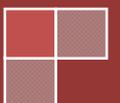


ADDITIONAL LEARNING NEEDS POLICY

Polisi Anghenion Dysgu Ychwaregol

This document contains the specific policy and associated information relating to the Additional Learning Needs Policy and Procedure at Corpus Christi High School

Approved by the Governing Body : 6 December 2017



ALN Staffing

- Mrs F Chidley - Additional Learning Needs Coordinator
Healthcare Needs Coordinator
- Mrs M Pratali - More Able Talented Coordinator
- Mrs S Dooley - First Aider

Learning Support Assistants

- Mrs A Davies - HLTA/Numeracy Interventions
- Mrs C Morgan - HLTA/Literacy interventions
- Mrs K Saleh - ELSA/FSM Pupil Mentor/ Learning Support Assistant.
- Miss M Molcher - Learning Support Assistant/ Teacher.
- Mrs K Lee - ELSA/ Learning Support Assistant
- Mrs J James - ELKAN/ Learning Support Assistant
- Mrs P Norman - ELKAN/ Learning Support Assistant
- Mr M Brown - Pupil Mentor/ Learning Support Assistant
- Mrs C Hopkins - Talkabout/ELKLAN/Learning Support Assistant
- Mrs R Jackson - Learning Support Assistant/Cover Assistant.

Specialist teachers- SpLD

- Mrs F Chidley
- Mrs K Little

Specialist teachers- EMTAS/EAL

- Mr C Ellis

This policy been written in consultation with a wide range of key stakeholders within school and complies the
*Welsh Government Special Educational Needs Code of Practice for SEN 2004.

DEFINITION OF ADDITIONAL LEARNING NEEDS

The term '**Additional Learning Needs**' covers a very broad range of needs and is applied to learners whose needs are additional to those of the majority of their peers. These include pupils who have special educational needs (SEN) as defined in the SEN Code of Practice for Wales (2004), (Document available in school);

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.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind. See Section 312, Education Act 1996

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The following learners identify as having additional learning needs:

- are disabled, as defined within the Disability Discrimination Act 1995
- have medical needs
- have emotional, social and behavioural difficulties
- are more able and talented
- are learning English as an additional language.
- are looked after children.

THE DUTIES OF THE GOVERNING BODY

The Governing Body has a statutory duty towards pupils with additional educational needs and an obligation to publish and report on the school's policy on additional learning needs.

The Governing Body will monitor its implementation and report annually to parents.

THE AIMS AND OBJECTIVES OF CORPUS CHRISTI RC HIGH SCHOOL

Corpus Christi High School is a Catholic voluntary aided secondary school which caters for the religious and educational needs of Catholic children aged 11 to 16.

AIMS

At Corpus Christi we strive to live the values of the gospel. Our curriculum is firmly rooted in the teachings of the Church and we try to provide an education which nurtures and develops all children, including those with additional needs, so that they lead caring, compassionate and fulfilling lives. Education for us, means the formation of the whole person, spiritually and morally as well as intellectually, physically and socially.

AIMS INTO PRACTICE

In trying to follow our School Mission Statement we offer

- a learning community based on love and justice
- approaches to learning and teaching which enable all pupils to flourish
- programmes to stretch the most able
- extensive provision for children with additional learning and physical needs
- academic excellence
- examination results which are well above local and national norms and very high in comparison with similar schools
- a rich provision of extra-curricular opportunities.

KEY PRINCIPLES

The staff and governors of Corpus Christi High School are wholly committed to pursuing a policy of inclusive education that welcomes and supports learners with additional needs. This policy is designed to ensure that all learners are able to access their education in a supportive environment, which is sensitive to any learning needs.

At Corpus Christi we understand that additional needs should not be a barrier to learning. We ensure that **all** staff are aware of their duty of care to children and young people, and that they feel confident in knowing what to do support learners, following appropriate training.

Our policy clearly identifies the roles and responsibilities of school, parents and learners in ensuring that arrangements are in place to meet the education and additional needs of the individual.

When making arrangements to support learners, the school is fully aware that there are specific roles that may be placed on the governing body and the school's staff. While outside support can be delivered such as training or advice from healthcare professionals or organisations, ultimately the governing body is responsible for, and must promote, the well-being of all learners at the school.

