
Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

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'Together, we believe, achieve & succeed'

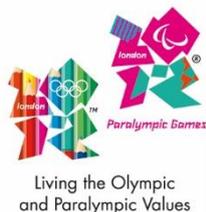


Additional Learning Needs Policy 2020/21

Signed: *Per Short*

Date: 14.07.20

Review Date: Summer '21



ADDITIONAL LEARNING NEEDS POLICY

Introduction

The Additional Learning Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, policies and guidelines issued by the Directorate of Lifelong Learning and the aims of the school as outlined in school documentation.

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

The school population at Blaenbaglan is thriving and currently includes children who have statements of Special Educational Needs. There are also a small number of children whose progress has either given cause for concern because it is below average or because they excel in all areas of the curriculum and are particularly able. Although we receive insufficient funding to provide individual tuition, we do endeavour to cater for these children through differentiated work and, when possible, individual and/or small group attention, if appropriate.

At Blaenbaglan, 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.
- All children have a right to a broad, balanced, relevant and differentiated yet challenging curriculum which demonstrates progression and coherence.
- All teachers are teachers of children with special needs and understand their responsibilities for meeting pupils' individual needs.
- 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 will require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.
- The needs of most pupils will be met within mainstream and without a statutory assessment or statement of special education needs. It is the policy at Blaenbaglan, that all children with special education needs, including those with statements shall, where appropriate and taking into account the wishes of parents, be educated alongside their peers in the mainstream.
- As there is a range of special needs, varying in degree from children who have mild to severe learning difficulties to children who are exceptionally gifted, we aim to provide a commensurate range of special needs provision, as far as current resourcing levels allow.

With regard to these beliefs, the following document outlines the provision available at Blaenbaglan Primary School.

Objectives of Additional Learning Needs Policy

At Blaenbaglan we:

- accept that all pupils are the responsibility of all staff.
- aim to maximise the potential of each child by nurturing positive attitudes to learning and providing a supportive environment.

- encourage the development of positive self-esteem.
- aim to ensure that all pupils are considered individually so that the programme of study they follow is relevant to their needs.
- endeavour to identify individual learning difficulties and organise and manage the support of pupils at an appropriate level.
- endeavour to identify gifted individuals specific strengths and ensure they receive a challenging curriculum.
- provide support across the curriculum with particular emphasis on the basic skills of oracy, literacy and numeracy.
- use methods and materials suitable to the needs of the individual.
- provide opportunity for appropriate learning experiences.
- help learners become self reliant, progressing from the security of close support to as great a degree of independence as possible.
- actively seek the support and involvement of parents in achieving educational targets, by inviting them to attend reviews and ensure they receive copies of current targets.
- Work with other agencies/professionals as appropriate.
- Involve pupils in decisions regarding their progress.

Management of Additional Learning Needs

The ALN Co-ordinator, has the responsibility for the day-to-day operation of the additional learning needs policy.

The ALN Co-ordinator will:-

- Oversee the running of the provision for pupils with additional learning needs including general class, small group and individual pupil support.
- Liaise closely with Learning Support Assistants.
- 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 external agencies.
- Ensure annual reviews for statemented pupils are completed.
- Organise meetings as appropriate with designated teachers at regular intervals 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 external agencies regarding individual pupils to be assessed.
- Liaise with class teachers/subject co-ordinators to ensure the needs of pupils with additional learning needs are met throughout all the subjects of the curriculum.
- In line with the school's professional development programme/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 when necessary with designated Governor.
- Produce termly reports to the designated ALN Governor and an annual report for the 'Governors' Report to Parents'.

Admissions Arrangement

The school adheres to the Admission Policy of the Authority.

The school's admission policy 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 placement.

At Blaenbaglan 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 development
- Specific medical conditions.

Blaenbaglan Speech, Language and Communication Learning Support Centre

In addition Blaenbaglan has a Learning Support Centre for pupils with speech, language and communication difficulties. All pupils in the Learning Support Centre have a statement of Additional Learning Needs and have been placed in the provision by the Authority's ALN panel.

