



Pontypridd High School

Additional Learning Needs Policy

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

Additional Learning Needs Policy

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| Date of policy: | February 2024 |
| Adopted: | Wellbeing Committee Meeting, 16 th March 2023 Reviewed : 29 th February 2024, School Improvement Committee |
| To be reviewed: | N/A – Closure of Pontypridd High School |
| Member of staff responsible: | ALNCo |
| Committee Responsible: | School Improvement Committee |

PONTYPRIDD HIGH SCHOOL **ADDITIONAL LEARNING NEEDS POLICY**

Definition of additional learning needs (ALN)

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she :

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Definition of additional learning provision (ALP)

(1) "Additional learning provision" for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in— (a) mainstream maintained schools in Wales,

(b) mainstream institutions in the further education sector in Wales,

(c) places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age

Philosophy

At Pontypridd High School, it is our belief that all students, irrespective of their additional learning needs (ALN) or disabilities, will benefit from education and social inclusion. The school promotes inclusion and aims to overcome any barriers that hinder progress in students learning.

Pontypridd High School prides itself on being a fully inclusive community for students of all abilities, challenges, race, gender, and social origin. A criterion of the school’s success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many students throughout their full-time education will experience a time when they need targeted support from time to time, a few students will require provision which is ‘additional to’ or ‘different from’ the education provision made generally for students.

Pontypridd High School is committed to promoting high standards of appropriate achievements and progress for all students with additional learning needs:

- Students with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- To provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all students with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of the student are captured and considered. Parental engagement forms a critical aspect of the process.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of students’ needs. The school will maximise present best practice and policies to meet need.
- Students will be fully involved in transition phases, when entering the School and when moving on to college and work.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the students’ needs will be taken fully into account.

Introduction

This Additional Learning Needs (ALN) policy details how Pontypridd High School, including the Learning Support Class (LSC) for SEBD and the Social Emotional Behaviour (SEBD) step 4 provision, will endeavour to ensure that the necessary provision is made for students with additional learning needs, and that those needs are shared with all who are likely to teach and support them.

Pontypridd High School will strive to ensure that staff are able to identify and provide reasonable adjustments for those students who have additional learning needs. This will allow students with additional learning needs to participate in school activities with those who do not have needs, so far as is reasonably practical and compatible with the child receiving the provision.

The staff and governors of the school will endeavour to ensure that all ALN students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support staff in providing positive whole school approaches towards the learning, progress and achievement of ALN students. All teachers are expected to be successful teachers of ALN students and, as such, teaching and supporting our ALN students is a whole school responsibility, requiring a whole school response.

Meeting the needs of ALN students requires partnership working between all those involved, to include the Local Authority, school, parents/carers, students, children's services and all other relevant external agencies. The school is committed to welcoming all students. Reasonable adjustments will be made where necessary, and as far as possible, to enable all students for whom the school is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental Principles

The school aims to ensure that:

- All staff have a responsibility for ALN students and all teachers are teachers of students with ALN.
- Teachers are aware of the importance of early identification and of providing for ALN students whom they teach.
- ALN students will have their needs met.
- Students' views will be encouraged at all stages of their education and at all stages of the Code of Practice 2021. A Person-Centred Approach (PCP) to all need's investigation and graduated response.
- Partnership with parents/carers will play a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents/carers through the process of transition and adjustment.
- ALN students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways.
- ALN students have full access to all school activities so far as it is reasonably practical and relates to the individual student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at every stage for the student.
- All procedures for ALN students should promote and encourage inclusion, not segregation.

- Students should not be disapplied except under extreme circumstances where not to do so would disadvantage the individual student.

Legislative Framework

This Additional Learning Needs Policy is governed and informed by the statutory framework set out in:

- The Education Act 1996
- The ALN code of practice 2001
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education and skills Act 2006
- The Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2021.

