



SPECIAL EDUCATIONAL NEEDS POLICY

PART 1 – BASIC INFORMATION CONCERNING ADDITIONAL PROVISION AT YSGOL GYFUN Y STRADE

THE AIMS OF SCHOOL'S ALN POLICY:

- to provide a suitable curriculum for every individual pupil who may have special educational needs during his/her school career
- to ensure that the pupil receives as wide and balanced an educational experience as possible whilst protecting his/her right to the fullest possible entry to the National Curriculum
- to provide suitable support for ALN pupils
- to regularly identify, respond to, monitor and take stock of pupils' additional educational needs
- to respond to the range of requirements in a manageable and flexible manner, by preparing schemes of work that recognise the importance of differentiated activities that give all pupils the opportunity to succeed and be 'stretched'
- to improve the literacy and numeracy skills of the pupils
- to improve self image and encourage pupils' confidence by using schools' praise systems
- to allocate and use resources in a suitable way
- where appropriate, to teach ALN pupils (including those who are statemented) side by side with their peers in the main stream, and to consider the wishes of parents and the pupil
- to establish and nurture as full a partnership and co-operation as possible between pupils, their parents, the LEA, external agencies, the primary schools of Strade's family in order to support each pupil to the greatest extent
- to identify and assess the pupil's needs as soon as possible, and follow up and act on any initial information given and prior consultation with the primary school attended by the pupil, in order to ensure progression in provision
- to provide a meaningful and continuing INSET programme for school Governors, the Head and the leadership team, teachers and teaching assistants to develop knowledge and understanding in order to provide the best possible education for ALN pupils
- ensure that pupils who have ALN are offered equal opportunity as defined in School's Equal Opportunities Policy and Equality Policy
- to establish and perpetuate the principle that every member of staff has a responsibility towards ALN children
- to show respect towards them as individuals and ensure an industrious and settled atmosphere inside and outside the classroom, in line with school's main aims



- to promote social skills and help the pupils reach an acceptable level of behaviour
- to include parents in an active partnership within school
- to include the pupil when assessing and making decisions
- if relevant, to ensure that special arrangements are made during internal examinations for pupils who have ALN

Aims / Specific Targets – see the ALN Development Plan

Note:

- a. It should not be considered that children have learning difficulties only because the language, or the form of language, used in the home is different from the language in which they are taught.
- b. The period and time can vary. Some pupils will only require temporary support.
- c. Part 2 of the Special Educational Needs and Disabilities Act took effect in September 2002. The ALN framework provides special education to satisfy the needs of individual ALN pupils, and the 'discrimination on the basis of disability' framework will protect disabled pupils by bringing an end to their being discriminated against on the basis of disability in the education world.

The name of the Governor with responsibility for ALN:

Mrs Sara Hopping

The Governing Body's responsibility:

The Governing Bodies of all schools have statutory duties towards pupils who have ALN.

