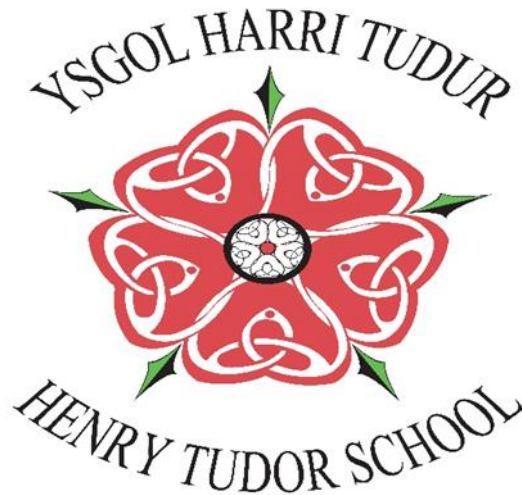


Ysgol Harri Tudur



Henry Tudor School

ALN Policy

Adopted by Development Committee: Autumn 2006
Last Reviewed by School Performance Committee: Spring 2019
Review: Policy every 3 years
Provision ALNCO annual update
Next Review: Summer 2022

Policy overview

The Governors and staff of the School are committed to the education of all pupils/students by making suitable provision for those pupils/students with additional learning needs. Ysgol Harri Tudur / Henry Tudor School celebrates diversity and all kinds of achievement.

We strive to meet the individuality of each pupil, ensuring they reach their full potential through effective teaching and support. Pupils/students are encouraged to develop independent learning skills that will prepare them for the wider community and adult life - removing barriers to achievement.

Pupils/students with additional learning needs will:

- Receive high quality provision within the resources available
- Have access to a broad and balanced curriculum, in mainstream education as far as possible.
- Be encouraged to be involved in every aspect of school life: social inclusion is seen as integral to the self-development of every child at the school.

In its access statement, the school policy is to welcome any pupil with additional learning needs who wants to attend Ysgol Harri Tudur / Henry Tudor School, accepting that the building may impose physical constraints and given that appropriate support is available. Each admission will be considered on its own merit. The school reserves the right to argue against an admission where the school is named on a statement of educational need on the grounds that admission would be incompatible with the needs of the child.

On the transfer of a pupil to Ysgol Harri Tudur / Henry Tudor School, the ALN department will note the advice of previous schools and take into consideration any statement provision before enrolling a pupil into one of its learning support centres.

Details of provision

The Governor with responsibility for ALN is Cllr Daphne Bush.

This section outlines the practices and procedures of the school. The section will be updated by school leaders to report current practice, within the terms of the Governing Body's policy statements above.

The school will provide for the special educational needs of pupils/students in the four areas of need identified in the Code of Practice. These comprise:

Communication and interaction	Behaviour, emotional and social development
Cognition and learning	Sensory and /or physical

All aspects of Additional Needs is overseen by the Additional Learning Needs Co-ordinator Mrs Ann Andrews. The Head of Special Learning manages both the Special Learning Centre and Learning Resource Centre for Autism. The Head of Pupil Support manages the Broadhaven Support Centre

Specialist provision includes:

- The **Special Learning Centre (SLC)** for pupils/students with complex learning disabilities including SEBD (Social, Emotional & Behaviour differences), social communication differences and learning and cognition differences staffed by a specialist Higher Tier Learning Assistant (HTLA) who is the Head of Centre, and a learning support assistant. In addition, support will also be provided to gypsy pupils/students via the SLC by the designated HTLA/Head of Centre..
- The Learning Resource Centre for Pupils/students with **Autism** – an LA funded provision accepting pupils/ students from across Pembrokeshire – staffed by a specialist teacher who is Head of Special Learning, HLTAs (Higher Level Teaching Assistants), teaching assistants and other learning support assistants.
- The **Learning Support Centre** supports pupils/students with specific learning difficulties such as dyslexia and dyspraxia. In addition, the Learning Support Centre also offers an alternative Key Stage Four Option in Life Skills leading to a BTEC qualification in Personal and Social Development. This is staffed by a highly experienced and trained Teaching Assistant overseen by the ALNCO.
- **The Emotional Support Officer** work under the direction of the ALNCO, Head of SLC and the assistant ALNCO, in the Emotional Support office, or within the SLC. The pupils/students are timetabled for specific programmes that are tailored and delivered to meet

