



YSGOL GYMUNEDOL  
**CWMTAWE**  
COMMUNITY SCHOOL

## ADDITIONAL LEARNING NEEDS POLICY

DATE OF POLICY: JANUARY 2023

ALNCo: Miss V Mitchell

SLT LEAD: Mr. P. Rogers (Deputy Headteacher)

HEADTEACHER: C. L. Hitchings



The Additional Learning Needs Policy takes into consideration provisions within the Education Act 1996, the Equality Act 2010 and the Additional Learning Needs Education Tribunal (Wales) Bill, which was passed by the National Assembly for Wales on 12 December 2017 and became an act on 24 January 2018 after receiving Royal Assent. This has created a legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure that a desired outcome is delivered. This is then supported but the ALN Code and Regulations and accompanying legislations.

All children have skills, talents, and abilities, and as a school we believe we have a responsibility to develop these to the full.

At Cwmtawe School we believe that:

- All children are entitled to a relevant and high-quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have additional learning needs should be supported wherever necessary to achieve 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 require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

## **THE MANAGEMENT OF ADDITIONAL LEARNING NEEDS**

The ALNCo, Miss V.J. Mitchell has the responsibility for the day-to-day operation of the Additional Learning Needs policy.

The ALNCo will:

- Oversee the running of the provision for pupils with additional learning needs including in class, small group, and individual pupil support. See provision map at **Appendix 2**.
- Organise and manage the work of the school's learning support assistants and support teachers.
- Maintain the school's register of pupils with additional learning needs and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents/carers, and other professionals.
- Ensure annual reviews for pupils with statements are completed using a person-centred approach to reviewing.
- Complete reviews for pupils with Individual Development Plans using a person-centred approach to reviewing.
- Organise meetings, as appropriate, with teachers in respect of additional learning needs issues.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Liaise with the pastoral team regarding pupils on the register for pupils with additional learning needs.
- Liaise with the Literacy Co-ordinator, Numeracy Co-ordinator, class teachers/subject departments/teachers to ensure the needs of pupils with additional learning needs are met across the curriculum.
- Report on new developments in the field of ALN and in-line with the school's professional development policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Meet regularly with the designated ALN Governor.

- Produce termly reports to the designated ALN Governor and an annual report for the 'Governors' Report to Parents'.

### **ALN Specialist Teachers.**

In addition to Miss Victoria Mitchell there are two other part-time ALN teachers, namely Mrs. Jenny Hopkins, who is responsible for the Learning Support Centre (LSC) for Dyslexia, Mr. Mark Castle, who is responsible for the Learning Support Centre for ASD.

### **Teaching Assistants:**

There is a team of Teaching Assistants within the department who provide general support duties under the guidance of Miss V. Mitchell, ALNCo.

As of September 2022, there are:

- 12 Teaching Assistants working 25 hours per week
- 2 Teaching Assistant working 20 hours per week
- 1 Teaching Assistant working 15 hours per week

### **FACILITIES FOR PUPILS WITH ALN**

There is currently a classroom (The Study) which is furnished and resourced to facilitate the teaching and assessing of ALN pupils in small groups or on an individual basis.

E10, within the English Faculty, has been established and resourced as a literacy room, the ASD Unit is housed in two small teaching rooms referred to as the 'Snug,' a numeracy room has been established in L10 and the Dyslexia Unit is based in H10.

### **ADMISSION ARRANGEMENTS**

The school adheres to the Admissions Policy of the Local Authority. This is applied equally to 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 apply giving priority to his/her school placement. Pupils with a Statement for Education attend Cwmtawe from LAs other than Neath Port Talbot.

At Cwmtawe Community School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions
- Managing Trauma

In addition to this, Cwmtawe Community School has a Learning Support Centre for pupils with Dyslexia and one for ASD. All pupils in the Learning Support Centre have a Statement of Special Educational Needs and have been placed in the provision by the NPT SEN transfer panel.