The Learning Support Centre aims to function as an intensive placement for children whose communication difficulties constitute their primary need. The policy of the Learning Support Centre is to involve the children as much as is appropriate and according to parental agreement, in mainstream education. The Learning Support Centre provides structured, intensive support for the development of speech and language skills. It also supports children's eventual return to their local mainstream school.

Financial resources for the Speech and Language Learning Support Centre are separate to that of the mainstream Additional Learning Needs budget. Funding for the LSC is based on 18 planned places.

We endeavour to provide:-

- accessibility of materials across year groups to enable pupils to work at an appropriate level, be it higher or lower than that of the peer group.
- accessibility of resources in the Speech and Language Learning Support Centre to all children experiencing communication difficulties.
- opportunities for integration into and out of the Speech and Language Learning Support Centre.
- strong links with parents e.g. Home School books, regular coffee mornings.

Arrangements for co-ordinating provision for pupils with ALN

At Blaenbaglan, we receive a small amount of additional funding for special needs to enable us to provide some TA support in addition to the differentiated work children are given in class. Additional funding to support these identified pupils is taken from the school budget. Class Teachers are responsible for identifying the needs of their children and differentiating work or drawing up individual education plans as appropriate. They are also responsible for monitoring and reviewing the children's progress in close consultation with parents.

The ALNCO is responsible for the overall co-ordination of this provision. The detail of the role has

been outlined earlier in the policy.

The overall responsibility for the educational provision for pupils with Additional Learning Needs lays with the schools Governing Body.

Integration

Children attending the Learning Support Centre (Speech, language and Communication) integrate socially with their mainstream peers at mealtimes and break times every day. At present there are always two members of staff on duty at break times to ensure adequate supervision. Children from the Learning Support Centre also integrate socially with their peers for assemblies and singing practices and for whole school or key stage events including school educational visits. Some children from the Learning Support Centre also integrate for specific lessons/subjects.

Reversed integration is also in practice and happens where appropriate.

With regard to the daily curriculum, each child attending the LSC has an individual integration programme which can include time spent working with a small group of mainstream peers in the speech and language classes and/or time spent working in mainstream classes. These programmes detail the amount and type of support provided for each child.

All other children entered on the school register of children with special educational needs are educated alongside their peers in mainstream.

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.

The school has disability access at all entrances and can provide toilet facilities on the ground floor of Foundation Phase. There is a disabled facility with wheelchair access within the Infant Department. This consists of specially adapted toilet, wash-hand basin and shower. At present we have no wheelchair bound pupils but have one child who requires shower facilities. When required, the needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure that full access to the curriculum is available. In addition disabled parking places have been allocated near to the school's main entrance.

Analysis of Best Value

The ALNCO and the School Management Team use both quantitative and qualitative analysis 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 (Baseline, End of Phase Assessments, LNF Tests, etc.) 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, ongoing ALNCO monitoring, discussions with class teachers and ALNCO release for monitoring.

Future Planning

Future planning of provision for pupils 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 Review

At Blaenbaglan we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the Authority's SEN Code of practice for Wales 2002 Entry/Exit Criteria - A Graduated Response and Guidelines for School Requests for Statutory Assessment.

School Action

Identification

The identification of pupils is in line with the Code of Practice guidance. The triggers for intervention through School Action could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's additional learning need may be via:

- Liaison with parents/carers in school Parents' Meetings and individual contact.
- Liaison with teachers.
- Liaison with Nursery provision or in the event of new pupils arriving, liaising with the previous school.
- Liaison with other professionals/external agencies where pupils may have been known to their service.

Assessment of Need

- *Information from previous schools.*
- *Whole-school assessments.* To ensure academic progression the school uses published test materials as part of an assessment week during the summer term (Baseline, NFER Maths, NFER English, End of Key Stage Assessments).

