



CONNAH'S QUAY HIGH SCHOOL

Creu Llwyddiant | Creating Success

Additional Needs Policy

This Policy has been written in accordance with the most recent Government guidance. This Policy will be rewritten as necessary to reflect the changing emphasis of the school and the changes in Government legislation and reviewed biannually.

Policy Title	Additional Needs Policy
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Approved by & Date	September 2021
SLT Lead	DMI

Introduction

It is the aim of the governors and staff of Connah's Quay High School that all learners should leave the school properly equipped and confident for the next stage in their lives. To this end, the provision for Additional Learning Needs focuses on the skills of literacy and numeracy in all curriculum areas.

The ALN Co-ordinator is responsible for co-ordinating the provision for learners with ALN at Connah's Quay High and the day-to-day administration of the school's policy on ALN.

The concept of ALN focuses not just on a particular disability but on all features that affect a child's educational progress. The Code of Practice for SEN states that 'a child has special educational needs if s/he has a learning difficulty which calls for Special Educational provision to be made for them.'

The range of needs is diverse and covers –

- communication and interaction
- cognition and learning
- behaviour – emotional and social development
- sensory and / or physical needs
- medical conditions.

The nature of the difficulty may be temporary or mild, intermediate or moderate, long term or severe. Therefore, many learners will, at some point, experience some form of learning difficulty, which will impede their progress. As such, ALN provision is seen as part of the educational provision for learners, which is additional to, or different from, their peers. The bulk of ALN support work in CQHS is with learners, often with short-term needs, who will need special help at some time during their school careers.

The role of the Additional Learning Needs Coordinator/SLT

The Additional Learning Needs Co-ordinator is line managed by SLT member responsible for inclusion. In keeping with the Code of Practice, the Additional Learning Needs Co-ordinator/SLT is responsible for:

- the day to day operation of the school's ALN policy
- co-ordinating provision for learners with ALN
- maintaining the school's ALN register and overseeing the records of all learners with ALN
- attending meetings relating to any learner's ALN
- organising the processes for the identification of learners' individual needs
- assessment and monitoring of learners with ALN
- the co-ordination and operation of annual statement reviews
- the operation of IEPs
- liaising with parents of learners with ALN
- liaising with external agencies.
- liaising with governors
- liaising with staff in other schools

- matching resources to needs
- liaising with, and advising, fellow teachers
- over-seeing the school's nurture provision.

Information regarding identification, assessment and provision for all learners with ALN

Identification of learners and their needs.

Learners with Additional Needs will be admitted to Connah's Quay High School in line with the School's Admission Policy. The School is aware of the statutory requirements of the Disability Discrimination Act and will meet all requirements of the act. At all 'Induction Meetings' the school will work closely with parents to ascertain whether a learner has been identified as having Additional Needs. It is the School's policy to test every learner upon admission.

Learners are identified, on admission to the school, by a careful procedure including some or all of the following:

- * referrals from primary schools, parents and outside agencies
- * primary school administered tests (used for initial target lists and literacy/numeracy intervention)
- * subject teacher identification
- * support teacher and Learning Support Worker' observations.

Following initial identification, learners' needs will be assessed using:

- Diagnostic Reading Analysis
- WRAT 4 (Statemented learners)
- Graded Word Spelling Test
- Individual approaches e.g. handwriting, touch-typing and reading observations.

Target lists are completed for each year group using the names of all learners who are likely to require support. These lists, and more detailed individual information when learners have more acute difficulties, or when they are the subject of a Statement of ALN, are provided for all teachers on the school's computer system.

Register of ALN

The register is produced by the ALN Coordinator and contains the names of all learners identified as having ALN, using the descriptors compiled by the Local Authority. It is the responsibility of the ALN Coordinator to update and review the register, with the assistance of the Pastoral Coordinator team. The ALN register is available both electronically and as a hard copy for all members of school staff.

I.E.P.s

Individual Education Programmes (IEPS) are written for those learners who are identified as being at School Action, School Action Plus and those with Statements, using the Local Authority descriptors. IEPs are reviewed by key members of staff. Parents and learners are consulted regarding interventions and progress.

One Page Profiles

In line with the up-coming, revised ALN bill, One Page Profiles are in place for a number of ALN learners. This process is on-going, in readiness for the new ALN Code of Practice.

The identification of ALN is an on-going process with specialist teachers, subject teachers and LSWs playing an integral part, in addition to parental information too.

Individual files are kept on all learners who are identified as having ALN. Hard copies are securely stored in the Learning Support office, whilst electronic copies are also stored securely on our school system.

Statementing procedures are undertaken within the guidelines set down by legislation and the procedures outlined by the LEA. Annual review procedures take account of the current Code of Practice.

Provision for all learners with ALN

Aims

- a. To enable children to reach their full potential by providing a suitable and satisfying environment where emphasis is placed on strengths rather than weaknesses.
- b. To nurture self-confidence and provide incentives to learn.
- c. To improve standards of literacy, numeracy, other skills and knowledge.

Objectives

- a. To identify all learners with ALN, monitor their progress and help overcome their difficulties.
- b. To provide a resource for staff, and to support their work, to benefit learners via support teaching and liaison.
- c. To give all learners access to a curriculum of relevance, breadth and depth.
- d. ALN provision is seen as an adjunct to classroom provision and teaching and not as a replacement for it.

