

# Ysgol Uwchradd CAEREINION High School

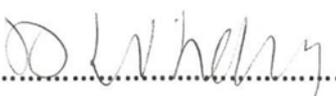


## ALN Policy

Date adopted : November 2017

To be reviewed : Annually

Date reviewed : November 2018

Signed .....  .....

Chair of Governors

## **School Policy for Special Educational / Additional Learning Needs**

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002 and the SEN, the Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs/Additional Learning Needs Information Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Additional Learning Needs (ALN), either throughout or at any time during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with ALN have the right to the greatest possible access to the broad and balanced education set by the National Curriculum.

The Code of Practice gives these definitions:

Children have Additional Learning Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The Code also refers to the Disability Discrimination Act 2005 which states:

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

### **Objectives of the school's SEN / ALN policy**

- to help fulfil the requirements of individual pupils' statements of SEN by the efficient use of the necessary support and resources required,
- to provide the best opportunities for all pupils to reach their full potential,
- to enable staff to contribute to reviews of pupils with SEN / ALN where appropriate,
  - to be inclusive and supportive of pupils with ALN
- to reduce the feeling of separatism which can exist for some SEN / ALN pupils,
- to value all pupils and help pupils with SEN / ALN to develop self-confidence, self-respect and respect for others while being educated alongside their peers,
- help provide a relevant, broad and balanced range of learning activities thus helping to provide skills for the wider world,
- to share in monitoring progress and identifying areas in need of further support for all pupils with SEN / ALN, having regard to the Code of Practice.
- to ensure that as far as possible, pupils with SEN / ALN take a full and active part in the life of the school, and in their day to day contact with staff and pupils are made to feel valued as people, regardless of their abilities.

### **The school's main efforts are made**

- by ensuring that where ever possible, pupils with SEN / ALN have full access to a broad and balanced curriculum including all the National Curriculum subjects and
- by aiming to maintain a whole school approach to SEN / ALN teaching that reflects the school philosophy of offering an inclusive, caring and stimulating environment for all pupils.

**The school's teacher (SEN / ALN Co-ordinator) responsible for the day to day operation of the SEN / ALN policy is Mrs Sian Pugh.**

### **Arrangements for co-ordinating educational provision for pupils with SEN / ALN**

The SEN / ALN Co-ordinator is responsible for

- the day to day running of the school's SEN / ALN policy
- liaising with and advising fellow teachers
- co-ordinating provision for pupils with SEN / ALN
- maintaining the school's SEN / ALN register
- liaising with parents and pupils with SEN / ALN
- liaising with some external agencies including the educational psychology service and other support agencies, medical and social services.
  - Supporting pupils with ALN in school examinations, controlled assessments and external examinations
  - Organising Access Arrangements

### **Admission arrangements**

The SEN Co-ordinator and the Head of Year 7 liaise with the Headteachers and staff of the feeder primary schools to learn in more detail the educational needs of the pupils who may come to Ysgol Caereinion. Contact with parents of Statemented and often School Action Plus pupils is usually made at the Open Evenings held for new pupils at the High School, and at Year 5 and 6 reviews at the primary schools attended by the SENCO and HTLA Advice is also sought from any other agencies involved to ensure that we can provide the necessary support. Information about pupils with SEN / ALN is given to all staff and may be updated during the year via staff meetings and the weekly staff briefings. More detail is available from the SENCO, from the Head of Year and Headteacher, **Miss Iona Davies**

## **Department Staff 2017-18**

Due to the nature of the whole school approach to SEN / ALN at Caereinion High School, all staff teach Special Needs pupils and therefore share responsibility for their progress and welfare. However, certain staff do utilise a larger proportion of their time involved with Special Needs groups.

