



YSGOL GYMUNEDOL
PORTH
COMMUNITY SCHOOL

Date Created: December 2018

Review Date: January 2020

COG – David Brookes

Signed:

Date:22.01.19

Headteacher – Yvonne Jones

Signed:

Date:22.01.19

We at **Porth Community School** are committed to meeting the additional learning needs of pupils and ensuring that they make progress. In line with our mission statement we aim to **‘Aspire Together, Achieve Together’**.

- **Objectives**

- Early identification of additional learning needs followed by swift implementation of appropriate provision;
- Highest level of input from pupil and parents/carers regarding decision making;
- Highest level of inclusion - learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible;
- Fully meet the needs of individual pupils to ensure they access an appropriate, broad, balanced curriculum;

- Communicate high expectations to all pupils;
- Adopt a comprehensive multi agency approach;
- Enable pupils to achieve success and instill ambition for their futures.
- Chair for the Standard and Curriculum Committee including SEN is David Brookes

• **Roles and Responsibilities**

The Governing Body has identified a member of staff to have oversight of additional learning needs provision within the school and also to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Porth Community School this role is undertaken by David Brookes who will meet annually with the Headteacher (Mrs Yvonne Jones) and ALNCo (Mrs Julia Roberts).

The ALNCo and the Head will work closely with the additional learning needs governor and staff to ensure the effective day to day operation of the school's additional learning needs policy. The ALNCo and Head will identify areas for development within additional learning needs and contribute to the school's development plan. The ALNCo will co-ordinate provision at school action, action plus and for pupils with a statement of educational needs.

All teaching and non-teaching staff will be responsible for differentiating the curriculum for pupils with additional learning needs and will monitor their progress. They are also responsible for seeking advice from the ALNCo in order to develop effective strategies and approaches to fully meet the needs of the ALN population. All teachers who have additional responsibility for curriculum areas, including Directors of Learning, Heads of School and subject Directors will review and monitor the progress made by pupils in their area/department and the effectiveness of resources and other curriculum material. All staff will work closely with the ALNCo.

• **Admissions**

Pupils with additional learning needs will be admitted to Porth Community School in line with the Local Authority's admissions' policy. The school will use their induction meetings to work closely with both parents and external agencies to ascertain whether a child has been identified as having additional learning needs at early years/school action, early years/school action plus or is has a statement of educational needs.

If staff are alerted to the fact that a child may have a difficulty in learning they will ensure all relevant information is collected and share this with the wider staff team in order to plan and deliver an appropriate and differentiated curriculum.

• **Access for Disabled**

At Porth Community School, we are committed to creating an inclusive learning environment which ensures access for pupils or parents with disabilities.

• **Resources**

The Governing body will ensure that the needs of pupils are met by employing a school ALNCo

Pupils with a statement of educational needs - The Head and ALNCo will use the child's statement and LA banding document to identify the areas of pupil need and make appropriate provision. Some pupils may require 1:1 support for a set number of hours per week, others may require small group work/intervention or possibly a combination of these. Staff will be allocated accordingly.

Interventions - The school operates a number of effective interventions which are coordinated and led by trained staff. Identified pupils access this provision on an individual basis or as part of paired work or small group, depending on level of need. Progress is closely monitored in order to evaluate the effectiveness of this input.

CPD - Staff development and training is a priority at Porth Community School and is continually monitored.

• **Identification, Assessment, Reviews**

On Entry

When pupils are first admitted to the school they will be assessed according to relevant assessment procedures. The early identification of an additional learning need is imperative and is swiftly met with an appropriate curriculum.

Teacher Referral

If a teacher has a concern about a child they will alert the ALNCo. The ALNCo will arrange to meet with staff member to discuss concerns and gather information. This meeting will be followed with an observation of the child and also a meeting with parent/carer.

Curriculum and assessment monitoring

The ALNCo, curriculum co-ordinators and senior leadership team will monitor the attainment and progress of pupils with additional learning needs as part of their role. They will ensure that any concerns in progress are identified at the earliest opportunity and will meet to discuss matters.

