



# YSGOL GYMREAG YSTALYFERA-BRO DUR

## Additional Learning Needs Policy

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Deputy Designated Safeguarding Officers Ystalyfera (Secondary):	Mr Emyr Evans / Mrs Rachel Thomas
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Under the guidance of Mrs Delyth Spurway	
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Designated Safeguarding Officer Bro Dur:	Miss Kath Jones
Deputy Designated Safeguarding Officer Bro Dur:	Miss Carys Hughes
Designated Safeguarding Officer Governor:	Ms Kerys Thomas

Adopted by Governing Body 2018

Signed (Chair of Governors):  January 2018

Reviewed by Governing Body:

Signed (Chair of Governors):  November 2022

Signed (Chair of Governors):  November 2023

Signed (Chair of Governors):  November 2024

## CONTENT

### Introduction

- Basis of the policy
- Information and contact details
- Admission arrangements
- Inclusion
- Access to the curriculum

### Roles and responsibilities of stakeholders

- Role of the ALNCo
- Pupil participation
- Parent/Carer Partnership
- The role of the governors
- Professionals and Support Services
- Links with other schools

### The stages of the register and the process of implementation, record keeping and review of pupils' progress

- Assessing Needs
- The process of implementing and reviewing progress
- Record keeping

### Finance and Training

- Best value analysis
- Future Planning
- Training

### Monitoring of provision

- Added value

## INTRODUCTION

The additional learning needs policy takes account of the Education Act 1996, the Special Educational Needs Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, policies and guidance issued by the education, leisure and Lifelong Learning Directorate and the school's aims as outlined in the school documentation.

As defined in the current Special Educational Needs Code of Practice for Wales (p1, 2002), “children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have 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 education authority;

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.”

All children have skills, aptitudes and abilities and we, as a school, have a responsibility to develop these to their full potential. We believe that at Ysgol Gymraeg Ystalyfera Bro Dur:

- All children have a right to relevant, high quality, education designed to enable individual pupils to fully participate in, contribute to and benefit from society.
- Pupils who have additional learning needs should be supported wherever necessary in order to have full access to the whole school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils may need special programmes to increase their opportunities for independent living to prepare them for life after school, including work or continuing education.

In relation to these beliefs, the following document outlines the ALN arrangements and the provision available at Ysgol Gymraeg Ystalyfera Bro Dur.

## ADDITIONAL LEARNING NEEDS MANAGEMENT AND CONTACT DETAILS

The Additional Learning Needs Coordinators (ALNCo) are responsible for the day-to-day implementation of the additional learning needs policy. The school's current ALN coordinators are:

Mr Aled Maddock: Assistant head teacher and ALNCo, Ystalyfera campus, (01639) 842129.

Mrs Gwenllïan Doohar: ALNCo Bro Dur Campus, (01639) 502895.

We operate an open door policy at Ysgol Gymraeg Ystalyfera Bro Dur and you are encouraged to contact you promptly if you could discuss your child's provision further. You are asked to contact the relevant CADY directly and will find their contact telephone numbers above. You are also welcome to contact the head teacher, Mrs Laurel Davies, or the relevant leadership team members who have responsibility for the relevant campuses:

Mrs Delyth Spurway: Ystalyfera Secondary Campus

Mrs Angharad Lloyd: Ystalyfera Primary Campus

Miss Sioned Jones: Bro Dur Campus

## ADMISSION ARRANGEMENTS

The school adheres to the authority's admissions policy. The school's admissions policy is implemented for all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements will apply, prioritising his or her place at the school.

At Ysgol Gymraeg Ystalyfera Bro Dur we seek, in partnership with others, to provide appropriate support for pupils experiencing difficulties in the following areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional and behavioural development
- Sensory and/or physical needs

- Medical conditions.

## INCLUSION

The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

## ACCESS TO THE CURRICULUM

In order to include pupils identified as having additional learning needs, the school must provide:

- Learning support assistants to enable appropriate curriculum access through class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each individual child.
- Tailored timetables for the individual to include specific needs.
- Specialist equipment.

