



BUILTH WELLS HIGH SCHOOL

ADDITIONAL LEARNING NEEDS

POLICY

Policy for Additional Learning Needs

Introduction

This policy has full regard to the Special Educational Needs Code of Practice for Wales 2002 and the SEN, the Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs/Additional Learning Needs Information Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Additional Learning Needs (ALN), either throughout or at anytime during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with ALN have the right to the greatest possible access to the broad and balanced education set by the National Curriculum.

The Code of Practice gives these definitions:

Children have Additional Learning 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 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.

The Code also refers to the Disability Discrimination Act 2005 which states:

A person has a disability if he has a physical or mental impairment which has substantial and long term adverse effect on his ability to carry out normal day to day activities.

1 Objectives

Builth Wells High School aims to ensure that all pupils with Additional Learning Needs receive the best possible education and are enabled to develop their full potential both academically and socially. The school aims to integrate all pupils into all aspects of school life.

2 Day to day Coordination of ALN

The designated school ALN co-ordinator is Liz Evans

3 The arrangements which have been made for co-ordinating the provision of education for pupils with ALN at the school.

The School Governing Body will, in co-operation with the headteacher:

- determine the school's policy and approach to ALN provision;
- establish the appropriate staffing and funding arrangements;
- and
- maintain a general oversight of the school's ALN provision.

The School Governing Body has a nominated 'ALN Link Governor' Mrs Grace Jones to liaise with the headteacher and the school's designated ALN co-ordinator in monitoring the school's ALN provision. The ALN Link Governor, together with the headteacher and ALN co-ordinator, will report on a regular basis to the School Governing Body on the school's ALN provision.

The headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

The ALNCo is responsible for

Co-ordination of ALN throughout the school

ALN related policies

School ALN policy

ALN register
Looked After Children register
IEP's
Disability Discrimination Policy

Annual Reviews of pupils with Statements and those on
Extended School Action Plus

Writing applications for submission to the Additional Learning
Needs Panel

Liaison with Primary Schools to establish needs of new entrants

Attending Annual Review of year 6 pupils likely to come to
Builth Wells High School

The team of LSA's: Deployment, Welfare and Training

Self-evaluation of ALN

There are procedures in the school for:

- Planning special provision (including the early identification and assessment of special needs and special provision requirements);
- resourcing the provision in a fair and consistent manner;
- implementing the provision in an effective, efficient and equitable manner;
- monitoring the progress of individual pupils and groups of pupils by keeping appropriate records;
- evaluating the progress of individual pupils and groups of pupils by carrying out regular reviews;
- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual pupil.

4 Admission arrangements for pupils with ALN who do not have a statement in so far as they differ from the arrangements for other pupils.

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought.

However, special consideration is given to every individual pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with Additional Learning needs should have their needs met.
- The Additional Learning needs of children will normally be met in mainstream schools or settings.
- A parent's wish to have their child with a statement educated in the mainstream must be given priority.

The school ALNCO liaises closely with primary schools that are transferring pupils. IEPs are developed in conjunction with the Primary Schools to aid transition. The ALNCo attends the Annual Reviews of Year 5 and 6 statemented pupils and those at Extended School Action Plus (ESA+). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis.

In English and Mathematics lessons there are small groups (usually between 8 and 12 pupils) from year 8 onwards. In year 7 we endeavour to put LSA support in as many lessons as possible across the curriculum.

The School has a team of 5 full time equivalent Learning Support Assistants. The Assistants are deployed to meet the specified time of statemented pupils and those at ESA+.

Pupils with significant special needs may receive part-time outreach specialised provision from a range of organisations in addition to the special provision being made by the school. These include:

- Powys Educational Psychology Service
- Powys Adviser for pupils with English as an Additional Language
- Powys Adviser for Gypsy Travellers
- Powys Local Health Board
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - Physiotherapy Service
 - Diabetic Nurse Service
 - School Nurse Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Powys Mediation
- CAMHS
- Youth Gateways
- Careers Wales
- Brynllwarch Special School
- Penmaes Special School

6 Facilities for pupils with ALN at the school, including facilities which increase or assist access to the school by pupils who are disabled.