## **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**

To include pupils who are designated as having additional learning needs, the school provides:

- Specialist teachers and/or learning support assistants to enable appropriate access to the curriculum via in-class, small group, or individual support.
- Individual teaching programme designed to meet the needs of each particular child.
- Individual timetables to include specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
- Specialist equipment.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time, when the best solution is withdrawal to access special intensive programmes. Parents/carers and pupils will always be involved in discussion when these situations arise, and the pupil's welfare will be the major factor considered when decisions are taken. A provision map showing the nature and level of support available is attached at Appendix 1.

## **ANALYSIS OF BEST VALUE**

The ALNCo and the school management team use both quantitative and qualitative data in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress.
- Comparative data from standardised tests CATs, Suffolk Reading, Blackwell Spelling are used as guidelines for assessing the pupil's ability and potential.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
- Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place, e.g., Provision maps, XL tracking, performance management and TA reviews.

## **FUTURE PLANNING**

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

- Ongoing tracking of pupil progress
- Ongoing evaluation of best value
- Annual ALN budget allowance
- Ongoing Authority and government directives

## **IDENTIFICATION, ASSESSMENT RECORD-KEEPING and REVIEW**

At Cwmtawe Community School we adopt a Decision-Making Process to meet our responsibilities for identifying pupils with additional learning needs.

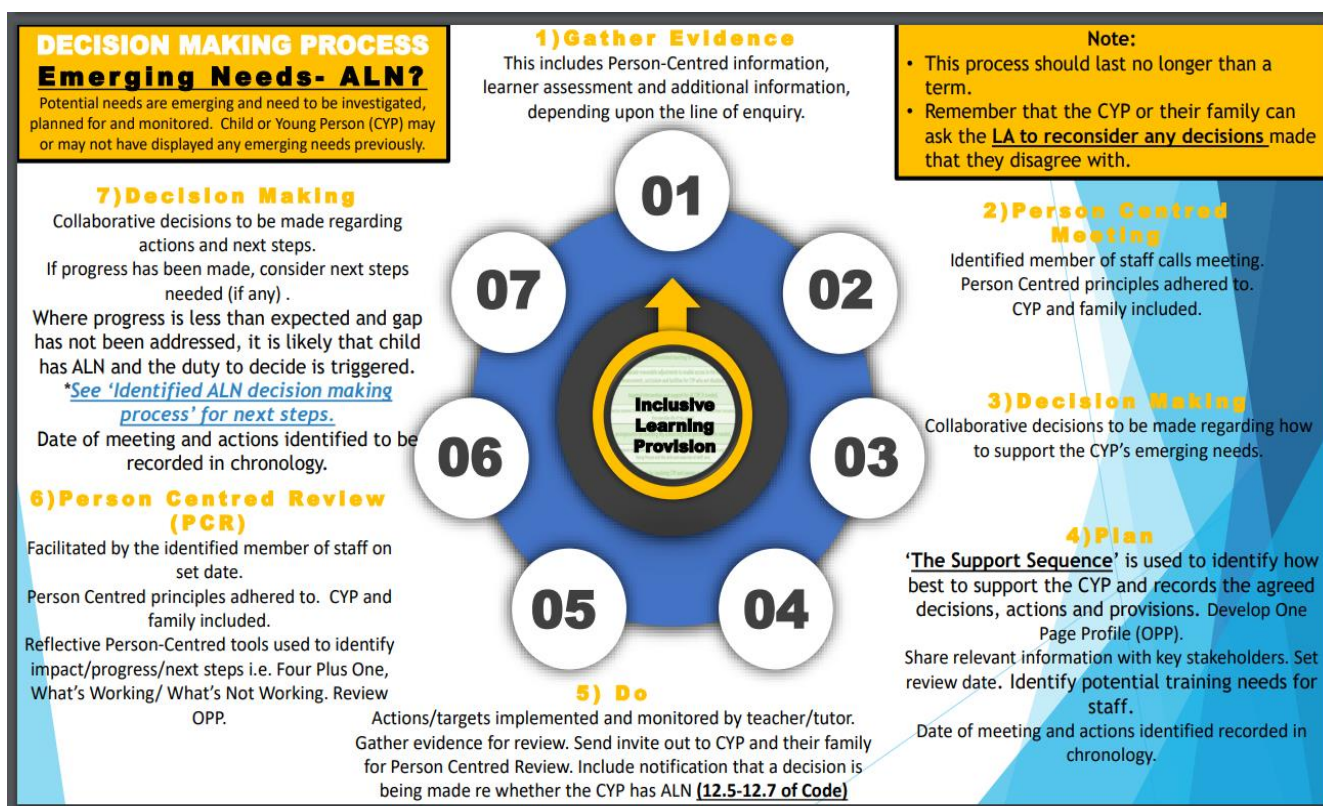
We follow the guidance as outlined in the documents Additional Learning Needs and Educational Tribunal (Wales) Bill 2017.

