



Pontypridd High School

Additional Learning Needs Policy

November 2017

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'

Additional Learning Needs Policy

Date of policy:	November 2017
Adopted:	22 nd November 2017 Standards Committee Meeting
To be reviewed:	November 2019
Member of staff responsible:	ALNCo, Mrs Claire Finney
Committee Responsible:	Premises

Pontypridd High School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

The “Code of Practice on the Identification & Assessment of Special Educational Needs” defines special needs education as any arrangements which are additional to, or otherwise different from, those provided for the majority of pupils in that age group.

Among the stated aims of our school are these:

- To give all pupils an equal opportunity in their education whatever their ability, race or sex;
- To enable all pupils to develop their potential to the full and gain maximum personal achievement;
- To develop in pupils a sense of self-worth and enable them to recognise and celebrate their achievement;
- To support pupils in their learning by providing effectively for their individual needs;

and

- To develop in pupils a respect and tolerance for each other as individuals and groups and for all members of the community.

This policy is presented in the light of such aims.

Our aims are supported by the National Curriculum itself, which states:

“All pupils share the same statutory entitlement to a broad and balanced curriculum, including access to the National Curriculum” (The National Curriculum from Policy to Practice).

In support of this general statement, the Education Reform Act has tried to ensure that the system for modifying or disapplication National Curriculum requirements will be a very rigid one. It will be the exception rather than the rule for exemption (even for short periods) to be made.

AIMS AND OBJECTIVES

The same general aims of the school apply to pupils having special education needs as those applying to all other pupils. In addition, the objectives are:

CODE OF PRACTICE

ADDITIONAL LEARNING NEEDS POLICY

OBJECTIVES

- The needs of all pupils who may have additional learning needs, either throughout or at any time during their school career, must be addressed. At Pontypridd High School we recognise that there is a continuum of needs and a continuum of provision, which may be made in a wide variety of different forms.
- Children with additional learning needs require the greatest possible access to a broad and balanced education, including the National Curriculum.
- All children with additional learning needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.
- The needs of most pupils will be met in the mainstream, and without a statutory assessment or statement of additional learning needs. For some children with additional learning needs provision will be made for the child to attend an additional learning needs class.
- To promote a detailed administrative and practical structure within the school which will ensure that its general aims are realised for pupils with additional learning needs.
- To raise awareness among all staff (including supply, student teachers, newly appointed teachers and Learning Support Assistants) and familiarise them with the support procedures in the school and with the pupils who are identified as having additional learning needs.
- To identify the different requirements of pupils belonging to the additional learning needs category and to bring these to the attention of all staff.
- To recognise and fulfil the needs of staff. To develop the skills and expertise required to ensure that the needs of ALN pupils are best catered for.

IDENTIFICATION AND ASSESSMENT OF ADDITIONAL LEARNING NEEDS

The school recognises that all children with additional learning needs should be identified and assessed as soon as possible, that progress should be closely monitored and that provision should be regularly reviewed. At Pontypridd High School we have adopted a whole school approach to the ALN policy and practice. Pupils identified as having ALN are, as far as if practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

DEFINITION OF ADDITIONAL LEARNING NEEDS

It is recognised that a broad, balanced, relevant and differentiated curriculum should be offered to all pupils regardless of ability. Additional learning needs should be considered in this context, and therefore, refer to circumstances which result in any pupil requiring support, something additional to, or otherwise different from that generally made for their peers, in order to develop his / her potential and to take full advantage of the educational opportunities offered to children of the same age. Children have additional learning needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children (in a secondary school situation) have a learning difficulty if they:

- have a significant greater difficulty in learning than the majority of children of the same age; or
- 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 authority.

Additional Learning provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- (1993 Education Act, section 156)

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

Pontypridd High School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with additional learning needs. The school will ensure that parents are notified when the ALN provision is being made for their child.

WHO ARE CHILDREN WITH ADDITIONAL LEARNING NEEDS?

These will include children who may have difficulties which are:

- Specifically related to aspects of language or mathematics work.
- Connected with sight, hearing or speech.
- Physical, emotional or behavioural.
- More general, covering some or all aspects of school work.

IDENTIFICATION/ASSESSMENT/REVIEW PROCEDURES

The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with additional learning needs.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with ALN can be identified. A significant factor in considering the need for ALN provision is whether or not a pupil is seen as making progress.

The school recognises that all children with additional learning needs should be identified and assessed as soon as possible, that progress should be closely monitored and that provision should be regularly reviewed.