Outcomes

The school plays an important part in assisting the personal and social development of students as they mature, and is committed to achieving the following outcomes from this policy in line with the Pontypridd High School's aim from Nurturing UK:

- Students have high expectations of themselves
- Students develop a set of values to include honesty, tolerance, resilience, respect, responsibility, ambition, equity, self-discipline, and self-esteem
- Students who are able to develop sensitive relationships, both within the school community and in their lives outside the school
- A whole school inclusive approach to ALN that gives all students access to a broad, balanced and relevant curriculum.

Roles and Responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from IDPs and 'All About Me' profiles will deliver and assess achievement and progress according to the needs of the student.

The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALNET Act.
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.

- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment, and review of students where there is a query around an ALN.
- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the 'All About Me' profiles, and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for students with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

Subject Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the student as set out in the student's 'All About Me' Profile and IDPs / Statements of SEN.
- Ensure that achievement and progress are also appropriate to the needs of the student.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- Work with Teaching Assistants (where relevant) in the delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that students experience success.
- Attend reviews and discussions on student progress, as required.
- Record and report any concerns on student progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Standards Manager / Key Stage Lead and Headteacher where appropriate).
- Communicate with parents, raising concerns and celebrating progress.

Leaders of Learning / Standards Managers / Head of Department

- Ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- Ensure reasonable adjustments as part of universal plus provision are in place across the Subject Area.
- Implement the ALN Policy.

- Ensure that the resources, targets, and curriculum are appropriate to the needs of students with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty / subject area.
- Review the attainment of students, set targets and review via Action Planning
- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Standards Managers / Key Stage Lead and Headteacher).
- Co-ordinate targeted intervention for students with additional learning needs in their department / faculty, where appropriate.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the ALN Team as required.

Standards Manager / Wellbeing Team

- Identify and monitor the progress of all students.
- Liaise with teaching staff on student provision and progress.
- Oversee all students in their Year Group and update specific 'All About Me' Profiles and when reviewed within the normal assessment cycle (e.g. CLA, Behaviour)
- Contribute to the annual reviews of IDPs / Statements of SEN.
- Attend reviews and discussions on student progress with parents and outside agencies, as appropriate.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the students' needs, provision and targets set out in the 'All About Me' Profiles (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Attend reviews and discussions on students' progress as appropriate.
- Support the work of the student in the lesson by adapting work and providing support and confidence to the student.
- Provide administration support for ALN as required.
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews).

ALN Staff

Claire Finney is the School's ALN Co-ordinator (ALNCO) and Nicola Francis, Senior ALNCO Support Officer. Both have responsibility for the day-to-day operation of Pontypridd High School's ALN Policy.

Alun Thomas is Lead Teacher of the LA Learning Support Class.

Claire Finney leads the school's Step 4 SEBD provision and has responsibility for the management of the staff and students.

Child Looked After (CLA) responsibility with Claire Finney as the Designated Teacher of CLA and is supported by Emma Cope for Year 11 CLA pupils.

Support Staff:

ALN Administrative duties – Bronwyn Davies

LA Learning Support Class SEBD: 2 support staff (Kylie Ponting and Jessica Jones)- Line Manager: Claire Finney

SEBD Step 4: 2 support staff (Chloe Bartlett (HLTA) and Rachel Denner) – Line Manager: Claire Finney

Basic Skills (Literacy and Numeracy support) / Nurture provisions – Kate Griffiths, Lisa McPhillips and CarrieAnne Hoskins

Wellbeing provision – Michelle Hughes

Mainstream ALN: 7 Learning Support Assistants – Line Manager: Claire Finney

Emotional Wellbeing Mentor (ELSA): Trained members of staff (Claire Finney, Catherine Maxworthy, Lisa Whelpton, Kylie Ponting, Emma Cope, Kate Griffiths, Michelle Hughes, CarrieAnne Hoskins)

External Support:

Specialist Support Staff attend Pontypridd High School to provide support as part of the graduated response to meet student need upon referral.