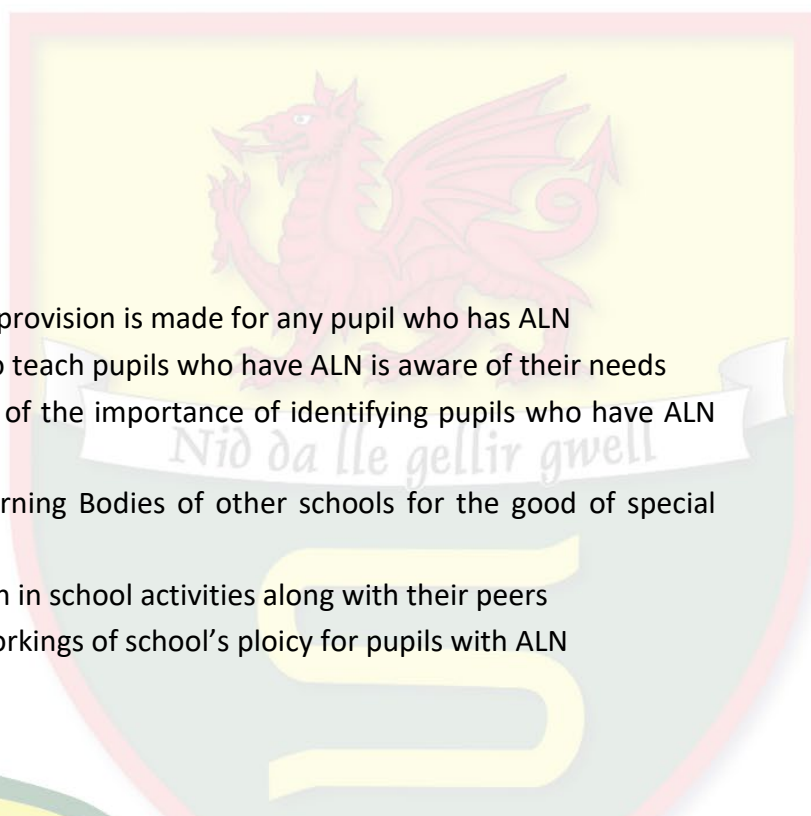
The Governing Body, in conjunction with the Head should decide on the school's policy and general treatment concerning satisfying the ALN of those pupils who are statemented, as well as those who are not subject to a statement.

They must establish:

- staffing arrangements
- appropriate budgeting
- and oversee the school's work

Accordingly, the Governing Body must:

- do its best to ensure that necessary provision is made for any pupil who has ALN
- ensure that everyone who is likely to teach pupils who have ALN is aware of their needs
- ensure that the teachers are aware of the importance of identifying pupils who have ALN and to provide for them
- consult with the LEA and the Governing Bodies of other schools for the good of special education in the whole area
- ensure that pupils who have ALN join in school activities along with their peers
- report annually to parents on the workings of school's policy for pupils with ALN





- pay attention to the Code of Practice when carrying out their duties to every pupil with ALN
- ensure that they notify the parents if school decides to provide ALN for their child.

Actioning the Governing Body's duties:

- a. The Governing Body must appoint one person to be responsible for monitoring school's ALN provision.
- b. The ALN Governor will co-operate with the Head and the Senior Leadership Team to action the policy and attend meetings concerned with ALN, and discuss matters with the Head and the Head of the ALN Department who co-ordinates activities, with members of staff, pupils and parents or local agencies. The Head of the ALN Department will arrange a formal meeting once a term (or as required) with the Governor with responsibility for ALN.
- c. The Governing Body is to play a part in the process of drawing up and reporting back on the policy, and to recommend any changes.

The Head's responsibility:

- The Head is responsible for the provision for children with ALN. He should give the Governing Body full information and co-operate closely with the Head of school's ALN Department.

The responsibilities of the Subject Teacher, the Class Tutor, the Senior Leadership Team and the Support Staff of the entire school:

- to play a part in the work of developing, and putting into practice, school's ALN policy
- to be wholly aware of school's arrangements to identify and assess pupils who have ALN, and provide for them
- to be prepared to receive INSET training and attend courses provided by school, the Authority or other agencies

The Classroom Assistants:

Ysgol y Strade's aim is, where this is appropriate, to educate ALN pupils (including those who are statemented) alongside their peers in the main stream. As a result, the role of the Assistant is all important. Support is offered in the classes by targeting pupils who have ALN.

(see the Teachers's ALN Handbook as well as the guidelines for Support Teaching / the Role of the Assistants)

From time to time pupils will be temporarily withdrawn from class in order to concentrate on some aspects of the work that the pupils find difficult to understand, to improve literacy, to discuss progress and to help pupils to gain confidence, either in a general way or in some specific field. In every case we strive to ensure that there is progression between the classroom curriculum and the support activities when children are withdrawn from the class.



