change or leave school

The school has a close connection with the schools in the catchment area (Bodalaw, Morfa Rhiannedd, Eglwysbach, Hen Golwyn, Glan Morfa, Porth y Felin, Maelgwn, Pencae, Llanfairfechan and the schools which include the immersion pupils), and we meet with these schools when a pupil:

- moves from a mainstream school to another mainstream school – contacts to ask for details, contacts the ALN joint committee
- moves from a primary school to secondary school – nature of the contact, transfer information, attending review meetings
- moving to a special school or back to the mainstream – nature of the contact, discussions between the schools and the ALN joint committee
- leaves the school – nature of the meetings, contact with Careers Wales

We also work with the schools and have meetings and catchment area/county training.

3.5 Links with health and social services, the Educational Welfare Service and voluntary bodies

(i) Health Services

On Monday lunchtimes the school nurse, Caren Williams is available to discuss any medical or personal issues that the pupils have. Also the school Doctor visits at least once

a year, to discuss any concerns. As well as this, it's possible to contact the Doctor formally, with the parental consent, to ask for any information that's relevant to the child's education.

(ii) Social Services

The first point of contact is the Education Welfare Service; they will refer the school to the appropriate place. We can contact Social Services at any time if there is any concern regarding a child. Every member of staff has Child Protection and Safety training. The designated member of staff is Margaret Jones.

(iii) Education Welfare Service

The Welfare Officer is a regular visitor to the school; the officer also visits homes as required. The service also offers guidance and support and refers the school to other agencies.

(iv) Voluntary bodies

A list of sources of support is included in the "Special Educational Needs – Education Act 1996" file.

(v) The Child and Adolescent Mental Health Services (CAMHS)

(vi) Careers Wales

(vii) National Council for Education and Training for Wales

(viii) The Behaviour/Inclusion Support Service

(viii) Specific Speech and Language Impaired Children (SSLIC)

(x) ASD Outreach

Charlotte M. Le Comte ALNCO - 1st of September 2015