- Behaviour Support Service
- Educational Psychology
- Learning Support – HI/VI/ASD/Phys Med/SALT/EAL/Sensory Impairment
- CLA Support
- YOS
- MISKIN
- YEPS
- Resilient Families
- PC Gavin Colcombe – School Police Liaison Officer

Procedure – Identification, Assessment and Graduated Response

In order to support students who, have additional learning needs the school adopts a graduated response to needs that includes a wide range of strategies and provisions. Although the response recognises the continuity of additional learning needs, it makes full use of available classroom, school and specialist expertise to meet the student's needs.

The local authority Access and Inclusion Services have implemented detailed process maps to meet the requirements of the ALN Code of Practice 2021.

Referral to ALN

Pontypridd High School has a referral system for Heads of Faculty to refer to the ALNCO for investigation. This is the first step of the process in identifying if a student will require a PCP meeting to determine if a student has ALN or No ALN (NALN).

The ALNCO will assess the provision in place to determine which category the student will be placed in on the Provision Map. If, ALN status has been granted then Additional Learning Provision (ALP) will be required. The ALP will be categorised into the following:

Universal Provision – Learning environments are tailored to meet the needs of all children and young people, so they are able to make progress in learning and wellbeing.

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, an 'All About Me' profile may be developed to share this information with all stakeholders.

All teaching and learning throughout the school is inclusive to meet the needs of nearly all students, including high quality differentiation.

For all students with identified additional learning needs, 'All About Me' Profiles are created with students and families to gauge and record their views on approaches to support in making progress and achieving success. 'All About Me' Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the ALN/Wellbeing Team. The Complaints Policy is accessible through the School Website.

Targeted Provision – Professionals working with the child or young person have appropriate knowledge and skills to monitor the specific needs. They can act accordingly if additional support is required.

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. An 'All About Me' Profile is developed with all stakeholders which provides key information on the student to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

Specialist Provision/External Agency Support – The child or young person has a complex need which means in order to meet need and make progress, specialised provision is required.

This is where provision needs to be different from that which is provided through school resources and individual to the student's needs.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a student is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the student, and school staff.

For students with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024.

In all cases of a Statement of SEN or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

Individual Development Plan (IDP) - An IDP will be written for those students identified as having Additional Learning Needs. There is a Process with time scales for the ALNCO to adhere to. The IDP will map out individual provision in line with progress in each provision category above. If progress is observed during reviews of the IDP, students will move to school based Targeted Provision and the ALN removed. If no progress is observed with school-based provision and the support of external referrals, then they will progress to Specialist Provision and will require a Local Authority based IDP.

Local Authority Individual Development Plan - In a very few cases, if a young person continues to demonstrate significant cause for concern despite Specialist Provisions implemented, a request may be made to the Local Authority for them to write and manage the IDP.

This will decide the nature of the provision necessary to meet the young person's ALN. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Specialist Placement Panel.

The student will have demonstrated significant cause for concern and the school will provide written evidence in a referral through the Portal system detailing:

- The school's action through School Action and School Action Plus (based on the previous code of practice).
- Individual education plans for the student.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history where relevant.
- National Curriculum levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.

· Views of the parents and of the student; and involvement of other professionals for example involvement by the social services or Educational Psychology.

Admissions

All students are admitted to Pontypridd High School by negotiation with the local authority. All 'out of catchment' students with Additional Learning Needs are admitted to the school in accordance with the Local Authority's Admissions Policy. The ALNCO will attend all admissions meetings for students with ALN.

Students accessing the LSC for SEBD, can only be admitted through RCT Access and Inclusion Services.

Curriculum Access

The allocation of resources to support students within Pontypridd High School with ALN is as LA policy and direction of funding.

Students in the LSC for SEBD are taught in small groups, mainly by staff who are specifically trained in meeting the needs of students with ALN. Students are integrated into the mainstream curriculum lessons on a planned individualised timetable.