Using Parents or Volunteers:

Parents / prospective parents and volunteers are welcomed to our midst on a daily basis to offer support to our plans to improve the literacy skills of our pupils.

Arrangements for sitting tests and examinations:

a. Internal Examinations:

Every department is expected to make arrangements to satisfy the needs of pupils with ALN. These arrangements can mean ensuring:

- that examination paper questions, where only one paper is set, are carefully graded so that pupils of all abilities are able to offer a response
- that differentiated papers are set for levels of ability within a year
- that a list of pupils who need help to read a paper is prepared and given to the Head of the ALN Department. These pupils will then sit their papers in a separate room under the supervision of the Departmental Co-ordinator, or another member of staff and be given help in reading the paper.

The Head of the ALN Department will discuss this with parents and pupils beforehand in order to explain the arrangements, and calm any concerns.

b. External Examinations / Tests:

The Head of the ALN Department will co-operate closely with the Examinations Officer in order to ensure that, where required, special arrangements are in place for ALN pupils.

When making special arrangements for Key Stage 4 and Key Stage 5 external examinations, school will follow the directions given in the document: **“Adaptations for Candidates with Disabilities and Educational Difficulties. Reasonable Access and Adaptations Arrangements” (Joint Forum For GCSE and GCE)”**

Because of the complexities of the differing kinds of examinations offered, the co-ordinator and the examinations officer will complete a form 8 for each pupil that a request is made on his/her behalf, and send this to the relevant examination board/ boards as soon as possible, and no later than the dates noted in the above document.

The arrangements for receiving pupils with SEN:

During the process of drawing up a statement parents have the right to state which one of the LEA's schools they would like their child to attend, either a main stream school or a special school. The LEA must consent to this choice, insofar as:

- The school is suited to the child's age, abilities, skills and SEN
- The child's presence will not affect the education of any children already attending that school
- Placing the child in that school will make effective use of the LEA's resources.



If the parents disagree with the placement, or any part of the process of drawing up the Statement, they can contact the Nominated Officer within the LEA for an explanation, contact the Disagreement Resolution Service, the local Parent Partnership Service and perhaps appeal to the ALN Tribunal. When the parents and the LEA are in agreement, it is usual for any reception arrangements to be made between the parents and the school receiving the child. In that meeting details about receiving the child to that school are discussed.

There are also special arrangements in place when ALN pupils transfer from the primary school to Ysgol Gyfun y Strade; these are in place to facilitate the process:

- The Head of Department, ALN, and the Assistant Head will visit the primary schools to discuss any difficulties that Year 6 children have before they arrive at Strade
- The Head of Department, ALN, and the Assistant Head will discuss the needs of pupils who have ALN (School Action and School Action Plus) with their parents either on the phone or in formal meetings
- The Head of Department, ALN, will, if relevant, attend annual review meetings of the pupils in Year 6 who have a Statement, as well as those in Year 5.
- The Head of Department, ALN, will consider if the provision that can be made at Ysgol y Strade for pupils with ALN is suitable for every individual – this can mean extended discussion with the staff of Ysgol y Strade, primary school staff, parents and external agencies.
- Essential information /an individual form for every pupil is passed on, but every Year 6 primary school teacher or Departmental Co-ordinator is asked to complete another form for pupils who have ALN; this will help the Head of Department, ALN, in preparing an individual profile of the pupils for the Teacher's ALN Handbook. **(see the Information Transfer Forms in the ALN Handbook)**. Naturally, the primary school is expected to transfer the ILP / PUT and any other information that can ensure progression in provision.

Meetings for primary school ALN Co-ordinators are held once a term at Ysgol y Strade to discuss matters, and to work together to improve the provision for pupils with ALN, and to facilitate, from an ALN viewpoint, the transfer from primary to secondary education.

See the **'Primary / Secondary Transfer Policy'** for details about other arrangements that facilitate the process of transferring from the primary to the secondary sector, for example, visits during Years 5 and 6 to Ysgol Gyfun y Strade.

