Additional Learning Needs Policy

This policy sets out the overarching approach and structure for supporting students' learning.

Rationale

Monmouth Comprehensive School prides itself on being a fully inclusive community for students of all abilities, challenges, race, gender and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many students throughout their full time education will experience a time when they need support from time to time 'In addition to, the education provision made generally for students'.

The fundamental principles set out in the Code of Practice (DFES/581/2001) underpin this policy together with guidelines established by the Local Authority. It also incorporates the three key principles set out in the National Curriculum Inclusion Statement (QCA/99/458):

1. Setting suitable learning challenges
2. Responding to students' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of students.

Monmouth Comprehensive School is committed to promoting high standards of appropriate achievements and progress for all students with additional learning needs.

Aims

- Students with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA and other partners.
- To meet the needs of all students with Additional Needs as far as resources will allow at the school and with the support of the LA and outside agencies. There will be a close co-operation between all agencies and a multi-disciplinary approach to devising provision and resolving issues.
- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of students' needs. The school will maximise present best practice and policies to meet need and does not support a 'bolt-on' approach of creating new systems and policy.

- The views and wishes of students will be taken into account when developing provision and practice for additional support (person centred planning). Students will be fully involved in setting targets within their Individual Development Plan (IDP) (underpinning the Individual Learning Plan – ILP) and agreeing the strategies, support, approaches and success criteria to achieve those targets. Students will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets. This will be done through the current assessment policy and practice as well as the pastoral system with the work of the Form Tutor and the Directors of Learning.
- Students will be fully involved in transition phases, when entering the School, when transferring to Key Stage 4 and when moving on to college and work. (Pathways Co-ordinator).
- Parents and carers will be included fully as partners in the decision making process in providing additional support. Their views and understanding of the students' needs will be taken fully into account.
- The School's normal assessment system will ensure that all additional learning needs are identified early. In addition there will be a 'cause for concern' system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the Directors of Learning and the Additional Learning Needs Coordinator through a pastoral system (See Policy document on Assessment).
- The school will keep abreast of best practice when devising intervention, support and provision following the graduated system of 'cause concern ', 'school action' and 'school action plus' set out in the Code of Practice.
- The intervention and provision set out in the ILPs will be reviewed within the normal assessment cycle at the school. Strategies and support will be reviewed at these times to assess their impact on a student's progress, taking into account the views of parents, teachers and child. The key team members i.e. subject teachers, teaching assistants and the Directors of Learning, will all contribute to this review. The majority of ILPs will be kept under constant review in the planning, delivery and assessment of a student's lessons.

Responsibilities

Roles and Responsibilities

The approach to providing for students with Additional Needs will be whole school. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the ILP and IDP, plans, delivers and assesses achievement and progress according to the needs of the student (see appendix iv).

The Subject Teacher

Has responsibility:

- To ensure that the resources, targets and curriculum are appropriate to the needs of the student as set out in the student's ILP and IDP.
- To ensure that achievement and progress are also appropriate to the needs of the student.
- To work with Teaching Assistants in the planning and delivery of lessons in supporting students and the assessment of student progress.
- To differentiate learning and materials and set achievable goals to ensure that the students experience success.
- To attend reviews and discussions on student progress as required.
- To record and report any concerns on student progress to the Subject Leader and the Form Tutor (passing onto the ALNCo and Director of Learning where appropriate).

The Subject Leader

Has responsibility:

- To ensure that the resources, targets and curriculum are appropriate to the needs of students with additional learning needs.
- To work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty.
- To review the attainment of students and alert the Form Tutor and Director of Learning of any concerns about a student's progress.
- To liaise with members of the additional learning needs team about Additional Learning Needs matters.
- Co-ordinate provision for students with additional learning needs in their department.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs.

The Director of Learning, Whole School Co-ordinators and Wellbeing Team

Has responsibility:

- To Identify, assess and monitor the progress of all students.
- To liaise with teaching staff on student provision and progress.

- To oversee records of all students in their Year Group and liaise with the ALN Team to update ILPs and IDPs when reviewed within the normal assessment cycle.
- To attend reviews and discussions on student progress with parents and outside agencies, as appropriate.
- To work alongside the Form Tutor in ensuring that the day to day provision of students' learning needs are met.