individual pupils/student's needs. Referrals for this intervention can be made via Heads of Year, the Welfare and Attendance Officers after consultation with the Assistant ALNCO and the Head of the Special Learning. The Emotional Support Officer is an ELSA trained Teaching Assistant who can deliver Anger Management, Sandy Bears Counselling, Anxiety Packs, Self Esteem and Reading/Maths Mentoring, SALT, and Basic Literacy Programmes.

- **Broadhaven Support Centre** is located in B Block and is led by the Head of Pupil Support who is responsible for all interventions delivered in the centre and who manages a team of two full time teaching assistants and a full time youth worker. Pupils/students in Broadhaven will be those pupils/students who have social, emotional and behavioural differences and are on the Code of Practice at School Action Plus/BESD. Provision in this centre is aimed to address the needs of those pupils/students who require specific support in managing their behaviour and emotions, have difficulty in functioning within a mainstream setting and may also be at risk of exclusion. Pupils/students are identified due to displaying behaviours that continually challenge or disrupt their learning and the learning of others. Broadhaven is a new provision that is currently being developed to deliver cognitive behaviour therapy, art therapy, drama therapy, circle time, anger/emotion management and personal and social development qualifications. Pupils/students from Key Stage 4 who are at risk of leaving school with few qualifications will follow the SWEET BTEC course and the Princes' Trust. The Head of Pupil Support will oversee all Broadhaven Provision and IDP's for pupils/students.
- **Year 7, and 8 ALN teaching groups** – These groups receive additional literacy/numeracy lessons per week. In order to accommodate these extra lessons the curriculum has been slightly modified by reducing the number of lessons taught in the skills curriculum, thus reducing the number of teachers the group has and the movement around the school. All other lessons are taught through mainstream provision. Placement of pupils/students in these groups results from close liaison with the Primary schools.
- **In Class Support** is provided by a team and experienced and well-trained learning support assistants who support pupils/students with a variety of difficulties within the mainstream class.

The centres are staffed by a team of experienced, committed, well-qualified and enthusiastic teachers and learning support staff, who work alongside advisory teachers from the local education authority, who in turn advise us of appropriate learning styles for pupils/students with very specific difficulties, such as, pupils/students with visual impairment,

hearing impairment or speech and language problems, physical difficulties and learning disabilities. The focus is primarily on nurturing and building self-esteem and empowering citizenship.

Information about the school's policy for identification, assessment and provision for ALN pupils/students

Identification, assessment and review arrangements are given a high focus with early identification and assessment of pupil need. Contact is made at first with regular feeder school liaison and visits being given a high priority as early on as possible.

The ALNCO / Assistant ALNCO or Head of Special Learning attends the Year 6 annual reviews for pupils/students with statements of educational needs, advising parents/carers and pupils/students of the provision in place at Ysgol Harri Tudur / Henry Tudor School, identifying and assessing the needs of pupils/students before transition so that adjustments can be made.

Pupils/students with ALN undergo continual assessment, which is reflected in the 'Additional Needs Directory and Provision' - we recognise that a child's special educational needs are on a continuum; therefore, the provision for the child remains on a continuum. Pupils/students are included in planning and agreeing targets to meet his or her needs and encouraging parents/carers in developing and implementing a joint learning approach at home and in school. 'Access Arrangements' are requested for those pupils/students who qualify for additional support through their examinations, whether internal or external examinations, in order that they may reach their full potential.