- *Specific screening tests.*
- *Diagnostic assessment of individuals highlighted from the above three areas.*
- *Class teacher comments and analysis of progress registered through:*
- *Class teacher targets*
- *Class teacher ongoing marking/assessment* (Teachers maintain Up-to-date records of children's achievements in class files)
- *End of Year Report* which is passed on to the relevant teacher
- *End of Year Transition sheet.*
- *Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on ALN Register.*
- *Ongoing assessment, review and record keeping in line with the school's organisation of the Code of Practice.*

Process for Action, Record Keeping and Review

1. Upon referral to the ALNCO, an assessment of the pupil is undertaken to identify the nature and severity of the need.
2. Appropriate information is gathered from staff teaching the pupil, support staff and any other member of staff who may have further information.
3. Discussion takes place with parents/carers to gather appropriate / relevant information on the child and to obtain written permission for the child to be placed on the Special Needs Register.
4. Individual Education Plan. From collated information, the ALNCO and class teacher discuss the pupil's needs with the child and parents/carers and, where appropriate, upon agreement, issue the first IEP. The support to be provided for the child will be indicated on the IEP (Where an IEP is not required; the child will continue to be monitored by the class teacher).
5. Review/Evaluation. The class teacher with support from ALNCO collects information from the pupil's reports and staff comments, collates information and discusses this progress with the pupil and parents. Either the next IEP is formulated or it is agreed to remove the pupil from the SEN Register maintained for pupils with additional learning needs.
6. Class Teacher issues a new IEP and either continues with the cycle or proceeds to ask for advice from other professionals.
7. Advice is sought from other professionals regarding the additional learning need, appropriate resourcing and possible action to be taken as part of School Action.

School Action Plus

Identification

As for School Action, the trigger for School Action Plus has regard to the Code of Practice. The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly impact on the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of

social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing special educational needs may be via:-

1. Information gathered from School Action reviews.
2. Liaison with teachers and support staff.
3. Liaison with parents/carers.
4. Liaison with other professionals.

Process for Action, Record –Keeping and Review

1. ALNCO gathers information on the pupil from teachers, parents/carers the child and other professionals prior to formulating an action plan of support/provision.
2. Individual Education Plan: From the collated information the ALNCO and Class teacher discuss the pupil's needs with the child and the parents/carers and where appropriate, upon agreement, a School Action Plus IEP is issued to and a copy sent to parents/carers. This is shared with the child/young person. The support provided will be indicated on the IEP. (Where it is not necessary for the child to be placed at School Action Plus the child will continue to be supported at School Action.)
3. Review/Evaluation: ALNCO and Class teacher collects information from pupil's reports and requests comments from staff and other professionals, information is collated and outcomes are discussed with the pupil and parents/carers. Depending on the progress made, either the next IEP is formulated at School Action Plus or it is agreed to move to School Action.
4. ALNCO and Class teacher issue a new IEP.

Statutory Assessment/Statement of Special Education Need

Identification

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:-

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by Social Services or Education Welfare Service.

Process for Action, Record-keeping and Review

Following a Statutory Assessment a pupil will either, have a note in lieu or a statement of special educational needs.

1. On receipt of a Statement for Special Educational Needs from the local authority, the ALNCO and class teacher will formulate an action plan of support/provision.
2. Individual Education Plan:
From collated information and advice from external agencies, the ALNCO and class teacher discuss the child's needs with the child/young person and parent/carer and issue an IEP to

staff and parents/carers which is shared with the child/young person. The support to be provided is indicated and set within short term targets. (Where a statement is not issued, the child reverts to School Action or School Action Plus).

3. Review Evaluation:

Interim Reviews:

The class teacher together with support of ALNCO collects information from pupil's reports and requests staff comments, collates the information and discusses with the pupil and parents/carers. Either:-

- i. Next IEP formulated to continue to next review or
- ii. Annual review initiated early.

4. Annual Review:

The class teacher with support from ALNCO collects information from staff, Parents / carers, child and other professionals and collates the information prior to Annual Review.