## **SENCo and Head of Learning Support Department**

Mrs Sian Pugh

## **HTLA**

Mrs Gwyneth Phillips

## **Learning Support Assistants**

Mrs. Debbie Richards

Mrs Ann Lloyd

Mrs Beryl Roberts

Mrs Manon Watkin

Miss Harriet Titley

## **Communication**

All teaching members of the Learning Support Department and others involved in teaching Special Needs groups are also members of the subject departments they teach in and thus will attend the relevant departmental meetings.

Learning Support Assistants meet informally with the SEN Co-ordinator on a daily basis and more formally on a weekly basis.

The SEN/ALN Co-ordinator, HTLA as well as the Headteacher, meet with outside agencies to discuss SEN/ALN pupils. Any relevant information is passed on to staff via the weekly staff meeting or daily bulletins via school's E-mail system.

A summary of the SEN/ALN Register is circulated to all staff as is a summary of Literacy Screening tests and Cognitive Ability Tests undertaken early in Year 7. IEPs are available for all staff.

The Governing Body have named **Mr Arwyn Jones** as the Governor-link for SEN/ALN

Links with Coleg Powys, Newtown have also been forged with SEN pupils having the opportunity to visit the College and observe courses that offer support in coursework. The school also utilises the Outreach services of Brynllwarch School and the ASD unit at Llanidloes High School. The school also works closely with the LIST team from the Local Authority.

## **School's arrangements for SEN / ALN training**

The SEN/ALN Department has the same opportunities as other departments to request funding for relevant in-county and out of county courses, conferences, training etc. Members of teaching departments may attend Special Needs courses within subject areas via their departmental roles. The SEN/ALN Co-ordinator attends County organised courses on the organisation of Special Needs. SENCO Fora are held termly and SEN/ALN

consultation events are held termly. Learning Support Assistants attend County organised Training Days on various relevant areas.

Members of the teaching departments are encouraged to attend SEN/ALN training courses on offer within their subject areas. The SENCO has provided or organised several staff sessions on the Code of Practice and other features of SEN and has provided staff with information on a variety of Special Needs aspects eg. Supporting dyslexics in the classroom; differentiation; dyspraxia; Asperger's Syndrome and One Page Profiles and Person Centred Reviews.

### **New members of staff**

New Learning Support Assistants are instructed by the SENCO on their duties and provided with advice on how best to help within the classroom. They are familiar with the nature and needs of SEN/ALN pupils. Information about individual needs is conveyed to staff by the SENCO

### **Special Facilities which increase or assist access to the school by pupils with SEN/ALN**

In the older part of the school many teaching areas are upstairs and corridors on the lower floors are also served by steps. In 2002, extra handrails were placed on main stairwells to facilitate movement around the school by a pupil with Cerebral Palsy. The newer building is equipped with a lift for disabled pupils. The school will need adaptations to meet the needs of a Year 4 pupil who will be joining the school. Preliminary meeting already taken place [October 2017]

### **Allocation of resources to and amongst pupils with SEN**

As stated previously all teaching members of staff have teaching contact with SEN pupils and this varies from year to year. SEN pupils from Year 8 upwards are usually allocated increased teacher resources by being catered for in smaller teaching groups / sets often with in-class support.

A group of volunteer sixth formers also provide in-class support at times and support with reading interventions

### **Identification and assessment arrangements and review procedures**

Initial identification of Special Needs in pupils about to transfer to Caereinion High School is via liaison with the feeder primary schools, particularly for Statemented pupils and those on School Action Plus. Most pupils will have been identified in this way, usually through observation by parents and/or teachers. Any support already given at primary school is made known to the High School. Transitional visits are arranged for individual pupils as necessary.

Pupils will have undertaken the All Wales Reading test in their final term of Year 6. On entry in Year 7, the results of this group reading test (in Welsh also for Welsh stream) is forwarded to the High School by the LEA. A group Spelling Test (English and Welsh) is administered by the SEN Department in early September. Both sets of results are passed on to all members of staff. Some pupils may be withdrawn from an English lesson per week for extra help and may be put onto the Paired Reading list. In-class support is placed where possible/necessary. Year 7 pupils will also sit a Cognitive Abilities Test during September / October and the results are conveyed to staff by the Assessment Coordinator. In the Welsh medium stream, language lessons are supported by Learning

Support Assistants. The LSAs are given information on those pupils who should be targeted for help. However the nature of a child's problem may not necessarily be linked to reading age thus other indicators including social and behavioural problems are also considered. Pupils are placed on the Special Needs Register at the appropriate stage having regard to the Code of Practice and LEA recommendations.