Annual Review procedures are co-ordinated by the ALNCO for all ALN pupils/students with a statement of educational need and focus on the progress made since the previous review updating the targets and objectives to reflect this. The ALN Careers Advisor is invited to the year 9 Transition reviews, when future options can be discussed in readiness for further education. The Careers Advisor and ALNCO of the local further education college is invited to attend the year 9, 10, 11, 12 and 13 reviews so transition plans can be discussed and put in place for those pupils/students leaving Ysgol Harri Tudur / Henry Tudor School. Health Practitioners are invited as required.

Arrangements are made to provide access for pupils/students with ALN to a balanced curriculum.

The department produces a 'Provision Booklet' for each department indicating the provision agreed for each statemented child and an ALN Directory which is given to each member of teaching staff so they have a brief understanding of each ALN child's needs. A more in-depth account can be

sought through the ALNCO and ALN office. This also includes information and advice on the variety of specific learning difficulties experienced by the ALN pupils/students. Strategy Advice is also made available on P: Drive ALN Dept. to offer staff an approach to classroom strategies for all the ALN conditions. All ALN information is also made available to staff on the shared area. Staff are able to access pen pictures, the ALN Directory and Provision, and updated strategies for specific differences.

Support is in place so that ALN pupils/students can partake in 'social inclusion' during breaks and lunchtimes.

Evaluation of the ALN policy and its success will be achieved by the Departmental Self Evaluation Review. The results of this then provide a framework for reporting on policy success to the department and the Governing Body in their report to parents/carers at the annual meeting in the Autumn Term and for individual pupils/students through their IEPs (Individual Education Plans). A measure of the effectiveness of ALN provision will be made to ensure that the policy and provision provides evidence of financial efficiency.

Information about the school's staffing policies and partnerships with bodies beyond the school

Mrs F Kite, Headteacher, has the responsibility for ensuring that the policy is administered effectively, financially efficiently and fairly across the school. Mrs Ann Andrews, ALNCO [Additional Learning Needs Co-ordinator] and Assistant Headteacher is delegated with the day-to-day management of the policy and she is directly accountable to Mrs F Kite, Headteacher.

The ALN staff of Ysgol Harri Tudur / Henry Tudor School are encouraged to attend Inset training courses both in and out of the county to assist in their professional development. For mainstream staff Inset opportunities are used to provide information and guidance on new ALN practices and extend their ALN experience in relation to their subject teaching and meeting the needs of their pupils/students. Opportunities are also given for ALN staff to attain further specialist qualifications in their teaching, through consultation with the Inset Co-ordinator.

The school recognises the importance of developing a partnership with parents/carers in relation to ALN pupils/students, valuing the contribution that they can make. The ALN department always encourages parents/carers to play an active role. Parents/carers are given knowledge of their child's entitlement within the ALN framework keeping them fully informed, discussing any new strategy or intervention thought beneficial to the pupil. The school expects the parents/carers to provide information and to contribute to assessments, review IDPs and target setting and IBPs

(Individual Behaviour Programme). Information regarding the 'Parent Partnership' through SNAP (Special Needs and Parents/carers) is always passed on.

The school will work in partnership with support agencies to develop close and regular contact in order to build in a flexible and holistic approach to focus on a child's needs. In this respect, the school will work in collaboration with agencies and parents/carers. The School Psychology service regularly visits to assist pupils/students and there is regular contact and dialogue with the Pembrokeshire Referral Service about pupils/students requiring behaviour support and provision. A Local Authority Pupil Support officer is based in school. Other LA (Local Authority) support agencies may be invited in or may seek attendance to meet with staff and pupils/students to discuss individual cases. There are links with other schools and the ALNCO attends scheduled local Network meetings, in order to discuss and be informed on current local ALN issues.

There is close liaison with Health services, through the school's Community Nurse, with the Leadership group, Heads of Year, Social Services and the Pupil Support Officer. The ALNCO collaborates with the Curriculum Co-ordinator in order to provide appropriate courses for ALN pupils/students. The ALNCO is also the Assistant Headteacher with responsibility for Looked After Children. The ALNCO also oversees the provision for those pupils/students with English as a second language, liaising with the EAL (English as Another Language) Local Authority teaching assistant and negotiating assessment and / or funding for learning support.

