

Additional Learning Needs Policy

Date policy last reviewed: _____

Signed by: _____

Head of Education

Date: _____

Care Services
Director

Date: _____

Last updated: _____

At Ysgol Tan y Gaer we are committed to offering an inclusive curriculum to ensure that all students make progress whatever their needs or abilities.

Pupils are referred to our School from across the UK, primarily because of their LAC status and Social, Emotional, Mental Health needs. Most of the children will already be the subject of Individual Development Plans (IDP), Statements of Special Educational Needs or Education, Health, Care Plan (EHCP) and will have been deemed to have educational needs that cannot be met within the mainstream setting. An increasing number of our pupils have additional communication and interaction, cognitive and learning and/or sensory and physical needs.

With high aspirations, and the right support, the vast majority of children and young people at Ysgol Tan y Gaer can go on to achieve successful long-term outcomes in adult life.

The specific objectives of our ALN policy are as follows:

- By recognising that all students are individual learners we will raise academic achievement through delivery of a relevant and personalised curriculum and participation in nationally recognised accreditation, ensuring all learners make the best possible progress and thereby increasing life chances and preparing them for adulthood.
- To provide a safe environment to enhance the development of personal, social and communicative skills.
- To encourage acceptable behaviour in and around school as well as the local community.
- To actively adopt inclusive practices for all our pupils and ensure they take a full part in all school activities.
- To develop real and meaningful opportunities in the wider community for personal interest and fulfilment.
- To actively involve parents/carers in all aspects of their child's education. This will include effective communication and allowing them to play a key role in supporting all aspects of their child's learning.
- To ensure that learners express their views and are fully involved in decisions which affect their education and future.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the School's ALN Policy will be judged against the aims set out above.

The named ALN coordinator for the School is Gavin Cass.

This Policy will have whole school staff commitment and the objectives will be addressed through the School Development Plan which is reviewed regularly by the Leadership Team and whole School Staff.

Definition of Additional Learning Needs

A child or young person is considered to have Special Educational Needs (SEN) under the Additional Learning Needs (ALN) reform in Wales if they have a learning difficulty or disability that requires special educational provision to be made for them. Specifically, a child of compulsory school age or a young person with SEN is characterised by one or more of the following:

Significantly Greater Difficulty in Learning:

The child or young person experiences a learning difficulty that is significantly greater than the majority of others of the same age.

Disability Hindering Facility Use:

The child or young person has a disability that prevents or hinders them from making use of facilities typically provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Additional or Different Provision:

For children aged two or more, special educational provision refers to educational or training provision that is additional to or different from what is generally provided for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions, or relevant early years providers.

For a child under two years of age, special educational provision encompasses educational provision of any kind.

This definition ensures that the identification of SEN is comprehensive, encompassing learning difficulties, disabilities, and the need for additional or different provision. It aligns with the ALN reform in Wales by providing clarity and inclusivity in recognising and addressing the diverse needs of children and young people.

Special Education Provision means:

At Ysgol Tan y Gaer we are an Alternative Provision.

Children who attend will all have had their primary needs assessed as having impairment in Social, Emotional and Mental Health development and be living in care.

We recognise that there is a wide spectrum of special education needs that are frequently inter-related. The impact of these combinations on the child's ability to function, learn and succeed is taken into account.

The areas of need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At KS4, the areas of need change in line with PfA (Preparation for Adulthood). They are as follows:

- Preparing for Employment
- Preparing for Community Participation
- Preparing for Independence
- Good Health

Whilst these areas of need and many other factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by working together.

Ysgol Tan y Gaer will have due regard for the Additional Learning Needs codes for Wales when carrying out their duties towards all our pupils with special educational needs, and ensure that parents/carers are regularly updated about the ALN provision being made for their child.

Inclusion

This Policy builds on our School Inclusion Policy, which recognises the entitlement of all our pupils to a balanced, broadly based curriculum. Our ALN Policy reinforces the need for teaching that is fully inclusive. The Leadership Team will ensure that appropriate provision will be made for all our pupils by monitoring using the DIY guide and receiving reports from the ALNCO.

Evaluating the success of our ALN Policy

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External Agencies
- Management Committee

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the ALN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets.
- Track progress against long and short term targets in IDPs.
- Use of standardised tests and Boxall Profiles
- Evidence generated from annual reviews.
- Data analysis of academic progress throughout the school year.

Allocation of Resources

The Management Committee ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identifying and Reviewing Pupils' Needs

As soon as possible into the school placement, a pupil's progress (in relation to literacy, numeracy and social, emotional and mental health development) is reviewed and short term targets are established with both the pupil and key staff. The school uses the Boxall Profile to observe behaviours and identify specific, tailored and meaningful targets. Targets are written using a 'child friendly' format with success criteria and evaluations which are monitored by staff. The targets set in this are to encourage and support pupils in making progress towards in their lessons. Targets are reviewed when required. Pupils and staff work co-operatively in setting and reviewing targets for social, emotional or mental health development.

The detail of outcomes set out on each child's EHCP/IDP will be documented and analysed by the ALNCO. Progress towards the outcomes including reading and spelling, current levels, social and communication skills any other progress or concerns will inform future plans and support at transition phases. These will be discussed with pupils, parents and carers, the LA and other agencies involved with the pupil at the annual review.

It is school practice that teachers attend the annual review (when suitable), along with care associates where appropriate. This is then reported to the LA.

If there are any major concerns or outcomes have been achieved and staff feel that an IDP/EHCP needs amending or additional support is needed, then an interim review can also be called. We will seek advice and support from outside professionals should this be the case.