Teaching Assistants

Have responsibility

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising and advising teaching staff on additional learning needs matters.
- For having full knowledge of the students' needs, provision and targets in the ILP and IDP.
- With the class teacher for keeping records on students with ILPs and their progress.
- To attend reviews and discussions on students' progress as appropriate.
- To support the work of the student in the lesson by adapting work and providing support and confidence to the student.

Administration Support for Additional Learning Needs

Has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with teaching staff to gather appropriate information and updates on students with additional learning needs at review points during the year.
- For organisational and administrative support ensuring the effective delivery of additional learning needs, providing administrative support (including documentation for annual reviews in accordance with statutory timescales).

Additional Needs Co-ordinator

Has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff, Subject / Faculty Leaders, Directors of Learning and Teaching Assistants on additional learning needs matters (including medical, physical and sensory needs as laid out in Statements of Educational Need).
- For co-ordinating the work of teaching assistants.

- For co-ordinating the provision for students with additional learning needs throughout the school.
- For overseeing the records of all children with additional learning needs.
- For contributing to the in-service training of staff.
- For identifying the students requiring access arrangement and to ensure that these are applied for at the appropriate time.
- For liaising with parents and external agencies, particularly the Educational Psychologist.

Assistant Headteacher – Inclusion

Has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing with the Additional Needs Co-ordinator and the work of Teaching Assistants.
- For co-ordinating, alongside the Additional Need Co-ordinator the provision for students with additional learning needs.
- For overseeing the records of all students with additional learning needs.
- For working alongside the Cluster of Primary Schools and the Local Authority.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies (CoP 5.32 and 6.35).
- For development of the Local Authority agreed Special Needs Resource Base Programmes, including liaison with the Local Authority and development of an appropriate staffing structure.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision (see appendix iii). Their role will be primarily to support and guide subject teachers in providing appropriately for students in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the student, withdraw students for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

This follows a graduated approach as required by the Special Educational Needs Code of Practice. The National Curriculum Statement emphasises the importance of providing effective learning opportunities for all students and offers three principles for inclusion:

- setting suitable learning challenges;
- responding to students' diverse needs;
- overcoming potential barriers to learning and assessment.

The Code does not assume that there are hard and fast categories of Additional Learning Needs but recognises four broad areas:

- Communication and Interaction
- Cognition and Learning
- Physical, Sensory and Medical
- Behaviour, Emotional and Social.

Identification and monitoring of a student with Additional Learning Needs is carried out through the assessment and pastoral processes at Monmouth Comprehensive School.

The assessment and pastoral system collates data on students that provide teachers, parents and most importantly the student with clear information to inform their learning. This data is used by the pastoral teams to produce a profile of the student and their learning requirements.

Transition and Induction

When students arrive at Monmouth Comprehensive School in Year 7 they bring with them their End of Key Stage 2 Levels and in many cases reading ages and some cognitive bench-marking data. On confirmation of the cohort from the LA, information is gathered about students on the Additional Learning Needs Register from primary school SENCos. Members of the Additional Learning Needs Team begin visiting and gathering further information on these individuals and their learning needs. During the summer term prior to transfer, the Assistant Headteacher Inclusion, the Assistant Headteacher Teaching and Learning and the Director of Learning for Key Stage 3 (for these Year 7 students) visit all feeder schools to meet with our new students and to talk with their class teachers about attainment and learning styles of students. This is then followed up with a meeting with the Educational Psychologist associated with the school through the LA to discuss the needs and strategies for those students already placed on the Additional Learning Needs register. Meetings with the LA regarding students with Statements of SEN are held in the January before the point of transfer to discuss needs and how these can be met. The ALNCo or Assistant Headteacher Inclusion attends Year 5 and 6 Annual Review of Statement meetings.

