



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan

ALN Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Oct 3rd 2018

Chairman.....

A handwritten signature in black ink, which appears to read 'E.V. Latham', is written over a dotted line.

ALN POLICY

STATEMENT OF INTENT:

This policy aims to uphold the principles and carry out the policies underlined in the Special Educational Needs Code of Practice for Wales. This is in conjunction with the school's responsibilities under the Education Act 1996, the Disability and Discrimination Act 2001, and the Neath Port Talbot Special Educational Needs Policy and Inclusion Policy.

It aims to ensure that all pupils are given the support, guidance and resources necessary to enable them to achieve their full potential. All pupils study the broad, balanced and relevant curriculum to which they are entitled and they are also included fully in the school community.

The school recognises that all learners have individual needs and tries to ensure fair and equal treatment for all and promotes practice that celebrates diversity and maximises the achievement of all. The school places great emphasis on developing the whole child and forming positive, supportive relationships between staff and pupils.

The school believes in working partnership with parents through regular contact, which includes documentation, meetings and reviews. The school also works closely with outside agencies to draw on specific expertise to deal with pupils' learning difficulties.

Pupils who need support are identified through close liaison with partner schools and progress is carefully monitored. The programme of support is adjusted as the needs of the pupil change. Pupils are involved in their learning through regular assessments and dialogues between pupil and teacher. The school uses a person centred approach when working with all pupils with ALN.

The educational programme for pupils with identified SEN is co-ordinated by the SENCO at school action, and school action plus (Mrs Sarah Rogers (Seconded position), and Head of Resource Provision for pupils in receipt of a statement(Miss Kath Lewis) in consultation with other relevant members of staff.

Context.

Number on roll: 1510

Pupils on SEN register: 402

SPECIAL EDUCATIONAL NEEDS - 158 pupils at school Action, 97 at school action plus and 152 pupils have statements for special educational needs.

26% of the school population is on the SEN register for a number of reasons these include learning difficulties, physical problems, hearing impairment, ASD, speech

and language difficulties, general learning difficulties and /or emotional or behavioural problems.

90 pupils are in receipt of a health care plan which is reviewed and updated at least annually.

School background

There are 119 specialist provision places which are allocated to the school by the LEA. The school is fully DDA compliant.

SEN is a high priority whole school issue

The LEA Specialist places within the school are allocated to the following needs:

- Pupils with speech and language difficulties
- Pupils who are Autistic / ASD
- Hearing impaired pupils
- SLD / MLD

Pupils with a statement/ school action/ school action plus may also display such difficulties as

- Visual impairment
- A range of emotional and or behavioural difficulties
- Physical difficulties
- Medical issues
- Oppositional defiance disorder/ ADHD

Ysgol Bae Baglan is committed to those pupils who have a greater difficulty in learning than their peers. We start from a belief that all pupils identified as having special educational needs, when given appropriate provision, **will succeed**.

We are committed to providing a full entitlement and participation for all pupils in the curriculum and life of the school. All pupils with special educational needs are seen as individuals. It is our job to help them experience success, not to label them or lower our expectations. Great emphasis is placed upon listening to our pupils and their parents and working together to enable our pupils to succeed. We will provide for our pupils according to needs, with or without a statement of special needs and in partnership with parents and other statutory and voluntary agencies. We recognise that all school personnel make an important contribution to the education of our pupils with special educational needs.

We embrace the principles of inclusive education where all our pupils are equally valued and given opportunities to maximise their potential wherever possible

SEN at Ysgol Bae Baglan- Guiding Principles

- We accept the Special Educational Needs Policy of Neath Post Talbot.
- Recognise that all children have their individual learning needs.
- Aim to provide an environment where every pupil has the opportunity to fulfil his or her potential and to develop a positive self image.
- Seek to develop the whole child and help the development of social skills, coping strategies and moral values in a caring atmosphere.
- Adopt a positive approach and work to the strengths of our pupils.
- Seek to be alert to children who experience learning difficulties, including those with specific learning difficulties.

The SEN referral process will begin when a pupil is experiencing difficulty with learning.

Definition of SEN

Under the 1996 Education Act, a child has special educational needs if he or she has a learning difficulty, which calls for special education provision.

Definition of Special Educational Needs

“Children have special educational needs if they have a **learning need** that 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 that 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.

