

Ysgol Y Bont Faen

Cowbridge Comprehensive School



ADDITIONAL LEARNING NEEDS POLICY

Formulated by: ALNCo

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Date of any amendments made to policy & brief points:

Date	Section
Spring 2020	<p>Pg 4, 1f: Numeracy information update</p> <p>Pg 4, 1g, <u>Building adaptations</u>: updated information</p> <p>Pg 5, 2a: 2nd Para, 4th bullet: Addition of Lucid Recall to ALN tests</p> <p>2b <u>Allocation of resources</u>: section simplified</p> <p>2c: Last para, 'Additional Information' updated</p> <p>Pg 6, 2g: Differentiation - removed ref to Estyn 2013 inspection Added information about support for staff via CPD</p> <p>Pg 8, Section 3: removal of 'Staff and pupils as Reading Partners' (originally 3c)</p> <p><u>General</u>: Removal of specific Literacy & numeracy programme names.</p>

Cowbridge Comprehensive

Additional Learning Needs Policy 2019/2020

Policy written with reference to Code of Practice for Wales (2002) and
The Additional Learning Needs and Education Tribunal (Wales) Act 2018

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Introduction: The legal framework of the 1993, 2000 and 2002 Education Acts, the 2004 Disability Discrimination Act and the 2010 Equality Act place important responsibilities on the school for making provision for any pupil with additional learning needs. In arranging such provision, the school must have regard for the Code of Practice and the Identification and Assessment of SEN/ALN. The first Special Educational Needs Code of Practice for Wales was ratified in 2000 for implementation in 2002. The Education Acts also recognise that more able pupils may need additional support (please refer to the CCS More Able and Talented Policy).

Definition: The Code of Practice defines ALN/SEN education as any arrangements that are additional to or otherwise different from those provided generally for the majority of pupils in that age group.

Aims: To work directly with pupils, provide advice and guidance to staff and to work with parents and external support agencies to ensure that all pupils' achievements are at least commensurate with their ability.

1a. Broad Objectives

- To enable pupils with additional learning needs to maximise their potential;
- To facilitate access to the National Curriculum and beyond for pupils with additional learning needs, including sensory and physical disabilities;
- To maintain the mainstream status of pupils with ALN wherever possible whilst providing an appropriate educational pathway;
- To liaise successfully with all relevant parties.

1b. Key Objectives

- To implement the current *Special Education Needs Code of Practice for Wales*;
- To prepare for the New Code of Practice for ALN;
- To identify all pupils with ALN and analyse any discrepancies within their first term by checking student record files, monitoring progress, liaising with the staff from their primary/previous school and using screening/diagnostic tests;
- To categorise pupils with difficulties into stages according to their need and the Local Authority guidelines referred to as 'descriptors';
- To maintain a record of all pupils with ALN in an Additional Learning Needs Register (optional under new guidelines);
- To disseminate the above information to the teaching and support staff in order to facilitate the whole school approach to ALN education;
- To write an Individual Development Plan (IDP) for pupils with Statements of Educational Need and those at School Action Plus where provision is beyond the scope of normal support procedures;
- To create a One Page Profile in preparation for the new ALN Code for students with an Educational Statement and at School Action plus;
- To promote and improve enabling skills - the acquisition of literacy and numeracy skills being the main priority.
- To develop and maintain a link with parents;
- To monitor the progress of pupils at School Action and School Action Plus, including those with Statements of Educational Need;
- To provide general information and advice to teaching and support staff regarding pupils with an identified learning need;
- To conduct Annual Reviews for pupils with a Statement of Educational Need and those receiving funding at School Action Plus in consultation with the LEA and other parties with a legitimate interest;
- To conduct Annual Reviews for pupils with an Individual Development Plan.

1c. ALNCo responsibilities:

- day to day operation of the school's ALN policy;
- managing provision for mainstream pupils with ALN;
- maintaining the ALN Register;
- identifying the nature of the difficulties that pupils are experiencing;
- keeping teachers informed;
- liaising with parents of pupils with ALN;
- liaising with feeder schools;
- liaising with external agencies;
- providing advice to departments regarding differentiated materials;
- managing provision of in-class support and withdrawal for pupils with identified SEN/ALN;
- providing details of strategies used in supporting pupils with ALN;
- providing baseline information for setting purposes;
- liaising with Heads of Department/Leaders and Senior Leaders of Achievement on ALN issues;
- meeting regularly with pastoral staff and Achievement Assistants.

