



*Ysgol Gyfun Gymraeg  
Bro Myrddin*



# **Additional Learning Needs Policy**

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Date reviewed by the Governing Body: 30 March 2017

Signature of Chairperson: \_\_\_\_\_

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# **Additional Learning Needs Policy**

## **Aims and Objectives**

### **Aims**

- Ensure a high standard of education within a vast, balanced, relevant and appropriate curriculum in order to give pupils every opportunity to reach their full potential and improve self-image.
- Create an atmosphere which meets the requirements of pupils' additional educational needs in order to promote their cognitive, emotional and social development. Teach them skills and principles that will allow them to develop into full members of the school society and the wider society in the future.
- Ensure that children's additional learning needs are identified and assessed.
- Meet the children's educational requirements by ensuring that the provision for them is suitable and makes good use of appropriate resources.

### **Objectives**

The following objectives explain how the structure within the school ensures that the above aims are implemented.

- The ALENCO will co-operate with the Senior Leadership Team to ensure that the timetable for pupils with additional learning needs is well-balanced and gives them opportunities to develop skills across the curriculum. The curriculum will be suitable for the needs of every pupil in order to ensure that every child can experience success.
- The ALENCO will raise the awareness of subject teachers about new pupils' learning, physical, emotional or behavioural difficulties by giving information about them to every department. Therefore, it will be possible for teachers who teach them to adapt their teaching methods and / or differentiate their resources to an appropriate level for them. The Teaching Assistants (TA) will be aware of the needs of pupils in their care and will be able to support the children in order to promote their understanding of the contents of their lessons. They will also be aware of the resources available in the school for pupils with additional learning needs.
- The ALENCO will assess and monitor new pupils to ensure that those who have needs are put on the ALN register and receive the appropriate attention.
- The ALENCO will advise the departments on suitable methods and resources for pupils with additional learning needs and will contribute to an INSET programme in the school in matters involving ALN.

## **Identifying, Assessing, Recording and Referring**

### **Identifying**

It is of utmost importance that pupils' difficulties are identified as soon as possible. Primarily, the ALENCO will base her assessment on pupils with additional learning needs (and their provision) on previous information that usually comes through the medium of primary/secondary transition meetings. The ALENCO will contact the primary schools to collect information (in writing and verbally) about pupils with Additional Learning Needs. The transition reviews will help during Years 5 and 6 for pupils with a Statement of Special Educational Needs.

## **Assessing**

At the beginning of September every pupil in Year 7 will be assessed in order to identify the ones who were not recognised in their primary schools. Standardised tests are used for reading, spelling and numeracy screening. A set score is specified for the screening process and every pupil who fails to reach this will receive support in order to improve the score. A second assessment will be conducted at the end of every school year that measures the progress of every pupil on the ALN register.

## **Recording**

Pupils with additional learning needs are listed on the school ALN Register at their appropriate stage. In compliance with the Wales SEN Code of Practice, the school will respond to the pupil's additional learning needs at the appropriate level:

**School Action (SA):** the ALENCO forms a prominent part in collecting evidence and co-ordinating provision in the school.

**School Action Plus (SAP):** the pupil will receive specialist support, usually in the school and possibly by external agencies.

**Statement (S):** Following Statutory Assessment by the LEA, information will be given in an SEN Statement on the needs of the child and the provision to be made for him/her.

## **Referring**

The subject teachers will refer pupils to the ALENCO as needed. The ALENCO will refer pupils to the appropriate external agencies as needed and collect evidence to support that referral.

## **Human Resources**

### **The Role of the Additional Learning Needs Co-ordinator**

- Plan and co-ordinate the ALN provision in KS3, 4 and 5.
- Manage the implementation of the policy on a day to day basis.
- Co-ordinate the provision for additional learning needs children and manage the responses to those needs.
- Support and advise co-workers.
- Hold an annual inspection.
- Maintain the school's ALN Register.
- Prepare and update the ALN handbook and distribute a copy to every Subject Leader.
- Note the names of the talented pupils according to the standardised tests i.e. those on the two higher centiles.
- Hold annual reviews for all pupils with a Statement of Additional Learning Needs.
- Contribute to the records of every child who has additional learning needs and manage those records.
- Manage the screening process within the school and complete the documentation which is required by external agencies and the LEA.
- Act as a contact between parents and school.
- Act as a contact between external agencies and school.
- Maintain resources and a range of teaching materials that will allow teachers and the TA to make the appropriate provision.
- Prepare and update the Person Centred Profile including targets.