The school is a two storey building on a level site and is accessible for pupils with a physical disability who may have to use a wheelchair or crutches for support. Lifts are available in the new buildings but

part of the old building is inaccessible to wheelchair users. Comparable facilities for these subjects exist on the ground floor. The rooming of classes would be changed to include such pupils. There are currently no hoists or plinths available for wheelchair dependent pupils. Currently no staff are trained in personal care.

7 How resources are allocated to and amongst pupils with ALN.

Learning support Assistants represent a significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in statements and ESA+. The LSA timetable is constructed to maximise the benefit against the legal constraints of statements. Remaining time is then allocated to maximise benefit to as many pupils as possible or those with identified difficulties (long and short term).

Resources for children with Additional Learning needs are allocated to all faculties and subject departments to allow for materials, books and staffing to be available according to needs. The ALNCO is allocated a separate budget for some teaching resources and administrative costs.

8 How pupils with ALN are identified and their needs determined and reviewed.

The school ALNCO contacts all feeder primary schools to gather information on pupils in Year 6 with special needs prior to pupils starting at High School. All Year 6 statement reviews are attended. SATs and reading test scores are sent to the high school as soon as they are available.

On entry to High School pupils undertake CATs and NFER reading and spelling tests. Pupils with special needs are then placed on the register at a stage as recommended by the Code of Practice.

The school uses a range of assessment techniques, for example, standardised tests, classroom observations, use of standard checklists and profiles, parental views. In addition Educational

Psychologist reports may be sought. Outreach advice from Penmaes School is also a valuable resource. The assessment seeks to identify the nature of the difficulties being experienced.

The assessment of a pupil's needs will lead to a description of the special provision and any special resources required to meet the needs. The provision planning and resourcing will consider both the special provision required to meet the pupil's additional needs and any special arrangements to ensure access to a broad, balanced and relevant education.

Following identification the pupils are placed on the School's SEN register in accordance to The Code of Practice and Powys LEA policy.

The Levels are
School Action
School Action Plus
Extended School Action Plus
Statement

The ALN register and copies of IEPs which give details of pupils' needs are sent electronically to all staff and can be accessed in the shared network area. They are available to all. Heads of Faculty and Pastoral Managers are consulted on the production of the ALN register and IEP targets.

Annual Statement reviews are held as follows:

Year 7	June / July
Year 8	June / July
Year 9	March / April, prior to option choices. Transition plan written. Educational Psychologist and Specialist
Year 10	Careers Adviser attend. November Specialist Careers Adviser attends
Year 11	June Specialist Careers Adviser attends

School assessments in all subjects are held regularly and parents receive full and interim reports and are asked to respond.

Pupils with literacy difficulties are tested on reading, comprehension and spelling. Literacy screening is carried out after staff or parental request.

9 Arrangements for providing access by pupils with ALN to a balanced broadly based curriculum (including the National Curriculum).

It is the school's policy that all pupils with ALN follow the National Curriculum as other pupils in the school. Children are only rarely disapplied from any part of the National Curriculum in consultation with themselves, parents and always the Educational Psychology Service. Pupils are supported in line with individual needs and with the aim of ensuring that pupils with special needs have exactly the same opportunities as all pupils.

10 How pupils with ALN engage in the activities of the school together with pupils who do not have ALN.

It is the school's policy that all pupils with ALN follow the National Curriculum as other pupils in the school. Children are only rarely disapplied from any part of the National Curriculum in consultation with themselves, parents and always the Educational Psychology Service.

Pupils with ALN are placed in groups according to attainment and aptitude. Pupils with ALN are located in all ability groups in all School Years.

11 How the governing body evaluate the success of the education which is provided at the school to pupils with SEN.

The ALN procedures will be kept under review by:

- (1) carrying out an annual self evaluation of our ALN provision;
- (2) identifying key areas for development in our ALN Development Plan;
- (3) reporting on the progress of our ALN policy and provision in the school Governing Body's annual report to parents.