1d. ALN Links

Senior Staff link ALNCo
Governor ALN link: A Governor is appointed annually

1e. Admissions arrangements

In keeping with the *2004 DDA* and the *2010 Equality Act*, the school does not deny entry to pupils on account of their additional learning need(s) including sensory/physical impairment. Any pupil living within the catchment area is entitled to a place at the school as long as reasonable provision can be made for their inclusion and it is considered to be in the pupil's best interest. Wherever possible pupils with ALN are identified from feeder school visits and individual contact is established prior to arrival in Year 7.

1f. ALN specialisms and special units

The ALN department uses a number of intervention packages to address any learning difficulties associated with the acquisition of literacy skills. Whole year group screening is used to identify pupils that would benefit from this provision in Key Stage 3. The advantage of this over previous interventions is that it can be accessed at home online and parents can be involved.

Literacy and numeracy interventions are also used to support those students with a standardised score for reading or numeracy below 80.

A whole school *inclusive* approach operates at Cowbridge Comprehensive School. However, mindful of individual learning pathways, we operate small class provision for literacy and numeracy through the Maths and English Departments.

1g. Building adaptations and special facilities

The school has been rebuilt and refurbished to a standard that complies with the access regulations for people with disabilities. The School monitors and reviews adaptations, in-line with any identified disabilities.

2: Pupils with ALN: Identification, Assessment and Provision

2a. Identification and assessment of pupils with additional learning needs:

Pupils are identified on admission to the school as a result of:

- Primary school transition information;
- Vale of Glamorgan data and NFER Literacy and Numeracy Tests;
- National Curriculum Levels;
- Reports from external agencies, including the LA Pupil Support Service (PSS);
- Whole year group screening for spelling and reading comprehension;
- Parental communication.

Pupils currently attending Cowbridge School can be identified by:

- referrals from subject teachers and/or LSA observations;
- reports from external agencies;
- screening tests for all pupils in KS3 (National Reading and Numeracy Tests and NFER standardised tests for reading, spelling, Maths and non-verbal skills);
- Additional Learning Needs Department testing (e.g. NFER screening tests; diagnostic reading, writing and spelling tests; screening for dyslexia, Lucid Recall etc.);
- low attainment in National Curriculum End of Key Stage Teacher Assessments at Key Stage 2 and 3;
- end of topic assessments and examinations (school database);
- parental and/or pupil observations.

Information relating to pupils' basic skills is clearly essential: standardised scores for reading, spelling, Maths and non-verbal skills, along with accurate teacher assessments for the end of Key Stage 2, are needed for records and as a yardstick to progress. Equivalent reading and spelling ages are also used. Relevant, achievable targets are presented to pupils as an incentive.

The progress of pupils with difficulties will be reviewed at least once a term by the appropriate Head of Year and members of the ALN department and Achievement Assistants. Parents will be invited to an Annual Review with school and external agencies as appropriate, and an additional meeting that usually coincides with Parents Evenings; in the event they are unable to attend we operate an 'open-door' policy and are happy to speak to parents at any time, preferably by appointment.

2b. Allocation of resources to and amongst pupils with ALN:

The ALN Department is located in its own specialist area within the main school building. It has a wide range of resources in daily use, including a variety of literacy and numeracy interventions. Details of these can be obtained via the department as these are change, subject to individual and group needs.

There are other ways in which pupils are supported, but this is governed by the nature of the student's individual needs but should/could always include:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need;

- Additional adult support where appropriate to complement the work of the teacher;
- Reduced class sizes where appropriate and the use of small group work;
- Personalised provision where appropriate through targeted, time-limited programmes;
- Personalised provision through adapted resources and interventions.

2c. Arrangements for providing access for pupils with ALN to a balanced and broadly based curriculum, including the National Curriculum:

'Setting' is designed to facilitate academic achievement at a pace best suited to the student and is a feature of Mathematics, Science, French and Welsh teaching at different points throughout KS3 and 4. Even so, it is the school's policy that all pupils follow the National Curriculum and are entitled to a broad and balanced curriculum (as outlined in the Code of Practice 2004), regardless of the setting arrangements.

All pupils with a learning need have full access to the National Curriculum where this is sensible to do so. This is achieved by provision of differentiated materials in mixed ability classes, matching of teaching styles to ability and setting in Years 7 - 11 in a number of curriculum areas. 'In-lesson support' is available for targeted classes in the core subjects and on a priority basis in other areas.

