



**CWMBRAN
HIGH SCHOOL**

Additional Learning Needs Policy

REVIEWED: March 2016
NEXT REVIEW: March 2017

Approved by Governing Body:
Full Governing Body – 21/3/2016



Additional Learning Needs Policy

1. Additional Educational Needs

The School's Additional Educational Needs, (ALN), Policy takes regard of the revised Special Educational Needs Code of Practice, (WAG, 2002), which was first introduced as a result of 1993 Education Act. Furthermore, this policy recognises and responds to the Inclusion and Pupil Support Guidance circular, (WAG, 2006). The guidance endeavours to raise awareness of the range of pupils who are at risk of experiencing various forms of exclusion, thereby widening the remit of the inclusion agenda from solely considering the needs of pupils with special educational needs. This Policy may be subject to change following the outcomes of the Torfaen LEA Review of Additional Needs.

This policy recognises and adopts the Special Educational Needs Code of Practice's recommendation of a 'graduated response' to a young person's need. This includes the following stages:

- School action – the school has identified area/s of concern and along with the parent/carer and child, appropriate support is put in place.
- School action plus – the school seeks additional advice/and or support from external agencies with the permission of the parent/carer.
- Request for statutory assessment – in the minority of cases, where the needs of a child is not met in the previous stage, the school and parents may request a statutory assessment of needs to take place which may lead to a Statement of Needs being issued.

In addition to this, and in light of the Pupil Support Guidance, (WAG, 2006), this policy has devised a fourth category, 'cause for concern', which aims to highlight the needs of other groups such as those young people for whom English is an Additional Language,

This policy recognises that the majority of young peoples' needs are able to be met by their individual subject teachers through differentiation, allocation of suitable resources, use of a variety of teaching approaches which recognises and supports a variety of learning styles.

2. Aims and Objectives of the Policy

The aims and objectives of Cwmbran High School's Additional Education Policy are as follows:

1. To ensure that the profile of additional educational needs is recognised as a whole school issue. This involves governors, senior members of staff, teachers and support staff to understand their role and responsibilities and proactively work together to develop a fully inclusive learning environment for all learners.
2. To assess the needs of young people and to provide additional appropriate support and/or resources to meet their needs.
3. To ensure that the voice of the young person and their parents/carers are heard and listened to at all stages of provision.

4. To support the young person to function to the best of his/her ability in an integrated mainstream situation which allows access to a broad, balanced and relevant curriculum.
5. To ensure all staff are appropriately supported and are trained to meet the variety of needs of learners.
6. To provide young people with the skills, knowledge and concepts which will enable them to function as adequate responsible members of the community and to lead full, safe and satisfying lives.

3. Implementation of Policy

3.1 Role and Responsibility of Subject Teachers

In line with the recommendations of the Special Educational Needs Code of Practice, the policy recognises that, "all teachers are teachers of pupils with special educational needs", (WAG, 2002 6:6:2), and therefore teaching pupils with special educational needs is a whole school responsibility and lessons planned accordingly to meet the needs of all learners.

3.2 Role and Responsibility of the ALENCo

The school ALENCo, along with Heads of Year, Heads of Department and the Learning Support Team, aims to ensure that the needs of all pupils with special educational needs/additional educational needs are identified and met. The school ALENCo is responsible for the day to day operation of the policy which includes:

- liaising with, and advising fellow teachers;
- co-ordinating provision for children with special educational needs;
- maintaining the School's ALN Register and overseeing the records of all pupils with special needs;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Liaising with LEA in relation to emergency contingency funding for individual pupils.

Pupils with Additional Learning Needs are admitted to the school in the same way as other pupils. The ALENCo and Head of Year 7, liaise with Primary Schools throughout the year to ensure all relevant information on Year 6 pupils is obtained, as well as attending relevant annual reviews and/or planning meetings as deemed necessary. Information on mid-joiners is obtained by relevant pastoral colleagues and shared with the ALENCo when required. Full use is made of any information supplied by the previous school.

4. Identification, Assessment, and Provision for Pupils with ALN

4.1 Identification of Additional Educational Needs

As previously mentioned, this policy recognises that a variety of groups may require additional support. Such groups include:

- learners with Additional Learning Needs
- minority ethnic pupils including those learning English as an additional language (EAL)
- those who are looked-after by the local authority, (LAC)
- young offenders
- young carers
- lesbian, gay, bisexual and transgender pupils
- school refusers and school phobic
- children of families in difficult circumstances
- asylum seeking refugee children

This policy also recognises that pupils may have more than one additional learning need and that the above list is not intended to be exhaustive.