Identification of needs is determined by:-

Prior to Entry to Pontypridd High School:

ALNCo to liaise with feeder primary schools to identify pupils who

- Appear on the Additional Learning Register within the primary school.
- Are in receipt of additional learning assistance.
- Have a compromised reading age.
- Have behavioural and emotional difficulties that may impact on their learning.

On Entry to Pontypridd High school:

- Transition information received by the school from our Feeder Primary Schools.
- Key Stage 2 Teacher Assessment Levels.
- NFER Reading and Comprehension.
- CAT tests.
- Reading and spelling standardised scores from the WRAT4 test.
- National Reading and Numeracy test data.
- Information from parents.
- Existing LA statements/psychological reports.
- Medical Information.
- Advisory (VI/HI) information.

- Behaviour Support information.
- Social Services (External Agency information).

CATEGORIES OF ALN

- SpLD - Specific learning difficulties
- M - Medical
- HI - Hearing impairment
- SEBD - Social, Emotional, behaviour difficulties
- VI - Visual Impairment
- MLD – Moderate learning difficulties
- ASD – Autistic Spectrum Disorder
- ADHD – Attention Deficit Hyperactive Disorder
- BESD – Behavioural, Emotional and Social Difficulties
- EAL – English as an Additional Language

In the school -

The school has an established a clear system of referral. This includes:

- Referrals via subject departments (subject teachers and HOFs);
- Referrals via form tutors / year tutors or self-referral;
- Requests/information from parents;
- Information from assessments and reports;
- Information/requests from Health/Social Services.

ADDITIONAL LEARNING NEEDS PROVISION

On entry to Pontypridd High school, each child's ability will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For pupils with identified ALN, the ALNCo will:

- Use the information from primary school to shapes the pupil's curriculum and support in the first few months.
- Identify the pupil's skills and note areas that require improvement.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan the next steps of learning.
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach.

Individual Development Plans are devised for where required for pupils on the ALN register and they are distributed to all class teachers electronically. The Learning Support Department works closely with all departments advising on methodology, materials and modification of subject content to support each individual pupil's needs.

INDIVIDUAL DEVELOPMENT PLANS

Strategies for pupils' progress will be recorded in an ADP (Individual Development Plan) containing information on:

- Short term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success criteria.

The IDP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The IDP's will be discussed with the pupil and the parent. IDP's will be reviewed appropriately.

RANGE OF PROVISION

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by class teacher/subject teacher through a differentiated curriculum.
- Periods of withdrawal to work on an intervention.
- In-class support with adult assistance.
- Support from specialists within class or as part of a withdrawal programme.
- Use of laptops in class if necessary.
- Coloured paper and acetates supplied for dyslexic pupils.

Strategies currently used to improve basic skills and social and emotional needs include:

- Rapid Reading
- Rapid Maths
- Oxford Tree Tops Reading Scheme
- Dockside
- Buddy Reading
- Literacy and Numeracy apps on the ipads (Nessy reading and spelling, Maths Rocks, Dyslexia Quest, phonics etc..)
- Nurture Provision
- ELSA
- Lego Therapy
- IDP Weekly spelling and numeracy tests
- Handwriting support
- Talkabout for Teenagers
- Dyslexic Mentoring Support
- Time out cards
- CLA Mentoring

- EAL Tutoring
- YEPS to help improve social and communication development
- CAHMS
- BSS Support
- Senco Surgery support and advice

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curriculum access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvement in the pupil's behaviour.
- Is likely to lead to Further Education, training, or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the ALNCo is the first to be consulted. The ALNCo and teacher will review the approaches adopted. Where support, additional to that of the normal classroom provision is required it will be provided through School Action. If after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Each of these intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

Effectiveness is measured in several ways, e.g. progress through assessments (continuous tests and examinations), attendance, behaviour, social development, personal development, self-esteem of pupils, examination results, the deployment and use of resources.

Teaching ALN pupils is a whole-school responsibility. The core of the work of teachers involves a continuous cycle of planning, teaching and assessing, taking into account the differences in abilities, aptitudes and interests of pupils. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having an ALN, the school will intervene through School Action and School Action Plus as described below.

MODEL OF ACTION – THE GRADUATED APPROACH IN THE SECONDARY SCHOOL

Pontypridd High School follows the Revised Special Educational Needs Code of Practice for the identification and assessment of additional learning needs.

There are three stages.