Years 7, 8 and 9

In-class support is provided by the ALN Department across the curriculum, according to need, although English, Maths and Science are designated as priorities. To minimise disruption to the timetable, early morning and lunchtime sessions are used to provide individual tutoring for students with reading, spelling and/or numeracy difficulties. A small number of selected students are withdrawn from lessons in Years 7 and 8 to concentrate on their literacy skills. In each year at KS3 a very small group is identified for up to 2 hours a week to improve skills. As pupils progress and develop their skills, the provision is reduced and pupils are able to re-join their mainstream lessons

Years 10/11

In-class LSA support is provided across the curriculum according to need and the Learning Support Base is available during lunchtime sessions for help with homework assignments. Several pupils are offered a modified option choice, whereby they may take the same subject in 2 Option columns. Special arrangements for GCSE examinations are in place for pupils who meet the access criteria laid down by the Joint Council for Qualifications.

Years 12 / 13

Pupils with an identified additional need are welcomed into the sixth form providing they fulfil the minimum entrance criteria of five GCSEs at grades A* to C or equivalent. Students' needs are usually met by means of a modified curriculum and, where applicable, special arrangements for GCE examinations. Regular monitoring is undertaken by the sixth form pastoral team.

ADDITIONAL INFORMATION

For the 2019/20 academic year we have seventeen pupils with centrally funded LSA support, as specified in five Statements of Educational Need and twelve at SAP Individual Education Plans.

2d. ALN Types and Stages

Once identified and diagnosed, the numbers of pupils with difficulties are recorded and entered on the ALN School Register.

The ALN Register is a working document so the number of recorded pupils fluctuates throughout the year, although it is usually in the region of 200 students. The table shows the numbers for the previous academic year for guidance purposes only. The Vale of Glamorgan LA provides descriptors to determine placement.

2e. Staged approach to identifying and meeting ALN

Monitor

According to the ALN descriptors the pupil is identified as having a mild learning difficulty that needs to be monitored. Details may be added to the ALN Register, but his/her needs are accommodated within mainstream provision and usually through classroom differentiation. This can be considered as the 'First Wave of Intervention/Provision'.

School Action

In addition to the above, the ALN department becomes involved at this stage. The department can contribute by:

- i] checking the suitability and appropriateness of work presented.
- ii] advising teachers and supporting staff.
- iii] arranging additional, appropriate provision, with parental consent, to address the identified need(s).

The above can be considered as the 'Second Wave of Intervention/Provision'.

School Action Plus

As above, with the addition that the ALN department may call upon the services of other agencies or specialists; in most cases, the LA will have a regular input into the pupil's education. An Individual Development Plan (IDP) is drawn up, detailing the nature of the supplementary provision. A pupil usually stays at SA+ for at least 3 months following

an external assessment while the recommendations are implemented and reviewed. This is the 'Third Wave of Intervention/Provision'.

Referral for Statement of Educational Need

Students with special educational needs who are not responding to the additional provision in place, as described above, will be referred to the LA's educational psychologist for further assessment.

Statement of Educational Need

If, in the opinion of the educational psychologist and/or the LA, the pupil has significant difficulties that need the protection of a legal document to ensure adequate provision, a specially prepared 'Statement of Educational Need' will be devised. This document will take into account the opinions of all those with a legitimate interest and requires an 'Annual Review' to detail and evaluate progress.

2f. Funding

Funding is comprised of the following:

- School's allocation for ALN from the LA under the Fair Funding Scheme for Schools;
- Funding from grants available to raise the standards of literacy and numeracy in schools e.g. PDG LAC Funding;
- Additional monies to fund initiatives outlined in the Departmental Development Plan;
- Annual capitation to cover the cost of consumables.

2g. Integration - whole school approach

The school's academic success is attributable in part to the way the curriculum is organised. Although 'setting' is used extensively in some subjects, there is no segregated or discrete 'less able' group; setting in a particular subject is based purely on how pupils perform in that area. Other subjects are taught in their entirety to mixed ability groups. Teachers in every curriculum area are aware they have a responsibility for meeting the needs of **all** pupils.

Differentiation

Differentiation is necessary because of differences in aptitude, interest and motivation in all groups. Staff have been advised that differentiation should be used to ensure that all pupils in the class/group can participate in lessons. Differentiation is about communicating to **all** pupils within a group. Differentiation is a key priority as part of the School Improvement Plan. Class teachers are responsible for developing a differentiated approach and are expected to produce their own differentiated materials, although the ALN department is available to provide advice and will assist wherever possible. Opportunities for support are provided through the school's annual CPD programme.

Differentiation may involve:

- the setting of pupils on the basis of ability (much depends on the selection criteria);
- preparing differentiated tasks for the class (e.g. activity sheets);
- allowing for differentiation by outcome;
- using different forms of input (e.g. appropriate use of IT);
- making use of in-class support;
- reinforcing learned concepts by setting additional homework;
- adjusting the amount of classwork / homework given according to ability;
- specialist differentiation for pupils with Visual Impairment;
- activities that involve higher order skills for more able students.

