

BRYN-Y-DERYN



CARNEGIE CENTRE
Gyfleoedd ar gyfer newid a
Ilwyddiant
Opportunities for change and success

Additional Learning Needs Policy

2021 – 2022

Additional Learning Need

All learners who attend Bryn y Deryn (ByD)/ Carnegie Centre (CC) have Additional Learning Needs (ALN) and have been identified as requiring additional learning support under the old code of practice or under the new ALN Bill.

A child 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 them from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

ALN provision

- For a child over two, educational provision which 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.

Additional Learning Needs

The term 'additional learning needs' is used to identify learners whose learning needs are additional to the majority of their peers.

Learners with additional learning needs include those who:

- Have barriers to learning
- Have disabilities
- Have medical needs
- Have emotional, social and behavioural difficulties and/or mental health needs

Learners are more likely to have additional learning needs (ALN) when they also belong to vulnerable groups including

- Minority ethnic groups
- Refugees/asylum seekers
- Migrant workers
- Looked after children (LACE)
- Young parents and pregnant young women
- Young offenders
- Children and families in difficult circumstances
- Learners at risk of homophobic bullying
- Young carers
- Learners educated otherwise than at school
- Learners learning English as an additional language
- Learners with basic skills needs
- Travellers

Definition of ALN

- A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises
- A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Definition of Additional Learning Provision (ALP)

- “Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in— (a) mainstream maintained schools in Wales, (b) mainstream institutions in the further education sector in Wales, or (c) places in Wales at which nursery education is provided.

Aims

- To ensure that each learner has access to the breadth and balance implicit in the National Curriculum and that the educational experiences offered are relevant to the learners’ individual needs
- The ALN Policy is part of the school’s commitment to inclusion for all. In the furtherance of the above general aim, to identify where learners have barriers, which are hampering such access, and to provide additional support tailored to their individual needs. Intervention and support is given to ensure learners with ALN achieve to their maximum potential

Objectives

- For learners with learning difficulties to be valued and have their successes celebrated equally with those who find success easier to attain
- For learners with ALN to achieve what is expected of them from baseline and prior attainment data
- For learners with ALN to have their views and wishes taken into account and to be involved in the decision-making process, in the light of their age and understanding
- For learners to achieve the targets in IDPs or PSPs, as appropriate

- For there to be close co-operation between all agencies concerned with the learner with ALN, including the parents / carers and for interventions to be reviewed regularly
- To create and maintain an environment that is warm, friendly and welcoming
- To provide a stimulating environment for learning and the development of self-discipline
- To foster within ByD / Carnegie Centre an ethos that prioritises regard for others, where the rights and dignity of learners and staff are upheld, and where teamwork is nurtured to the advantage of all
- To encourage learners to make informed and positive 'choices' in their lives that contribute towards their development as useful members of society
- To facilitate experiences that build lifelong learning skills relevant to the world
- For learners to be ambitious capable learners
- For learners to be enterprising creative contributors
- For learners to be ethical informed citizens
- For learners to be healthy confident individuals

Identification of Need

The school can use the following methods to identify levels of need and targeted support

- FAP application form
- Transition information received by the school from high schools
- Evidence obtained by teacher observation/ assessment
- SIMS CTF learner information
- Learner progress in relation to Literacy/Numeracy
- Screening /diagnostic tests
- Information from parents / carers
- External exam results

The range of provision

The main methods of provision made by the school are:

- Full-time education in small classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work on an intervention
- In-class support with adult assistance
- Support from specialists within class or as part of an intervention programme

Staffing for ALN

All teachers in the school have responsibilities for knowing learners' ALN and planning their teaching for all learners with ALN. TA's have relevant experience and/or training. Every member of staff is Team Teach trained in de-escalation and physical intervention. Staff training in relation to ALN is incorporated into the school's INSET planning. Teachers and TAs attend training courses regularly to update skills and expertise and to plan for opportunities for learners to achieve IDP targets.