Identification and Support

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Students requiring support can then be identified and intervention strategies developed (see appendix iii). Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

The level of support provided is laid out in the Code of Practice as follows:

- **Statement:** The needs of a student are severe and complex and a multi-disciplinary approach is required to maximise progress. An Individual Learning Plan is established with the agencies, parents, student and school staff. An Annual Review of Statement meeting is held annually and all stakeholders invited to attend.
- **School Action Plus:** A student's needs are not met at School Action and as such the support of outside agencies is required to help the school meet their needs. An Individual learning Plan is drawn up with the guidance of outside agencies, student, parents and the Pastoral Team.
- **School Action:** The student's needs are such that a whole school approach is required to meet their needs, this involves interventions that are additional to or different from those provided through the school's usual differentiated curriculum. An Individual Learning Plan is drawn up with the student, parents and the school staff.
- **Cause for Concern:** A student is causing concern in one or two subject areas. Subject Leader and class teacher draw up a subject specific learning plan to address the student's needs

The proposed Monmouthshire Strategy, Policies and Procedures for ALN document provides an additional level – School Action Plus Resource Agreement (SAPRA). This is where a student makes little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms. The school can request additional support from the Local Authority by making a referral to the SAPRA Panel. The SAPRA is reviewed following the same process as a Statement of SEN.

For each student with an identified need which is over and above 'the education provision made generally for students of that age in schools maintained by the LA' an Individual Learning Plan (ILP) and an Individual Development Plan (IDP) is drawn up. Individual Learning Plans are normally drawn up by the Additional Needs Co-ordinator in conjunction with the Director of Learning, Form Teacher and Teaching Assistants (see appendix i).

Individual Learning Plans and Individual Development Plans are distributed by the Additional Needs Co-ordinator to all faculties and departments for distribution

to subject teachers of the student. The form tutor also holds a copy. All Individual Leaning Plans are accessed through SIMS as linked documents. The level of support required by a student is reviewed at 'Learning Review Points' (see Annual Programme of Assessments and Reporting). An Additional Needs Audit, carried out for each Year group and published annually, collates the number and percentage of students on each level of support. Individual Learning Plans and Individual Development Plans are reviewed at least twice annually in line with the whole school assessment, recording and reporting procedures. Individual Development Plans (see appendix ii) are created with students to gauge their views on progress and to record their targets and actions to support in achieving these targets (in line with Welsh Government proposed changes to ALN – See WG White Paper Legislative Proposals for Additional Learning Needs).

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Provision is evaluated through:

- Analysis of student tracking data and test results
- Value added data
- Monitoring of procedures and practice by the Senior Leadership Team and the Directors of Learning
- Reviewing individual ILP and IDP targets
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The Additional Learning Needs moderation process
- The Annual Additional Learning Needs Team Review
- Department and Faculty Review Documents
- Year Group Learning Reviews
- The School Development Plan/Additional Learning Needs Development Plan.

Linked Policies and Guidance

The Additional Learning Needs Policy should be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Policy
- Relationships Policy

- Assessment Policy
- Strategic Equality Scheme
- Supporting the Learning of all Students Guidance
- Faculty Handbooks and Schemes of Work

Agreement of the Policy

Signed by Chair of Governors:	Date:
Signed by Headteacher:	Date:

Review of the Policy

This Policy is due to be reviewed in September 2018 in line with any changes to legislation in ALN made by Welsh Government.

Individual Learning Plan (ILP)

