



**YSGOL
LLANFYLLIN**

Polisi Anghenion Dysgu Ychwanegol Additional Learning needs policy

Uwch Arweinydd/Senior Leader: Rhiannon Molyneux

Cadeirydd y Llywodraethwyr/Chair of Governors:

Llofnod/Signed: *G Thomas*

Dyddiad/Date: 15th October 2020

Dyddiad mabwysiadu/Date adopted: 15th October 2020

Dyddiad adolygu/Review date: 15th October 2021

1. Responsibility for co-ordination of ALN provision
2. Arrangements for co-ordinating ALN provision.
3. Admission arrangements.
4. Specialist ALN provision.
5. Facilities for pupils with ALN.
6. Identification and review of needs.
7. Inclusion.
8. Complaints procedure.
9. In service training.
10. Links to support services.
11. Working in partnership with parents
12. Resources available for pupils with ALN.

POLICY STATEMENT

1. All pupils are the shared responsibility of all staff.
2. Everyone is recognised as an individual within the community of the school.
3. Each child is recognised as having a contribution to make to the life of the school.
4. We are committed to the integration of all pupils with special needs in mainstream classes where this is a statutory requirement.
5. The school will adopt a threshold model of identification, assessment and provision for pupils with ALN as recommended in the “Special Educational Needs Code of Practice for Wales”.
6. Close co-operation between SEN teachers and subject departments will be maintained in meeting the needs of pupils who have Learning difficulties through:-
 - the provision of effective in-class support wherever possible
 - sharing expertise via the ALN liaison group meetings
 - working towards the development of differentiated programmes of work according to priority needs
 - sharing responsibility for assessment and record keeping where this is feasible
7. There will be provision of access to a broad and balanced curriculum, including the National Curriculum, for all pupils.
8. Withdrawal will continue for some pupils but only for specific purposes and with a view to reintegration when deemed appropriate.
9. The ALN co-ordinator will contribute to liaison with outside agencies, parents, other schools, and the governor responsible for ALN.
10. The involvement of parents as partners is to be encouraged.

1. Responsibility for co-ordination of ALN provision

ALN Co-ordinator (ALNCO)

The teacher with designated responsibility for co-ordinating provision for pupils with ALN is Miss Rhiannon Molyneux.

2. Arrangements for co-ordinating ALN provision.

Llanfyllin High School is committed to a policy of integrating pupils into mainstream classes. The ALN department then supports these pupils in a number of ways to maximise their accessibility of a broad curriculum.

The ALN co-ordinator is responsible for co-ordinating the provision for pupils with SEN across the school by liaising with all teaching staff, tutors, Learning Support Assistants (LSAs), the governor with responsibility for ALN, parents, the pupils themselves, and external agencies such as the schools' psychological service, advisory teachers, social and health services and voluntary agencies.

In-class support:

In-class support is provided by LSAs in lessons for pupils with additional Learning needs. The number of lessons/hours of in-class support given is dependent on the specific details in the statement. If a pupil does not have a statement, in-class support is still given dependant on the needs of the pupil.

Withdrawal from lessons:

Those pupils who need more intensive work on improving their basic literacy or numeracy skills (in English and/or Welsh) are withdrawn from some mainstream lessons to work on an individual or small group basis with a specialist teacher. Pupils who have a statement of ALN may be exempt from the need to study one particular subject where this is recommended or written into their statement, in order to improve their basic skills in their first language or to spend additional time studying their other subjects. Pupils who do not have a statement may be withdrawn from some lessons, with their teacher/s' and parent/s' consent or according to the individual need.

Literacy and Numeracy Interventions:

Additional time is allocated for intensive lessons for those pupils in key stage 3 who have a particular difficulty with spelling, reading or numeracy. Usually, pupils are withdrawn from non-core subjects to follow specific intervention programmes. The programmes that are currently delivered are:

- Catch-up Literacy (Dyfal Donc)
- Individual reading (Darllen Unigol)
- Catch-up Numeracy (Dyfal Donc Rhifedd)
- Springboard Maths (in small groups)

Dyslexia Withdrawal

A dyslexia specialist delivers weekly sessions to support pupils with dyslexia or pupils with dyslexic tendencies (where necessary). The sessions consist of various activities which focus on comprehension, memory, spelling or any other difficulty the pupil may have.