Multi-agency arrangements between education settings, healthcare professionals, social care professionals, local authorities, parents and learners are of critical importance. Our Additional Needs policy and procedures clearly identifies the collaborative working arrangements and demonstrates how we will work in partnership to meet the needs of learners with healthcare needs.

A collaborative approach when making decisions around support is crucial. This includes listening to the wishes and advice of the learner, parent, education and health professionals. **The best interests of the learner must be the primary concern when making decisions which affect them.**

THE ROLE OF THE SCHOOL

The 1996 Education Act places a responsibility on the Governing Body for making additional educational provision for all the pupils who have ALN with or without a statement.

Under Section 313 of the 1996 Act, the Governing Body will:

- Do their best to secure that the necessary provision is made for any pupil who has additional learning needs.
- Ensure that the Additional Learning Needs Co-ordinator (ALNCO), has been informed by the LA that a pupil has special educational needs and that those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school identify and provide for those pupils who have special educational needs.
- When necessary or desirable, in order to co-ordinate provision for pupils with special educational needs, consult the LA and the Governing Bodies of other schools.
- Ensure that any pupil with ALN joins in the activities of the school together with his or her peers, so far as is reasonably practical and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Report annually to parents on their policy for pupils with additional learning needs.
- Provision for pupils will be in accordance with the graduated approach stipulated by the Special Needs Code of Practice (Wales 2004) and LA guidelines as set out in the draft document '*Expectations of mainstream schools in managing inclusion*' Sept 2013.

Under Section 313 of the Education Act of 1996, the Governing Body must have regard to the Code of Practice Wales 2004 and publish information about their Additional Learning Needs policies annually to parents in order to ensure that the school is publicly accountable for the special education provision they make.

THE EQUALITY ACT OF 2010

The Governing Body and the school must also have regard to the Equality Act of 2010. Following this Act the school now has a duty to ensure fairness and equality for all protected characteristics, as set out in the school Strategic Equality Plan, which is available to all staff and parents. It is posted on the school website.

ADDITIONAL LEARNING NEEDS OBJECTIVES

The general aims and objectives of the school, listed earlier, apply to all pupils including those with Special Educational Needs. The objectives of the Additional Needs Department are:

- To create an inclusive ethos throughout the school.
- To enable all pupils to have access to the curriculum and building of the school. See School Access Plan available in our Strategic Equality Policy.
- To identify pupils with special educational needs, to assess those needs, to establish programmes and to monitor progress through ongoing assessment and learning.
- To functionally integrate special educational needs pupils as identified by the 1981 Education Act and to ensure that the guidelines outlined in the SEN Code of Practice, Wales 2004 and Equality Act of 2010 are undertaken. See Access Plan.
- To attend Team Around the School (TAS) meetings led by our LA Partnership Inclusion Officer, to review and inform planning.
- To liaise with external agencies including the Achievement and Inclusion service, the Advisory Service and Voluntary bodies.
- To consult with subject specialists on the curriculum content of lessons and on teaching strategies.
- To monitor and support the Learning Support Assistants in the classroom and other interventions.
- To liaise with the school Literacy and Numeracy co-ordinator in establishing suitable programmes of work and to review these interventions as appropriate.
- To liaise with the EMTAS team in ensuring that those pupils with language difficulties are appropriately challenged and supported.
- To ensure the production of appropriately differentiated materials and resources and alternative teaching strategies for staff and their pupils with special educational needs.
- To provide and monitor work programmes and resources for the development of basic literacy and numeracy skills as set out in the National Literacy and Numeracy Framework in order to improve and raise literacy and numeracy standards.
- To co-ordinate the operation of individual reading programmes with pupils identified as having difficulties in acquiring reading skills.
- To co-ordinate the operation of individual numeracy basic skills programmes with pupils identified as having difficulties in acquiring basic mathematical skills.
- To co-ordinate individual home-base literacy programmes with parental guidance and involvement for all special needs classes in conjunction with the SA and SA+ Code of Practice guidelines.