One aspect of the definition of ALN involves the child or young person having (or in the case of a child under compulsory school age, being likely to have when of compulsory school age) a “significantly greater difficulty in learning than the majority of others of the same school age” (section 2(2) (a) and (3) of the Act. If a child or young person has (or is likely to have) a greater difficulty in learning than the majority of the others of the same age, whether it is (or is likely to be) a significantly greater difficulty in learning compared to those others depends upon the extent of the educational training provision called for by it (or that will be called for by the likely difficulty). If it calls for (or likely difficulty will call for) educational or training provision generally made available in the mainstream maintained schools or FEIs (for example, measures such as catch-up provision or differentiated teaching strategies more generally), it will not amount to a significantly greater difficulty in learning.

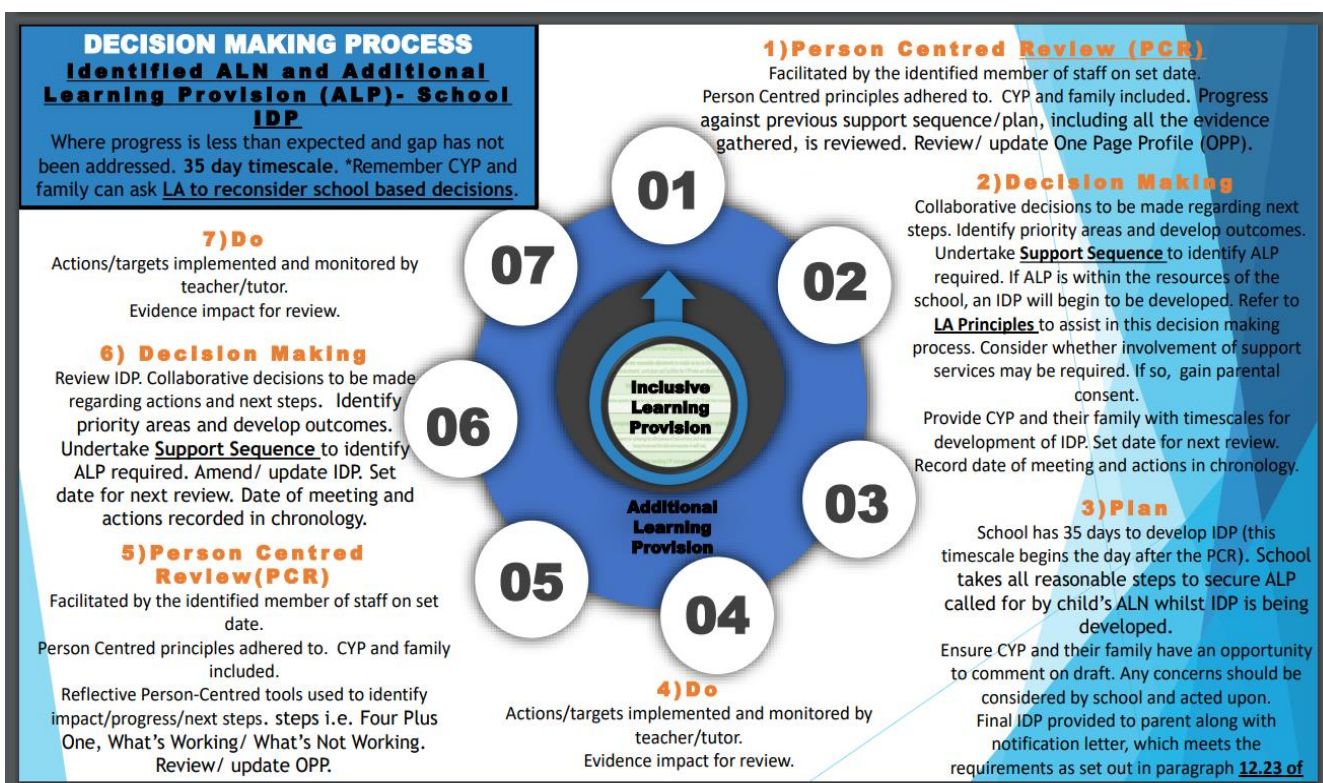
In some cases, it will be apparent from the outset that it is likely that a difficulty in learning is sufficiently significant to call for ALP, in which case the duty to decide whether the person has ALN applies. In other cases, it may only be after a difficulty in learning has persisted for a longer period of time, despite the usual interventions, that it appears that the difficulty may be sufficiently significant to call for ALP and therefore the duty to decide whether the person has ALN applies.