Current Procedures

- a. In-class support from LSWs – following guidance as set out in learners' statements and to support SA+ and SA learners, when resources permit.
- b. Weekly Literacy Intervention sessions for learners in lower set English: Years 7, 8 and 9, when resources permit.
- c. Lower sets in Years 10 and 11 English, mathematics and science.
- d. Vocational qualifications and ASDAN as well as options in Years 10 and 11.
- e. Nurture provision access for identified learners in key stage 3 & 4.

Allocation of resources

The school has a delegated budget for inclusion which comes from the LEA which funds ALN staffing. In addition to the delegated budget, funding is in place for learners with a statement who have Band B & C support. The ALN Coordinator is responsible for the management of these finances and for prioritising the purchase of resources. Support teaching is allocated to classes, taking account of staff availability and expertise, and the needs of the learners within the class. There can be some degree of flexibility with regard to the allocation of support teaching in response to need. When IEPs are written thought is given to the resources necessary to implement any intervention successfully and these are specified on the IEP. The resources (personnel and equipment) allocated to statemented learners are monitored by the ALN Coordinator as to their distribution and efficacy.

Integration

All learners identified as having ALN are largely based in mixed ability classes, where their form tutor and Pastoral Coordinator are aware of their needs. Learners are encouraged to participate fully in the life of the school as part of their form, or in extra-curricular activities. The Rewards System aims to praise all learners, whatever their ability, for their endeavour in activities or lessons. Other than English, Maths and science, learners are initially taught in mixed ability classes, with support in some areas. Gradually, setting is introduced in other curriculum areas so that learners can benefit from extension work or more individual attention according to their need. All learners are entered for external examinations at the end of Year 11. A range of options is available, including ASDAN and Entry Level in KS4. KS3 learners also have access to a nurture provision which provides tailored learning and cognition support to a small group of identified learners. Learners who access this provision are integrated at the earliest opportunity.

Evaluating success

As part of the whole school evaluation process the previous year's work is evaluated with the help of curriculum leaders and the Senior Leadership Team. The department makes this information available together with information on:

- Staffing
- Inset
- Management of resources
- The Register of Additional Learning Needs
- New initiatives are assessed and reflected upon periodically, in order to analyse their effectiveness and to provide targets for future development.

Complaints Procedure

Complaints will be dealt with in line with the School's general complaints procedure. The ALN Governor will oversee this process, in the instance of an ALN learner and associated complaint. Any parent making a complaint will be provided with information regarding the arrangement for parent partnership services. Each learner has the right to complaint through the 'Child Right to Appeal'.

Primary School Liaison

Aims

- a. To ensure as smooth a transition as possible for learners between primary and secondary school.
- b. To gain information about individual learners' particular difficulties and needs.
- c. To build on the work of the primary school.
- d. To provide feedback for the primary school.

Procedures

- a. The ALN Co-ordinator liaises directly with the Headteacher, ALN Coordinator and class teachers in the main partnership primary schools. Arrangements are then made for the ALN Co-ordinator to visit the learners to discuss provision with the ALN Coordinator
- b. The ALN Coordinator meets each term with ALN Coordinators from local primary school as part of cluster working.
- d. The ALN Co-ordinator consults the L.A regarding individual learners, especially those with Statements.
- e. When learners have particular difficulties, or parents express concern, both are encouraged to visit CQHS prior to entry. Specific learners are also encouraged to join our Cam Ymlaen transition group.
- e. The information gathered from this liaison is then used in the compilation of initial target lists and detailed information for subject teachers. It also allows for learners to be placed in appropriate groups for English and Maths.

Parental Liaison

Aims

- a. To ensure that parents and school act in partnership to provide for the needs of the child.
- b. To facilitate two-way communication regarding learner's difficulties and their progress.
- c. To help raise the self-esteem of learners.

Procedures

- a. Upon identification of ALN, parents contacted by the ALN Co-ordinator in order to discuss the child's needs and the provision to be made by the school.
- b. Meet parents, at their instigation or ours, to discuss progress.
- c. Use parental input to gain knowledge about the child and to use parental expertise to reinforce skills.
- d. Where frequent reporting back is necessary, as in the case of statemented learners or those with severe difficulties, reports to be provided based upon the views of all subject teachers.

- e. Where behaviour programmes are used parents and pastoral staff are involved in their implementation.
- f. Parents are encouraged to contact the department if they have any cause for concern.

Links with outside agencies

Aims

- a. To gain knowledge about individual learners and to provide feedback.
- b. To discuss problems for individual learners and possible solutions, strategies or action plans.
- c. To make use of the specialist knowledge, eg. Educational Psychologist service, Career Wales, sensory service, school nurse and resources outside the school situation.
- d. In the case of statemented learners, ensure that statements are adhered to and reviewed for suitability.

Outside Agencies

Some of the services referred to for additional support include;

- psychological services
- additional learning needs expertise e.g. behaviour
- hearing/visual impairment
- physical/medical needs
- counselling
- Education Welfare
- CAMHS
- Neurodevelopment Services
- Speech & language

Links to other Policies

- Emotional, Health & Well-being Policy
- Diversity and Equality Policy
- Access Arrangements Policy
- Behaviour Policy
- Induction Policy
- FCC Policy Framework for Children with Additional Learning Needs (ALN)

Evaluation & Monitoring

As part of School's review cycle