- To offer individual and group sessions for those pupils with emotional and social difficulties.
- To track the progress of pupils with additional learning needs using the ALN and school tracking system to evaluate their progress.
- To liaise with form tutors, subject teachers, Heads of Year and Heads of Department regarding the progress of ALN pupils.
- To use the annual review process as a tool to form the basis of individual planning for pupils with statements of special educational needs.
- To ensure that ALN pupils' needs and views are considered and that opportunities and support is given to express their views.
- To liaise with external support services. Sharing information with those involved.
- To liaise with KS2 teachers and co-ordinators from our feeder establishments to ensure successful transition.
- To liaise with KS5 teachers and co-ordinators from our link establishments to ensure successful transition into further education and adult training.
- To liaise with the school Examination Officer in establishing appropriate exam access arrangements for ALN pupils at KS4.
- To produce an annual register of all pupils with SEN, EAL, MAT, Medical & FSM.
- To keep staff informed of pupils' special educational needs via the ALN register and IEPs/IBPs/PSPs.
- To update the ALN register, when appropriate.
- To encourage parental involvement and provide information on pupils' placement and progress.
- To inform the Governing Body of developments within the ALN department.
- To liaise with the Governor with responsibility for ALN (Mrs F Price)

ACCESS

The building caters for pupils with physical learning disabilities. Pupils with minor difficulties are able to function quite adequately due to the fact that there is a lift, ramps, disabled toilets, and braille signs throughout the school. There are EVAC mats in case of a fire and all pupils with disabilities have a Personal Evacuation Plan.

Access for all pupils is carefully considered and implemented by the Health & Safety officer in the school (Mr Brod Lingham). Guidelines are set out in the School Access Plan. (2015-17)

The ALNCo works closely with the LA and school transport in ensuring that those pupils with physical or medical difficulties are offered individual transport, which allows them to travel to school independently.

MANUAL HANDLING COVER

Learning Support Assistants follow LA manual handling procedures when working with children with physical disabilities. Mrs Anita Davies (HLTA) is responsible for the overall supervision of manual handling. The following teaching assistants are also trained and take responsibility for children with physical disabilities: Mrs C Morgan, Mrs K Saleh, Mrs K Lee, Mrs J James, Mrs C Hopkins, Mrs P Norman and Mr M Brown.

ADMISSION ARRANGEMENTS

Pupils with impairments will be considered for admission on an individual basis. Those pupils with Statements will be considered following their Year 5/6 annual review meeting which is attended by the school ALNCo. A child with a statement of additional learning needs, naming Corpus Christi as the designated school, will be admitted. (See Admission Policy 2017)

A pupil will be accepted into the school under the admission terms set out in the Special Needs Code of Practice, Wales 2002.

On admission to Corpus Christi High School, pupils are placed in teaching groups according to the results of their Year 6 attainment levels and individual needs. Consultation with partner primary school staff also informs their initial placement.

A small learning class is provided for children with Special Educational Needs and some EAL pupils.

At the end of the first term, class placements are scrutinised following internal test results and movement of pupils between teaching groups may take place. This procedure is repeated at the end of the summer terms, in both Years 7 and 8.

The criteria used for determination of possible movement are laid out in the procedures undertaken by the Head of Pastoral Care. (Mrs Geen) There are certain special admission arrangements giving priority to children with some special educational needs e.g. visually impaired pupils or those with specific disabilities.

ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS

Statemented pupils are subject to Annual Reviews which operate according to LA guidelines.

Pupils at SA and SA+ on the SEN Register are placed in appropriate classes. The majority of their needs are met through departmental Schemes of Work which are appropriately differentiated.

Individual Educational Plans (IEPs) are drawn up by the ALNCo, SPLD & EAL teachers in the form of a pupil profile or Programme of work (POW). This is in accordance to the needs of the pupil. Individual Behaviour Plans (IBPS) are drawn up by Heads of Year in collaboration with the ALNCo, pastoral leaders and a specialist BESD teacher. The school follows the graduated 1-5 Stages as set out by the LA Achievement Service.

Pupils are regularly reviewed according to school assessment, recording, tracking and recording practices. All plans are reviewed by the above departments at least twice a year.

For those children who fail to meet their IBP targets and have had 2 or more fixed term exclusions in one term a Pastoral Support Programme (PSP) is drawn up. (Stages 1&2). This allows the school to seek further advice and make PARM referrals to statutory services and relevant projects. (Stage 3)

If the pupil fails to meet their PSP targets then a Team Around the Child(TAC) meeting is held to discuss statutory assessment or alternative provision. (Stage 4). Stage 5 may involve statutory assessment to determine whether a Statement of ALN is required.

In terms of provision, all pupils at Corpus Christi have access to a broad, balanced, appropriate and differentiated curriculum. They are fully integrated into the life of the school. Many pupils with additional learning needs represent the school and contribute to the school life (choir, performing arts, sports etc).