The school aims to include all pupils with additional learning needs in all school activities as far as is appropriate. However, for the greatest benefit of the child, the school may recognise the need for suitable alternative provision to meet their needs. Parents/carers and pupils will always be involved in discussions in such circumstances and the pupil's welfare will be the main factor to take into account in making decisions.

## ROLE OF THE ADDITIONAL LEARNING NEEDS CO-ORDINATOR (ALNCo)

The ALN Coordinators will:

- Oversee the management of provision for pupils with additional learning needs including classroom, small group, intervention programmes and individual support.
- Organise and manage the work of the school's Learning Support Assistants (LSAs).

- Maintain a register of pupils with additional learning needs and all necessary documentation.
- Maintain records of pupils who have additional learning needs and ensure that their progress is regularly monitored and reviewed.
- Liaise with teachers, parents/carers and other professionals.
- Ensure that annual reviews for pupils with statements are completed.
- Arranging meetings with teachers, as appropriate, on additional learning needs matters.
- Regularly review and monitor provision for pupils at the school who have additional learning needs.
- Take part in formal meetings with external agencies about the assessment of individual pupils.
- Work with the pastoral team regarding pupils on the register with additional learning needs.
- Inform and work with all school staff to ensure that the needs of pupils with additional learning needs are met across the curriculum.
- In line with the school's professional development policy, identify and provide access to in-house training to meet the current and anticipated needs of the school and individual staff members.
- Meet with the designated ALN governor twice a year to discuss the self-evaluation and the department improvement Plan.
- Produce termly reports to the designated ALN governor and an annual report for the 'Governor's Report to Parents'.

## PUPIL PARTICIPATION

The pupil's voice and input is an integral part of all the ALN actions and processes that are taken. We believe that all children and young people have a right to be involved in decision made about their education and will consider the child/young person's age, maturity and understanding in making these decisions. Pupils are included in annual reviews and when deciding on:

- new IEP/IDP targets
- Review targets
- Increase/Decrease the level of support
- Choosing a New School

## PARENT/CARER PARTNERSHIP

### Contacting Parents/Carers

Parents/carers are valuable partners in their children's education and are kept fully informed of developments. We will contact them directly should there be any change in the progress, behaviour or educational provision of their children at school. The ALNCo will also liaise with parents/carers in order to discuss the following aspects:

1. The pupil's placement on the ALN register.
2. Notification of any specific provision, including intervention programmes, required by a pupil for further support.
3. Formulate and review IEP/IDP targets.
4. Collect and collate information for applications to external agencies for additional support for a pupil.
5. Parents/carers of a child with a statement of special educational need/note-in-lieu are invited to an annual review meeting.

In addition to this, the school operates an open school policy whereby parents are encouraged to ask for the opportunity to have an informal discussion or arrange a meeting at times that are convenient to all parties. They may also have access to the records and appropriate school documentation about their own child at an agreed time.

### ENQUIRIES AND COMPLAINTS

Parents/carers are partners with the school and are welcome to challenge decisions made by the school through the school's designated channels outlined in the school

documentation. In all cases the first contact should be with the headteacher or the Chair of governors. If parents are not fully satisfied with the school's response to a complaint, they can seek further advice/assistance from the Authority. If they do not then agree with the decision of the school and the authority, they have the right to appeal to the Welsh ALN Tribunal.

### **ROLE OF GOVERNORS**

The governor responsible for additional learning needs, Mrs Siân Moore, will provide termly reports to the whole governing body based on observations and evidence received from a rolling programme of fully planned visits. The whole governing body is responsible for producing an annual report which will identify the number of pupils with additional learning needs in the school and comment on the effectiveness of the implementation of the additional learning needs policy in relation to:

1. Additional learning needs as an integral part of the school development plan
2. Identification of need
3. Notifying parents/carers of a child who is considered to have ALN
4. Assessment of Need
5. Provision for a meeting
6. Providing an inclusive environment for all
7. Methods of monitoring, recording and reporting
8. Additional learning needs funding is needed
9. Allocation of equipment, personnel and resources
10. The school's use of professionals and other support services.

