



BRYN CELYNNOG

Comprehensive School

Nurturing Success

ADDITIONAL LEARNING NEEDS POLICY

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2020**

DATE FOR REVIEW: OCTOBER 2021

BRYN CELYNNOG COMPREHENSIVE SCHOOL

ADDITIONAL LEARNING NEEDS POLICY

PHILOSOPHY

It is our belief that all children, irrespective of their additional learning needs or disabilities, will benefit from educational and social inclusion. The school promotes inclusion and aims to overcome any barriers that might exist to a student's learning.

PRINCIPLES

- All staff have a responsibility to ALN students. All teachers are teachers of students with ALN.
- All students should be included in the life of the school.
- All students should be provided with every possible opportunity to access the mainstream curriculum.
- Legislative requirements will be met.
- All procedures for ALN students should encourage inclusion, not segregation. There should be a focus on individual students. Students' views will be considered at all stages of their education and at all stages of the Code of Practice, 2002.
- The school recognises that parents have a vital role to play in the education of all students.
- Students should not be disapplied except under extreme circumstances where not to do so would disadvantage the individual student. Full consultation with all parties should be undertaken before disapplication.
- All students should be able to access all areas of the school campus.

PROCEDURES

Individualised pathways through the curriculum will be facilitated by differentiated programmes of work, involvement of specialised teaching and/or support staff and regular liaison with outside agencies and parents. Students should not regularly miss the same lessons if they are withdrawn from timetabled lessons to access specialist support.

PERFORMANCE

Relevant staff development and training will be provided. Assessment procedures follow those currently legislated for and include all review/planning procedures in the Code of Practice, 2002.

STAFF ATTACHED TO THE LEARNING SUPPORT FACULTY WITH SPECIFIC
RESPONSIBILITIES FOR ALN

Line Manager: Headteacher

Additional Learning Needs Co-ordinator: (temporarily undertaken by Assistant Headteacher, Laura Glennon)

Special Resource Base (CDU) Teacher: Caroline Joy (Line Manager: D. Baldock)

External Support: Peripatetic teachers visit the school to provide specialist support. Currently the school is visited by a behaviour support teacher, a teacher of sensory impaired students, a LAC literacy/numeracy/behaviour tutor, speech therapist, educational psychologist, English as an additional language teacher and Careers adviser.

There are 11 Learning/Special Support Assistants.

There are also additional LEA Funded Special Resource Base (CDU)

- Sharon Holland, Learning Support Assistant
- Kinga Weisler Learning Support Assistant
- Jodie Rees, Learning Support Assistant
- Christine Salmon, Special Needs Support Assistant
- Sue Wakefield Special Needs Support Assistant
- Kath Lendrum, Special Needs Support Assistant
- Emily Hamer, Special Needs Support Assistant

STAFF RESPONSIBILITY FOR STUDENTS WITH ALN

All teachers are teachers of students with ALN and have a responsibility to make themselves aware of the needs of students on the ALN register. The Code of Practice makes it clear that the subject teacher is responsible for the progress of all students in the class including those with special educational needs. They are also responsible for delivery of the interventions specified in the IEP. Teachers have a statutory responsibility in relation to the Code of Practice. To meet this legal obligation teachers should:

- Make a note of students with ALN on their class lists
- Know the special educational needs of the students they teach
- Know what stage of the ALN register the students are on.
- Ensure teaching and learning strategies are employed to meet the needs of individual students.
- Differentiate material, activities, delivery time, homework, methods of recording, outcomes and objectives as far as possible to ensure inclusion and progress.
- Implement as far as possible the generic IEP strategies
- Contribute to reviews of progress and IEP targets.
- Provide information for annual reviews of statemented students.
- Consider appropriate dispensations for tests and assessments e.g. extra time, scribe, reader, prompter, alternative methods of recording.

STAFF AWARENESS

Printed literature is available on a range of additional needs. This includes guidance on identification of additional learning needs, barriers to learning that may be caused by particular additional needs and guidance in differentiating the curriculum to meet needs. Documentation of a confidential nature is stored securely in the ALN Co-ordinator's office and is available on a 'need to know basis'.

There is a multi-disciplinary approach to Additional Learning Needs therefore any student who is on the ALN register may be involved with other agencies such as Social Services, Health Authority, Educational Psychology Service etc. Visiting advisory teachers of the ALN support services visit school regularly and will be available for information and advice regarding the students with whom they work. Staff are to contact the ALN Co-ordinator if they would like to speak to a visiting professional regarding a student they teach.

Some students will need to be excused from lessons to receive much needed therapy e.g. physiotherapy, occupational therapy, speech and language therapy etc.

A LAC tutor funded by PDG visits the school three mornings per week to provide literacy, numeracy and behaviour support for Children Looked After.

A Behaviour Support Teacher visits school one morning session per week to work with students who have been referred to the Behaviour Support Service.

An Educational Psychologist visits school to work with students who have been referred to the Educational Psychology Service. The Educational Psychologist sometimes meets with parents of referred students in school.

GRADUATED RESPONSE TO ALN

In order to help students who have additional learning needs the school adopts a graduated response to needs that includes a wide range of strategies. Although the response recognises the continuity of additional learning needs, it makes full use of available classroom, school and specialist expertise to meet the students' needs. The response is divided into four stages:

1. School

This makes use of the school's usual differentiated curriculum to fulfil the student's needs. The school provides a wide range of subject options at various levels in order to meet the needs of the full ability range of students within the school. In the classroom the teacher differentiates work and provides additional support as and when necessary to enable students to overcome difficulties.