All staff are responsible for the pupils in their class and work with the ALN team to ensure that pupils are appropriately placed so that targets on IEPs/IBPs are appropriately addressed.

All teaching staff are issued with ALN registers which clearly identify the stage and category of additional need. These are also available on the school shared area. They are regularly updated according to the needs of the ALN pupil.

Each department is issued with monthly Additional Needs updates drawn up by the ALNCo which are discussed and recorded at Wider Leadership Team meetings. Staff are also informed in weekly staff briefings. ALN information is also available in the staff 'Shared Area'

Each department is given information of ALN pupils transferring from Year 6 to Year 7 in the July prior to their transfer in September. This is cascaded to all relevant staff. The same process is adopted for all new pupils to the school.

MORE ABLE AND TALENTED PUPILS

A separate policy exists for these pupils.

LOOKED AFTER CHILDREN

Pupils who fall into the category of 'Looked After' are cared for in accordance with the procedures set out by the LA. Mrs A Geen is responsible for the well being of LAC pupils.

EAL PUPILS

A separate policy exists for these pupils.

LINKS WITH OUTSIDE AGENCIES AND SUPPORT SERVICES

The school works closely with the Achievement and Inclusion Service. Mr Tom Leigh works at the school as specialist teacher for BESD, addressing the needs of Statemented pupils with BESD. He also works with pupils at SA+ as identified by the school.

Two specialist teachers for SpLD work at the school addressing the needs of pupils with specific learning difficulties. (FCH, KL)

An Educational Psychologist is assigned to the school on allocated sessions per term. A clinic arrangement takes place so that pupils can be referred according to the staged approach in the school.

The ASD and SLCD teams hold regular forums at the school to support all those pupils identified. Two EMTAS teachers are also available to support EAL pupils.

Other support services work closely with the SEN team to ensure that there is co-ordinated provision for pupils with special educational needs. They are:

Occupational Therapists
Physiotherapists
Speech Therapists
General practitioners
Psychiatric Nurse
Psychiatrist
Mental Health (CAMHs)
Manual Handling Advisors

Visual impaired specialist teacher.
Hearing Impaired specialist
Vision 21
Careers Wales
Home Tutors
Specialist Medical staff
Community Medical Officer
Social Services

STAFF DEVELOPMENT AND PARTNERSHIP

The school is committed to developing the skills of all staff in dealing with pupils who have additional learning needs. All members of the ALN team are entitled to participate in INSET training organised by the school, LA and other professional bodies.

Whole school INSET time on such issues as differentiation, entitlement and accelerated learning are identified and provision is made. Sharing of good practice is advocated throughout the school and in Wider Leadership Meeting and staff briefings.

The ALNCO is closely monitored by Mrs P Pavlovic (Acting Deputy Head and Line Manager.) CPD is regularly monitored and reviewed during Performance Management interviews.

All Learning Assistants have annual performance management interviews with the ALNCO and CPD is monitored. The ALNCO observes Teaching Assistants twice a year, either in the classroom or during an intervention session.

PARTNERSHIP WITH PARENTS

Parents are fully involved in the school ALN practices. There is an open invitation to contact the school. They are formally involved in all stages of the Code of Practice.

Parents are asked for their advice for annual reviews and invited to the review days. Parents are notified of individual Programmes of Work, IBPs and PSPs details and sent a copy of their child's plan. They are asked to acknowledge receipt of the plan by signing the relevant document. A copy is then inserted into the child's diary. All plans are available to relevant staff via the 'Shared Area'.

LINKS WITH OTHER SCHOOLS AND ESTABLISHMENTS.

Strong links exist between partner primary schools for the transition from Year 6 to Year 7.

SENCo Cluster Meetings are held on a termly basis. All staff are involved in setting an agenda. The school Partnership Inclusion Officer is also invited to attend.

The ALNCo visits the primary schools to discuss each child with the primary headteacher and SENCo each June and compiles, with the primary teacher, confidential documents for issue to all relevant staff. (Pupil Profiles) The ALNCo attends Primary Reviews each year upon the invitation of the primary SENCO for children of particular concern.

Year 6 pupils visit the school in the term preceding entry. These procedures ensure a smooth transition and build on the work of the primary school. Those pupils who are more vulnerable are offered an individual transition plan to eliminate any difficulties or anxieties.

KS4-KS5 transition meetings and discussions also take place during the summer and autumn term and information regarding exam access arrangements is transferred.