### **PROFESSIONALS AND SUPPORT SERVICES**

The school works closely with other professionals and external agencies to focus on identifying and providing for the children who have additional learning needs. All services



relating to the school are considered to be part of a working partnership with the aim of providing integrated, holistic, quality support that is focused on the needs of the child.

The following services/agencies are available to the school:

- Support for the curriculum
- Educational Psychology Service
- Education Welfare Service
- Emotional and behavioural support
- Health services
- Hearing Impairment
- Home Education
- Pupil and parent Support Unit
- Team Around the Family
- Cynnydd
- Social services
- Speech, language and communication
- Visual Impairment
- Voluntary Organisations

## LINKS WITH OTHER SCHOOLS

Our partner primary schools are supportive and welcome contact. Contact is made by the headteacher, deputy heads, ALN coordinators, assistant headteachers and the head of Year 7. An induction programme for Year 6 pupils coming into Ysgol Gymraeg Ystalyfera Bro Dur will be implemented in order to create a welcoming environment. The ALN co-ordinators are responsible for liaising in regards to pupils with ALN. It is part of an extensive two-way process of sharing information to ensure that there is sufficient information about any individual pupil and their specific needs.

## STAGES OF THE REGISTER AND THE PROCESS OF IMPLEMENTATION, RECORD KEEPING AND REVIEW OF PUPIL PROGRESS

At Ysgol Gymraeg Ystalyfera Bro Dur, we implement a graduated response to fulfilling our responsibilities for identifying pupils with additional learning needs. We are following the guidance as set out in the Welsh ALN Code of Practice 2002 and the Authority's entry/exit

criteria for the Welsh ALN Code of Practice 2002 "Phased response and guidance for school applications for statutory assessment". Below is a summary of the stages of the ALN register as described in the ALN code of Practice for Wales 2002 together with how the school operates to meet the needs of the pupils at various stages of the register.

## Assessment of Needs

Individual needs are assessed through a variety of means, including the following, to ensure that it is possible to meet the needs of all pupils to the full. The data and findings from the assessments below are used to form a picture of the pupil's needs and tailor the support and provision to them personally.

1. Information from previous schools including teacher assessments CA2 and national literacy and numeracy test results.
2. Whole school assessments e.g. WELLCOMM, MIST, CATs and Lucid Exact.
3. Specific screening test (tests) where appropriate.
4. Diagnostic assessment of individuals highlighted from the three above areas.
5. Comments from class/subject teachers and analysis of progress recorded through:
  - Continuous marking or assessment by the department
  - Pupil reviews
  - Pupil reports

### School Action (SA)

The triggers for intervention through school action could be a concern of the teacher or others, corroborated by evidence about a child who, despite receiving differentiated learning opportunities, is:

- Making little or no progress when teaching approaches are targeted, particularly in terms of the pupil's areas of weakness
- Demonstrating enduring emotional or behavioural difficulties that are not enhanced by behaviour management methods normally used at school

- Having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Having communication and/or interaction difficulties, and continue to make little or no progress in spite of providing a differentiated curriculum.

### **School Action Plus (SAP)**

The triggers for school action plus may mean that the child, despite receiving more support from school action:

- Continues to make little or no progress in special areas over a long period.
- Continues to work at national curriculum levels which are significantly lower than those expected of children of similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties that interfere significantly and consistently in the child's own education or the class or group, although a tailored behaviour management plan is in place.
- Has sensory or physical needs, requiring additional specialist equipment or advice or regulation visits from a specialist service.
- Has ongoing communication or interaction difficulties which prevent him / her from developing social relationships, causing significant barriers to learning.

and therefore requires the support of outside agencies to support pupils to make progress.