12 Complaints from parents of pupils with ALN concerning the provision made at the school.

Parents are welcome to contact the School. We actively seek advice from outside agencies in order to resolve any problems but if a concern cannot be resolved a complaint can be made using the School's complaint policy and procedure

13 Any arrangements made by the governing body relating to in-service training for staff in relation to SEN.

The annual audit of staff professional development needs will assist in identifying the various training needs of staff in contributing to the school's ALN provision.

Every encouragement will be given to staff to seek specialised training and qualifications in line with their areas of responsibility, subject to financial constraints.

The ALNCO meets on a regular basis with the LEA special needs service and other secondary ALNCOs annually.

ALN advice will be provided by the ALNCo and specialist external staff as and when required.

14 The use made of teachers and facilities from outside the school including links with support services for ALN.

All pupils have access to the Careers Service and pupils with special educational needs have interviews with our adviser in Years 9, 10 and 11.

A good working relationship exists between the school and Coleg Powys. There is a close contact with college special educational needs lecturers and a number of pupils leave school to undertake further education courses, notably the Vocational Access Course.

The school uses a range of external help. An educational psychologist will visit on request if particular issues arise. Children with hearing and vision difficulties are seen by the appropriate LEA designated teachers and the Speech and Therapy service is contacted when necessary. Regular contact is kept with local health board services. The school is visited weekly by an educational welfare officer and has a contact with Powys Social Services through the officer designated for schools liaison.

Powys Educational Psychology Service

Powys Local Health Board

Speech and Language Therapy Service

Occupational Therapy Service

Physiotherapy Service

Diabetic Nurse Service

School Nurse Service

Hearing and Visual Impairment service (Powys Advisory Service)

Powys Mediation

CAMHS

Youth Gateways

Careers Wales
Brynlllywarch Special School

Contact with other mainstream schools is maintained via subject INSET and the meeting of Secondary School ALNCOs. In the past pupils from the LEA special school have spent time in Builth Wells and a good relationship exists between the two.

15 The role played by the parents of pupils with ALN.

Partnership with parents is a key feature of all aspects of Builth Wells High School. Parents are always welcome to contact the School about any concerns. The development, progress and behaviour of all pupils is monitored by Pastoral Heads in conjunction with subject staff. Parents are contacted at the earliest signs of difficulty.

There is a regular pattern of parents' evenings, and this is supplemented by a full school report and invitation to parents to contact school at any time.

Parents and pupils are always invited to reviews of pupils with special needs. The ALNCO first makes contact with parents when children are in Years 5 and 6 of their primary school

16 Links with other schools, including special schools, and the provision made for the transition of pupils with ALN between schools or between school and the next stage of life or education.

The school ensures that all appropriate documentation and information is received when a pupil with special needs enters the school, and also that the appropriate records are transferred when a pupil with special needs transfers to another school. The school Careers Officer, and representatives of other appropriate agencies,

will be involved in planning for the transition from school either into further or higher education, training or employment.

The school will also consider very sympathetically any requests to provide mainstream school experiences for pupils enrolled in a special school. Liaison with Penmaes Special School is valued and seen as an essential factor in enabling some pupils to remain in mainstream education at Builth Wells High School.

The ALN co-ordinator joins with staff from other secondary schools for in-service training sessions.

17 Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with ALN.

The ALN co-ordinator and other staff, as appropriate, meet on a regular basis with representatives of the School Medical Service, the Social Services Department, and the Education Welfare Service to discuss any pupils who are a cause of concern. Interim contact is also possible in dealing with more urgent cases. These contacts may lead to members of these services contributing to individual or group action plans.

A number of voluntary organisations and support groups often assist the school in special initiatives aimed at improving the school's SEN provision. This may involve contributing to the special provision of individual pupils or groups of pupils, assisting in developing resources, or fund raising. The following organisations have worked with the school:

- Snap Cymru
- Powys Mediation
- The Down's Syndrome Association

18 This policy was approved by the School Governing Body at its meeting on

for implementation with effect from

and will be reviewed on