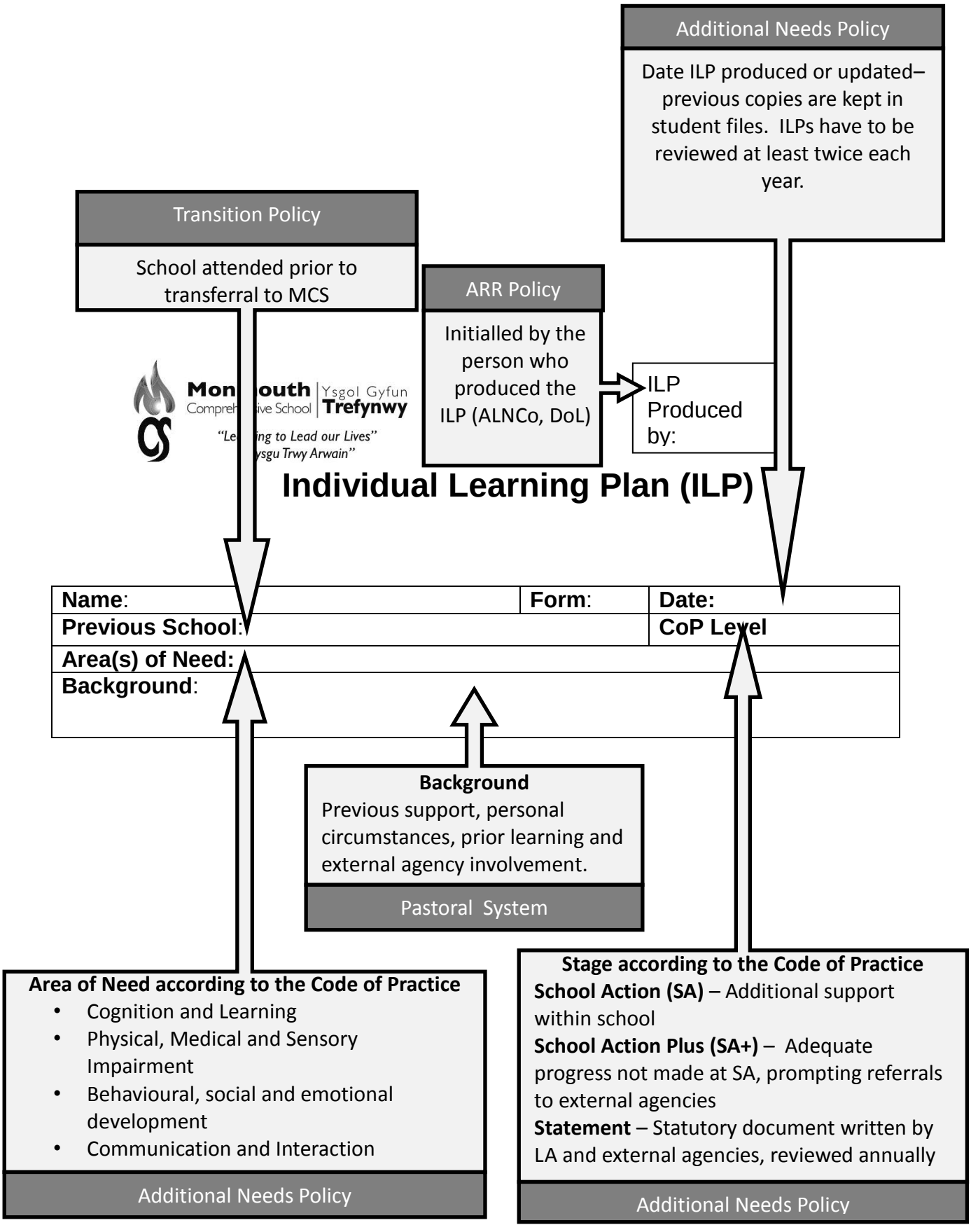
Name		**Form**		**Date**	
Previous School				**Statement**	
Area(s) of need					
Background					

Student Information									
NFER CAT Scores				**Attainment Levels**			**Literacy / Numeracy Scores**		
Mean SAS	**V.S AS**	**Q.S AS**	**NV.S AS**	**En**	**Ma**	**Sc**	**Reading**	**Spelling**	**Numeracy**

Strengths and Interests	
Work Ethic and Approach to Learning	

Support	
Areas Requiring Support	
Suggested Strategies/ Resources/ Techniques	
Provision	

Personal Information and Support Structures



Learning Potential Information

Supporting the Learning of all Policy

Literacy and Numeracy Scores / Ages

Scores are displayed as standardised scores, where 85 to 115 is the broad average range. Scores below 85 are below average and above 115 above average. Standardised scores are determined according to the chronological age of the student and the raw score achieved on the test. Their reading and numeracy ages are determined by the raw score achieved in the test. Students with a reading / numeracy age of under 9 years and 6 months will find accessing the curriculum a challenge.

All students' reading and spelling is tested in September of Year 7 to determine if any interventions are required. Reading and Numeracy are tested in each May throughout Key Stage 3 to monitor progress.