- i. Maintain the statement and revert to ii, a continuation of process within school setting.
- ii. Request an amendment to the statement.
- iii. Request ceasing the statement and revert back to School Action Plus.

Evaluating Success

Record keeping

The school records for pupils with additional learning needs will include the school's responses at all stages and information collected at Review Meetings. An appropriate combination of the following information regarding individual pupils will be available for scrutiny at any time:

- Description and nature of pupil's difficulties.
- Strategies to be adopted.
- Individual Education Plans.
- Individual Education Plans' evaluation.
- Reviews.
- 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.

Pupils are included in Annual Reviews and when decisions are taken to:

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

Parent / Carer partnership

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 the school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be:

1. ALNCO and class teacher to meet with parents/carers to discuss pupil's placement at School Action and School Action Plus.
2. Part of the cycle of reviews to take place at scheduled parents' evenings.
3. ALNCO and class teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. Head Teacher, ALNCO and class teacher 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 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.

If necessary the school will seek to engage the services of a translator or interpreter.

Monitoring Provision

The following information is available within school in respect of the effectiveness of the support available for pupils identified. 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 IEPs
- Target setting
- Pupil progress

Value Added

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

- IEP target met
- Examinations/tests, both school based and external
- School's award schemes
- Extracurricular activities

Additional Learning Needs Register

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

A register of children who have been identified as having additional learning needs has been devised. It is organised into sections i.e. School Action / School Action Plus / Early Years / Early Years Action Plus. A copy of the register will be kept in the ALNCO ALN file/Support Teacher file and one in the Head Teacher's Office.

ALN Files

Each teacher has a ALN file which contains ALN Referral Forms and IEPs of children who they have identified as having additional learning needs. Each file is divided into 5 sections consisting:

- Section 1 list of children who have been identified as having ALN
- Section 2 timetable of support, integration/reversed integration (where applicable).
- Section 3 ALN Referral forms/IEP's/Reviews/Ongoing relevant information sheet.
- Section 4 Blank master copies of ALN Referrals/Parental Consent forms.
- Section 5 Relevant information, resources etc. relating to a wide range of conditions.

Access to the Curriculum

At Blaenbaglan we believe that every pupil has a right to a full range of curricular opportunities. (Various extra curricular activities are available for pupils). However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents 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.

At Blaenbaglan we have devised subject-related schemes of work designed to accommodate children with additional learning needs, including gifted children. Class teachers differentiate their lessons to meet the needs of the individuals in their classes. A range of teaching strategies and approaches are used to enable children to participate fully at their level. Opportunities are provided for individual/small group support as appropriate. Differentiation is identified on planning sheets. A list of children who receive support/differentiated work is kept by class teachers. Where other professionals are involved with a child, close liaison is maintained between advisory staff, class teacher and parents to minimise disruption for the children.

Disapplications

No children in the mainstream are formally disappplied from any aspect of the National Curriculum. Sometimes children have a restricted R.E. curriculum to respect the wishes and beliefs of parents. Some children attending the Speech and Language Resourced Provision, due to the nature of their difficulties with language, have been disappplied from Welsh. Time allocated for Welsh is replaced by activities to develop first language skills.

Evaluating the Success of the Additional Learning Policy

The aims and objectives outlined at the beginning of the policy will lay the foundation for evaluation.

ALN Records

The school ALN records will collate and record the school's responses at all stages and the 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.

- Additional Learning Needs Register
- Description and nature of pupil's difficulty
- Strategies to be adopted
- Individual Education Plans
- Individual Education Plans evaluation
- Reviews
- Reports from outside agencies

The Role of the Governors

At Blaenbaglan the Curriculum Sub Committee oversees ALN and membership includes the ALN Governor. This committee will meet termly to discuss additional learning needs issues with the

ALNCO and representatives from our Learning Support Centre when appropriate and the Head Teacher.

It is a responsibility of the curriculum Sub Committee to keep the Governing Body as a whole, aware of these issues through sharing of minutes and updates at full Governing Body Meetings.