Special facilities to improve or facilitate access to school by ALN pupils.

There are special facilities available at Ysgol Gyfun y Strade for pupils who have profound needs, that is specialist resources or facilities, for instance a lift to ensure access to all rooms.

A special room with a toilet for pupils who are wheelchair users has been created. Improvements have been made to ensure that the proper conditions are in place to cater for visually impaired pupils.



A new teaching room, along with an office and an area for working with small groups of pupils, has been operational since September 2012. This represents an extension to the Centre where work is done with pupils who have ALN, and includes *Yr Hafan*, which looks after pupils who have emotional problems. **(See the ALN Department's Handbook for further information about *Yr Hafan*).**

Any changes made in school have been strategically planned, giving appropriate consideration to the Special Educational Needs and Disabilities Act 2001.





INFORMATION ABOUT SCHOOL'S POLICIES TO IDENTIFY, ASSESS AND PROVIDE FOR ALL PUPILS WHO HAVE ALN

Distribution of resources to pupils with ALN:

i. Human Resources:

- Head of the ALN Department
- Teacher responsible for Statemented pupils and managing *Yr Hafan*
- KS 3 Support Teacher
- KS4/ 5 Learning Coaches
- Teaching Support Assistants
- Members of the Attainment and Inclusion Service and the Educational Psychologist

ii. Resources in material form:

- Large items of equipment e.g. television, computers, laptops and recording machines and specific equipment for visually impaired pupils.
- Specialist materials e.g. structured reading scheme '*Dyfai Donc*' and 'Catch Up' along with computer programmes to improve literacy and numeracy skills.
- A library of suitable Welsh and English language books.
- Diagnostic assessment materials – *Glannau Menai* reading and spelling tests, Diagnostic Reading Analysis (Hodder Education) and Single Word Spelling Test (NFER).

Identification and assessment arrangements, and review procedures

The recording systems that already exist offer a means of showing the small progress steps made by a child with ALN. If a subject teacher is concerned about a pupil's progress he/she will refer that pupil to the Head of the ALN Department. There are forms available for them to refer pupils to the attention of the Head of the ALN Department. It is also possible to have a word with the Head of the ALN Department before completing the leaflet. The teacher is requested to keep a detailed record of the pupil's progress, and the attention of the rest of the teaching staff is drawn to the difficulties during pastoral and teacher meetings.

The County conducts screening tests before the pupil arrive in the secondary school, and any relevant information will be relayed to Ysgol y Strade. Similarly, Key Stage 2 results will be available. In addition, the pupil's reading and spelling age in both Welsh and English will be relayed to Ysgol y Strade. Using this information we can target pupils for the various schemes that are in use in school. **(see the school's 'Literacy Policy')**

Detailed records of the previous educational phase are received. Discussions are held with parents /other staff / external agencies if this is considered relevant. **(see the Information Transfer Leaflets in the ALN Handbook)**



The whole school pupil progress tracking system is used to facilitate the work.

Who is responsible for identifying and assessing?

- Initially, Subject teachers
- A support teacher or the Head of the ALN Department
- External support services including, if appropriate, the educational psychologist

The assessment should be a reflection of the whole child, and draw attention to strengths as well as needs, and should be the starting point for tailoring an individual education plan for the child.

Ysgol y Strade will accept pupils who have already been identified as having ALN. They will have been denoted by their primary school and will have had help via:

- **School Action** or
- **School Action Plus**, and a small number will have
- **Statements**

It must be acknowledged that ALN children are on a continuum and can also change over time, and moving to a new school, and adapting to this, an important period for every pupil, can be a significant challenge for a pupil who has ALN. The school will offer a graded response that recognises that pupils learn in different ways and that they can have different kinds or levels of ALN.