Role of the Management Committee

The management committee will:

- Ensure ByD / Carnegie Centre makes the necessary provision for any learner who has ALN through monitoring data and supporting applications for specialist support for learners
- Review the policy and practice annually

Role of the Head of Centre (ALNCO 1)

The Head of Centre will:

- Be the Additional Learning Needs Co-ordinator and responsible person as defined within the ALN Bill Ensure that adequate training is provided to all staff
- Ensure that as far as is reasonably practical all resources required are made available
- Report on matters regarding learners with ALN
- Oversee the ALN needs register
- Conduct annual reviews of Individual Development Plans (IDP)
- Liaise with parents / carers
- Liaise with external agencies
- Keep up to date with local and national guidance on identification and assessment of learners with additional learning needs and its implementation

Role of the Senior Leader (ALNCO 2)

The Senior Leader will:

- Ensure that as far as is reasonably practical all resources required are made available
- Report on matters regarding learners with ALN
- Conduct annual reviews of Individual Development Plans (IDP)
- Oversee the setting of targets and reviewing IDPs, liaising with SLT, teaching staff and TAs
- Liaise with parents / carers
- Liaise with external agencies
- Provide support and guidance to all staff
- Ensure that programmes are put in place for the identification of needs in new entrants and the changing needs as learners' progress through the school
- Track the progress of learners with ALN and challenge any underachievement
- Keep up to date with local and national guidance on identification and assessment of learners with additional learning needs and its implementation

Role of the Pastoral / Subject Teacher

The Pastoral / Subject Teacher will:

- Identify each learner's needs and skill levels
- Be aware of learner's pre-admission and ongoing assessment information
- Set IDP Engagement targets every half term
- Fill in and maintain engagement records including tracking learner engagement electronically and reviewing regularly with the learner
- Advise the parents / carers of any concerns
- Provide reports for external agencies
- Provide reports for the annual review process
- Use assessment data effectively to monitor progress and target learning and maintain appropriate records
- Fulfil all other duties required of the subject teacher from the ALN Bill
- Ensure that delivery of the curriculum allows each learner to experience success
- Use IDPs well to plan and deliver teaching that is matched to learners needs
- Plan for opportunities for learners to practice targets
- Ensure support staff used effectively to support learning and engagement
- Plan to support the different learning styles and needs of all learners
- Form part of the Team Around the Family (TAF)
- Support the implementation of school policies

Teaching Assistants

The teaching assistant will:

- Complete daily engagement tracking system
- Read learners pre-admission profiles in order to familiarise with learners needs
- Engage in the life of the school and contribute to whole school policies
- Develop good relationships with all learners, staff and parents / carers
- Develop the necessary knowledge and skills to enhance their role by undertaking relevant training courses
- Be part of the performance development process to enhance their personal development
- Support subject teachers in lesson planning
- Attend regular meetings to discuss issues raised regarding learner's wellbeing and educational progress.

Individual Development Plans (IDP's)

Strategies for learners' progress will be recorded in an IDP. The IDP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the learner's needs. The IDPs will be discussed with the learner, parent / carers and other stakeholders and will be reviewed annually.

Partnership Working

The ALNCO 1 & 2 will lead on:

- Effective liaison with the LA to ensure that additional support meets learners' needs
- Organising, holding, preparing information for TAF / PCP meetings
- Arrangements for effective transition to Post 16 provision
- Meeting with other external agencies supporting the learners and the school are arranged as necessary e.g. Llamau, Barnardo's

Resources

The school is well resourced both in terms of staffing, accommodation, teaching and learning resources. The school has a wide variety of equipment and experiences to encourage all learners with ALN to engage with learning. Additional support to meet ALN related to disabilities is provided by specialist LA teams. Learners will be in small groups well supported by teaching and support staff. Funding for the main budget comes from the Local Authority and is reviewed by the Management Committee and Finance subcommittee. Additional funding will also be sought through the annual review process and through direct application to the LA.

Admission arrangements

Normal admission arrangements will apply. (See admissions policy)

Assessment arrangements

Base line assessments are obtained from previous Fair Access Panel referrals, school records and reports. Previous IDPs / PSPs and risk assessments are also necessary.

Learners are reassessed on entry using a range of standardised and non-standardised assessments for learning and behaviour records.

Access Arrangements

All learners are eligible for access arrangements. We ensure that every learner who needs support in their exams receives it via application to the relevant exam board by the Examinations Officer.