- Monitor and evaluate the additional learning needs provision and present reports to the governors who have responsibility for additional learning needs.
- Manage a range of resources, being human and material that are linked to children with Additional Learning Needs.
- Promote pupils' positive self-image.
- Facilitate access to the whole curriculum.
- Devise individual learning programmes that consider the pupil's individual needs.
- Assist with exam arrangements and give advice on them.
- Ensure that applications are made to the JCQ for any pupil who is entitled to Access Arrangements in their external examinations.

### **The Role of Teaching Assistants.**

The Teaching Assistants are involved with supporting individual pupils and groups with special needs on a day to day basis. The Assistants will be answerable to the ALENCO and to the member of the Senior Leadership Team with responsibility for ALN. Their duties stretch far beyond the classroom and include:

- Keep the files of individual pupils in their care organised and up to date.
- Keep records of pupils' development and progress and any problems that arise.
- Accomplish duties as determined by the ALENCO and class/subject teacher – prepare individual or differentiated work for the pupil, if needed under the guidance of the ALENCO and subject teachers.
- Work with the pupils as advised and report back to the ALENCO with regards to the efficiency of these methods.
- Develop an understanding of pupils' needs and their methods of working.
- Support pupils' self-respect.
- Be of assistance to any pupil who needs support within the class.
- Attend meetings if needed.
- Assist with administrative work within the department.
- Do morning duty with the Heads of Year during morning announcements.
- Act as a member of staff around the school, and undertake a general role of care for the pupils, the buildings and resources.
- Be willing to adjust and be flexible with respect to duties and responsibilities as needed.
- Be present in whole school INSET sessions.
- Ensure that requests for assistance from departments or teachers receive seal of approval from the ALENCO in order to ensure that any pupil(s) are not without support in the classroom.
- Take an active part in the Performance Management programme for TA's
- Raise any problems with regards to pupils, timetable or any other matters that cause concern in the meetings with the ALENCO.

### **Role of Governors**

The school governing body must ensure that the provision for pupils with additional learning needs answer the statutory requirements of the Code of Practice for Wales including the following steps:

- Ensure that the necessary provision is available to any pupils with additional learning needs.

- Ensure that, where the LEA has notified the “responsible person” (the head or the appropriate governor) that a pupil has additional learning needs, everyone who is likely to teach them will receive information with respect to those needs.
- Present an annual report to parents on the implementation of the school policy for pupils with additional learning needs.

## **Finance**

ALN inspections are held annually and the funding for the provision for pupils with additional learning needs is based on this inspection.

The head will inform the governing body of the means of using the money that is allocated for supporting additional learning needs.

The ALENCO will be responsible for the active management of the fixed resources agreed on in order to provide for the school’s special educational needs.

## **Operation**

### **The provision for pupils with additional learning needs will operate:**

- Within a small group (about 10 pupils), one group for each year.
- Within the main stream with the support of a Teaching Assistant.
- During morning assembly for the pupils who are part of the literacy, handwriting and numeracy programmes.
- By putting some pupils in a French Studies group if needed, in order to give them access to a Modern Language, while reinforcing their basic skills.
- By regular periods of taking pupils from the main stream to work on an individual programme.
- By taking fewer optional subjects in Year 10 and 11 in agreement with the pupil and parents.

## **Homework Policy**

There are many factors to consider when setting homework to children with additional learning needs in order to ensure that they are not at a disadvantage.

- Some pupils receive support from a TA during their lessons and working without assistance when doing their homework can be difficult.
- A Homework Club is held every lunchtime where pupils can be supported with their work.
- Parents can be of support here but they will need guidance in their Personal Planner. The use of an additional home-school contact book enables a teacher or TA to explain the homework in greater detail to parents. It is important to discuss homework matters with parents during Parents’ Evenings.
- It is important that homework tasks set reinforce what was done in the lesson.
- It must be realised that not every pupil with ALN will be able to cope to the same degree with the tasks set for pupils in the main stream classes. Departments are asked to set as many differentiated tasks as possible or tasks that pupils can answer according to their level of ability.
- ALN pupils cope better with short tasks where it is possible to vary their ways of responding – drawing a picture, writing, underlining the correct answer.

- Using ICT is an effective way of ensuring neatness and accuracy of work with pupils with ALN – it is possible for pupils to use computers within the department or the library during the lunch hour if they don't have ICT facilities at home.