Transition Policy

Attainment Levels

Attainment achieved at previous Key Stage in core subjects

Student Information

NFER CAT Scores				Attainment Levels KS2			Literacy / Numeracy Scores		
Mean SAS	V.SAS	Q.SAS	NV.SAS	En	Ma	Sc	Reading	Spelling	Numeracy

NFER Scores

All scores are displayed as a Standardised Age Score (SAS). The absolute average SAS for any age is 100. The spread of scores (standard deviation) is plus and minus 15 points, therefore the broad average range is between 85 and 115.

Mean SAS – The average of the three other scores.

Verbal SAS – A student's ability to handle verbal concepts, verbal symbols and use verbal reasoning.

Quantitative SAS – A student's ability to handle quantitative data. This can support in subjects such as Mathematics, Science, Geography and Business.

Non Verbal SAS – A student's visual and spatial awareness. This can be used in subjects such as Mathematics, Physics and Design Technology

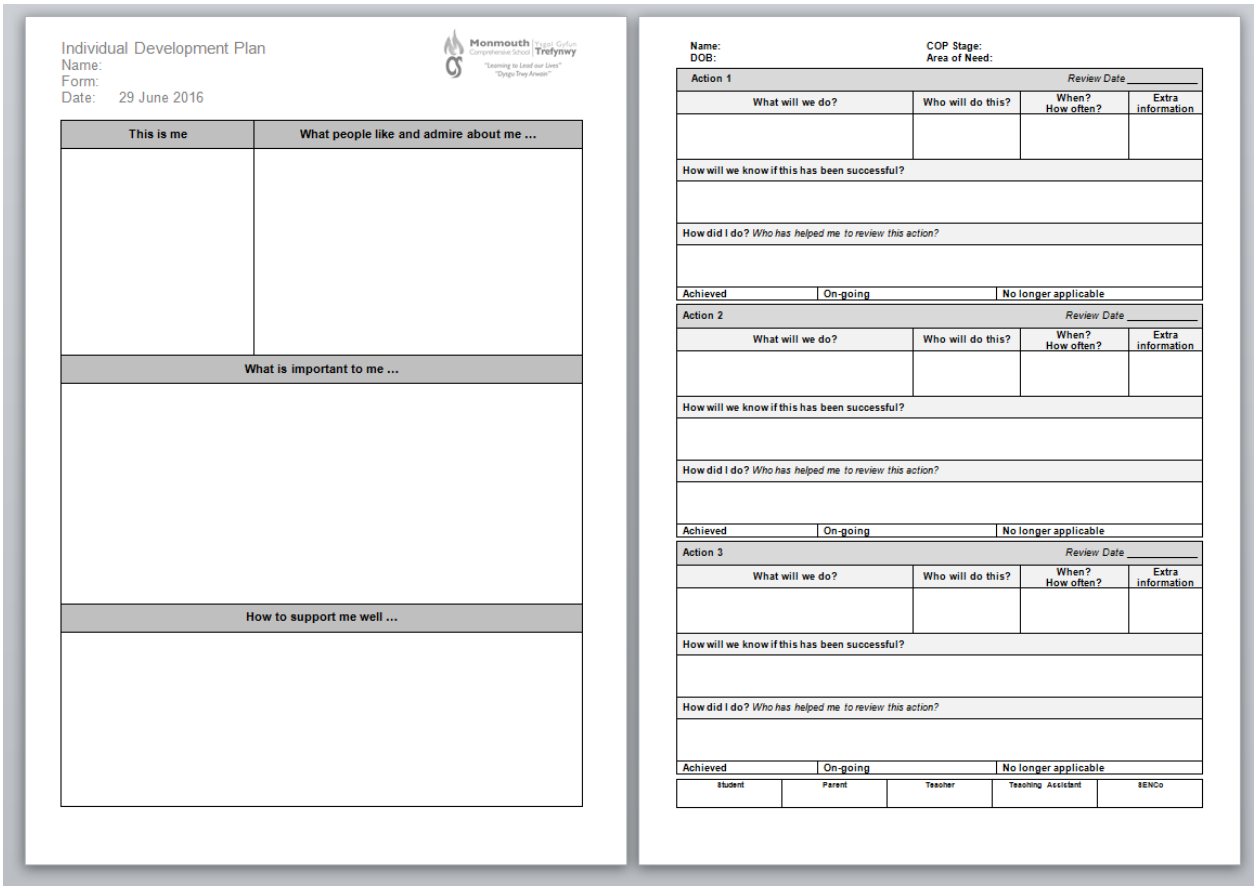
ARR Policy

Support and Provision

Support	
Areas Requiring Support	Using the Additional Needs Policy, Transition Policy, Assessment Policy, NFER Data, Key Stage Data, Literacy and numeracy standardised scores and the pastoral system, as well as talking to parents and students, a summary of where support is needed is recorded in this area.