- a) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.” (Special Educational Needs Code of Practice for Wales (2004))

Aims

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

We aim to:-

- Provide a broad, balanced, relevant and differentiated curriculum for all pupils in the context of a secure and stimulating environment.
- Give every pupil, irrespective of sex, race, culture, disability, language or special educational need, the opportunity and encouragement to succeed to reach his or her full potential.
- Support pupils as early as possible when identified with an ALN/SEN.
- Facilitate a range of methods to support pupils in accessing the whole school curriculum as far as possible, using skilled staff, specialist agencies, specialised equipment and resources.
- Ensure that the views of the pupil are sought and taken into account, and that the pupil participates as fully as possible throughout decision making processes.
- Enable individual pupils to participate fully in society, contributing to and benefitting from it.

The term Additional Learning Needs (ALN) is used to identify pupils whose learning needs are additional to the majority of their peers. The term Special Educational Needs (SEN) is a sub category of Additional Learning Needs, used to identify those learners who have severe, complex and / or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice. (ESTYN Sept 2013)

Pupils with Additional Learning Needs include those who have:

- Special Educational Needs (SEN);
- Disabilities;
- Medical Needs; and
- Emotional, Social and Behavioural difficulties and / or Mental Health difficulties

Pupils are more likely to have Additional Learning Needs (ALN) when they also belong to vulnerable groups.

All pupils have a human right to be educated alongside their peers. Ysgol Bae Baglan is fully committed to meeting the needs of all pupils including those with special educational needs, so far as reasonably practicable and compatible with provision of the efficient education of other pupils.

Admission Arrangements

Ysgol Bae Baglan adheres to the admission policy of the Local Education Authority. It does not discriminate against any pupil with additional learning needs. The school endeavours, 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
- Medical conditions

Identification of pupils with additional learning needs



Provision map jan
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At Ysgol Bae Baglan we adopt a graduated response for identifying pupils with Additional Learning Needs / Special Educational Needs. We follow the guidance as outlined in the SEN Code of Practice for Wales 2004, the Local Education Authority SEN Entry/ Exit Criteria 'A Graduated Response and Guidelines for School Requests for Statutory Assessment.'

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a pupil, who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified areas of weakness.
- 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 is done by liaising with:

- Parents/carers
- Teachers and teaching assistants
- Pre-school provision
- Other professionals, where pupils may have been known to their service.

If there are concerns about a pupil's progress, monitoring procedures are implemented and current classroom strategies are reviewed. The pupil is identified as cause for 'concern'. If the pupil continues to make inadequate progress after a reasonable length of time, the ALNCO/SENCO, together with the teachers, consider the support available for the pupil, and Early Years Action / School Action proceeds.

School Action and Early Years Action

From the collated information, the ALNCO/SENCO and the teacher discuss the pupil's needs. The pupil is placed on the school's SEN register. Targets, where appropriate, are agreed with the pupil, and the teacher in liaison with the ALN/SEN coordinator issues the first action plan. The support to be provided for the pupil will be indicated on the action plan (where an action plan is not required, the pupil will continue to be monitored by the class teacher). The parents/carers are sent a copy of the action plan and are invited to discuss the targets and expectations.

Review/evaluation of individual plans

ALNCO/SENCO/ resource Base Leader and teachers discuss the pupil's progress of the plan at the review three times a year, or earlier should the need arise.

In liaison with the ALNCO/SENCO/ Resource Base leader the teacher ensures a new action plan is then in place and either continues with the cycle or proceeds to ask for advice from other professionals. If the school asks for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing / possible action to be taken, this forms part of School Action.

The pupil will exit School Action if:

- He/she shows adequate progress as a result of intervention. The pupil is removed from the register and progress is monitored.
- There is evidence that the pupil is not making adequate progress from at least two action plan reviews. When the pupil has not made adequate progress, advice/intervention is sought from external agencies at School Action Plus.