Social, Emotional and Behavioural support:

A range of interventions/strategies are currently offered for pupils that have emotional, behavioural or social difficulties. Our inclusion officer also supports these interventions by offering various programmes. Some of these are:

- Homework withdrawal for pupils that may have difficulty with completing things at home (typically some Autism Spectrum Disorder (ASD) pupils)
- Conflict resolution small group work.
- The circle of friends programme.
- 1:1 work building self-esteem.
- Circle time (Restorative Justice)
- Student Assistance Programme.
- ELSA Emotional literacy support.

Information shared with staff:

The ALNco maintains a “SEN info” folder in the staff folder on the share drive (which all members of staff can access) which contains the SEN register with details of all the pupils in the school who have an additional Learning need, whether this is a Learning delay/difficulty or a physical/medical/emotional/behavioural difficulty. Key information is also being stored on SIMS.

Individual Education Plans (IEPs) + One page profiles are also kept in a dedicated folder in the “SEN info” folder as well as a folder of “specific conditions” which contains information and advice on a wide variety of special needs and their educational implications. Useful information on any pupil on the Code of Practice (COP) can be also be found on SIMS.

3. Admission arrangements.

All pupils who wish to attend the school will be admitted to the High School regardless of any additional Learning needs, subject to the school's and the LA's admissions arrangements.

It is good practise for the catchment primary schools to inform the ALN department of any pupils with a ALN that wish to attend the school prior to starting in September.

All year 7 students will be assessed in literacy (spelling/reading), and numeracy in September of when they join.

4. Specialist ALN provision.

ALN Specialism

We have trained HLTAs (Higher Level Teaching Assistants) with a postgraduate certificate in Dyslexia tutoring and assessment for access arrangements and are able to deliver support to pupils with dyslexia on an individual basis.

Our department consist of

1 x SENCO
1 x HLTA
9 x LSA's

5. Facilities for pupils with ALN.

Access Facilities

The school is easily accessible to all, including disabled pupils, parents and visitors. All entrances to the school have ramps, there are three toilets designated for the disabled and lifts to the first floor. Some pupils with the most severe SEN sometimes have been allocated their own room for withdrawal lessons and a 'safe place'.

6. Identification and review of pupils needs.

On transfer from primary school, pupils with ALN are identified to the ALNCO and Head of Year via visits to the feeder primary schools and transfer documentation. Any additional information about individual children's needs will be supplied by the school's psychological service as necessary.

Following transfer, all pupils in year 7 will do a spelling, reading and numeracy test (these are available in both English and Welsh medium) and any pupils whose results give cause for concern (a standardised score below 85 or below 40% in the numeracy assessment) will receive appropriate provision.

ALN provision is organized according to the "Special Educational Needs Code of Practice for Wales" model. This consists of three thresholds of need and provision: School Action, School Action Plus and Statemented Provision- which will develop into IDP's in September 2021.

School Action

Here the ALNCO will arrange interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and offer strategies. This will involve drawing up an Individual Educational Plan (IEP) for the child.

The IEP

The IEP should include information about the following and should be discussed with the pupil and the parents and reviewed twice a year:-

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)

School Action Plus

At School Action Plus external support services will usually see the child so that they can advise subject and pastoral staff on new IEP targets and strategies, provide more specialist assessments and give advice on the use of new or specialist strategies and materials etc. Such specialist advice may involve advisory teachers of the hearing or visually impaired, the educational psychologist, the clinical medical officer, the educational welfare officer, social services, or the advisory teacher for IT and ALN. An amended IEP will be written at this stage based on the advice and support given by the external services.

Statemented or EHCP Provision

Where a request for statutory assessment is made to the LA, the pupil will have demonstrated significant cause for concern. This involves the LA in considering whether a statutory assessment of the child's SEN is required. If so, the LA must conduct a multidisciplinary assessment under section 167 of the 1993 Act. If, as a result of this assessment, the LA consider that a statement of SEN is necessary (statutory assessment itself will not always lead to a statement), then the LA will arrange, monitor and review the

ALN provision for the pupil. An amended IEP will be written at this stage based on the advice and support given by the external services. A statement of SEN must be reviewed annually.

Evaluating success

This will mainly consist of a formal annual review of progress of all pupils on the ALN register at the High School. As a result of this an overall report will be presented to governors highlighting various appropriate criteria such as the regular assessment results, reading and spelling ages, attendance figures, the results of annual statement reviews, the reviews which are part of the Code of Practice Threshold model of SEN, and any consultations with parents.

