



# ADDITIONAL NEEDS POLICY



Mae pob polisi yn cael ei adolygu'n flynyddol mewn Is-Bwyllgor Llywodraethwyr, a wedyn yn cael ei dderbyn gan y Bwrdd Llywodraethol Llawn. Mae Clerc y Llywodraethwyr sef Mrs D de Schoolmeester yn cadw cofnod o'r dyddiadau adolygu.

Every policy is reviewed annually in a Governors' Sub-Committee meeting and then ratified in the Full Governing Body meeting. The Clerk to the Governors, Mrs D de Schoolmeester keeps a record of all reviewing processes and dates.

# YSGOL DYFFRYN AMAN

## Additional Learning Needs Policy

### A Policy Statement

The School reflects the philosophy of the LEA and is committed to providing an inclusive education based on a broad and balanced curriculum for its pupils and students regardless of differences and/or difficulties faced by these pupils and students.

The School also ensures that the basic principles of the Education Act of 1988 and the Code of Practice 2002 are upheld:

- All pupils and students are of equal value regardless of cultural background or academic ability.
- All pupils and students are individuals within the School Community.
- Pupils and students have Additional Learning Needs dependent on personal circumstance and or need.
- Pupils and students have Additional Learning Needs if they require provision extra to or different from that which is provided to the School Community as a whole.
- All pupils and students are the responsibility of the School Staff as a whole.

Within the School aspirations for pupils and students with an Additional Learning Need are substantially the same as for all pupils and students:

- To develop social adequacy.
- To develop personal adequacy- self help skills and independence.
- To acquire basic educational skills – literacy and numeracy.
- To provide a broad and balanced curriculum comparable with the National Curriculum but appropriate to the pupils' and students' different needs and difficulties.
- To develop confidence, self-esteem and self-belief.
- To enable the pupil or student to recognise their strengths and to match their aspirations to their abilities.
- To develop good working habits.
- To develop good citizenship – an awareness of the needs of others, of their community and of the environment.
- To meet the Additional Needs of pupils and students by providing an appropriate educational provision, which makes effective use of all available resources.

### What is an Additional Learning Need?

Additional Learning Needs may be on-going or apparent at certain times within the school career of a pupil or student and could include:

- Medical, physical or cognitive difficulties.
- Sensory Impairment.
- Specific Difficulties in the acquisition and development of Language or Number.
- A General Learning Difficulty of varying severity that affects progress and attainment within the National Curriculum.
- BSED – Behavioural, Social and Emotional Difficulties.
- EAL – English as an Additional Language.

Associated difficulties could include:

- Weak attention, concentration and a lack of motivation.
- Difficulties in acquiring and developing Literacy and Numeracy Skills and in applying these to subject areas.
- Difficulties with fine motor skills, which could affect handwriting and recording skills.
- A weak visual or auditory memory.
- Language processing difficulties.
- Extreme shyness and inhibitions and an unwillingness to be involved.
- A slow work rate.
- Weak Social Skills.
- Poor or irregular attendance.
- Low self esteem.
- Having a low perception of oneself as a learner.
- Having a high level of dependency on the teacher and requiring constant attention and assurance.

The School and the ALN Department aim to build on pupils' and students' strengths, and to address areas of need by:

- Adopting different pedagogical approaches to optimise individual learning.
- ALN Specialist Teachers and Teaching Assistants providing support to enable access to the curriculum.
- Provision of individual teaching programmes to meet the needs of individual pupils and students.
- Differentiating and modifying learning material to meet the needs of individual pupils and students.
- Supporting the Teaching Staff to provide for pupil and students with Additional Learning Needs.
- Modifying Curricula to meet the needs of individual pupils and students.
- Provision of Courses that will be accessible to pupils with Additional Learning Needs.
- Ensuring that teaching staff is aware of the importance of identifying and providing for all pupils and students who have Additional Learning Needs.

### **The Additional Learning Needs.**

The ALNCo, an assistant teacher, a teacher specialising in Specific Learning Difficulties and twenty-nine Teaching Assistants staff the ALN Department, nine of which are 0.8.