We will collect information to enable the pupil to continue through:

1. School Action Reviews
2. Liaising with teachers and support staff
3. Contacting Parents/carers
4. Liaising with other professionals involved in the case.

and draw up a new IEP/IDP in collaboration with relevant external agencies.

### **Statutory assessment/Statement of special educational needs**

As outlined in the Code of Practice, ' where there is a request for a statutory assessment from a school to the LEA, the child will have demonstrated a significant cause for concern '.

The school will provide evidence of:

- School actions through school action and school action plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The health of the pupil including the child's medical history – whenever possible and suitable.
- National curriculum levels.
- Literacy and numeracy attainment.
- Educational and other assessments, for example by an advisory specialist support teacher or education psychologist.
- The views of parents/carers and the child.
- Participation of other professionals.
- Any participation by social services or the education welfare service.

### **Process of implementation and review of progress**

Appendix 1 shows the process of identifying pupils with additional learning needs and the steps the school will take in order to ensure that pupils are placed at the appropriate stage of the Register. Below is a verbal summary of the process.

1. In consultation with the ALN co-ordinator, an assessment of the pupil may be undertaken to ascertain the nature and severity of the need.
2. Appropriate information is gathered from the staff who educate the pupil, support staff and any other member of staff who has more information. If the pupil is under the care of an external agency, the ALNCo will seek input and feedback from that agency.
3. Discussions are held with parents/carers to gather appropriate/relevant information about the child/young person.
4. Individual Education Plan/Individual Development Plan:

From the information gathered, the ALN co-ordinators will discuss the pupil's needs with the child/young person and parents/carers and, where appropriate and all are in agreement, deliver the first IEP/IDP. The support to be provided to the child is identified on the IEP/IDP. (Where an IEP/IDP is not required, the child will still be monitored by the class/subject teachers.)

5. Review/Evaluation:

The ALN co-ordinators collect information from pupil reports and comments from staff, collate it and discuss it with the pupil and parents. Either the next IEP/IDP will be drawn up or the pupil removed from the pupil register with additional learning needs.

6. The ALN Coordinators introduce a new IEP/IDP and either continue the circuit or actively seek advice from other professionals.

7. The school seeks advice from other professionals about the nature of the additional learning need and the appropriate resources/actions to be delivered as part of school action.

### **Process for implementing and reviewing progress for pupils with a statement/note in lieu**

Following a statutory assessment, a pupil will either receive a note in lieu of a statement or a statement of special educational needs.

1. In accepting a statement of special educational needs, the ALN co-ordinators will draw up a support/provision action plan.

2. Support/provision Action plan:

From information and advice collected from external agencies, the ALN co-ordinator will discuss the child's needs with the child/young person and their parents/carer and submit a support action plan to staff and parents/carers shared with the child/young person. The support to be provided and the short term targets are noted. (Where no statement or note is given, the child will revert to school action or schools action plus).

3. Review/Evaluation:

For an interim review, the ALN coordinators will collect information from the pupil's reports and ask for comments from staff, then collate all this information, discuss with the parents/carers and then either the next provision action plan will be drawn up to continue until the next review or an early start on an annual review.

4. Annual Review:

The ALN co-ordinators will collate information from staff, parents/carers, the pupil and external agencies and collate this information in advance of the annual review where progress is discussed and a decision will be made to:

- Keep the declaration and return to point 2, namely to continue the process in school
- Request that the statement be amended
- Request that the statement be brought to an end and return to school action plus.

### **Access arrangements and reasonable adjustments**

In order to ensure equality of opportunity and full access to the curriculum for all pupils, access arrangements and reasonable adjustments are administered by the school in accordance with the rules and procedures set out in the Joint Council for Qualifications (JCQ) document "Adjustments for candidates with disabilities and learning difficulties: Access arrangements and Reasonable Adjustments". For pupils up to the end of Key Stage 3, pupils are given access arrangements based on the ALNCo's knowledge of pupil needs, information from previous schools and/or external agencies and evidence gained in school work and test results including standardised tests. Nevertheless, and in accordance with the rules of the JCQ, for Key Stage 4 and 5, pupils must meet the specific criteria outlined in the aforementioned document including evidence of history of need, a normal way of working and conclusive evidence based either on outcomes from specific standardised tests carried out by a qualified assessor and carried out not before the end of year 9 at the earliest or medical evidence identified by a hospital.

