



ST JOHN BAPTIST CHURCH IN WALES HIGH SCHOOL
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OUR FUTURE THROUGH FAITH

St. John Baptist Church in Wales High School

ADDITIONAL LEARNING NEEDS
POLICY





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St. John Baptist Church in Wales High School



SCHOOL POLICY FOR ADDITIONAL LEARNING NEEDS

PART 1

1. INTRODUCTION

The Governors acknowledge and confirm that the essential objective for all those at the School is “to provide a full and balanced range of educational opportunities which recognises the value of all pupils as individuals and preparation for adult life. Fundamental to this provision is the creation within the school of a secure and stable atmosphere, in which all concerned, pupils, parents, staff and governors can, under God’s guidance, concentrate on the achievement of these purposes”.

This policy reflects these objectives and is aimed at sustaining and developing the sense of inclusion for all those at the School thus reflecting our commitment as Christians to the education and development of the whole person.

This statement is intended to set out the substance and facilitate the implementation of the policy as part of the Strategic Development of Additional Needs Provision at the School.

2. ADDITIONAL LEARNING NEEDS : THE AIMS OF THE SCHOOL

- to ensure that all pupils have access to a broad and balanced curriculum;
- to provide a differentiated curriculum appropriate to individual pupil’s needs and ability;
- to ensure the identification of any pupil requiring intervention as early as possible in their school career.
- to ensure that ALN pupils take as full a part in school life as possible;
- to ensure that parents of ALN pupils are kept fully informed of their child’s progress;
- to involve ALN pupils, where practical, in decisions affecting their future ALN provision.

The School acknowledges that many factors can contribute to the range of difficulties experienced by some children and that significant progress can be achieved when pupils, staff and parents work together.

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3. DEFINITION OF ADDITIONAL LEARNING NEEDS

A pupil has additional learning needs if he or she has learning difficulties that require additional educational provision to be made.

A pupil has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which prevents or hinders the child from making use of educational facilities of a kind;
- Additional Learning Provision is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.





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4. THE CODE OF PRACTICE

Throughout, reference is made to the Special Needs Code of Practice which sets out requirements on the Identification and Assessment of Special Educational Needs. Initially introduced in 1994, the Code was amended with effect from September 2001. The SEN Code of Practice for Wales 2002 is specifically for use in Wales. The Governors must, by law, have regard to the provision of this Code when exercising their responsibilities towards pupils with Special Educational Needs.

5. STAFFING

At the school pupils with Additional Learning Needs are provided for and supported by:

Headteacher – Dr SM Mitchell

Assistant Headteacher, Line Manager of ALN – Mr j Toghill

ALN Governor – Mrs Angela Clarke

Additional Learning Needs Co-ordinator (ALNCO) Mrs Karen MacDonald

Youth Coach/ SpLD/ ELSA provision/ Young Carer's/ FSM mentor – Mrs Tracy Honeyfield

Literacy and Numeracy Development Officers

Support staff – Special support Assistants (SSAs)

CLA Keyworker /ELSA

Attendance Officer – Mrs J Bezani

Pastoral officer ESB

6. ADMISSIONS

The school's admissions criteria does not discriminate against pupils with ALN and in doing so have due regard to the Code of Practice by admitting pupils already identified as having special educational needs as well as identifying and providing for pupils not previously identified as having ALN. The Governors also ensure that pupils with additional learning needs, but without Statements of Special Educational Needs, will be treated as fairly as all other applicants for admission.

7. EVALUATING THE SUCCESS OF THE/OUR SEN POLICY

The Governors will report annually on the success of the policy, and to facilitate this, the policy has set out specific objectives at the beginning of this statement under "The ALN Aims of the School".

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

- Teachers;
- Parents;
- Pupils;
- External agencies.



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Where appropriate, targets will be set against the specified aims to provide indicators against which progress can be measured.

Pupil progress will provide the evidence for the effectiveness of the ALN policy and this will be assessed by reference to:

- each pupil's success in meeting Individual Learning Plan (ILP) targets;
- the results of standardised tests;
- evidence presented at ILP meetings.