7. Inclusion.

Curriculum Entitlement

All pupils have the right to follow the same broad, balanced curriculum, including the National Curriculum and extra-curricular activities. Some pupils may be exempted from the need to study one of the second languages taught (and/or an alternative subject where necessary) where this is advised in their statement of ALN.

Integration

All pupils are integrated into mainstream tutor groups and teaching groups. Where in-class support is provided in mainstream lessons it is more usual that the LSA or support teacher will circulate amongst pupils rather than remain seated next to one particular pupil. All pupils follow the mainstream curriculum unless they are withdrawn from the occasional lesson in some subjects or have been exempted from a particular subject as part of their statement.

8. Complaints procedure.

Complaints

There may be occasions when parents feel that the school has not adequately met their child's needs or has not recognised that their child has ALN. In such cases, parents are encouraged to contact the ALN co-ordinator at the school in order to arrange an appointment to discuss their concerns. There is also a formal complaints procedure which parents have access to upon request from the school.

9. In service training.

Staff training:

The whole school staff development programme highlights differentiation of work within the classroom and good use of LSA's is vital in order to meet the needs of all pupils within the school (Least and most able).

In addition, the ALNco Co-ordinator will need to attend courses on ALN issues, both at county level and nationally.

Staff will have regular refresher training on a variety of areas in ALN (including ASD awareness, dyslexia, dyspraxia, dyscalculia and Attention Deficit Hyperactivity Disorder (ADHD)) during training days and staff meetings.

10. Links to support services.

Educational Psychologist

Support in meeting the needs of pupils with ALN is available from the LA. The educational psychologist with responsibility for Llanfyllin High School is Dr. Alun Flynn/Dr Clare Jones who visits the High School as requested to assess pupils whose progress we are concerned about (these pupils are either referred by the school or at the request of parents) and advise the ALNco on how best to meet these pupils' needs. He also provides staff training on request.

Sensory service

Support and advice is also supplied by advisory teachers of the hearing/visually impaired on a more specific basis, depending upon the need of individual pupils. The LA also has an advisory teacher with responsibility for information technology (IT) and ALN who can advise us on suitable IT for specific pupils. We are also able to call upon the support of the health service for assessments and referrals where this is necessary.

Referrals to the Speech and language team, Occupational Therapy and CAMHS can also be arranged through the school.

Links with Health, Social Services, Educational Welfare and Voluntary Agencies:-

Health

The High School has well-established links with Powys Health Service through the School Nurse who visits weekly. For first aid, the school also has a well-established link with the local Doctors' surgery in Llanfyllin. We have a close link with the children's health team which provide the services of the physiotherapist and occupational therapist.

Educational Welfare

The school receives weekly visits from the Educational Welfare Officer (EWO) Mr G. Thomas who is based at the Area Education Office in Newtown.

Social Services

The High School has occasional contact with both Powys and Shropshire Social Services as the need arises.

Outreach Support

The School also receives outreach support from other schools with specialist units such as the ASD Unit at Llanidloes High School. Cedewain and Brynlywerch school.

Contact details:

The initial point of contact for these services within the school is through:-

- ALN co-ordinator - Miss Rhiannon Molyneux (rm@llanfyllin-hs.powys.sch.uk)
- Headteacher - Mr D.Owen
- Deputy headteacher - Mr Ll. Thomas

Making a referral:

Please contact the school SENCO to discuss/request a referral to one of the services above.

11. Working in partnership with parents

Parents will be informed of the concerns the school has about their child's Learning development by the ALNco or possibly the Head of Year.

Where parents are concerned about their child's Learning development but have not been informed of any concern on the part of the school, they should contact the ALNco to discuss their concerns. Parents are encouraged to contact the SEN co-ordinator to discuss concerns or ask questions about their child and his/her special needs at any time.

The ALN department has copies of booklets entitled "Helping at home with reading", "Helping at home with spelling", and "Helping at home with handwriting" which are available to parents on request in either English or Welsh.

The High School liaises with both Brynllwarch Special School in Kerry as well as Cedewain Special School in Newtown. We also have regular contact with our feeder primary schools in Powys and Shropshire.

12. Resources available for pupils with ALN

Resources

Equipment that is specified in individual statements of ALN, e.g. Learning support assistant (LSA) support/low vision aids/laptop computers will be provided through the funding formula devised by the LA.

Pupils who are not the subject of a statement of ALN may also benefit from LSA support where their Learning difficulty prevents them from being independent Learners.