2h. Monitoring the school's ALN policy

The ALNCo will report to the governing body annually. This report will include details of:

- number of pupils registered as having additional learning needs;
- the nature and severity of these needs;
- progress made over pre-set review periods;
- provisions made;
- use of external agencies and specialists.

The ALNCo will review the ALN policy annually. He/she is responsible for keeping staff informed of special education matters and providing relevant, up to date information. This is done by allowing staff access to the ALN Register, SIMS and the ALN database on the school intranet, posting information on the staff ALN site or by contacting departmental heads, staff representatives or individual tutors directly. Copies of the ALN Policy are available to teaching and support staff, governors and parents.

2i. Assessment of Pupils' Work within the Learning Support Department

Any system of assessment and recording must advance the learning of the pupils ('Assessment for Learning'). Where appropriate, pupils are involved in monitoring their own progress, thus being kept aware of their achievements and any 'gaps' in their knowledge. Marking of work by a member of the department is usually immediate and on a one to one basis or through small group work. As partners in this dialogue, pupils should gain a clear idea of where they are and what they need to do to improve.

Aims of assessment within the department include:

- determining where learners are in the learning process and the direction to be taken to achieve their potential;
- identifying particular difficulties and the support that may be necessary to promote future progress.

- (This includes establishing the need for Access Arrangements at Key Stage 4 and 5);
- advising teaching staff of equivalent reading ages, spelling ages and results of standardised scores to inform their teaching;
- developing the expertise of individual members of staff and highlighting areas for further in-service training.

Individual target setting is shared with the pupil and, where appropriate, takes place through an IEP.

3: Partnership with parents and outside agencies

3a. Arrangements for partnership with parents

Parents of pupils with ALN at Cowbridge School are entitled to information about the wellbeing and progress of their children. Members of the ALN Department are available at all Year 7 to 11 Parent Evenings for advice and information, in addition to informal review meetings which can be arranged on request at a mutually convenient time. An additional Cause for Concern evening is held during the first term for parents of Year 7 pupils to discuss any ALN issues along with any pastoral concerns they may have. This is also offered to prospective Year 6 parents at the Open Evening in September. Wherever possible and practicable, parents of pupils with ALN should be actively involved in any learning/remediation programme. Parents can and should be encouraged to be reading partners; research shows that at least three sessions of reading per week at home can considerably improve a pupil's overall performance in school.

3b. External Support Services

The ALN Co-ordinator may call on the expertise of other agencies or specialists to advise or intervene directly with targeted students. Pupils whose needs have been formally diagnosed and detailed in a Statement of Educational Need can be disapplied from subjects of the National Curriculum, providing exemption is specifically written into the Statement. The LA may provide a specialist teacher/medical professional to help these pupils and those with a SAP IEP to address their learning need(s). The ALNCo is responsible for co-ordinating such resources. This can include:

- Specialist teacher for students with a visual impairment;
- Specialist teacher for students with a hearing impairment;
- Speech and Language Therapists;
- Educational Psychologist from PSS;
- Community Paediatrician;
- School Nurse;
- Educational Welfare Officer;
- Children First Team;
- Transition Officer;
- Officers from Careers Wales;
- Member of the Ethnic Minority Achievement Service (EMAS) to tutor/monitor pupils for whom English is a second language;
- Members of the ASD Outreach Service;
- Cognition and Learning Outreach Service.

3c. Literacy Programme

Pupils in Years 8 and 9 are offered a more intensive programme to improve literacy and ordinarily they are partnered with a member of staff. These pupils will have been identified through National Literacy tests and will typically show a discrepancy between a relatively high non-verbal standardised score (100+) and a significantly lower one for verbal skills (<100). Students are given a thorough assessment of their reading, spelling and writing abilities and then follow a structured programme aimed at raising literacy competency to close the gap between non-verbal and verbal performance.

This policy has been formulated with reference to:

- Code of practice on the identification and assessment of SEN 1994, DFE;
- Tomlinson Report (1996), Dearing - Refs to special education;
- Special Educational Needs Code of Practice for Wales 2002;
- Disability Discrimination Act 2004;
- Best Practice in Meeting the Needs of Pupils with SEN (Welsh Assembly Government 2005);
- Equality Act 2010;
- SEN Descriptors as issued by Vale of Glamorgan LEA (2009);
- ALN Register for Cowbridge School;
- ALN database for Cowbridge School.