## **THE ADDITIONAL LEARNING NEEDS DEPARTMENT'S STANDARDISED ASSESSMENT POLICY**

The department is committed to offer equal opportunities to every pupil to develop his/her standardised skills, which are numeracy and literacy in Welsh and English.

We aim to do this by:

- finding every pupil's level of achievement in the standardised skills at the start of Year 7
- annually monitor the progress of every pupils on the ALN Register
- analyse the results of the *Cognitive Ability Tests (CAT)*
- conduct diagnostic tests with individuals
- run Spelling and Reading Workshops
- produce Person Centred Plans for every pupil on the ALN Register
- share information with the teaching staff
- liaise with the external agencies
- support pupils in lessons
- ensure that a representative of the department attends a range of Basic Skills Working Groups.

### **Finding every pupil's level of achievement in the basic skills at the beginning of Year 7**

This is done by testing every pupil at the start of Year 7 in the following areas:

Welsh Comprehension	All Wales Test
English Comprehension, Handwriting and Typing Speeds	Lucid Exact
Welsh Spelling	<i>Glannau Menai</i> Tests
English Spelling	Single Word Reading Test (NFER)
Cognitive Ability	Cognitive Ability Tests

### **Annually monitor the progress of every pupil on the ALN Register**

The same basic skills tests are done in order to monitor the progress of individuals on the ALN Register. The ALN Co-ordinator will analyse the results in order to determine if there is a need to add pupils, or take pupils off the ALN Register. The Co-ordinator can also identify individuals who need further help.

Pupils may also be removed from or added to the ALN Register after discussion with their subject teachers.

### **Analysing the results of the Cognitive Ability Tests (CAT)**

These are done in order to identify any pupil who needs further support/diagnostic tests and in order to consider the needs of pupils in Key Stage 4 as CATs can predict KS3 and GCSE grades.

### **Diagnostic tests of individuals**

A pupil is referred to the ALN Department in many ways:

- Information from primary schools at the end of Year 6
- Results of the above literacy and cognitive assessments
- Teachers' comments
- Parents' requests.

There are many diagnostic tests available which help identify a pupil's strengths and needs. The results are used to:

- offer literacy workshops to Year 7/8 pupils
- recommend suitable strategies to teachers who teach the pupil/parents
- offer additional lessons to the pupil for a short term in order to strengthen standardised skills
- make an application for access arrangements for external exams

The tests include:

#### *Glannau Menai Tests*

Dyslexia Screening Test and Dyslexia Portfolio

York Assessment of Reading Comprehension

Diagnostic Reading Analysis

WIAT II

DASH (Handwriting)

### **Spelling and Reading Workshops**

A number of Teaching Assistants have received training on the various literacy programmes, which promote pupils' reading and spelling skills. Many KS3 pupils follow those programmes during School Assembly.

### **Person Centred Plans**

The basis of any person-centred plan is the pupil. By considering key questions about their strengths, learning styles and preferred methods of support, a profile is created. Parents and Teachers are also invited to contribute to the process.

Every teacher is able to view the PCP's on the school's intranet and based upon the information contained within the profile, targets are set. These are reviewed every 6 months.

### **Sharing information with teaching staff**

- Results of the basic tests are available to every member of staff on the school's intranet. Results are shown for every year the pupil has been in the school.

- The ALENCO gives information to the teaching staff in INSET sessions, meetings during school assembly and Department meetings.
- Staff should refer the names of pupils who cause concern to the ALENCO by outlining the nature of their difficulties.
- There is a library in the ALN Department that contains books on many subjects such as Dyslexia, Dyspraxia, ADHD, Autistic Spectrum Disorders etc. Any member of staff is welcome to use it.
- Every pupil on the ALN Register has a file that includes details of their basic standardised tests, copies of every PCP and any relevant other matters. The files are kept under lock and key, but are available for every member of staff to view.

### **Liaise with external agencies**

The ALENCO discusses the needs of pupils with the following agencies:

- Educational Psychologist
- Speech Therapist / Occupational Therapist / Physiotherapist
- Sensory Impairment Services
- Medical Services
- Social Services

Often, the Head of Year, Teaching Assistant or subject teacher will be present during the discussion.

### **Supporting pupils in lessons**

Teaching assistants work with pupils who have basic literacy and numeracy difficulties. They can be supported by giving support with understanding, reading, recording work or numeracy.