

Additional Learning Needs Policy

Review Date	October 2018	Leader of Policy Review	Mr G Hughes
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Rationale:

The school believes that all students should be entitled to achieve their full potential whatever their level of ability. The school is committed to the creation and maintenance of a flexible and responsive whole school approach to Additional Needs, which recognises rewards and values diversity among our students.

Purpose:

- To promote a whole school approach to meeting students' needs.
- To inform all teachers of students with Additional Learning Needs (ALN), which will, enable them to meet those needs, with advice and support from appropriate staff and external agencies.
- To confirm all students are entitled to access a broad, balanced and differentiated curriculum, in line with the National Curriculum.
- To seek the full integration of students with Additional Learning Needs into the life of the school, assisting them to maximise their potential as learners and experience and contribute to social and cultural activities.
- To ensure that provision for students should:
 - be appropriate to their identified needs and suitably differentiated;
 - take into account the views and feelings of the student;
 - be in partnership with students' parents.
- To access the support and advice of outside agencies to the maximum benefit of students and staff.
- To adopt a graduated response to Additional Learning Needs recognising that there is a continuum of need.

Identification, assessment and provision

- Most students with Additional Learning Needs are identified at Primary/Secondary transfer. The SENCO makes contact with and visits each primary school to meet with the SENCO and attends Annual Reviews of Year 6 students when invited. We also look to offer an enhanced experience for a small group of students who are identified as potentially more vulnerable and enable them opportunity to visit the school at times in addition to the rest of the cohort.
- Some students are identified at other points such as –
 - At point of transfer to the school in other years – students are identified at the time of admission by close liaison with the transferring body.
 - Whilst attending this school - they are identified by subject teachers who then refer to their Head of Faculty, Head of Year or Faculty Additional Needs Co-ordinators who relay information to the ALNCO.
- Students with Additional Learning Needs are monitored closely and their needs are reviewed on a regular basis using feedback received from teaching staff, students, parents and learning support. The school has an Information Area on Library Tutors for staff; this contains regularly updated lists of students with Additional Learning Needs. Individual Education Plans (IEPs) are reviewed and updated to coincide with the School Assessment Procedures. The SENCO convenes regular meetings with representatives of each faculty to monitor and review how students are responding to the targets set out in their IEPs.

Additional Learning Needs Policy

- The school aims to be Dyslexia Friendly. All staff receive information to enable them to identify students with dyslexic tendencies, together with an awareness of dyslexia friendly strategies which may be employed. Staff awareness in relation to a student's specific learning difficulties and the strategies designed to support them remain an important element in the professional development program of all staff.
- The Governing Body will evaluate the success of the education which is provided for students with Additional Learning Needs by evaluating the number of students achieving at a level appropriate to their attainment in public examinations, internal examinations and through subject target setting. The Local Authority reviews provision through the Annual Reviews, Focus Meetings and Transition Planning Meetings. Resource Allocation. Students with Additional Learning Needs are supported first and foremost by their subject teachers and form tutors as part of the normal school provision. Selected students receive specific support for identified needs i.e., vision support and a range of counselling services are available to support students. These resources are coordinated through the Multi Agency group which meets on a termly basis. The funding for students with Additional Learning Needs is delegated to schools from the Local Authority; the Additional Learning Needs team make recommendations to the Head Teacher as to how this resource may be used most effectively. Provision may include a designated number of hours Teaching Assistant time, but may also include small group teaching, investment in additional resources and modified curricular experience.
- All students are expected to follow a broad and balanced curriculum at a level appropriate to their attainment.
 - students may be disapplied from a subject(s) via their Statement of Additional Learning Needs.
 - In exceptional circumstances students may be disapplied without a statement at the Headteacher's discretion. This is for a short fixed term period with appropriate review dates set in advance.
- Students will be given the same opportunities to participate in all aspects of school life. The ALNCO ensures appropriate coordination between staff responsible for Additional Learning needs and staff with Basic Skills responsibilities, in this way we ensure the needs of all students are addressed.
- There are additional provisions made outside normal timetable and curriculum structure to enable students to access support for literacy, numeracy and homework. This includes clubs called Pathfinders and Sumbusters which are monitored and organised by members of staff with the support of sixth form students. There are two homework clubs every week. Some identified students are also extracted from regular timetabled lessons to receive extra literacy and numeracy support if it is felt appropriate.