**Teacher for Specific Learning Difficulties:**

Miss Lisa Jones

**Teaching Assistants Level 3**

Miss Sian Daniels	Mrs Avril Evans
Miss Stephanie Dowling	Mrs Ann Kirby
Ms Kathleen Eldred	Mrs Susan Richards
Mrs Gaynor Elias	Mrs Wendy Thomas

**Level 1**

Mr Geoffrey Bell	Mrs Sharon Hearne
Mr Richard Beynon	Mrs Glenys Hughes
Mrs Alison Davies	Mrs Katrina James
Mrs Gwyneth Davies	Mrs Susan Rogers
Mr Gavin Davies	Mrs Sandra Shumer
Mrs Mair Dunn	Mrs Nicola Tesho Williams
Mrs Denise Elias	Mrs Julie Thomas
Miss Sara Evans	Mrs Sarah Williams
Mrs Dania Gunning	Mrs Julie Harvey

**Identification and Review**

When a pupil/student is identified as having additional needs the school provides interventions that are additional to, or different from, those provided as part of the school's usual curriculum. This is **School Action**.

The basis for intervention through **School Action** could be a teacher or others' concern, underpinned by evidence, that a pupil/student:

- makes little or no progress even when teaching approaches are targeted, particularly in the area/s of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed by the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties

Information in respect of identifying a pupil's/student's "need/s" may be via:

- liaison with Feeder Schools or when a pupil/ student arrives after Year 7 from the previous school
- liaison with parents/guardians
- liaison with external agencies where the pupil/student may have been known to their service
- teachers

Strategies employed to enable a pupil/student to make progress are recorded on an IEP – Individual Education Plan. This Plan includes information about:

- the short term targets for the pupil/student
- the teaching strategies to be used
- the provision that has been put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes

The IEP is reviewed twice yearly with information on progress or lack of, being discussed during Parents' Evenings or during meetings with parents/guardians.

At **School Action Plus** the school requests the advice and support of outside agencies on how best to meet the needs of the pupil/student. The triggers for School Action Plus may include that despite receiving an individual programme and/or concentrated support, the pupil/student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils/students of a similar age
- continue to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the group.
- has sensory or physical needs and requires additional specialist equipment or regular advice and/or visits providing direct intervention by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

As with School Action, strategies employed to enable a pupil/student to make progress are recorded on an IEP – Individual Education Plan with actions as with School Action.

For a very few pupils/students the support provided by the school through School Action Plus is not sufficient to enable the pupil/student to make adequate progress. In consultation with parents/guardians and any external agencies already involved the school will request the LEA to initiate a Statutory Assessment with a view of obtaining a Statement of ALN for the pupil/student.

In response to National Developments and Initiatives pupils/students can access support through the **PCP** process (Personal Centred Planning) which may lead to an

**IDP** (Individual Development Plan). There is Multi-Agency input with all involved recognising:- the **strengths** of the individual; What is important **To** the individual and What is Important **For** the individual. Issues are discussed and prioritised then noted on a "Plan" which is regularly reviewed.

Information submitted will include;

- evidence that the school has responded appropriately to the requirements of the National Curriculum
- evidence provided by the school, parents/guardians and other professionals as to the nature, extent and cause of the pupil's/student's difficulties
- evidence of action already taken by the school to meet and overcome those difficulties
- evidence of attainment with literacy and numeracy and within the National Curriculum
- evidence that to make any progress there is need of a sustained level of support not usually commensurate with provision at School Action Plus

It must be stressed that Statutory Assessment will not always lead to a Statement and the pupil/student may receive a Note-in-lieu and will technically remain at School Action Plus.