The key to progress for our ALN pupils is to:

- Narrow the attainment gap between ALN pupils and peers.
- Prevents the attainment gap widening
- Improve upon or in line the pupil's previous rate of progress.
- Ensure full curriculum access.
- Show an improvement in self-help and social or personal skills.
- Shows improvement in the pupil's behaviour.
- Lead to Further Education, training, or employment.

8. ALLOCATION OF RESOURCES

The Governors will provide, as far as the school's financial position will allow, sufficient resources to support the appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

PART 2:

IMPLEMENTATION OF THE POLICY

(Procedures and Roles)

To secure full compliance with their statutory obligations, the Governors will undertake to:

- (a) consult with all those who are concerned in the implementation, progress and monitoring of the policy – staff, parents, LA and other agencies;
- (b) appoint a small committee of Governors to monitor the school;
- (c) strengthen and support the role of the Additional Learning Needs Coordinator who will be responsible for the day to day operation of the school's ALN policy;



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- (d) ensure that where a “responsible person” – Headteacher, ALNCO or relevant Assistant Headteachers has been informed by the LA that a pupil has Additional Learning Needs, that information is made known to all those who are likely to teach that pupil;
- (e) establish the procedures to be followed in making provision for appropriate action to be taken to meet the needs of all pupils requiring special educational needs provision;
- (f) facilitate appropriate in-service training for staff in relation to Additional Learning Needs.
- (g) Provide appropriate information on the school’s ALN policy through the school’s prospectus (and provide, if required, copies of the full policy to individual parents) and by reporting annually to parents on the implementation of their policy for pupils with Additional Learning Needs;
- (h) Review the policy and arrangements made under it annually.

THE ROLE OF THE SCHOOL.

The Governors recognise the central role that the school, through its staff, has in the successful implementation of the policy confirmed in the ALN code of Practice 2001 Wales 2002, which clearly indicates that **all** teachers have a role to play in teaching pupils with Additional Learning Needs.

All teachers have responsibilities for identifying pupils with ALN and will, in conjunction with ALNCo, ensure that those pupils requiring different or additional support are identified at an early stage.

Pupils with ALN will be recognised through the assessment process which will indicate whether or not a pupil is making progress and will be a significant factor in considering appropriate ALN provision.

1. IDENTIFICATION OF PUPILS WITH ADDITIONAL LEARNING NEEDS

- early identification of pupils with ALN is essential;
- the school will utilise appropriate screening and assessment procedures to identify pupil progress eg
 - ❖ evidence obtained from teacher observation and assessment;
 - ❖ pupil performance in WG tests, assessments and external examinations;
 - ❖ pupil progress in relation to National Literacy and Numeracy Framework
 - ❖ standardised screening or assessments;
 - ❖ diagnostic/screening tests;
 - ❖ records from previous schools;
 - ❖ information from parents;



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- ❖ pupil portfolios.

We contact all primary schools regarding pupils at upper stages of code of practice to ascertain ALN provision. The ALNCo attends meetings to discuss pupils with ALN and often a bespoke transition programme is set up for certain pupils.

2. ALN PROVISION

Each pupil's attainment will be assessed on entry to the school to ensure continuity of progress/learning between primary and secondary stages or transfer between secondary school. Where pupils have already been identified as having ALN the Headteacher, appropriate members of the Leadership Group, Staff, ALNCo and pastoral staff will:

- use information available to design a pupil's curriculum and pastoral provision in the early weeks of the year.
- identify pupils' skills, achievements and note areas requiring support.
- ensure progress is monitored closely to inform next steps in learning.
- ensure that pupils are involved in demonstrating their knowledge and understanding in subjects and in the wider school context;
- involve pupils in planning and agreeing their own targets for learning;
- involve parents in joint home-school learning activities;
- will use a range of provision appropriate to each pupil's needs:-
 - (i) full time education in classes with additional support by the subject teacher;
 - (ii) learning support assistance in class
 - (iii) periods of withdrawal to work with a support teacher;

3. MONITORING PUPIL PROGRESS

This is a crucial factor in determining the need for additional continuing support. Progress is made when:

- the attainment gap between the pupils and peers is narrowed;
- the attainment gap is prevented from widening;
- it equals or improves upon the pupil's previous rate of progress;
- pupils can access the full curriculum;
- the pupil shows improvement in self help, social and personal skills;
- the pupil's behaviour improves;



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- the pupil can progress to further education, training or employment.