### **Reviews**

Statemented pupils are formally reviewed annually although progress is monitored throughout the year by the school's monitoring / reporting procedures. Input from other agencies is also required when carrying out the 14+ Review therefore the SENCO has to obtain relevant information from the Medical Services, Social Services, Careers Service, Educational Welfare Officer and/or any other agencies with an interest, as well as from parents. Information is collated and parents invited to attend the review meetings and contribute to the Transitional Plan. The Careers Officer also attends these meetings where possible. School Action Plus and School Action pupils will be reviewed as necessary but at least once during the academic year.

### **Providing access to a balanced and broadly based curriculum**

The school offers to pupils with SEN / ALN the same curriculum as every other child in the school. Every effort is made to make sure that work undertaken is at a suitable level whilst also being interesting, enjoyable and challenging. All pupils in year 9 are given the same option choices and whilst no pupil is barred from studying a particular subject because of ability sensible advice is given to SEN /ALN pupils about choices as is given to all other pupils.

All pupils are entered for external examinations at the end of Key Stage 4 either at GCSE / BTEC level or at Entry Level. Any Access Arrangements offered by the WJEC are applied for by the Examinations Officer, Mrs Catrin Hughes in liaison with the SENCO as required by statutory procedures.

Help during the external examinations is provided by Learning Support staff, usually in a separate locality to other candidates.

The same conditions are offered to pupils with Special Educational Needs during school tests and examinations.

### **Complaints procedures**

Parents are welcome to contact the School. We actively seek advice from outside agencies and the Local Authority in order to resolve any problems but if a concern cannot be resolved a complaint can be made using the School's complaint policy and procedure.

### **Integration of children with SEN / ALN within the school as a whole**

Caereinion High School does its utmost to help children with SEN / ALN play as much of a role within school life as other pupils. All pupils are integrated into mainstream tutorial groups so that they may take part in class activities such as PSE lessons, class and full assemblies etc. They are also given the same opportunities to take part in any sporting or cultural activities and to partake of any school excursions on offer. Social integration can sometimes be a problem for SEN / ALN pupils but generally this is successful and can be helped by the involvement of sixth-formers in lesson support and in Paired Reading.

### **Partnership with parents**

Parents are kept informed of their child's progress and are encouraged to visit or contact the school at any time. The SENCO is available to them at all Parents' Evenings.

### **Links with other schools and arrangements when pupils leave**

Useful links with other High Schools in the County have been forged via County SENCO Fora meetings. Links with Headteachers/SENCOs in feeder Primary schools are also good. On transfer to this school from other schools, SEN/ALN records will be requested and discussed by telephone if necessary. Information is passed on to Colleges of Further Education etc if necessary.

### **Links with health and social services and other agencies**

Close links exist between the school (SENCO, A Headteacher, Leaders of Learning) and other welfare agencies such as Educational Psychologist, Educational Welfare Officer, Social Services representatives, Schools Medical Officer and Nurse. Firm links also exist with the Careers Service, Coleg Powys, Speech and Language Therapist, Advisory Service for sight and hearing problems as well as the County Paediatric Physiotherapist.

### **Measurements of success**

The school's aim of helping social integration perhaps shows the greatest degree of success of the care of SEN/ALN pupils at Caereinion High School. The vast majority of pupils succeed in leaving Year 11 as mature, eloquent young people who face the future with confidence. Several pupils who have received Learning Support during their school careers have returned to school to undertake courses in the Sixth Form or have gone on to a variety of courses in Further and Higher Education.