On receipt of a **Statement of ALN / IDP** from the LEA the ALNco will:

- formulate an action plan of support.
- provide an IEP
- organise a **Review**:-
  - **Interim Review** – the ALNco collects information from reports and requests staff comments and assessments, pupil's/student's Views of Progress and Parental Views on Progress. This information is collated and discussed with the pupil/student and their parents/guardians.
  - **Either** a new IEP is formulated or the Annual Review is initiated.
  - **Annual Review** – the ALNco collects information/reports from professionals involved, staff reports, comments and assessments, pupil's/student's Views of Progress and Parental Views on Progress. This information is collated and evaluated and at the Annual Review progress is discussed and decisions made as to:
- **Maintaining the Statement / IDP**
- **Requesting an Amendment to the Statement / IDP** or
- **Requesting De-statementing** and the the pupil/student reverting back to School Action Plus or an **amendment to the IDP**.

## **Access to the Curriculum**

The School continues in its aim of ensuring full entitlement and access for pupils/students with ALN within a broad-based, balanced and relevant curriculum thus encouraging pupils/students to reach their potential while enhancing their self-esteem.

To accommodate the pupils/students who have been identified as Additional Learning Needs, the school provides:-

- ALN specialist teachers and Teaching Assistants to provide support and thus enabling access to the curriculum via small group and/or individual support.
- individual teaching programmes to meet the needs of individual pupils/students
- modifications to timetables for certain pupils/students to accommodate specific needs – the delivery of SLT programmes, Touch Typing programmes, Physiotherapy and/or Occupational Therapy and / or Counselling. This may include disapplication from National Curriculum subjects as agreed through formal request and consultation with Parents/Guardians
- specialist equipment to aid pupils/students access the curriculum and achieve their potential.

The school policy continues to embrace its commitment of an “inclusive” education for all pupils/students. There may however, be occasions or periods of time when, in the best interest of the pupil/student, it is necessary to withdraw that pupil/student for specialist or intensive programmes to be delivered. Parents/Guardians and pupils/students are always involved in the discussion when such decisions are required. At all times the welfare and well-being of the pupil/student is the main consideration.

Pupils/students who are identified as having an ALN are supported in various ways as it is of paramount importance that access to the curriculum and all learning experiences are facilitated for all pupils/students:-

- Structured individual teaching programmes.
- Access to NeoSmart or Laptop for recording information.
- Materials being modified to meet individual needs.
- Tutorial sessions.
- Access to a Learning Coach.
- In-class support – individual and group.
- Supervision and support out side of the classroom environment including site visits, extra-curricular activities and educational breaks – Wales, the UK and abroad.

Timetabling of Core Subjects and Humanities allows pupils to access teaching sets appropriate to their ability enabling them to achieve and gain in confidence and esteem.

PE and RE are delivered to mixed ability groups as specific lessons. The timetable is collapsed on specific days to deliver PSE sessions with a particular focus e.g. wellbeing. In addition to this pupils from Year 10 onwards experience Welsh baccalaureate sessions either in their timetable or on specific Welsh Baccalaureate days.

Records of Achievement are of importance as they recognise extra-curricular and social achievement as well as academic attainment.

Year 10 and Year 11 pupils study courses appropriate to ability and interest with support being provided in school and at College. A tailored "Package" is available for pupils within the Nurture groups that include the Jamie Oliver BTEC Course and Asdan Units delivered by the Youth Service, Prince's Trust and Duke of Edinburgh. Some pupils access a Work Placement programme that includes a week Work Placement to introduce on a practical level the World of Work. College Courses delivered by Coleg Sir Gar are accessed at either the Ammanford or Gelli Aur Campus. This provides an opportunity for pupils to familiarise themselves with Tutors and courses that may be appropriate Post 16.

## **Who provides Support?**

### **Teachers**

The ALNco provides general support, advice and guidance on how best to meet individual needs.

Miss Lisa Jones provides support for pupils/students with Specific Learning Difficulties of a Dyslexic nature on a one to one basis and within small groups. She also tests for Specific Learning Difficulties and provides advice and guidance on how best to support pupils/students.

### **Teaching Assistants**

Teaching Assistants – TAs may work alongside the subject teacher within the classroom or may withdraw pupils/students for specific tasks/activities/programmes under the guidance of the subject teacher or the guidance of a therapist.