Suggested Strategies/ Resources/ Techniques	Using the Teaching and Learning Policy, Assessment for Learning Policy, Homework Policy, Additional Needs Policy, the Pastoral Programme, the Relationships Policy, Essential Skills, approaches to learning are recorded in this section. These strategies will support students.
Provision	This records any additional support outside the classroom. The Inclusion Map illustrates the provision available within the school. Access arrangements for examinations are also recorded, following a formal assessment and application through the Joint Council for Qualifications.

Individual Development Plan

Monmouth Comprehensive School | Ysgol Gyfun Trefynwy
"Learning to Lead our Lives"
"Dysgu Trwy Arwain"



Individual Development Plan
Name:
Form:
Date: 29 June 2016

This is me	What people like and admire about me ...

What is important to me ...

How to support me well ...

Name: **COP Stage:**
DOB: **Area of Need:**

Action 1 *Review Date* _____

What will we do?	Who will do this?	When? How often?	Extra information

How will we know if this has been successful?

How did I do? *Who has helped me to review this action?*

Achieved	On-going	No longer applicable

Action 2 *Review Date* _____

What will we do?	Who will do this?	When? How often?	Extra information

How will we know if this has been successful?

How did I do? *Who has helped me to review this action?*

Achieved	On-going	No longer applicable

Action 3 *Review Date* _____

What will we do?	Who will do this?	When? How often?	Extra information

How will we know if this has been successful?