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 and 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 of meeting.
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.

The Head Teacher is responsible for the day to day management of the provision for children with Additional Learning Needs. He will work closely with the ALNCO and will keep the Governing Body fully informed.

The Governing Body will:

- Do their best to secure that the necessary provision is made or any pupil who has special educational needs.
- Ensure that, where the Head Teacher or special needs Sub Committee of Governors have been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him/her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs.
- Consult the LEA and the Governing Bodies of other schools when it seems to them necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.
- Ensure that pupils with additional learning needs will work alongside pupils who do not have special educational needs so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

Parent Partnership

Contact with Parents

In Blaenbagan we believe the school is an integral part of the local community and value highly the contribution and involvement of parents and grandparents. We welcome the opportunity to listen to parents and those with parental responsibility and to discuss with them any concerns. We actively encourage involvement in classrooms and participation in home-school projects.

With regard to children with additional learning needs, we aim to take account of the wishes, feelings and knowledge of parents at all stages in order to make informed assessments of individual needs and to record responses to a variety of carefully planned actions.

Arrangements for complaints about additional learning needs provision

The Head Teacher and staff of Blaenbaglan Primary School welcome the view of parents and those with parental responsibility and are open to questions about how we do things in school and what we consider to be important.

Parents who may feel unhappy with anything the school does when dealing with their child should approach the school to discuss their concerns with the child's class teacher, the school's Additional Learning Needs Co-ordinator (ALNCO) and the Head teacher. The complaint will be registered at school and every effort will be made to address the concerns expressed. When a decision has been made with regard to how to address the problem, it will be written down and placed on record with the child's documentation in the Head Teacher's and class SEN file.

Should parents feel that a complaint has not been resolved to their satisfaction, they should ask the Head Teacher to explain the complaints procedure of the Local Education Authority (LEA).

For complaints which concern a child's Statement of Special Educational Needs, parents may wish to talk to the "Named Person" on their child's statement as well as to the staff of the school. The Named Person is someone who provides independent advice, information and support for parents and helps them to present their views. They may come from a voluntary organisation or parent support group or be a professional, friend or relative. Further information concerning the Named Person can be obtained from the ALNCO. Again, staff will be happy to discuss parents concerns and hopefully resolve any difficulties quickly.

If, however, agreement cannot be reached with the LEA, parents have a right to appeal to the SEN Tribunal. The Tribunal considers parents' appeals against the decisions of the LEA about their child's special educational needs. Further details concerning the SEN Tribunal can again be obtained from the ALNCO.

Arrangements for ALN In-Service Training

In-service training is available in respect of additional learning needs for the 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 Better Schools Fund. It will be delivered by one of the following:

- 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 Continual Professional Development Coordinator.

Other Professionals and Support Services

The school works closely with other agencies 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, as highlighted in the Code of Practice,

an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school

- Educational psychology
- Curriculum Support
- Pupil parent support
- Education Welfare Service
- Emotional and behaviour support
- Health services
- Hearing impairment
- Visual Impairment
- Home education
- SENAAT
- Social services
- Speech, Language and Communication
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations: S.N.A.P., APHASIC, ADHD Society

A directory of contacts, addresses and telephone numbers is available at the school.

Links with other schools

Blaenbaglan is part of a cluster group of Primary Schools for Ysgol Bae Baglan which is supportive and welcoming. In Year 6 children are given opportunities to visit the Comprehensive School (small minority may choose to attend alternative schools).

When a child transfers from the Learning Support Centre (Speech, Language and Communication) to a new placement, a preliminary visit is made by the child to their new school and transition sessions are in place for the whole of the Yr6 year group. There is always an exchange of information amongst the professionals involved. Wherever possible, a key professional will make a visit from the new school.

We as a school are fully aware of the changes taking place within additional learning needs in Wales under ALNET (Wales) Bill and will keep staff and parents up to date as the changes occur.