School Action Plus

'The triggers for School Action Plus are that, despite using an individualised programme and/or targeted support, the pupil continues to make little or no progress in specific areas over a long period.' (Code of Practice for Wales 2004)

Pupils may be placed at School Action Plus provided there is clear evidence from the School Action review. Evidence will show that the pupil:

- Continues to make little or no progress in specific areas.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing Literacy and Numeracy skills.
- Has an emotional or behavioural difficulty which substantially and regularly interferes with their own learning or that of the class or group, and despite having an individualised behavior management programme there is little or no progress.
- Has a sensory or physical need that requires additional specialised equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing need will be through:

- School Action reviews
- Liaison with teachers and support staff
- Liaison with parents/carers
- Liaison with other professionals

The pupil will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention and moves back to School Action.
- There is evidence from at least two IEPs that the pupil is not making adequate progress. ALNCo/SENCo will liaise with other agencies and parents/carers to collate evidence for the possible need for statutory assessment.

Statutory Assessment/ Statement of Special Educational Needs

As outlined in the Code of practice, 'Where a request for statutory assessment is made by a school to an LEA, the pupil will have demonstrated significant cause for concern.'

The LEA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus. This information may include:-

- Individual educational plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the pupil's medical history where relevant
- National Curriculum levels and attainments in Literacy and Numeracy
- Educational and other assessments from an advisory specialist support teacher or an Educational Psychologist
- Views of the parent and the pupil
- Involvement of other professionals such as health, social services or Educational Welfare Service.

Statement of SEN/ Note in Lieu

The LEA considers the need for a statement of SEN, and if appropriate issues a statement or a Note in Lieu. The LEA facilitates provision taking into consideration the views of parents/carers. A statement will provide a precise description of the pupil's educational needs together with objectives which are to be met. The statement provides the statutory requirements needed for the pupil. Parents receive a copy of the proposed statement / Note in Lieu and have a right to appeal. The provision for pupils with a statement is the responsibility of the resource Base leader Miss Kath Lewis.

Overall, most pupils with special educational needs will be supported at School Action or School Action Plus. Pupils will not automatically progress from one stage to the next. Most pupils identified as having SEN will not require a statutory assessment or a Statement of SEN. Our graduated approach of identification, assessment, review and provision, according to levels of need, aims to target a pupil with a particular problem, and if possible, solve it within School Action and School Action Plus.

Annual Review of a Statement of Special Educational Needs

Annual reviews follow procedures set out in the Code of Practice and schools also follow advice from LEA. All statements are reviewed at least annually with the relevant personell which includes: parents, the pupil, the LEA, the school and professionals when applicable. All are invited to the meeting in order to consider if any amendments are needed to the description of the pupil's needs and objectives or to the provision specified in the statement.

The annual review should focus on what the child has achieved and progress that has been made since the last review as well as identifying any future needs. Decisions will be made to ensure the pupil is receiving adequate support and that he/she has access to additional resources / specialised equipment as appropriate to their needs.

The timing of annual reviews should reflect the circumstances for the child and the action that may follow from the review e.g. a move to secondary school. Parents/ carers will need to be allocated sufficient time to consider any changes of school. Where pupils have met the objectives specified in the statement, the LEA may withdraw this statement upon the advice of those attending the annual review meeting. All reviews held at Ysgol Bae Baglan will be run through using a person centred approach. Pupils, parents and all others will be asked to contribute to these reviews using PCP tools and an action plan drawn up in each review meeting which provides the focus of work to be done in the following year.

Inclusion

Inclusion is everyone's responsibility. It is not only about where learners receive their education but about the provision of a meaningful education which will foster independence and inclusion in society as a whole.

Our school has an accessibility 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

All pupils have access to all aspects of school life and there is no discrimination against any pupil with ALN/SEN.

Within Ygsol Bae Baglan we endeavour to ensure the curriculum is suitable to meet the specific needs of all pupils with ALN/SEN. That it is differentiated appropriately and caters for the diverse nature of the pupils.

Special Arrangements

Special arrangements are made for assessments/tests/examinations in order that pupils are not disadvantaged. The specific needs of pupils are discussed with ALNCo/SENCo/ Resource Base leader, class teachers, and parents, who work together to make provision for testing/examinations, or in some instances, disapplication.

There are a number of pupils in the school who are disapplied from a part of the national curriculum in order for them to receive specialist interventions such as life skills, language work, literacy, social skills. These pupils are usually in receipt of a statement, however pupils at SA / SA+ may also request this due to the need to access specific alternative support sessions. Parents are always consulted play a full part in this decision making process.

Pupil Participation

It is the right of all pupils to be involved in making decisions with the support of professionals, parents and carers.