How did I do? *Who has helped me to review this action?*

Achieved	On-going	No longer applicable

Student	Parent	Teacher	Teaching Assistant	SENCo

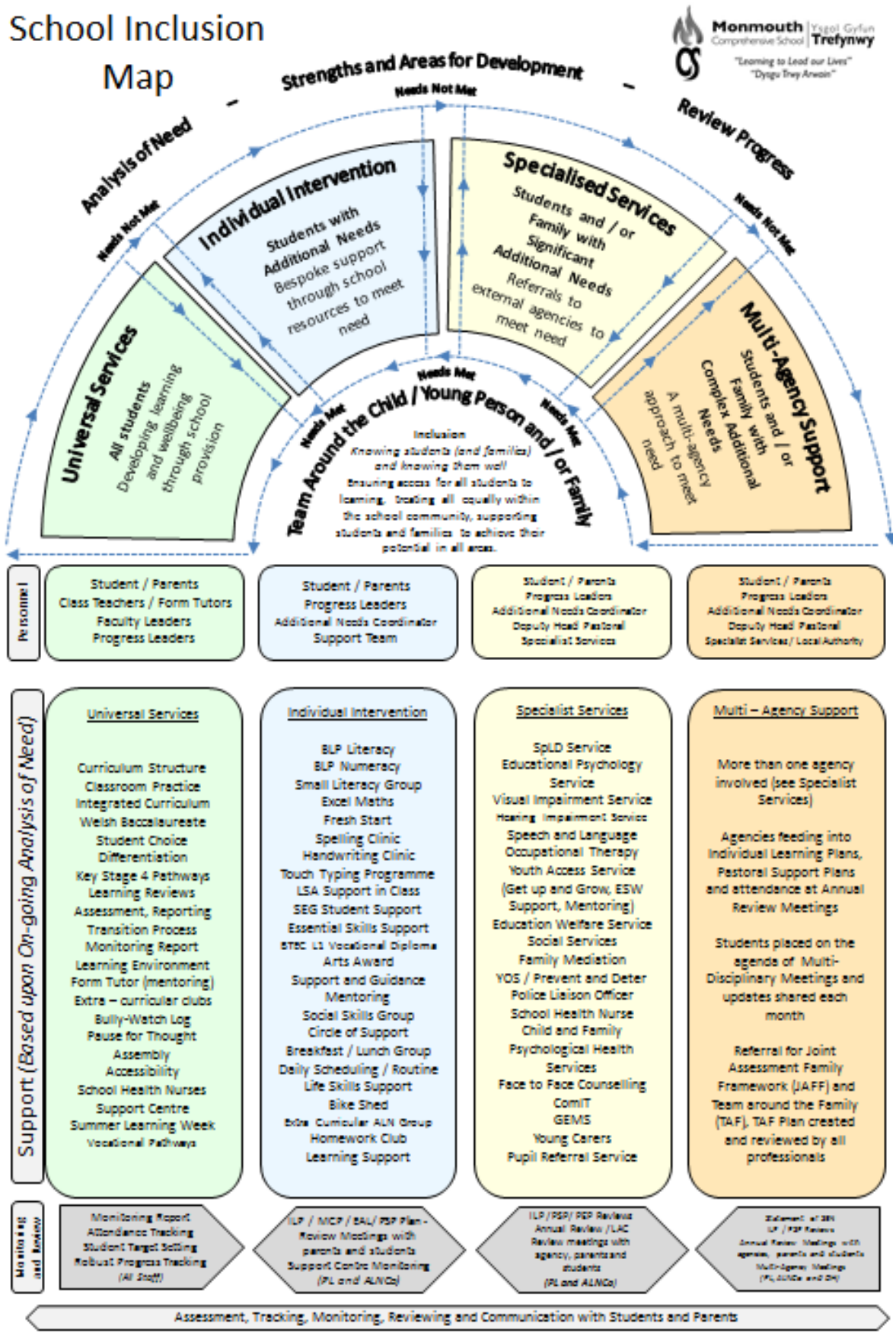
Action 1			*Review Date*
What will we do?	**Who will do this?**	**When? How often?**	**Extra information**
How will we know if this has been successful?			
How did we do?			
Achieved	**On-going**	**No longer applicable**	

Action 2			*Review Date*
What will we do?	**Who will do this?**	**When? How often?**	**Extra information**
How will we know if this has been successful?			
How did we do?			
Achieved	**On-going**	**No longer applicable**	

Action 3			*Review Date*
What will we do?	**Who will do this?**	**When? How often?**	**Extra information**
How will we know if this has been successful?			
How did we do?			
Achieved	**On-going**	**No longer applicable**	

Student	Parent	ALNCo	Support

Appendix iii - Learning Support Structures and Processes



Appendix iv- Supporting the Learning of Students with EAL

(Appendix iv added June 2015)

Students have an EAL Learning Plan, which indicates (when known) the length of time the student has been in the UK, their language levels and the language levels of their family.

Gwent Ethnic Minority Services work with some students where English is an Additional Language, depending upon the level of spoken and written English. Advice and support can be requested from GEMS, including support to communicate with parents. More information is available from the ALNCo in relation to this support.

General strategies to support learners with EAL:

- Seat next to students who are empathetic and helpful
- Language should be presented in a meaningful context – use images and pictures
- English should be spoken clearly, using simplified language where possible in instructions
- Encourage repetition and use of new words taught
- Present students with differentiated information, considering the language used
- Identify key vocabulary and sentence structures, breaking down tasks
- Encourage the use of glossaries at the back of books
- Use Google Translate to provide instructions if required
- Encourage peers to support with a language rich environment
- Model the activities to be completed
- Use time charts, timelines and writing frames to support written work
- Use a variety of methods of recording to support in the written aspect of lessons
- Make use of ICT where possible to support in learning
- Students carry dictionaries around with them, should they be required
- Students can continue to write the word in their home language and English to ensure understanding

This policy was agreed by the Governors

Signed: …… Chair of Governors

Date: ……

Signed: …… Headteacher

Date: ……

Review date: September 2018