Enriched Curriculum

The school has developed an enriched curriculum. One day a week, learners attend a Vocational placement. Each course is accredited at different levels and with different bodies. The training placements are overseen by the schools 14–19 Co-ordinator.

Learners will attend a day at the Pupil Inclusions Project (PIP) at Gabalfa. Learners can engage in a variety of activities including practical / physical activities and personal, social and health education. They will have opportunities to attain a range of accreditations.

Review procedures

Learner's IDPs are reviewed annually; all agencies involved with the learner including their base school if they have one are invited to attend. Engagement tracking scores are reviewed every lesson, daily, weekly, half termly with direct links to their engagement targets. The electronic engagement tracking system colour codes the analysis for learners to be able to visually understand their engagement. Learner individual targets are written and reviewed half termly. All staff are aware of learners' targets.

Partnership with parents/carers

School-home communication is a high priority. ByD/Carnegie Centre recognises the importance and value of parental support and involvement. In case of complaint or dispute, the matter will be dealt with by the Head of Centre in the first instance. If no satisfactory conclusion is achieved, parents / carers have access to the school's Management Committee and eventually the Local Authority, as outlined in the school's complaints policy. See ALN Bill

Other features of liaison with parents / carers are as follows:

- Daily texts to parents / carers 'Teachers2parents' which includes engagement points and relevant information about their child
- Interviews with parents / carers and learners prior to entry on any programme
- Half termly reviews of progress
- Regular contact is made with parents / carers at specially arranged parent / carer evenings
- TAF meetings, by telephone and arranged meetings whenever necessary to support the learners
- At the end of the academic year, ByD/Carnegie Centre holds a Year 11 awards ceremony to which the parents / carers are invited
- Parents / carers are invited to complete an evaluation questionnaire at the end of every programme/year
- Parents / carers are made aware they are welcome to visit or phone the school at any time

Learner involvement

Learners are involved in the annual review process. Learner advice is always sought for annual reviews and learners are encouraged to attend review meetings. All learners set half termly targets and evaluate progress with their Pastoral Teacher at the end of the half term. Learners voice is encouraged via the School Council.

Evaluation and review of the policy

The policy will be evaluated annually by the Head of Centre and Management Committee. The effectiveness of meeting the needs of all learners will be an integral part of subject and whole school improvement plans. The school's policy for Additional Learning Needs shall be considered effective if:

- Learners with ALN are responding to the provision made for their individual needs
- Learners with ALN are making progress, or if progress is not considered to be satisfactory that this is acknowledged and acted upon; that further strategies are developed and assistance is sought from outside agencies i.e. Health etc