## PROCESS FOR ACTION, RECORD-KEEPING AND REVIEW

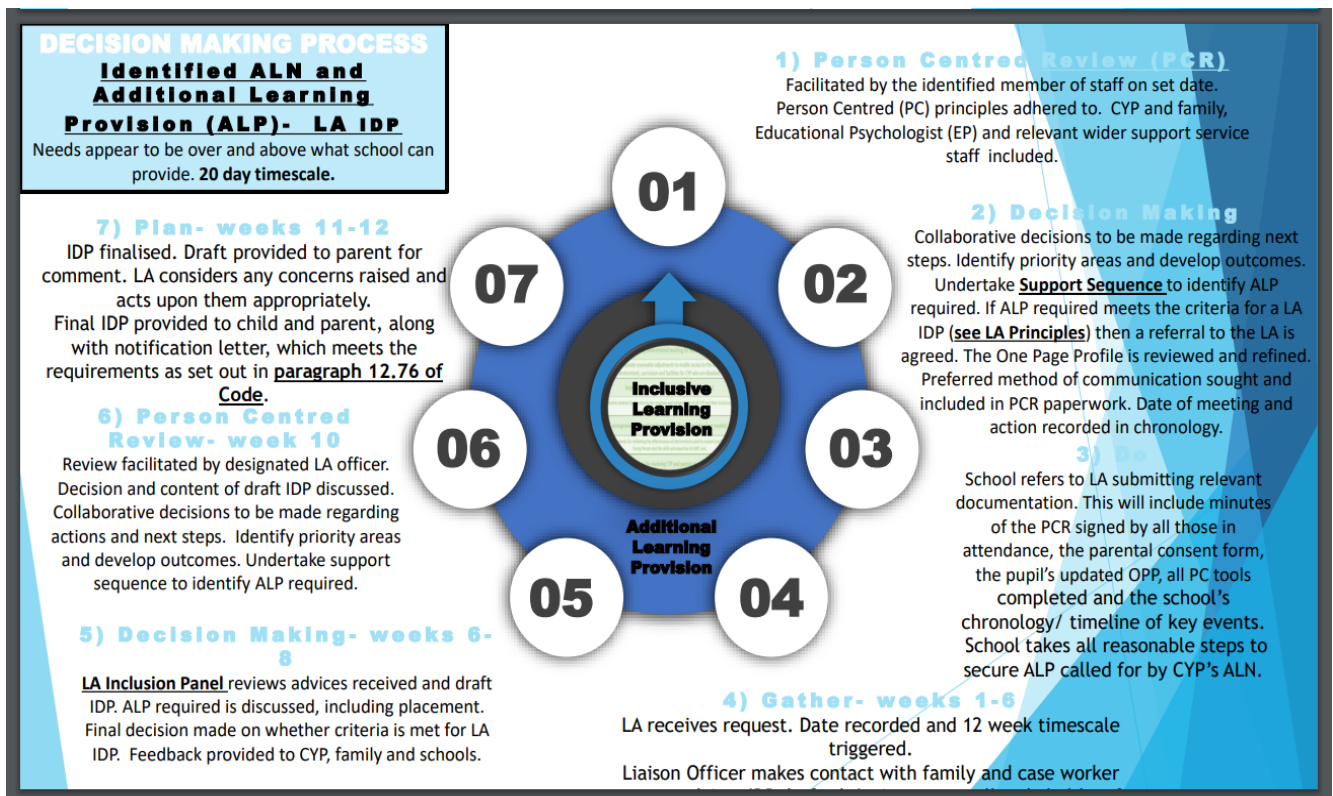
### Emerging ALN



### School Maintained IDP



## LA Maintained IDP



## IDP Reviews:

- Reviews need to be in line with timescales determined for outcomes set.
- IDP must continue to accurately reflect the child or young person's needs and details the provision required to meet those needs.
- Review IDPs at least annually and allow them to be revised in the light of each review.
- The minimum review requirement is supplemented by powers allowing IDP's to be reviewed at any time at the request of the child, the child's parents, or a young person or by an NHS body.
- The efficacy of an IDP should be monitored on an on-going basis by the body responsible for maintaining it, and reviews should be conducted as often as required by the circumstances.
- It is important to remember that children and young people learn in different ways, and their needs may change over time. Through a continuous cycle of planning, action and review, different support or expertise can be identified and provided as necessary. The range and style of support may be increased, reduced, or changed according to the child or young person's individual needs and progress.
- A review period is essentially the period of one year from when the IDP was either prepared, revised or a decision was made not to revise it. The important date is that on which the IDP or revised IDP was first given to the child, the child's parent, the Independent Reviewing Officer for a looked after child or the young person.

## **EVALUATING SUCCESS**

### **Record keeping**

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

- Description and nature of pupil's difficulty
- Strategies to be adopted
- Individual Development Plans
- Individual Development Reviews
- Support sequences
- Records of support requested
- Reports from all other professionals involved

## **PUPIL PARTICIPATION**

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child/young person.

Pupils are included in person centred reviews and when decisions are taken to:

- Write new IDP targets
- Review targets
- Increase/decrease the level of support
- Choose a new school

## **PARENT/CARER PARTNERSHIP**

### **Contact with parents/carers**

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour, or educational provision within school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be:

1. ALNCo to meet with parents/carers to discuss pupil's placement on the ALN register, or subsequent removal.
2. Part of the cycle of reviews to take place at scheduled parents' evenings.
3. ALNCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. ALNCo to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with a statement of special educational need/IDP maintained by the local authority will be invited to an annual review meeting. Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. The school will seek to engage the services of MEAS where requested by parents or deemed necessary by the ALNCo to ensure partnership in developing strategies to help an individual pupil.



## **MONITORING PROVISION**

The following information is available within school in respect of the effectiveness of the support available for pupils with identified needs; it is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching
- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Practical use of IDPs
- Target setting
- Pupil progress

## **VALUE ADDED**

The notion of 'value added' is an important one to Cwmtawe Community School and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

- IDP targets met
- Examinations/tests, both school based and external
- School's award schemes
- Extra-curricular activities
- Work experience success and the destinations at the end of the pupil's school career

The information provides a valuable insight into the progress of pupils with additional learning needs.

## **THE ROLE OF THE GOVERNORS**

The governor with responsibility for additional learning needs, Mrs. Linet Purcell, will provide termly reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits.

The whole governing body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school. It will also comment on the school's effectiveness in the implementation of the additional learning needs policy in respect of:

1. Additional learning needs as an integral part of the school development plan
2. Identification of need
3. Notification to parents/carers of a child who is deemed to have additional learning needs
4. Assessment of need
5. Provision for meeting the pupil's needs
6. Provision of an inclusive environment for all
7. Methods of monitoring recording and reporting
8. Additional learning needs funding and spending
9. Deployment of equipment, personnel, and resources
10. The use made by school of other professionals and support services

## **TRAINING**

In-service training is available in respect of additional learning needs for whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development Plan and funded through the School Effectiveness Grant. It will be delivered by one of the following:

- ALNCo
- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants/trainers

A record of all ALN training delivered and subsequent evaluations will be kept by the ALNCo.