Pupils are encouraged to:-

- Set learning targets for their action plans that are suitable and appropriate for their age / developmental stage and learning needs.
- Contribute to the assessment of their needs.
- Contribute to the termly / annual review (the pupil will be given the opportunity to attend all or part of the review).
- Be involved in transition planning.
- Make decisions in relation to support that can be provided (e.g. PCP)
- Make decisions about appropriate placements / changes of school.
- Take an active part in pupils committees (e.g. School Council, Eco etc)

	Responsibility
Head Teacher Mr M Tate	<ul style="list-style-type: none"> • Works with the Governing Body to determine the school's general policy and approach to provide for children with SEN. • Establishes the appropriate staffing and funding arrangements. • Maintains a general oversight of the schools work. • Keeps the Governing Body informed of SEN concerns.
Deputy Head Pupil Wellbeing MR Richard Rees	<ul style="list-style-type: none"> • Co-ordinates all Child Protection Issues • Line Manager to Head of Support services and ALNCO. • Co-ordinator of inset days and courses • Co-ordinates all exclusions
ALNCO	<ul style="list-style-type: none"> • Strategic Leadership and management of ALN • Co-ordinates the whole school SEN Policy and ensures day to day operational needs are met. • Seeks to ensure that the provision for children with SEN is appropriate. • Keeps an overview and ensures that all staff, especially those who teach SEN pupils are kept fully informed. Liaising with and advising colleagues. • Oversee any request made by the school to the LEA for a statutory assessment. • Overseeing the school's SEN Register and the records of all pupils with SEN. • Ensures that statements are kept up to date. • Ensuring that the Annual Reviews for all Statemented pupils are carried out. • Responsible for advice area for staff regarding a range of SEN issues (ALN info One note) • Oversee the Liaison with parents of pupils on the SEN Register. • Liaises with outside agencies, including EPS, SENS and other support agencies, medical and social services and voluntary bodies. • Attend case conferences. • Oversight of pupil action plans • Accountability to Governors via SEN Governor

<p>Chris Prescott</p>	<ul style="list-style-type: none"> • Overall responsibility for all healthcare plans • Overall responsibility for overseeing MAT provision
<p>Teacher in charge of pupils with statements</p> <p>Kath Lewis</p>	<ul style="list-style-type: none"> • Lead teacher in charge of pupils with statements • Responsible for the day to day operational needs of pupils with a statement. • Teaching of MLD/ ASD pupils. • Co-ordinating the work of teachers and T.A's to support pupils with statement • Organise the preparation of Annual Reviews and action plan documentation of children with a statement. Liaises with outside agencies, including EPS, SENSS and other support agencies, medical and social services and voluntary bodies. • Mainstream subject link (English) • Links with the primary learning support centres.
<p>Pastoral link staff for pupils with statements</p> <p>Kath Lewis</p> <p>Lisa Whitney</p> <p>Julia Harris</p> <p>James Masters</p> <p>Sharon Davies</p> <p>Catrin Walker</p> <p>Amy Sherwood</p> <p>Sarah Floyd</p>	<ul style="list-style-type: none"> • Links with specific pupils who have a statement to monitor progress and wellbeing • Links with parents of pupils with statements • Create and monitor appropriate learning targets • Links with staff • Create the preparation documentation for Annual reviews • Teach pupils with statements
<p>Senco for pupils on school action/ school action plus</p> <p>Sarah Rogers</p>	<ul style="list-style-type: none"> • Responsible for the up keep and day to day maintenance of the SEN register for all pupils at school action/ school action plus • Liaises with outside agencies, including EPS, SENSS and other support agencies, medical and social services and voluntary bodies. • Responsible for co-ordination of all referrals made to school action • Line manages the SSC and BAE provision, setting timetables allocating staff, including the Cynydd team and home education • Responsible for exam concession arrangements, specialist requests for tests.