The ALNCo liaises with other local schools and establishments to ensure strong links and the sharing of good practices.

ANNUAL REPORT

The Governing Body produce an Annual Report for parents which evaluates the success of the SEN policy and comments on the progress made.

INFORMATION REGARDING IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH ADDITIONAL LEARNING NEEDS

Pupils are identified on admission by a careful procedure combining:

- Teacher Assessment KS2 levels from the primary school.
- National Reading and Numeracy Test data.
- Other primary school administered tests
- Primary transition visits and observations.
- Subject teacher identification
- Support specialist teacher observations
- Information from parents and other agencies

Following initial identification, some pupils' needs are assessed using a range of appropriate standardised test as recommended.

Pupils are placed on the ALN register according to their needs. Pupils are constantly monitored throughout KS3 and KS4 to assess their need and provision. Pupil profiles, IEPs, IBPs, and other plans are updated according to changes in the child's circumstances.

At the end of KS4 Information regarding the pupil's need is available to all places of study, training and work. This includes information on exam access arrangements.

EXAM ACCESS ARRANGEMENTS

GCSE EXAMINATIONS

All pupils are entered for external examinations during Years 10 and 11. Disapplications and access arrangements are applied for in relevant cases, usually after discussion with pupils, parents and teachers. They are then formally informed of the appropriate arrangements made.

Pupils are identified by a careful procedure combining:

- Teacher Assessment KS3 levels from the primary school
- National literacy & Numeracy administered tests
- Subject teacher identification
- Support specialist teacher observations
- Information from parents and other agencies
- History of need
- History of provision

Following initial identification, pupils' needs are assessed using a range of appropriate standardised test as recommended. Information is then shared with the Examination Officer (Mrs Hellerman) who then applies for approval from the Joint Council for Qualifications.

Pupils and parents are then informed of their decision and what appropriate arrangements are administered. These arrangements are valid for two years. Teachers, parents and pupils are asked at the end of each year to review their exam access arrangements so that appropriate and beneficial changes occur.

NATIONAL TESTS

All pupils are entered for National Tests during Years 7, 8 and 9. Disapplications and access arrangements are applied for in relevant cases, usually after discussion with pupils, parents and teachers. They are then formally informed of the appropriate arrangements made.

Pupils sit the Reading, Reasoning and Procedural test at the start of the Summer Term. Results for each test are given to parents and all relevant parties, at the start of the forthcoming academic year.

The test provides two kinds of score, a standardised score and a progress score. These two scores can be very different to results given in other tests and situations.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

Aims

1. To ensure that parents and school act in partnership to provide for the needs of the child.
2. To facilitate two way communication regarding pupils and their progress.
3. To help raise pupils' level of self-esteem and well being.

Procedure

Parents have an open invitation to contact the school at any time to discuss their child's progress. Parents are formally invited to attend review meetings of statemented pupils to submit their views. Pupils are also invited.

Parental consultation is an essential part of monitoring progress and parents are encouraged to play an active role in their child's education.

Parents are encouraged to contact the school and ALNCO at any time if they have any cause for concern.

Letters are issued to parents in the Autumn Term to inform them of their child's placement on the SEN Register and at what stage (SA, SA+ & Statemented). Letters are also sent out regarding their child's provision and exam access arrangements.

PUPIL PARTICIPATION AND INCLUSION

The Governing Body and the school must commit themselves to the challenge of ensuring pupil participation amongst those with Additional Learning Needs:

- Everyone must recognise the legitimate interests of ALN pupils in decision making.
- ALN pupils must be given the opportunity and support to express their views.
- There has to be a commitment to the long term involvement of ALN pupils.
- ALN Pupils need training and encouragement to help them become actively involved.
- All ALN pupils must be challenged and enriched. They must be given the opportunity to engage and participated in all academic, social, moral and spiritual aspects of school life.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Parents of children with additional learning needs can make a complaint about the provision made for their child at the school by contacting the Head of Year who will refer that complaint to the ALNCO.

All complaints will be investigated thoroughly by the ALNCO who will generally arrange a meeting with parents. They will be informed that if all their concerns have not been addressed they should contact the relevant Pastoral Head for further discussion.

The well-being and progress of the pupil must always be paramount in these matters and the ALNCO must be involved at every stage. Parents can also contact the Achievement and Links Service or SNAP Cymru for further advice and guidance.