

YSGOL GLAN Y MÔR

ADDITIONAL LEARNING NEEDS POLICY

Principles and Objectives

Principles

- This school aims to ensure equal curricular and social opportunities for pupils with additional learning needs (ALN).
- This school aims to co-operate effectively with statutory agencies and others in relation to the child and his/her difficulties.
- This school aims to work closely with parents to secure an effective partnership to help the pupil.
- This school places an emphasis on the pupil's contribution and takes full account of his/her opinion.
- This school aims to ensure a whole school response to help the pupil.

Objectives

- To ensure that the school has a system in place for the early identification of children with difficulties that could be hampering their education.
- To gather information from teachers, parents, the pupil and others, thus ensuring the best understanding of the nature of the child's difficulties.
- To ensure that the necessary provision is made for any pupil who has special educational needs.
- To seek the co-operation and support of parents and others in order to identify needs and provide a service.

The ALN Co-ordinator

The ALN Co-ordinator is Mrs Siwan LI Roberts and the Designated Governor is Mrs Eleri LI Owen.

1. Information on the ALN provision

Arrangements for co-ordinating the provision

The Co-ordinator is responsible for co-ordinating the service in the school and for:

- Implementing the policy from day to day
- Liaising with teachers, working with them and offering advice on the provision
- Liaising with parents of ALN pupils
- Co-ordinating the provision for ALN pupils
- Keeping the school's ALN records and regularly overseeing the records of all ALN pupils
- Liaising with other support agencies e.g. education, health, social services and voluntary organisations
- Ensuring that the procedures are reviewed regularly
- Feeding training needs into the school development plan.

Admission Arrangements

When admitting ALN pupils the school will:

- Work in collaboration with support agencies

- Attend official meetings, such as statement reviews e.g. during the transition from primary to secondary school, or when transferring from a special school
- Take part in discussions and receive information e.g. when moving from one school to another
- Discuss issues with parents
- Take a positive view of the request, bearing in mind the school's circumstances at that particular time
- Provide sensitive and appropriate support to ensure that the pupil is included in all the school's activities in accordance with the Disability Act.

ALN expertise and special units

The school staff attend all possible courses relating to ALN.

2. Information on identifying, assessing and providing for ALN pupils

In this school we identify educational needs early by:

- Obtaining evidence from teachers' observations and assessments bearing in mind that every teacher is a teacher of ALN pupils
- Looking at pupils' performance against the National Curriculum descriptions
- Ensuring that every teacher is familiar with the standardised screening and assessment tools. National standardised tests are used.
- Being open and responsive to concerns expressed by parents, the pupil or other professional workers.

Arrangements for providing ALN pupils with access to a broad and balanced curriculum, including the National Curriculum

Every ALN pupil will be fully integrated with other pupils in all aspects of the curriculum. If difficulties arise:

- ALN pupils will be given one-to-one attention in the class
- The class teachers and the ALN teacher will prepare individual work for the ALN pupils
- Arrangements will be made for ALN pupils to work with other children
- Support agencies will be consulted
- Issues will be discussed with parents
- An individual education plan will be developed for pupils in the School Action and School Action Plus stages, and for 3* and Statemented pupils.

How are pupils with additional educational needs included?

In respect of "inclusion", the school will provide sensitive and appropriate support to ensure that the pupil is included in all the school's activities, as far as possible. The school follows the Disability Rights Commission Code of Practice (Schools) and the Special Educational Needs and Disability Act 2001.

Resources

There will be adequate funding in the school's budget to meet the educational needs of ALN pupils in terms of:

- Specialist equipment
- Books for teachers
- Specialist furniture

- Adaptations to the building, inside and outside
- Specific rooms within the school
- Specialist teacher support for some pupils

ALN support will be given mainly through ‘Brain Gym’ sessions for literacy skills e.g. reading, writing, spelling and numeracy. Most of the Maths support will be given through differentiation in the classroom. The school will review pupils’ progress through termly reviews and detailed discussions between parents and teachers with particular emphasis on the pupil’s contribution.