ALN Students in mainstream have access to a full curriculum. In each year group there are ALN specific classes that differentiate the curriculum to meet the needs of learners.

Inclusion

Students attached to the LSC are integrated within their peer groups during lessons and unstructured time.

Additional provision is made for students acquiring extra literacy and numeracy support with our Skills team. ALN students also have provision in place for basic skill functioning within the ALN staff team.

Students' social and emotional needs are met through various interventions such as ELSA, Dog Therapy, Relax Kids, Drawing and Talking.

Class Charts and Provision Mapping software packages are used to disseminate information to staff consistently.

All ALN students are invited to an annual or transition review meeting. Parents are also encouraged through close communications with ALNCo/Teaching Assistants to involve themselves in the education of their children on a regular basis. Class Charts communication is used to liaise with both parents and students.

Students are encouraged to work to their full potential and fully participate in all aspects of school life.

Close links exist with all feeder primaries and the specialist ALN provision in Rhondda Cynon Taf and neighbouring authorities. Cluster consultations are used to share information and good practice. Transition Profiles are key to gain knowledge of a student's ALN.

In the event of any complaint regarding ALN, contact should be made in the first instance with Mrs Finney, ALNCo and Miss Francis, Senior ALNCo Support Officer.

ALN training forms an important part of the school's continuing professional development programme for the whole school to include subject departments, faculties, support staff and ALN staff.

The school makes regular use of, and works closely with, external agencies such as the school's Educational Welfare Officer, RCT Learner Support Service, Educational Psychology Service, the School Medical Officer, Social Services, the Speech and Language Service, Hearing and Visual Impaired Services, Behaviour Support Service, ALN Careers Wales Service.

The school recognises the importance of working closely with the parents and carers of students with ALN and the partnership involved. Parents are encouraged to contact the school at any time to discuss their child's progress or any concerns.

The School has regular contact with post 16 provisions to ensure that its students make a smooth transition into the next phase of their education.

Students' progress is regularly reviewed in line with the Code of Practice.

Student Voice

Statemented students (previous code) and IDP students are invited to submit their views in writing as part of their annual review process, as well as to attend the review itself. Students contribute to the setting of their own targets and strategies through the Person-Centred Practice approach.

At regular intervals throughout the year, ALN students are encouraged to complete a Student Voice session.

Implementation of the ALN Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively.

From September 2021, ALN legislation will be used to support all students newly identified as having an additional learning need which calls for additional learning provision.

From January 2022, those students in Year 1, 3, 5, 7 and 10 will be transferring to the new system.

All other students with an already identified need will remain on the current SEN system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a student with Additional Learning Needs is carried out through the assessment and wellbeing processes at Pontypridd High School.

Teachers are involved in the on-going assessment of student needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Students are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a student's level of need:

- Standardised assessment data
- Teacher assessment data
- Diagnostic testing assessments by intervention staff, ALNCo and outside agencies
- Behaviour logs
- Transition information from previous setting / school
- Information provided from external professionals
- Reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on students that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- Analysis of student tracking data and test results
- Monitoring of procedures and practice by the Senior Leadership Team and the Directors of Learning
- Reviewing 'All About Me' Profiles and IDP outcomes
- school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- Review of delegated spend
- Effectiveness of the school provision map
- Additional Learning Needs moderation process at LEA level
- School Development Plan
- ALN Departmental meetings
- Student assessments for review meetings
- Student and parents/carers views relating to the statutory review of statemented/IDP need.
- Evaluation of IDPs.
- Value added assessment data collated from the external examination procedure.
- Internal teacher assessment collated within the Review process.
- Attendance of LA ALNCO meetings.
- Parents/carers voice via Parent/Carer Forum meetings.

Date.....

Date for review.....

Approved by:

A handwritten signature in black ink, appearing to read 'H Cripps', written in a cursive style.

Mr H Cripps, Headteacher

Mr W Davies, Chair of Governors

Date:

March 2023