	<ul style="list-style-type: none"> Teaches pupils on SEN register
<p>Literacy Intervention</p> <p>Kath Lewis</p> <p>Rebecca Rees</p>	<ul style="list-style-type: none"> Organise timetable of Literacy support for pupils selected in consultation with SENCO/ lead teacher for pupils with a statement/ Head of English Plan an appropriate literacy support programme in liaison with R.Rees Inset as appropriate Responsible for the effective recording of progress in literacy intervention Delivery of literacy support sessions
<p>Learning support staff line manager</p> <p>Sharon Davies</p>	<ul style="list-style-type: none"> Manage the day to day running of the support team, Pastoral lead for specific group of pupils with a statement Manual Handling Trainer
<p>SEN Governor</p> <p>Lorna Evans</p> <p>Donna Vaughan</p>	<ul style="list-style-type: none"> Ensures that the duties of the Governing Body are fulfilled as stated in the Code of Practice. Reviews the SEN Policy and provision of SEN. Oversees the provision made for children with SEN. Reports annually to parents on the school policy for SEN. Supports integration and inclusion at all opportunities. Raise the profile of inclusion in the school Revisit and update school policies/procedures Identify school training needs Involve the whole school in establishing the process of the Graduated Response Contribute to the School Development Plan Raise the status of the ALNCo/SENCo Learn from good/best practice

Record Keeping

The school's records for pupils with additional learning needs will collate and record the school's response at all stages, and information collected at review meetings will be included. This information is stored in the One Note System. An appropriate combination of the following information regarding individual pupils will be available for scrutiny at any time:-

- Description and nature of pupil's difficulty.
- Whats working / not working documents
- Strategies to be adopted.

- Individual education plans / behaviour plans / play plans (as appropriate to the needs of the pupil).
- Evaluations and reviews of individual plans.
- All Records of support provided from external agencies and internal provision
- Reports received from all other professionals involved.
- Statutory Statements/ note in lieu issued by the LEA (if applicable)

Transition

Foundation Phase to KS2

Within the lower school, pupils moving from foundation phase to KS2 will be supported to ensure smooth transition. This will include an information exchange meeting with ALNCO/SENCO, foundation phase staff and KS2 staff who support the pupils. All relevant documentation (including IEPs termly reviews) will be passed onto the KS2 teacher in Year 3. The school will look to develop the inclusion of a one page profile for all pupils on the SEN register, however this is in its development stage.

School to school

When pupils transfer within the primary phase to an alternative school, the information exchange meeting would include the transfer of ALN/SEN records (see 'record keeping') as well as any other school records and documentation linked to individual pupils. As this is done electronically at Ysgol Bae Baglan, this will inevitably be attempted to be completed electronically to other schools.

KS2 to KS3

Our partner secondary school is supportive and welcomes contact. Liaison takes place between key staff within the secondary and primary schools. This enables pupils to have a smooth transition between the primary and secondary phases of education and to establish a welcoming environment in the secondary school. Visits are made prior to transition in order to familiarise pupils with their new environment.

All sensitive documentation in relation to safeguarding will be transferred via the designated named officers within the schools.

1. Allocation of resources to and amongst pupils with SEN.

Allocation of resources – the Head Teacher retains responsibility for mainstream SEN. SEN funding is used to support the maintenance of small classes / higher teacher ratio. This reflects the whole school approach to SEN and the responsibility of each department to provide for SEN pupils. The pupils designated to the learning support centre are funded separately within the school budget. However the headteacher retains the responsibility for this expenditure.

- There is a lower pupil: teacher ratio in classes with high proportion of SEN pupils.
- Pupils receive additional support from intervention staff. Teacher and T.A's as time allows as is allocated through disapplication on statements. Pupils have support with literacy/lifeskills /ASD/HI/Speech and language in small groups
- Hardware such as I pads, laptops, spell checks, calculators, spelling programmes, handwriting support, several computers and a range of software are also provided.

EVALUATING SUCCESS

The notion of 'value added' is an important one to all the schools within the cluster and each school monitors the provision according to pupil progress. The following methods are used to establish best value:-

- Action plans – reviews of plans and targets achieved.
- Diagnostic testing – both external and internal.
- Examinations.
- Analysis of data following intervention programmes.
- Individual school's award schemes. (Perx points)
- Work experience success and work destinations after statutory full time education.
- Teacher assessments.
- Pupil and lesson observations.

Complaints Procedures

Complaints regarding SEN provision in the school will be dealt with the Deputy Head using the school's complaints procedure.

This policy will be evaluated and reviewed annually by the ALNCO

Provision for pupils identified with Additional Learning Needs takes place annually, or, as and when the need arises in accordance with:

- Effectiveness of staff training
- Suitability of intervention programmes
- Ongoing tracking of pupil progress
- Annual SEN budget allowance

- Ongoing Government and Authority direct