Occasionally, pupils with some additional learning needs are given permission to use a laptop to complete work in the classroom and during formal assessments and examinations. These pupils are provided with laptops by the school following discussion with the pupil, parents/carers and the ALNCo. The pupils are expected to respect the equipment and ensure that it is safe at all costs. During formal examinations and assessments pupils are given a different laptop in order to ensure that there is no programme or document on it that would breach the examination board conditions. Pupils will not be entitled to use any software beyond what is necessary for the exam and pupils will not be entitled to use any language checking software unless they meet the JCQ's criteria for use. After the examination or assessment, the pupil must wait for the work to be printed, place his or her name and examination number at the top of each page and sign to indicate that it is his or her work only in the document, before he or she can leave the room.

### Record keeping

The school's records for pupils with additional learning needs will collate and record the school's responses at all times, as well as information collected at review meetings. An appropriate combination of the following individual pupil information will be available at the school for scrutiny at any time:

- The description and nature of the pupil's difficulty.
- The strategies to be adopted.
- Individual Education Plans/Individual Development Plans
- Individual Education Plan evaluations/Individual Development Plan evaluations
- Reviews.
- Records of support requested
- Reports from all other professionals involved in the process.

### FUNDING AND FUNDING OF ALN PROVISION

Provision for meeting the needs of pupils with additional learning needs is funded by funding allocated annually to the school by the Authority. Information in both the school's and the ALN Department's School Improvement Plans indicate how this funding is used in order to provide the ALN support.

### Best value analysis

The ALN coordinators and the school management team use both quantitative and qualitative data when evaluating ALN provision. The following methods are used to track pupils' progress and establish best value:

- Staff records.
- Annual reading, spelling and diagnostic assessments.
- Comparative Data from standardised tests.
- Lesson observation feedback.

### Future planning

Planning future provision for pupils identified as having additional learning needs considers:

- Continual tracking of pupils ' progress
- Continuous evaluation of best value
- Allowance from the annual ALN budget
- Ongoing instructions from the authority and the government

## TRAINING

In-house training is provided on additional learning needs for the whole school, departmental staff or individual members of staff at all levels including training for prospective teachers and NQTS. Training will be provided where needed and recognised and in line with the school development Plan and funded through the Better Schools Fund and Pupil Deprivation Grant. Training will be selected from the following:

- ALN Coordinators
- Individual members of school staff with designated expertise
- Authority Support Services
- External consultants/trainers

A record of all ALN training provided and the following evaluations will be retained by the ALN coordinators.

## MONITORING OF PROVISION

Information on the effectiveness of the support provided to pupils with additional learning needs is contained in the school's self-evaluation reports and the relevant ALN departments. These reports are based on quantitative and qualitative data collected through analysis:

- Pupils' progress in relevance to their own ability.
- The quality of teaching and learning
- Results of pupils on a whole-class and small groups level.
- Classroom support.
- Specific intervention programmes.
- Differentiated teaching methods/resources/specialized equipment.
- Practical use of IEP/IDP.