Support for individual pupils/students can include:-

- Ensuring a pupil/student has understood lesson content and task requirement.
- Supporting basic Literacy and Numeracy skills and encouraging their application across the curriculum.
- Ensuring that all required information is recorded.
- Developing confidence and independence.
- Developing Self Help Skills and Organizational Skills.
- Encouraging a pupil/student to remain focused and to work to their potential.
- Listening to their concerns and worries.
- Providing guidance and reinforcement re. appropriate behaviour.
- Developing social skills and promoting interaction.
- Developing Emotional Literacy
- Providing the security necessary for pupils/students to deal with stressful situations.
- Modifying/adapting material.
- Ensuring Specialist Equipment is available and in full working order.

Core Subjects promote the use of a "Buddy System" with Year 12 and 13 students supporting pupils with ALN to develop their Literacy and Numeracy Skills and access the curriculum.

## Evaluation and Monitoring

The effectiveness of the Department can be assessed in varying ways:-

- Individual progress within specific areas – academic, emotional, social and behavioural.
- The number of Parents/Guardians of pupils/students with ALN who choose for their children to be taught at the school, including preferred placements and from out of County.
- Developing teachers' awareness and expertise in teaching pupils/students with ALN.
- Developing the TAs awareness and expertise in supporting pupils/students with ALN – attending courses, achieving qualifications, specialising within subject areas to ensure support appropriate to pupil/student need.
- The extent to which modification/differentiation to curriculum/teaching strategies have become incorporated within normal classroom practice.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated to pupils/students with ALN.
- The monitoring of ALN provision via a range of proformas/initiatives to gather information on pupils/students staffing and systems as in-situ.
- By assessments – internal and external including examination results and attainment.
- Analysis and publication of ESTYN/LEA reports.

Monitoring of provision is by observation of:-

- whole class/group teaching/individual teaching.
- in-class support.
- withdrawal.
- the use of differentiated resources/specialist equipment.
- using a variety of teaching styles.
- Practical use of Pupil profiles and IEPs.
- appropriate and achievable target setting.
- Pupil/student progress and attainment – Emotional, Behavioural, Social and Academic.

## Canolfan Amanwy

Canolfan Amanwy provide an education provision for pupils and **students with SLD – Severe Learning Difficulties and PMLD – Profound and** Multiple Learning Difficulties. In addition to being taught as age appropriate groups pupils / students are also taught within ability groups.

From Septemeber 2018 Canolfan Amanwy will be staffed as follows:

**Manager** Liz Hopkins

**Teachers:** Anthony Wood Julie Jackson Val Jones

### **Teaching Assistants Level 3**

Joy Comley	Lia Jones
Alwenna Jones	Jane Morris
Heulwen Whittle	

### **Teaching Assistants Level 1**

Ian Ashford	Cory Hardy
Katrina Barker	James Harries
Margaret Bishop	Claire James
Joanne Charter	Michelle Jordan
Nicola Donovan	Rebecca Nichols

Although Canolfan Amanwy is a County Facility it is an integral part of Ysgol Dyffryn Aman and the school's commitment to an inclusive education applies equally.

Pupils and students are taught in age appropriate groupings but also according to ability, thus encouraging pupils / students to work to, and achieve their potential.

Although academic progress is valued, of equal importance is developing Personal, Social and Practical Life and Self Help Skills. All pupils / students participate in PSE sessions and are encouraged to develop an awareness of a Healthy Life Style and practical self help skills.

Pupils and students participate in County and National PE competitions and Swimming Galae and have formed positive links with other SLD and PMLD Facilities within County.

In addition, Pupils and students from Canolfan Amanwy are encouraged to socialise and integrate with their peers from Ysgol Dyffryn Aman. The majority of pupils and students eat their mid-day meal in the School Canteen where they are fully accepted.