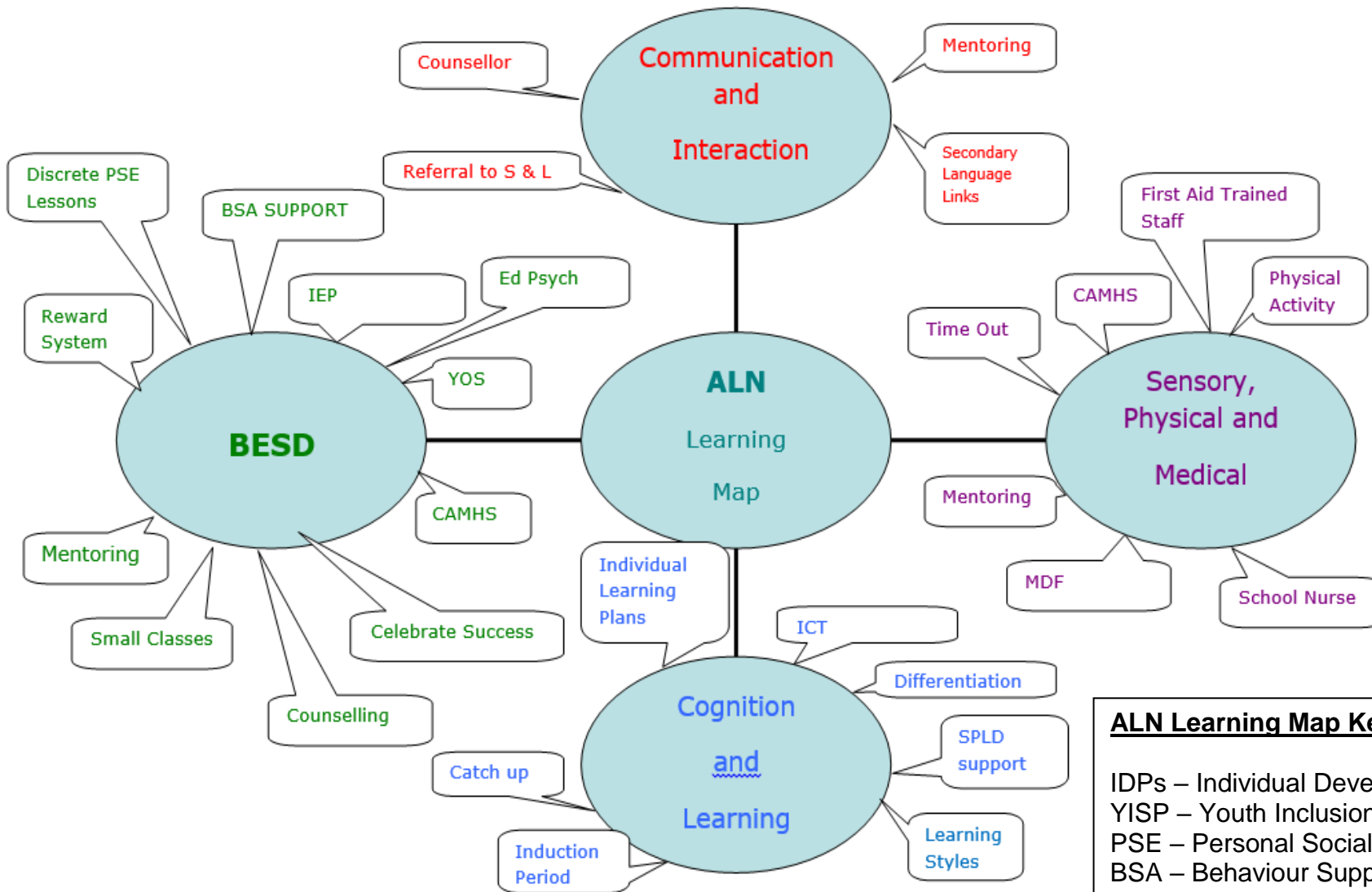
References / Additional Information

- Education Act, Part IV (2002)
- Disability Act (2021)
- Special Educational Needs and Disability Act (2018)
- Disability Discrimination Act (2010)
- ALN Bill (2021)
- Equality Act (2010)
- A curriculum for Wales guidance (2022)

Appendix A

Half Termly Report Review Checklist

Termly / ½ Termly	
English / Maths Department	Pastoral Teacher
Review last terms English/Maths target/SPLD teacher	Review last terms engagement points and target percentages with learner, other information may be useful – Baseline assessments, pre admission information, statement, EP assessment, medical information etc
Identify areas to address	Identify dis-engagement areas with low percentage and discuss how they could improve
English/ Maths/SPLD teacher set new targets	Review previous targets and if necessary, Identity new targets
English/ Maths/SPLD teacher Pastoral teacher	Enter updated Lit & Num Targets Report comments
New ½ term	
TA	
Pastoral TA	Learner targets to be updated on engagement sheet and on Pastoral Walls Print off learner Reports for Record of Achievement Literacy and Numeracy stickers for books and files.

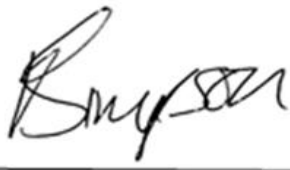


ALN Learning Map Key Abbreviations

IDPs – Individual Development Plans
 YISP – Youth Inclusion Support Program
 PSE – Personal Social Education
 BSA – Behaviour Support Analyst
 CAMHS – Child Adolescent Mental Health Services
 S & L – Speech and Language
 ELKLAN – Speech and Language Training Course

Date ratified:

Dates reviewed and/or amended: March 2022

Signed:  _____

F. Simpson

Head of Centre

Signed:  _____

J. Heerey

Chair of Management Committee