Where progress is unsatisfactory, the ALNCo will review, with subject teachers the approaches adopted. Where additional support is required it will be provided as set out in the Code or Practice:

- (i) School action;
- (ii) School Action Plus (ie working with other relevant agencies);
- (iii) Statutory Assessment.

Parents will be fully consulted at each stage. More detail on these stages is provided in the appropriate sections of this policy. The school also recognises that parents have the right to request a Statutory Assessment.

4. RECORD – KEEPING

The school will record the steps taken to meet individual pupil's needs. The ALNCo will maintain the records and ensure access to them and will inform staff at appropriate times of the contents of the pupil's profiles.

In addition to the normal school records, the pupil's profile will contain:

- information from any previous school/phases;
- information from parents;
- information on progress and behaviour;
- pupil's own information on perceptions/difficulties;
- information from other agencies eg Social Services/Health/Careers Service/Psychological Service/Connections Service/Behaviour Support.

5. RESPONSES TO IDENTIFIED ADDITIONAL LEARNING NEEDS

The school recognises that teaching pupils with ALN is a **whole** school responsibility. All teachers' work involves planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.



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Where pupils require increased levels of provision and/or support this will be provided through the graduated responses set out in the SEN Code of Practice.

A. SCHOOL ACTION

This is additional to that provided by the normal differentiated curriculum. It will be implemented through concern over a pupil who:

- makes little progress;
- demonstrates difficulty in developing literacy or numeracy skills;
- shows persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- having sensory or physical problems which prohibit progress;
- are experiencing communication and/or interaction problems.

If after consulting with parents, the school decides additional support is necessary to achieve progress, the **ALNCo** working with subject teachers, will support the assessment of the pupil and have an input into planning future support. The **subject teacher** will be responsible for planning and delivering individualised programmes, which will be informed by the pupil's Individual Learning Plan drawn up by the ALNCo as set out below. Parents will be informed of the action taken and the results.

TYPES OF INTERVENTION

Where it has been agreed that intervention is required and based on previous assessments, the actions that may be taken are:

- deployment of extra staff to work with the pupil;
- provision of alternative learning materials and/or specialist equipment;
- group support;
- staff development/training to improve effectiveness of the provision;
- access to LA support services for advice on strategies, equipment, training.

INDIVIDUAL LEARNING PLANS

Strategies for achieving pupil progress will be recorded in Individual learning Plans (ILP) which will record:

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- short term targets;
- date of review;
- success criteria;
- outcomes recorded at any review.

The ILP will record any different/additional provision and will concentrate on **three, possible 4** individual targets which closely match the pupil's needs. The ILP will be discussed with pupils and parents and will be available to all teachers at the school.

The ILP will be kept under review. The school will encourage reviews to be held informally and pupils' and parents' views will be sought. A more formal review will be undertaken to coincide with Parents' Evenings for each year group.

B. SCHOOL ACTION PLUS

This will be characterised by a sustained level of support, and where appropriate, the involvement of external services. Placement at this level of support will be made by the ALNCo after consulting with parents at an ILP review meeting. External support services will advise on new targets for a new ILP and provide specialist inputs for support.

School Action Plus will be implemented, where despite differentiated teaching and support at School Action stage, the pupil:

- still makes little or no progress in specific areas over a long period of time;
- continues to work at NC levels considerably below those of a pupil of similar age;
- continues to exhibit difficulty in developing literacy or numeracy skills;
- has emotional/behavioural problems that impede his/her learning and that of the group despite any individualised behaviour management programme;
- has sensory or physical needs requiring additional specialist equipment, advice, visits;
- has communication or interaction difficulties that impede on the development of learning and social relationships.