Pupils at Canolfan Amanwy, when appropriate and following consultation with Parents / Guardians access lessons with pupils / students from the main school. These lessons include: Maths, Science, ICT, Art, Music, P.E., English and ICT. Pupils at Canolfan Amanwy also attend Dinner time Clubs and Ownzone After-School Club. has provided the opportunity to further develop social skills, to form friendships outside of the Ganolfan, to gain in confidence and independence and to access specialist teaching in specific subject areas. It has conversely provided opportunities for pupils and students from the mainstream school to socialise and work with young people with a variety of difficulties developing an awareness and acceptance of difference and disability / ability.

Year 13 Students access College Courses to help facilitate a smooth and successful transition to Higher Education Post 19 and participate in Work Experience.

## **The Role of Governors and Special Needs.**

The LEA provides guidelines for the Governing Bodies of schools maintained by the LEA that includes information about responsibilities towards children/young people with ALN. This enables them to fulfil their statutory duties and to participate fully within the ALN service.

The ALNco provides an Annual Report for the governors on ALN provision within the school. At present the ALN governor is Mrs. Jane Potter.

## **Parent Partnership**

The school recognises the importance of positive relationships with Parents/Guardians and encourages links with Parents/Guardians who are viewed as partners in the education of their children.

Parents/Guardians will be contacted directly should there be a change in progress, behaviour or educational provision within the school.

In respect of pupils/students with ALN contact can be:-

- ALNco to speak/meet with parents to discuss placement at School Action and School Action plus or removal from School Action Plus to School Action or being taken off the ALN Register.
- During scheduled Parents' Evenings.
- ALNco to initiate additional meetings/review if there is concern re. progress or behaviour.
- ALNco to meet with parents when a request for Formal Assessment has been made.
- Parents/Guardians of pupils/students with Statements will be invited to attend the Annual Review of that Statement.
- Parents/Guardians are encouraged to contact the school/ALNco if they have any concerns relating to their children. Meetings can be at the school or if necessary at the pupil/student's home.
- There is regular contact by means of the HSCB and Student Planner.

## **In-Service Training**

In-service training relating to ALN is available for the whole school, on a departmental basis or for individual members of staff. The ALNco can also provide support and guidance re. producing/modifying materials.

Training can be provided where there is deemed to be a need or when requested. It can be provided by:-

- the ALNco
- individual members of staff within the school who have a designated "specialism" or who have attended courses.

- LEA support services.
- External agencies/providers/trainers.

## **External Agencies and Support Services**

The school works closely with other agencies to identify and provide for children/young people with ALN. The aim is to provide a “joined-up” support system, which focuses on the needs of the child/young person.

The following agencies/services are available to/involved with the school:-

- Careers Service including Specialist Careers Advisors.
- Educational Psychologist.
- Educational Support Workers
- Sensory Service including access to the services of a Mobility Officer
- LEA Advisory Teachers – Sp. Learning Difficulties, ASD, Literacy and Numeracy
- Area 43 Counselling
- Social Services
- Youth Service
- SNAP Cymru
- Downs Syndrome Association
- School Nurse and Health Practitioners
- Occupational Therapy
- Physiotherapy
- SLT
- SCIP training
- Manual Handling
- BSS – behaviour support Service to Year 9
- Lifelong Learning to include Home Tuition.

## **Links with other schools**

Paramount to a successful transition from the Primary Sector to the Secondary School is the close working relationship that exists between our partner primary schools and us. Liaison takes place via the Assistant Head with responsibility for Transition, Mrs Fiona Elias and the ALNco.

The ALNco also attends the Year 5 and Year 6 Reviews of pupils with Statements of ALN or IDPs. This ensures that information is available regarding individual pupils and their specific needs. This enables forward planning thus ensuring a smooth transition. Arrangements are also made to allow certain pupils, if deemed necessary, to visit Ysgol Dyffryn Aman on a number of occasions prior to the designated Induction Day and conversely TAs will work with Year 6 pupils at their Primary School.

The Department continues to work closely with the County Behaviour Support Team in relation to pupils / students with behavioural issues within the school environment. It also works closely with representatives of Ysgol Rhydygors, Pwll KS3 Unit and Canolfan

y Gors. When appropriate the aim is to successfully reintegrating pupils into mainstream education.