Health Care needs are also recorded on the ALN Directory but there is a separate policy for pupils/students with health care and medical needs. The assistant additional needs co-ordinator is the named person responsible for medical pen pictures and health care plans. She works under the direction of the ALNCO and is advised by the school nurse and parents/carers.

The school will advise and support parents/carers requesting a referral for statutory assessment and will expedite this as quickly as possible, by providing all necessary information, within the permitted time-scale.

Ysgol Harri Tudur / Henry Tudor School understands and will work to endorse the legal requirements of the Equality Act 2010 (taking into account the Disability Equalities Act part of the SENDA Special Educational Needs Disability Act) framework, which makes it illegal to discriminate against disabled pupils/students and prospective pupils/students in the provision of education and associated services and in respect of admissions and exclusions. In this work, the school will:

- Seek to avoid discrimination, by not treating disabled pupils/students less favourably, without justification, than pupils/students who are not disabled

- Exercise planning and anticipatory duties and take reasonable action to ensure that disabled pupils/students do not suffer from less favourable treatment
- Provide information on arrangements for disabled pupils/students in the annual report
- Produce an Accessibility Plan to address improvements in curriculum access, physical accessibility and in provision of information
- Review annually the Accessibility Plan

ALN at Ysgol Harri Tudur / Henry Tudor School also includes identifying and providing for the More Able and Talented pupils/students and the ALNCO works collaboratively with the school co-ordinator in this area. The policy and new action plan in this area is currently under review and will be published separately.

At Ysgol Harri Tudur / Henry Tudor School, we work on the principle that all teachers are teachers of special needs and ensure that all teachers carry out their responsibility for identifying, assessing and monitoring individual pupil needs in consultation with the ALNCO and the ALN team.

The school has an on line provision map to enable all staff to access IDP's electronically via the ClassCharts behaviour management and seating plan system. ALN needs are identified on the individual pupil tiles on the seating plans by a discreet symbol. Staff can flip the tiles to see the exact code for the pupil.

Reviewed December 2011 – M Van Assche / S Birch

Reviewed March 2012 – F Ciccotti

Reviewed April 2015: A Andrews / S Birch

Reviewed September 2016 – A. Andrews/F. Ciccotti

Reviewed March 2018: A Andrews

Reviewed October 2018: A Andrews

Reviewed January 2019: Ann Andrews



APPENDIX

Additional Learning Needs

Roles and Responsibilities in ALN Department at Ysgol Harri Tudur / Henry Tudor School

Name	Title	Responsibilities
Ann Andrews	ALNCO	Co-ordinates all aspects of Additional Needs.
Neil Truman	Head of Special Learning and Head of LRC	Overseeing all Special Learning Provision, Annual Reviews, Transition Meetings with Primary schools (Spring/Summer term).
Cath Liddell	Assistant ALNCO	LSA manager, Statement Administration Assist with Transition/ Pen Pictures, Health Care Medical Needs Pen Pictures, Emotional Health and Well Being Referrals, updating the Directory and SIMS, assisting with PSP's for anxiety, medical and school refusers in collaboration with Welfare and Attendance Officers TAPPAS co-ordination.
Sue Beasley	Assistant ALNCO	Access Arrangement Testing and Dyslexia Screening, Assist with LSA management Deliver/oversee withdrawal provision for Motor Skills, SULP, Dyslexia Intervention, handwriting and touch-typing. Deliver SLC option e.g. Life Skills or Sweet.
Rose Probert	TA in charge of SLC	Deliver all interventions within the SLC, ensure provisions identified and track ALN pupils/students' progress, PCP champion.
Hannah McNally	Emotional Support Officer	ELSA withdrawal 1:1, small groups for anxiety, bereavement, anger management, social communication and resilience building/Self-esteem work.
Richard Smith	Head of Broadhaven (Behaviour Support) Temporary post pending review 31/8/2019	Deliver/oversee all interventions within the Broadhaven Support Centre to support pupils/students with behavioural and emotional needs. Ensure all provisions are identified and track pupil/student progress.