If it is obvious when a pupil arrives at school that he/she has ALN, the Head of Department, ALN, and departmental and pastoral co-workers will strive to:

- ensure that the child's learning style is taken into consideration
- use information supplied by the pupil's primary school as a starting point in developing a curriculum that is appropriate for the pupil
- identify the child's skills and concentrate attention on these, and highlight areas that require prompt action to support the child in the class.
- ensure that continuous observation and assessment gives all the teachers and the parents regular feedback concerning the pupil's achievements and experiences, and that the results of that assessment is a basis for planning the next steps in the pupil's education
- making the most of appropriate informal opportunities for the pupil to show what he/she knows, understands and can accomplish via a pastoral programme
- include the pupil in the planning work and agreeing on targets to satisfy his/her needs
- include the parents in the work of developing and carrying out ways of sharing the learning between the home and school.



An effort is made to ensure that effective management, the ethos and the teaching environment in school, along with curricular, pastoral and disciplinary arrangements help to stop some ALN from arising, and to alleviate others.

Subject teachers are encouraged to differentiate the learning activities within the secondary curriculum framework in order to help satisfy the learning needs of all pupils.

They should not assume that a pupil's learning difficulties are caused entirely by, or are even mostly caused by, that young person's own problems.

On occasion, the percentage progress of pupils can depend on that which is taught them, or the way in which they are taught. The internal monitoring system is used to to keep an eye on the situation.

School's own practices make a difference – for better or worse – and this should be borne in mind.

Attention can be given to differentiation by considering the nature and variety of the activities, and the intellectual requirements made of individual pupils.

Subject teachers are encouraged to plan in a flexible way in order to recognise the needs of all the pupils as individuals, and to ensure progression, relevance and differentiation.

Emphasis is placed on setting and streaming from Year 8 onwards, and this helps the work of planning and differentiating the curriculum. This is also totally dependent on staffing and can vary from year to year. A particular effort is made to ensure that the systems are suitable for pupils who have ALN, with consideration given to placing pupils in sets by subject whenever possible.

By dividing the pupils into sets or streams the content of the curriculum or the pace of the lesson can be varied to reflect the needs of the specific group being taught.

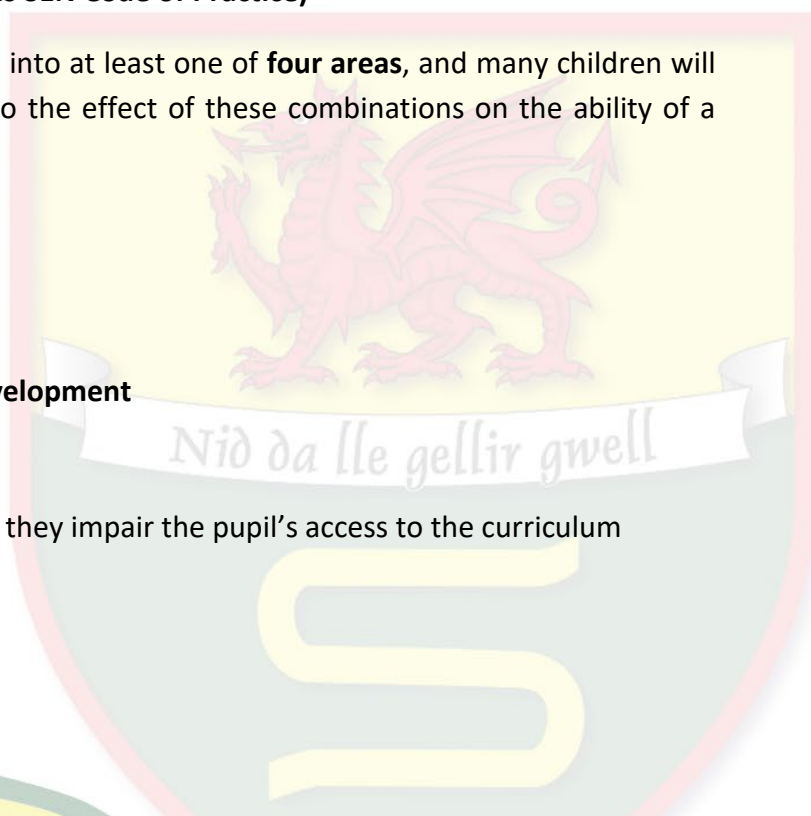
The Needs and Requirements of Children (Wales SEN Code of Practice)