The resulting ILP will incorporate any new, agreed strategies including inputs from other support staff and specialist agencies.

C. STATUTORY ASSESSMENT

The school will request a Statutory Assessment when, despite an individualised programme within School Action Plus, the pupil remains a significant cause for concern. The school also recognises that a Statutory Assessment can also be requested by a parent or an outside agency. When such a request is made the school will provide the following information:



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- action taken under School Action and School Action Plus;
- the pupil's ILP;
- records of regular reviews and the outcomes of such reviews;
- relevant information on the pupil's health;
- records of National Curriculum levels of attainment;
- attainments in Literacy and Numeracy;
- other relevant assessments from support teachers, specialists and psychologists;
- the views of parents;
- where appropriate the views of the pupil;
- social services and/or Attendance and Well being Reports;
- any other appropriate involvement by professionals.

A Statement of Special Educational Needs will normally be provided where, after a Statutory Assessment the LA considers that the pupil requires a provision beyond what the school can offer. However, the school also recognises that a request for a Statutory Assessment does not always lead to such a Statement being issued.

When it is appropriate for a Statement to be made, the Statement will set out learning objectives for the pupil which can be used to develop targets that are:

- shorter term objectives;
- matched to the longer term objectives set in the statement;
- established after consultation with the pupil and parent(s);
- implemented in the classroom;
- set out in an ILP;
- delivered by the subject teacher with additional appropriate support where specified.

REVIEWS OF STATEMENTS

It is a requirement of the Code of Practice that Statements are reviewed at least annually. The LA will advise the Headteacher of those pupils requiring reviews at the beginning of each school term. The Headteacher will inform the ALNCo who will organise the review meetings and invite:

- the pupil's parent(s);
- the pupil where appropriate;
- the relevant teachers;
- a representative of the LA.;
- any other person the LA considers appropriate.



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The aim of the review will be to:

- assess the pupil's progress in relation to the ILP;
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy, numeracy and life skills;
- consider if the statement is appropriate in relation to the pupil's performance during the year and whether to continue, cease or amend it.

The school recognises that the year 9 review will be significant for the pupil in preparation for Key Stage 4 options, the preparation for eventual employment, Further Education, work based training, Higher Education and adult life. After Year 9 a Transition Plan will be developed and any review will involve appropriate agencies such as Careers Service Wales.

Within the time limits set out in the Code of Practice the Headteacher will arrange for, the ALNCo a report of the annual review meeting with any supporting documentation, to the LA. The school also recognises that the responsibility to continue, amend or cease the statement of SEN lies with the LA. It also recognises that if a pupil with a Statement of SEN continues to attend school after compulsory school leaving age i.e. 16, the LA could decide to maintain the statement until age 19.

KEY ROLES FOR THE PROVISION OF ADDITIONAL LEARNING NEEDS

1. THE ROLE OF ALNCo

This is a key role in the school's ALN provision since it involves working with the Headteacher and Governing Body in determining the strategic development of the policy. Other responsibilities include:

- coordinating the provision of ALN for pupils;
- liaising with and advising colleagues on appropriate learning and teaching strategies;
- managing learning support assistants;
- overseeing pupils' records;
- liaising with parents;
- making a contribution to INSET;
- liaising with appropriate external support agencies e.g. LA support services, Health and Social Services, Connexions/Careers Service and voluntary bodies.

To ensure effective coordination, staff must be aware of:



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- the roles of participants;
- the procedures to be followed;
- the responsibilities all teachers have in making provision for ALN pupils;
- the commitment required by staff to keep the ALNCo informed about pupils' progress;
- the systems that exist to allow teachers to access information about ALN pupils;
- what constitutes a "level of concern" and at which point School Action is initiated;
- mechanisms that operate to alert the ALNCo to such levels of concern;
- the procedure by which parents are informed of this concern and any subsequent ALN provision.

In addition parents must be advised that they can contribute information on the pupils and contribute to the coordination of provision.