# Polisi Anghenion Dysgu Ychwanegol

## Ysgol Gymraeg Ystalyfera – Bro Dur



### Added value

The concept of 'added value' is important to Ysgol Gymraeg Ystalyfera Bro Dur and is monitored by tracking pupils' progress using assessments and assessing outcomes in the following ways:

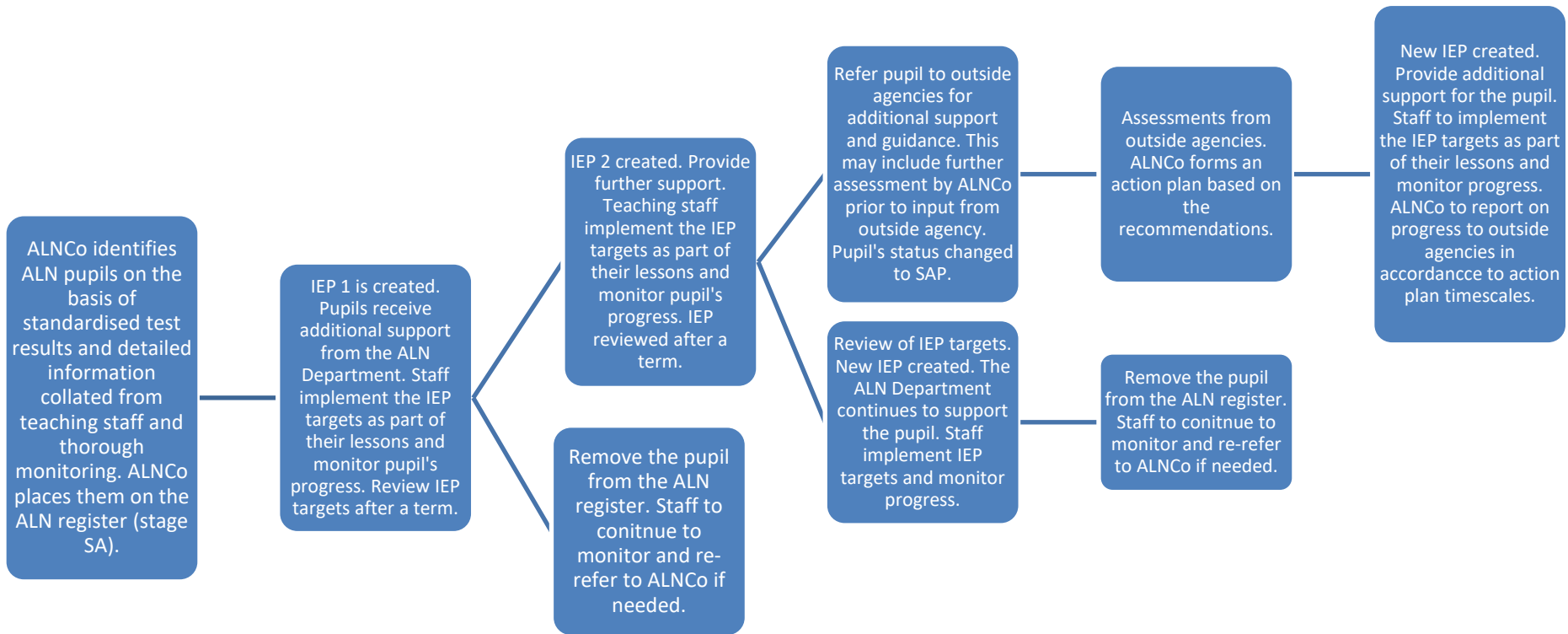
- Achieve IEP/IDP targets
- Examinations/tests, at school and externally
- School award schemes
- Extra-curricular Activities
- The pupil's successful work experience and career after finishing school
- Social and personal development

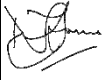
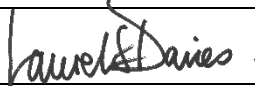
This information provides valuable insights into the progress of pupils with additional learning needs.

Latest Policy review: November 2023

By: Mr Aled Maddock (Assistant Headteacher and ALNCo)

### APPENDIX 1: Process for implementing and reviewing progress for SA and SAP pupils



	<b>Enw</b>	<b>Llofnod</b>	<b>Dyddiad</b>
<b>Cadeirydd y Llywodraethwyr</b>	Mr Tudur Jones		November 2024
<b>Pennaeth</b>	Mrs Laurel Davies		November 2024

**Dyddiad Adolygu**

November 2025