## **OTHER PROFESSIONALS AND SUPPORT SERVICES**

The school works closely with other professionals to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to the school:

- Curriculum Support
- Educational Psychology
- Education Welfare Service
- Health Services
- Hearing Impairment
- Home Education
- Pupil Parent Support
- ALNSS
- Social Services
- Speech Language and Communication
- Visual Impairment
- SNAP
- CAMHS
- Voluntary organisations

## **LINKS WITH OTHER SCHOOLS**

Our partner Primary Schools are supportive and maintain regular contact with the school. An induction programme for Year 6 pupils coming to Cwmtawe Community School operates in order to establish a welcoming environment. Liaison with schools in our phase takes place via the Senior Management Team/ALNCo who are involved in extensive two-way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

## **QUERIES AND COMPLAINTS**

Parents/carers are partners with Cwmtawe and are welcome to query decisions made by the school through the designated channels as laid down in school documentation. If on pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Authority. If at this point, they do not agree with the schools and Authority's decision, they have a right to appeal to the SEN Tribunal for Wales.

## Appendix 1 – Provision Mapping

Provision	Resource	IEP/IDP Issued	Time Allocation	Monitoring of progress
<b>Prior to Year 7 (Transition)</b>	Meeting with partner Primary School teachers/ALNCo. Pupil/Parents visits to school ALNCo attendance at Year 5/6 Annual Reviews. Discussion/liaison with appropriate specialists. Exchange of Information meetings.			
	On joining Cwmtawe all pupils are assessed using a series of CAT, Literacy and Numeracy tests. Pupils with reading, spelling or numeracy difficulties (as highlighted by Literacy and Numeracy Co-ordinators) are targeted for additional appropriate support.	Depends on ALN stage	Registration time, lunchtime, after school intervention. Lesson withdrawal. Differentiated class work.	Via School XL. Annual testing. Teacher comments.
	Any new pupil arriving at Cwmtawe is assessed using a range of screening tests in order to ascertain their Learning Profile.	Dependent on outcome of assessment	Dependent on outcome of assessment.	Dependent on outcome of assessment.
Provision	Resource	IEP Issued	Time Allocation	Monitoring of progress
<b>Normal School Provision KS3</b>	Year 7 Pupils in 7H, receive timetabled Literacy and Numeracy lessons. Differentiated classwork.	Yes	Literacy: 3 hours a fortnight Numeracy: 2 hours a fortnight	Termly XL review. Teacher comments. Departmental assessments. Pre and post intervention testing by Literacy and Numeracy Co-ordinators.
	Individuals/small groups partake in a range of interventions such as: Rapid Reading, Talkabout, ELSA, Zones of Regulation, Literacy Intervention, Numeracy Intervention	Yes	Varied	Entry and Exit surveys. Reading and Spelling scores.

<b>Provision</b>	<b>Resource</b>	<b>IDP Issued</b>	<b>Time Allocation</b>	<b>Monitoring of progress</b>
<b>Normal School Provision KS3</b>	<b>Year 8</b> Pupils in 8H receive Literacy and Numeracy lessons. Differentiated classwork.	Yes	3 hours per fortnight	Termly XL review. Teacher comments. Departmental assessments. Pre and post intervention testing by Literacy and Numeracy Co-ordinators. IDP reviews
	Individuals/small groups partake in a range of interventions such as: Rapid Reading, Talkabout, ELSA, Zones of Regulation, Literacy Intervention, Numeracy Intervention	Depending on needing an ALP.	Varied	Entry and Exit surveys. Reading and Spelling scores. IDP reviews.
<b>Provision</b>	<b>Resource</b>	<b>IEP Issued</b>	<b>Time Allocation</b>	<b>Monitoring of progress</b>
	<b>Year 9</b> Pupils in 9H receive Literacy lessons. Differentiated classwork.	Yes	3 hours a fortnight	Termly XL review. Teacher comments. Departmental assessments. Pre and post intervention testing by Literacy.
	Individuals/small groups partake in a range of interventions such as: Rapid Reading, Talkabout, ELSA, Zones of Regulation, Literacy Intervention, Numeracy Intervention	Yes	Varied	Entry and Exit surveys. Reading and Spelling scores. IDP reviews.