2. THE ROLE OF THE SUBJECT TEACHER AND CURRICULUM LEADERS

The Code of Practice clearly sets out the importance allocated to all teachers. The responsibilities include:

- being aware of the school's procedures for the identification and assessment of and subsequent provision for ALN pupils;
- collaborating with the ALNCo to identify appropriate action to assist the pupil to progress;
- working with the ALNCo to collect all available information on the pupil;
- in collaboration with the ALNCo to develop ILPs for ALN pupils;
- ensuring that the programme set out in the ILP is delivered on a daily basis;
- developing constructive relationships with parents;
- being included in the implementation and development of the school's ALN policy.

3. THE ROLE OF THE GOVERNORS

The Governors recognise their responsibilities for pupils with ALN

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- being involved in developing and subsequently reviewing the school's ALN Policy;
- appointing one of their number or a small committee of Governors to monitor the school's work on their behalf and to report to them on the implementation and progress of the policy;
- ensuring that provision for ALN pupils is effective;
- ensuring that a "responsible person", the Headteacher, will liaise with the Additional Learning Needs Coordinator to inform all those involved in teaching and supporting pupils of the level of ALN provision that has been made for ALN pupils;
- 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 on the school's ALN policy including the allocation of resources from the school's delegated budget.

4. THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- organising the day to day management of all aspects of the school including the ALN provision through the ALNCo;
- keeping the Governors well informed about ALN within the school;
- working closely with the ALNCo;
- ensuring that parents are informed that a ALN provision has been made for their child through ALNCo;



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5. INSERVICE TRAINING FOR STAFF

The Governors will encourage all staff to attend courses that help them acquire the skills needed to work with ALN pupils.

The ALNCo has developed awareness of resources and practical teaching procedures for use with ALN pupils both through school based inset and by liaising with subject departments and advising subject teachers on classroom strategies for learning and teaching. The ALN folder is securely accessible to all staff via the school network/ Google Drive and a hard copy is kept securely with every Curriculum Leader.

As part of staff development, INSET requirements and training needs for ALN will be assessed regularly by the Governors. The school's INSET needs will be included in the School Improvement Plan.

6. PARTNERSHIP WITH PARENTS

The Governors confirm their belief in developing a strong partnership with parents which will encourage and enable all pupils and particularly those with ALN to achieve their potential. The school recognises that parents have an essential part to play in children's education in the knowledge they have about their children's needs and how best to support them.

The school also recognises the contributions that pupils with ALN can also make to their progress, and where appropriate, ALN pupils will be encouraged to participate in decisions affecting them.

The school will also undertake to advise parents of pupils with ALN with information on services available to them through the LA.

7. ADDITIONAL LEARNING NEEDS SUPPORT ASSISTANT



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ALN Support Assistants are used to support pupils in their learning. The numbers of ALN assistants is increasing.

8. PUPILS WITH HEALTHCARE NEEDS

The provision for pupils with healthcare needs is explained full in our Healthcare Needs Policy, A copy of this is available on our school website:

9. COMPLAINTS PROCEDURE

The Special Needs Code of Practice outlines additional measures the LA must establish for preventing and/or resolving any disagreements that might possibly occur.



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10. LINKS WITH EXTERNAL AGENCIES

The school also recognises the important contribution that external support services can make in identifying, assessing and making provision for ALN pupils when appropriate and necessary support will be requested from:

- Educational Psychology Service;
- Medical Officers;
- Specialist advisers for physiotherapy, visual impairment, hearing impairment, speech therapy/behaviour support.

Additional support can also be provided by:

- the LA.;
- Attendance and Wellbeing Officer;
- Social Services;
- Careers Wales Service;
- the business community;
- “Friends” of the school;
- other group or organisations which may be appropriate.

9. POLICY REVIEW

The Governors and the school consider this Policy to be important to the continuing development of ALN provision at the school. The policy and procedures set out in it will be reviewed and any amendments stemming from it will, if appropriate, be incorporated into the School Improvement Plan.