School Action
School Action Plus
Statementing

SCHOOL ACTION

School Action is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the ALNCo in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and developing individualised programmes.

The ALNCo in collaboration with subject teachers will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternate learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the ALNCo after full consultation with parents. External support services will advise on targets from an IDP and provide specialist inputs to the support progress.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still continues little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individual behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

PUPILS WITH HEALTHCARE NEEDS

The provision for pupils with healthcare needs is explained fully in our Healthcare Needs Policy, A copy of this is available on our school website:

www.pontypriddhighschool.co.uk

REQUEST FOR STATUTORY ASSESSMENT

The school may request a statutory Assessment from the LEA when, despite an individual programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus.
- The pupils IDP.
- Records and outcomes of regular reviews undertaken.

- Information on the pupil's health and relevant medical history.
- FFT predictions and teacher assessments.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child provision in addition to the extensive support already provided by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in a pupil centred plan.
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LEA will inform the ALNCo at the beginning of each school term of the pupils requiring reviews. The ALNCo will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- The ALNCo.
- A representative of the LEA.
- Any other person the LEA considers appropriate
- Any other person the ALNCo/Headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress.

- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve Careers Wales. The school recognises that the responsibility for such Transition Plans lies with the ALNCo.

With due regard for the time limits set out in the Code, the ALNCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their provision across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be needed. When a pupils enrolls at Pontypridd High School they are assessed by EAL external support to determine their level of understanding and whether support both externally and internally is required. This is monitored and reviewed termly.

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES

External specialist advice and support are also available from the LEA's SEN services, which include:

- Speech and Language.
- Visual and Hearing Impairment.
- Physical/Motor Impairment.
- Learning Difficulties.
- Autistic Spectrum Disorder.
- Literacy Difficulties.
- Specific Learning Difficulties.
- English as an Additional Language.
- Traveller Education.
- More Able Pupils.

The school has access to an Education Inclusion Officer, the Educational Psychologist, the Careers Service, Social Services, CAMHS and advisory staff. Here, advice and guidance can be given on issues related to the curriculum provision, more able pupils, gender issues, as well as assisting with the identification and assessment of pupils' individual needs.

THE ROLE OF THE ALNCo

The ALNCO plays a crucial role in the school's ALN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for the pupils with ALN.
- Liaising with and giving advice to fellow teachers.
- Managing Learning Support Assistants.
- Overseeing pupils' records
- Liaising with external agencies, LEA support services, Health and Social Services, Careers Wales and voluntary bodies.

RESPONSIBILITIES FOR PROVISION FOR SPECIAL EDUCATIONAL NEEDS

The school holds the view that the school, parents, pupils and the LA are partners in the educational process.

As such, our school believes that pupils with additional learning needs can be best served through the adoption of a whole school approach. This implies that all people involved in the life of the school have both a collective and individual responsibility for meeting the needs of all pupils.

Internally, all staff are responsible for meeting the educational needs of all pupils including those with additional learning needs. They are responsible for identifying and referring individuals to the Additional Learning Needs Coordinator (ALNCo) and to ensure that provision is made to meet the needs of individual pupils in their care.

The co-ordination of provision for pupils with additional educational needs is the responsibility of the ALNCo – Mrs Finney. Mrs Finney, working with other staff in the school, also manages and co-ordinates the learning support interventions in the school. Mrs Finney is supported by Miss Nicola Francis in liaising with various external agencies including Educational Psychology Service, Social Services, Health and Medical Services.

Mrs Finney is solely responsible for compiling and regularly reviewing the Additional Learning Needs Register.

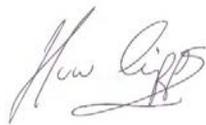
Pontypridd High School is a single site school which is accessible for pupils with physical disabilities by the installation of wheelchair lifts, ramps and automatic doors.

All parents/carers and pupils with ALN are invited to visit our school in Year 6 to discuss their children's ALN and facilities available. All efforts are made to welcome both parents/carers and pupils with ALN and pupils with disabilities into school life generally. All pupils are encouraged to play an active part in both curricular and extra-curricular activities.

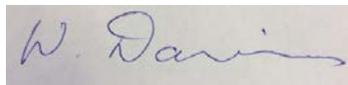
ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT ADDITIONAL NEEDS PROVISION

These are the same as those for dealing with any other complaint. Parents should, in the first instance, contact Mrs Finney, ALNCo, if they have any cause for concern.

Approved by:



Mr H Cripps, Headteacher



Mr W Davies, Chair of Governors