Provision and Resources

In terms of human resources, each young person has the support of at least one teaching assistant in all lessons, in addition of the class teacher. There are circumstances and opportunities when the TA may be deployed to work with one pupil. Some pupils' educational needs are such they may need and have the support of a TA on a one-to-one basis. Pupils have access to other support and resources, such as externally provided advice and support plans. This can be for emotional support and development, social skills, literacy and /or numeracy support.

ICT resources and equipment and technological learning aids are also used if this support is identified. This is proportionate to the extent and nature of their needs and the statutory/non-statutory guidance in their IDPs/EHCP's.

The school also resources a therapy team with specialist staffing. Every young person has access to offsite sessions.

The school offers 'alternative curriculum provision' for our most difficult and more vulnerable pupils in Key Stage 4. These may be pupils who are school refusers or pupils who 'act out' in a way which suggests that the normal school environment is meaningless to them. They still deserve and need the best type of educational package that we are able to provide. We set up and coordinate a range of educational and work based learning activities using available providers. This may consist of outdoor pursuits, motorbike mechanics, construction work, work experience, college placement, etc.

School also provide education through one-to-one working towards accreditation in Mathematics, English and Science.

IDPs, EHCPs and Annual Reviews

All pupils who attend Ysgol Tan y Gaer are likely to have an EHCP/IDP for Social, Emotional, Mental Health difficulties. Due to historical disengagement and exclusions from maintained settings the paperwork can be out of date. Occasionally the LA will request we admit a pupil whilst the Statutory Assessment takes place.

We will carry out our reviews annually.

The ALNCO will organise the reviews and invite:

- The child's parent(s), guardians and/or carers.
- The child if appropriate
- The relevant teacher
- A representative of the LA

- Any other person the Head of Education or ALNCO considers appropriate
- Young People's Services for year 10 and 11 reviews
- External Agencies when applicable

The aim of the review will be to:

- Assess the pupil's progress in relation to the IDP/EHCP outcomes
- Review the provision made for the pupil in the context of levels of attainment
- Consider the appropriateness of the existing IDP/EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set short term outcomes for the following year or longer term outcomes.

With due regard for the time limits set out in the Code of Practice, the ALNCO will write a post report of the annual review meeting and send it, with a pre-review report, young person profile, 'our story' (from parents/carers) and 'all about me' (pupil views).

The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an IDP/EHCP of ALN/SEN.

The Role of the ALNCO

The ALNCO plays a crucial role in the School's SEN Provision. This involves working with the Head of Education and Management Committee to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day to day operation of the policy
- Coordinating additional provision for our pupils
- Liaising and giving advice to fellow teachers and TA's
- Line managing ALN team
- Overseeing pupil's records
- Liaising with parents/carers
- Making a contribution to Staff CPD
- Liaising with external agencies and LA

For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for ALN pupils
- The commitment required by staff to keep the ALNCO well informed about pupil progress
- Mechanisms that exist to allow teachers access to information about SEN pupils

The Role of the Management Committee

The Management Committee responsibilities to pupils with ALN include:

- Ensuring that the provision is of a high standard
- Ensuring our pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing ALN Policy
- Reporting to parents/carers on the schools ALN Policy

The Role of the Head of Education

The Head of Education's responsibilities include:

- The day to day management of the school
- Keeping the Management Committee well informed
- Working closely with the ALN team
- Informing parents/carers of any change in ALN provision for their child
- Ensuring the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To maintain a high level of quality teaching first and multisensory methods to deliver lessons.
- To recognise that all students are individual learners.

- Being aware of school's procedures for the identification, assessment and provision for our pupils
- Collaborating with the ALNCO to decide the action required to assist the pupil to progress
- Working with the ALNCO to collect all available information on the pupil
- In collaboration with the ALNCO, develop the appropriate targets
- Developing constructive relationships with parents/carers
- Being involved in the development of the School's ALN Policy

Staff Training

Most staff members are experienced and trained in working with pupils who have the kinds of needs mentioned. Some members of staff arrive at the school without any such significant training and experience. We recognise the need for all staff to train together and share experiences, perceptions, and concerns in order to help promote an integrated and inclusive team of whole school staff. Staff are also able to select related training, as identified by them in performance management meetings to develop individual expertise. In house training is delivered through staff meetings, twilights and inset days. This is in the form of specialists within the school delivering up to date information, training and requirements relating to the school.

External Support Services

The School and its Pupils benefit from support from specialists outside of school who work for other statutory and non-statutory agencies. The educational psychology service and the educational welfare service, all play a regular and fundamental part in planning and support around the individual and groups of pupils.

Social Care staff, Young People's services staff, health workers and other professionals are also used to the betterment of pupils' provision.

Partnership with Parents and Carers

As a school we firmly believe in developing a strong partnership with parents and carers and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the relationship. As we are a care setting these relationships are not always possible.

The school will provide information about the Information and Advice Support Network to all parents and carers.

Complaint Procedures

The School has an 'open door' policy in relation to pupils' parents and carers. Because of this, areas of concern are dealt with usually before they become major issues. The School Staff are aware of specific needs of the children in their care and of the concerns of their parents/carers. Contact between staff and pupils' families is often daily in order to report positive behaviour and achievements and also sometimes because of incidents of significant concern.

Should pupils' families have any complaints about any aspect of school provision, they are usually referred to the appropriate member of the school's Leadership Team. A record of the complaint is made, noting whether or not the complainant was satisfied with the outcome and handling of the matter. Where appropriate in consultation with the HR team, disciplinary procedures may be instigated or complaints reported to the Child Protection team of Social Care.

ALN Policy Review

The School considers the ALN Policy document to be important and, in conjunction with the management committee, undertakes a thorough review of both policy and practice each year.

Review Date	Changes Made	By Whom