Signed by chair of governors on behalf of the governing body:

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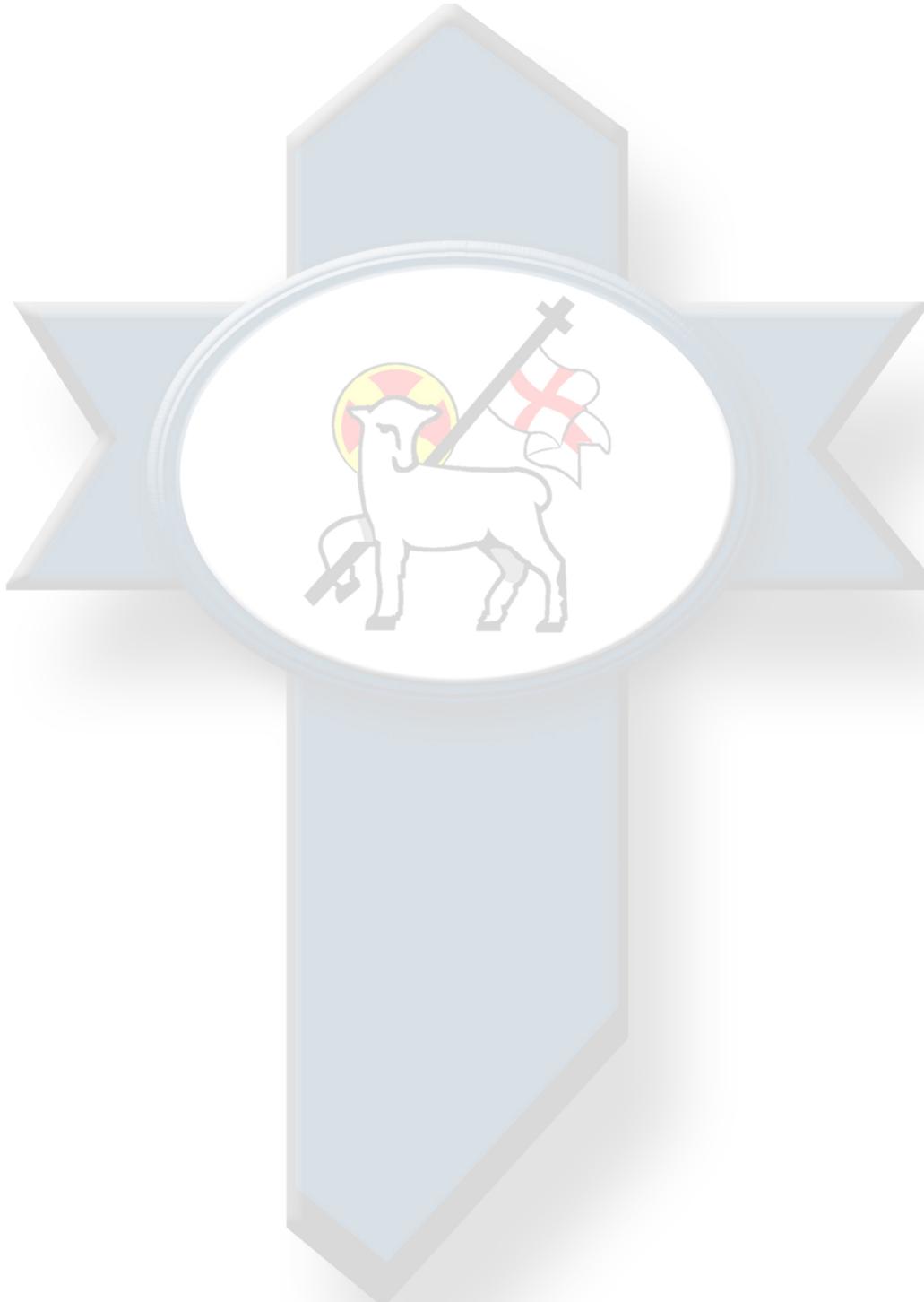
Signed by Headteacher:



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Date: 20th September 2019



Marc Gyrfu Cymru
Careers Wales Mark