Staffing Policies and Partnership with Bodies Beyond the School

- Identified training needs will be submitted to the INSET Co-ordinator and included in Development Plans. The ALNCO will contribute to the Induction Programme for new staff and the Initial Teacher Training at the school. Faculty ALNCOs will ensure that new staff and long term supply staff have access to ALN information.
- The school will work closely with:-
 - Students,
 - Families,
 - Partner Primary schools.

Additional Learning Needs Policy

Flintshire Learning Support Service,
Educational Psychology Service,
Inclusion Welfare Officer,
Behaviour Support Service,
Advisory Teacher for ICT and ALN,
Services for the sensory impaired and personnel in Flintshire designated to deal with ALNCO issues.

- Parents will be consulted and informed of the interventions designed to support their children's learning and their stage on the SEN Code of Practice as stated on their son/daughter's Individual Progress Plan or Group Progress Plan. The school wishes to work closely with families and carers in meeting their children's needs and recognises the invaluable contribution which they can make to their child's development by supporting our work with them at home.
- The school will work closely with Health and Social Services, Careers Wales, the 14-19 Network and post 16 education establishments.
- The admission arrangements for students with Additional Learning Needs, are as set out in the Authorities current Admissions Policy.
- The school has a designated Dyslexia Resource, fifteen students attend the Resource admission is organised by the Local Authority.
- The school has been adapted to accommodate all students with mobility needs and has a Disability Access Plan

Conclusion

This policy conforms to the recommendations and requirements of:

Special Needs Code of Practice for Wales – National Assembly for Wales 2002
Statutory Instrument 1999 No 1442 The Education (Additional Learning Needs) (Information) (Wales) Regulations 1999.

Policy history Implemented December 2002, Revised January 2005, Reviewed January 2007 & January 2008.

Responsible for initiating review: ANCO

Latest review approved by Governing Body:

Next Review Date: June 2019

Additional Learning Needs Policy

Roles and Responsibilities:

- **ALNCO** - Mr G Hughes, Assistant Headteacher, is the line manager for the Additional Learning Needs department and maintains an overview and coordinates the Additional Learning Needs Provision. Mr Hughes has responsibility for supporting students with behavioural needs, looked after children, traveller children and students who have English as a second language.
- **SENCO** - Mrs H Evans, Special Educational Needs Coordinator (SENCO) is responsible for ensuring the needs are met for students with identified educational needs throughout the school. Mrs Evans should be the first point of contact regarding the provision of additional educational needs for students at this school. Mrs Evans coordinates the day to day support for students and develops longer term strategies as appropriate, ensuring the correct support is available to students whether based in the additional needs area or within the timetabled classroom. Mrs Evans is responsible for ensuring the Annual Review of Statements for students with Additional Needs is met.
- **Higher Level Teaching Assistant (HLTA)** - Mrs D Tanton, has responsibilities for administering all aspects of our ALN department including the oversight, coordination and deployment of a team of Teaching Assistants. This team are designated to support named students as part of the Code of Practice. Mrs Tanton also supports in the development of suitable strategies for students, and provides administrative support to Mrs Evans.
- **Teacher in charge of the Dyslexia Resource Provision** - Mrs K Smith is responsible for ensuring the specific needs of students with identified Dyslexia needs are met throughout the school, both within the resource but also the wider classroom setting. Mrs Smith provides guidance, support and advice for all staff working with students with Dyslexia needs,
- **Teaching Assistants** - The provision of Teaching Assistants specifically to support SEN students are identified and allocated by the school in liaison with the LEA. Deployment is arranged on a basis of need having regard to the resources available and the students individual needs. A Statement of Special Additional Educational Needs may also dictate where and if support is required.
- Within each faculty a member of staff is designated as the ALN department link person. This person will liaise with the ALN department to provide support and information in their subject area, and feed back to colleagues as appropriate.
- **SEN Link Governor** - A Governor is designated to have responsibility for the oversight of all ALN matters. The designated Governor is **Parent Governor Mr Ian Biggs**.
- **The County Officer** who supports ALNs provision is Mrs Angelina Byrne.