Once a young person has been identified as requiring support, the child/young person is placed on the Additional Learning Needs Register and an appropriate individual learning plan is drawn up either with the permission of the parent/carer being informed as the law requires. This may take the form of an individual learning/behaviour plan, personal education plan or a pastoral education plan depending on the needs of the child. All relevant staff have access to the individual education/behavioural plans of the pupils they teach via access to the staffs shared intranet and paper copies are available. Learning Support Assistants will act as IEP Mentors and be responsible for monitoring and reviewing groups of learners.

4.2 Identifying Special Educational Needs

This policy recognises and adopts the definition of the Special Educational Needs as outlined in the SEN Code of Practice, (WAG, 2002, 1;1;3), which state ‘ Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them’. For the purposes of this policy, the definition of a learning difficulty is defined as:

- having a significantly greater difficulty in learning than the majority of children of the same age; or
- having a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

This policy adopts the four broad categories of learning difficulties highlighted in the SEN Code of Practice, (WAG, 2002), which includes:

- Cognitive
- Behavioural
- Communication
- Physical

4.3 Identifying Looked after by the Authority Learners

On receipt of information from the Local Education Authority regarding a young person becoming/continuing to be ‘looked after’, a personal education plan, (PEP), is developed. Within the PEP, details such as the legal status, who has parental responsibility, young person’s views etc., are recorded along with any necessary additional support required.

5. Assessment

When assessing if a learner would benefit from or would continue to benefit from being placed on the ALN register, staff consider if s/he requires 'additional to and/or different from support which is over and above the existing differentiated curriculum' (WAG, 2002). Full use is made of the normal assessment procedures carried out at Cwmbran High School including Year 7 cognitive abilities testing, (CATs), NFER reading tests, spelling tests and subject specific testing. External agencies may also be asked to carry out specific assessments in order to identify learners' needs. These agencies include: Educational Psychology, Hearing Impairment, Visual Impairment and Speech and Language Services.

In line with the recommendations of the SEN Code of Practice, each pupil's education/behavioural plan is reviewed at least once a year by relevant staff and copies are sent to parents for their input. For those pupils with a Statement of Special Needs an annual review is held, and the necessary external agencies are invited to attend as well as parents/carers and the child/young person. Parents/carers are welcome to bring additional support such as a family member or advocate to the meeting. Decisions resulting from the review are communicated to the necessary staff via the schools intranet.

Parents/Carers of any child with additional educational needs are encouraged to contact the school at any time, either by email, phone or in person to discuss their child/young persons progress.

The school's ALN policy is evaluated on a regular basis through meetings of the ALN Team and in consultation with the link governor for ALN. This is comprised of the ALENCo, ASD Base Manager, IRU Manager, Hearing Impaired Manager and the Schools Additional Support Base Managers and their Assistants. The ALENCo also meets regularly with Heads of Year and the link governor for ALN to share information and discuss progress.

6. Literacy/Numeracy Support

The school ALENCo also oversees literacy/numeracy support provision for pupils with ALN. The organisation of this support is carried out by the ALN Programmes Manager of the Schools Additional Support Base.

Support may take the form of additional in-class adult support, small group or one to one withdrawal. Pupils whose names are on the ALN register for literacy and or numeracy difficulties are monitored by class teachers and referrals for additional support to the ALENCo are made as appropriate. Careful consideration of when to withdraw pupils is made to ensure pupils continue to receive access to a broad and balanced curriculum, which may result in withdrawing pupils from registration and a rolling programme of intervention .

7. Speech and Language Support Base

Cwmbran High School has a Speech and Language Base. This is funded by four Local Authorities who each assign pupils to it. Pupils with a diagnosis of ASD are eligible for consideration for places subject to discussion / negotiation with the ALENCo and Base Manager.

8. The Schools Internal Referral Unit

The school has developed an internal Referral Unit to support pupils who would be at risk of Permanent Exclusion. The Deputy Head, ALENCo and Base Manager have regular discussions to decide which pupils will access this support, and to monitor progress.

9. Hearing Impaired Base

Cwmbran High School has a Hearing Impaired Base. This is funded by four Local Authorities who each assign pupils to it. Pupils with a HI diagnosis are eligible for consideration for places subject to discussion / negotiation with the ALENCo and Base Manager and the Local Authority.

10. General Inclusive Policy

A strong commitment is given to all aspects with ALN. Pupils are given additional support identified as appropriate to their personal educational, personal and emotional needs. This may involve pupils accessing provision with outside agencies, off site providers, modified days, in school interventions , support out of and in the classroom and creation of personal bespoke timetables if necessary. A detailed personal plan is provided for all pupils identified as requiring support. Every opportunity is given for youngsters to be supported in developing strategies to ensure the best possible outcomes.