Arrangements for considering complaints about the ALN provision

Any parent who has a complaint may contact the following initially:

- The ALN Co-ordinator
- The Headteacher
- The parents’ representatives on the Governing Body
- The designated Governor for ALN

If the complaint cannot be resolved by these procedures, then the parent may follow the following channels:

The local arrangements document for the consideration of complaints made under Section 23 of the Education Reform Act which is available in all schools.

3. Information on staffing policies and partnerships with external organisations

The school’s arrangements for ALN in-service training

- The Co-ordinator to identify staff training needs and feed them into the school development process e.g. the School Development Plan
- Request training assistance using school funds or grants such as Eradicating the Difference.

The support service in the Authority is available through the Joint Committee and through Cynnal. Services are provided by:

- The Educational Psychology Service – Mrs Iona Rees
- Specialist advisory teachers – visual impairment, hearing impairment, physical impairment

Arrangements for partnerships with parents

This school recognises the important influence that parents have on the educational progress of their children. To ensure an effective partnership this school will encourage parents to co-operate by:

- considering parents’ concerns in a professional manner, ensuring that the school discusses the concerns with the parent for a reasonable amount of time and at the earliest convenient opportunity
- contacting the parents when registering children on any of the stages – School Action or School Action Plus – and asking for their opinion and comments
- ensuring that support for parents is given due regard where appropriate
- considering parents’ opinions in a professional manner when developing individual education plans
- sharing information on sources of help
- ensuring that this policy is available for parents to read in its entirety
- including the parents in regular reviews of their child

- including a section on ALN in the School Handbook

Contact with other mainstream schools and special schools, including arrangements when pupils change or leave schools

The school has close connections with other schools in the catchment and meets representatives when a pupil is:

- moving from one mainstream school to another – to obtain details, to contact the Special Needs Joint Committee
- transferring from primary to secondary school – type of contact, transferring information, attending review meetings
- transferring to a special school or back to mainstream education – type of contact, discussions between the schools and the Special Needs Joint Committee
- leaving school – type of contact, meetings with the Careers Service
- We work in collaboration with other schools and have meetings and training sessions at catchment/county level.

Contact with health and social services, the education welfare service and voluntary organisations

i. The Health Service

A referral may be made to the School Nurse – a regular visitor and a point of contact with other personnel. The School Doctor visits at least once a year as well, and cases may be discussed with the doctor. The doctor may also be contacted formally, with the parents' permission, to ask for any information relevant to the child's education.

ii. The Social Services

The first point of contact is the Education Welfare Service in order to refer the school to the appropriate service. Schools may have individual contacts with members of the service, which have developed over many years. The Social Services may be contacted at any time if there is concern regarding a child.

iii. The Education Welfare Service

The Welfare Officer is often a regular visitor to the school and the officer is used to visit homes where necessary. The service also offers guidance and support by referring the school to other agencies.

iv. Voluntary Organisations

A list of sources of help is included at the back of the SEN Code of Practice for Wales 2002 file.

v. Child and Adolescent Mental Health Services (CAMHS)

vi. Careers Wales

vii. National Council for Education and Training for Wales

The criteria used to measure the success of this ALN policy

In their Annual Report to Parents the Governors of this school will consider the following questions:

- Does the policy provide clear guidance for the school's teachers?
- Have there been any changes to the policy during the year? If so, what?
- What was the school's budgetary allocation for ALN and how was the money used?
- Are the arrangements effective?
- How many children are at a special needs stage?
- How many children receive extra attention?
- How have these pupils developed? Is it possible to measure progress in their skills?
- Have any teachers attended ALN courses?
- Have any meetings been organised between teachers?
- Were any comments received from parents?
- What were the conclusions of any external review of the ALN provision?

Policy adopted: May 2016

Signed: Chair: W^o Bryn Williams