The ALNCo will closely monitor the progress of pupils accessing identified interventions to assess their effectiveness.

How a child is placed on Early Years Action or School Action

If a pupil fails to make adequate progress within any phase of the school then they will be placed on early years action or school action where they will receive appropriate intervention and support which will enable them to improve their skills. This additional support will be documented in an IEP and will always be discussed with parents/carers and their views taken into consideration.

Movement between stages

If a pupil fails to make adequate progress despite the additional support whilst on Early Years Action/School Action, over the period of an academic term, then a pupil may move to SA+ which involves seeking external support and advice.

Statement Reviews

If a child has a statement of special educational needs the school will invite parents and any external agencies to attend an annual Review of the Statement. The purpose of this review is to ensure all statement details are up to date and accurate and also to discuss progress against objectives. It is also an opportunity to consider and plan for transition from one phase of the school to another or for life after school. The careers service will be invited to annual reviews from Year 9-Year 11. This review follows a person centered approach where the individual's views are at the heart of the meeting alongside all others present.

IEP reviews

IEPs will be reviewed termly. They will be sent home and parents/carers should sign and return the IEP if targets are agreed with. Parents' views will be both welcomed and considered.

- **Curriculum**

In accordance with ALN code of practice, we at Porth Community School firmly believe that learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible.

The ALNCo alongside other key members of staff will ensure that teacher planning and differentiation caters for the wide range of abilities in class, enabling the pupils to fully participate in their learning.

Pupils' IEP targets will be shared with relevant staff and progress within areas of learning/subjects, in relation to these specific IEP targets will be monitored.

- **Access to the full life of the School**

All pupils whether they have additional learning needs or not will be involved in the full life of the school. Staff will strive to ensure that inclusion is their priority regarding the following:

- Off site educational visits
- Reward trips
- Sporting opportunities
- After school clubs
- Homework

- **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class/form/subject teacher. If the concern continues then the ALNCo and class/form/subject teacher will liaise and arrange a further meeting with the parent or carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' should raise their concern/complaint in line with the school's complaints policy.

- **Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ ALNCo.

The ALNCo and Headteacher will keep fully up to date about additional learning needs issues through attendance at training and cluster meetings. In addition, the ALNCo will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date by the ALNCo and SLT via staff meetings and training.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through specific training courses, in-house coaching by the ALNCo and meetings.

- **Outside Agencies including Health Service**

Staff are committed to embracing a multi agency approach to meet the needs of our pupils with additional learning needs, in order to deliver the highest quality provision. These include:

- Education - Educational Psychologist, Behaviour Support Team, Specialist Advisor: Hearing/Visual Impairment
- Health - School nurse, CAMHS, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
- Social Services
- Careers Wales

We as a department, are also committed to establishing partnerships and inclusive links with special schools. This will have mutual benefits to both staff and pupils as the school develops its continuum of educational provision. The curriculum expertise of the special school can support mainstream colleagues to ensure effective access to the curriculum for pupils.

- **Parents**

Parental engagement features strongly in our vision and as a school we strive to develop robust partnerships, particularly with parents and carers of pupils with additional learning needs.

Parents and carers views are always welcomed and considered when planning appropriate provision for the individual. There will be opportunities to express views during organised meetings throughout the year and staff will also endeavour to arrange mutually convenient appointments should there be any concerns or worries.

We aim to strengthen parental partnerships through termly meetings led by the ALNCo and Assistant alongside other members of staff. These meetings will vary in form, some informal, drop in 'coffee morning' type meetings and others more formal, involving external agencies.

The content of this policy will be updated as necessary to meet the requirements of the new additional learning needs system established by the Act being introduced from September 2020. The current Special Educational Needs system therefore remains in place for all learners with SEN/ALN until September 2020. Only after that point, will learners begin transitioning over to the new system.