2. School Action

Where a student is not making adequate progress, the subject teacher should seek advice from their Head of Department/Faculty for additional help to meet the student's needs. If adequate progress is still not made the student should be referred to the ALN Co-ordinator who will investigate the problem further. The student may then be placed on the school's ALN register at school action level. An IEP will be provided that gives guidance on meeting the student's needs. It is the subject teacher's responsibility to interpret the IEP targets as appropriate within their curriculum area and to devise interventions that are additional to and different from those provided as part of the usual classroom differentiation employed in the delivery of the subject. Additional interventions should be recorded and progress towards IEP targets provided when the IEP is reviewed.

3. School Action Plus

If a student who is at school action level on the ALN register continues to make little or no progress in specific areas over a prolonged period of time the student may be referred for help and advice from external specialists. At this point the student will be moved to school action plus on the school's ALN register. Additional and different strategies are put in place to meet the student's needs. A new IEP is produced in light of additional advice. It is the responsibility of the classroom teacher to implement the new strategies within the classroom.

4. Statement of ALN

If the student fails to make adequate progress whilst at school action plus stage despite the additional provision made by the school then a statutory assessment may be requested and this may result in the LEA issuing a statement of ALN. The statement will include the student's needs and strategies that must be employed to meet those needs. The IEP will again be revised to reflect the information in the statement. It remains the responsibility of the classroom teacher to implement the new strategies within the classroom. A statutory review of a student's statement of additional learning need must be held at least once per year.

NOTE:

In preparation for the new ALN reform act, detailed One Page Profiles have been completed for students at school action plus and those with statements; online one page profiles have also been completed for all mainstream students. A One Page Profile captures all the important information about a person on a single sheet of paper; this is a process working towards promoting and supporting the development of person-centred practice within the school environment.

The development of a whole-school approach to person centred planning will be gradually introduced which will lead to meaningful adaptations to teaching and learning to comply with the ALNET act.

GUIDELINES FOR TEACHING STAFF

- **All teaching practitioners will be involved in teaching and supporting learners with ALN.**
- Be aware of the individual needs of students in your classes as listed in the ALN register.
- Know what stage of the ALN register students are on.
- Implement generic IEP targets by setting related subject specific targets. These should be negotiated with students and will be reviewed and amended half yearly.
- Contribute to reviews of progress and IEP targets as requested by ALN Co-ordinator.
- Provide information for annual reviews of statemented students.
- The needs of individual students must be met by differentiating work to allow each student to access the work and to make progress.
- Make effective use of support provided by SNSAs in lessons by prior negotiation of their role.
- Support within the classroom may include:
 - Extra explanation of the subject content
 - Providing simplified/differentiated worksheets
 - Simplifying language used for explanations
 - Reducing the number of instructions given to allow completion of one task before the next instruction is given
 - Providing clear routines and expectations for students with Autistic Spectrum Disorder or Behavioural, Emotional and Social Disorder
 - Simplifying language in assessments
 - Consideration of appropriate dispensations for tests and assessments e.g. extra time, scribe, reader, prompter, alternative methods of recording.
 - Modifying homework tasks
 - Employ active learning activities and relate information to everyday examples.
 - Allow repetition to consolidate skills and knowledge.
 - Have a consistent presentation for written material and a set format for practical work.
 - Allow time for students to reflect on their work.
 - Recognise and reinforce effort and success by rewards and praise
- Try to ensure that classrooms are ALN friendly. This may include:
 - Having displays of basic information including subject specific words, examples of good work, simple explanations of key words
 - Use labels and pictures to assist word finding.
 - Be aware that many students find copying from the board or a book particularly difficult.
 - Give plenty of time for homework to be recorded accurately.
 - Use colour to differentiate information on learning walls.
 - Limit verbal instructions to a maximum of two or three. It is often better to give instructions singularly.
 - Ask students to repeat instructions in their own words to check understanding.

Further advice on specific conditions, disorders and needs is included in the whole school booklet 'Meeting Students' Special Educational Needs in the Classroom'

RESPONSIBILITIES OF SPECIAL NEEDS SUPPORT ASSISTANTS

- Working as part of the SNSA team.
- Working as part of the whole school team.
- To aid the pupil/s to learn as effectively as possible.

Duties might include:

- Meeting and greeting students
- Preparing resources to assist in a student's learning
- Clarifying and explaining instructions
- Ensuring student/s is/are able to use equipment and materials provided
- To promote an environment in which the student is encouraged to take responsibility for his/her learning
- To recognise when a student is having difficulties in understanding lesson content or organisation or communication problems and to ensure that this information is shared with the staff team.
- Motivating and encouraging student/s as required
- Reinforcing learning concepts
- Helping student/s to concentrate on and finish work set
- Recognising positive behaviour and work ethic/ praising and rewarding students when set targets are met
- Recognising effort as well as achievement
- To assist class teacher (and other professionals as appropriate), in the development of a suitable programme of support for student/s
- To liaise and consult with other members of the team on any concerns that might impact on a student's learning
- To contribute to reviews of students' progress
- To monitor student progress and quality of inclusion
- Break/lunchtime activities or supervision
- To attend relevant in-service training
- Assistance with personal care.
- Adapting support according to needs

Confidentiality

SNSA Assistants have access to information that can be both sensitive and detailed. This information must always be regarded as highly confidential, both inside and outside of Bryn Celynnog. This must always be taken into consideration when speaking to members of staff, any professionals that visit the school and also members of the surrounding community.

Guidelines for SNSA Assistants

- The needs of each student must be a priority.
- Approach the class teachers to inform them of your support for the particular student(s).
- Liaise regularly with the subject teacher.
- Where appropriate, the student may sometimes be withdrawn from the lesson to work outside the classroom on differentiated tasks or specific skills. This must be agreed with the subject teacher.