Provision	Resource	IDP Issued	Time Allocation	Monitoring of progress
	<b>Year 10</b> Individuals/small groups partake in a range of interventions such as: Rapid Reading, Talkabout, ELSA, Zones of Regulation, Literacy Intervention, Numeracy Intervention	Depending on needing an ALP.	Varied	Entry and Exit surveys. Reading and Spelling scores. IDP reviews.
Provision	Resource	IDP Issued	Time Allocation	Monitoring of progress
	<b>Year 11</b> Individuals/small groups partake in a range of interventions such as: Rapid Reading, Talkabout, ELSA, Zones of Regulation, Literacy Intervention, Numeracy Intervention	Depending on needing an ALP.	Varied	Entry and Exit surveys. Reading and Spelling scores. IDP reviews.
	Pupil may be referred to the ALNCo for support by subject teachers, Heads of Year, parents, or other agencies.	Varies	Registration time, lunchtime, after school intervention. Lesson withdrawal. Differentiated class work.	Via School XL. Annual testing. Teacher comments.

Provision	Resource	IEP Issued	Time Allocation	Monitoring of progress
<b>KS4 additional support</b>	Pupils at Key Stage 4 may be withdrawn from 1 option line in order to receive support. Guidance provided for appropriate option choices following liaison with Careers Advisor and SMT.	N/A	2-5 hours withdrawal from lessons to access TA support.	Termly XL Review. Departmental assessments. Analysis of External Examination results. Teacher comments.
	Application for examination concessions.	N/A	Time to complete assessments by suitably qualified teachers at the start of Year 10. TA support during examinations as dictated by the examination concession outcomes.	

Provision	Resource	IEP Issued	Time Allocation	Monitoring of progress
<b>Statement</b>	<p>Following Statutory Assessment pupils have been allocated support provision as outlined within their Statement of Educational Needs.</p> <p>Pupils at Key Stage 4 may be withdrawn from 1 option line in order to receive support.</p> <p>Guidance provided for appropriate option choices following liaison with Careers Advisor and SMT.</p> <p>Application for examination concessions.</p>	Yes	As determined by individual statement.	<p>Termly XL review. Teacher comments.</p> <p>Departmental assessments.</p> <p>Pre and post intervention testing by appropriate staff.</p> <p>Annual review of Statement.</p>
	<p><u>Specialist Dyslexia Unit Provision:</u></p> <p>At KS3 pupils are disappplied from MFL in order to attend the Unit to focus on developing Literacy skills.</p> <p>Pupils follow a Structured, cumulative teaching programme in order to address their specific educational needs. There is a strong emphasis on multi-sensory teaching.</p> <p>High teacher to pupil ratio from a suitably qualified Specialist teacher.</p>	Yes	Withdrawal to the Unit for 6-8 hours a fortnight.	<p>Termly XL review. Teacher comments.</p> <p>Departmental assessments.</p> <p>Pre and post intervention testing by appropriate staff.</p> <p>Annual review of Statement.</p>
	<p><u>Specialist ASD Unit Provision:</u></p> <p>At both KS3 and KS4 pupils have individually tailored timetables in accordance with their support provision as outlined in their Statement of Educational Needs. Specialist Teaching provision is available in order to support the range of complex difficulties that may arise during the course of the day.</p>	Yes	Withdrawal to the Unit as appropriate for their daily needs	<p>Termly XL review.</p> <p>Teacher comments.</p> <p>Departmental assessments.</p> <p>Pre and post intervention testing by appropriate staff.</p> <p>Annual review of Statement.</p>