The needs and requirements of children can fall into at least one of **four areas**, and many children will have related needs. Attention should be paid to the effect of these combinations on the ability of a child to operate, learn and succeed.

Needs can arise in the following areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Cognitive, Emotional and Social Development**
- **Sensory and/or Physical Needs**

Medical Conditions should also be considered if they impair the pupil's access to the curriculum





Ysgol Gyfun y Strade acts in accordance with the requirements of the Wales SEN Code of Practice. The following is broadly followed:

Identifying, Assessment and Provision:

- Evidence from teachers' observations and assessments is collected
- Their performance is studied against the level descriptions of the National Curriculum
- Standard methods of screening and assessment are used
- School will give an open and prompt response when parents voice concern
- School will respond to the pupil's own concerns
- School will respond to concerns voiced by other professionals
- If the pupil is not making progress despite being given differentiated learning opportunities, the following steps must be actioned:

School Action:

If the pupil continues to make no progress in specific areas over a long period / continues to work on National Curriculum levels that are substantially lower than pupils of a similar age and so on, then the pupil will transfer to the next step:

School Action Plus:

If no progress is seen then the next step is:

Statutory Assessment of Special Educational Needs:

This can lead to a pupil being:

The Subject of a SEN Statement:

(see Chapter 6 of the Code of Practice for further details).

In Ysgol y Strade a document that includes the names of pupils who have ALN is circulated to every teacher. This has been a working document since September 2012, and includes information about the pupil's ALN and any other significant details. **(see the ALN Handbook)**

The parents of pupils who have ALN are asked, during the parents evening, to make an appointment with the Head of the ALN Department or the Support Teacher in order to discuss progress and the way ahead. Other meetings to review the statements of relevant pupils will be arranged during the year.

The Head of the ALN Department will be the person to inform parents when ALN is identified.

The Head of the ALN Department will contact external agencies when necessary.

The Head of the ALN Department / Support Teacher will discuss the OPP (one page profile) with pupils and their parents when appropriate.

Use is made of the 'Contact Book' to sustain a dialogue between the home and school because this is a simple and convenient way of quickly conveying information. The 'Contact Book' also ensures that information is passed on to others, for example, the Class Tutor, Subject Teachers and members of the Senior Leadership Team during the process of monitoring contact books.



Arrangements for providing access for pupils with ALN to a balanced and wide curriculum, including the National Curriculum:

All pupils at Ysgol Gyfun y Strade have access to the National Curriculum, and to enable this to happen support teachers / learning support assistants are present to help those pupils who face difficulty in some subjects.

Departmental work schemes are expected to clearly demonstrate how they make provision for ALN children. The National Curriculum is differentiated to satisfy the needs of every individual. Teachers are asked to set attainable short term targets and, with support, they succeed in drawing up and presenting an appropriate curriculum.

How children with ALN are integrated within the whole school:

Locational Integration:

ALN pupils are educated alongside their peers in the main stream. The Centre / C5 is used by pupils who have ALN that falls into any one of the four areas, meaning that there is a very great variety in ability.

Social Integration:

All pupils at Ysgol y Strade are given suitable opportunities to ensure their social and emotional development. They will have opportunities to integrate during school trips and visits, on residential courses, in school eisteddfodau and sports days and in all the extra-mural activities that occur during the day and outside of school hours. A host of additional activities, that are suitable for pupils of all abilities, are offered between 3.30 and 4.30 in the afternoon.

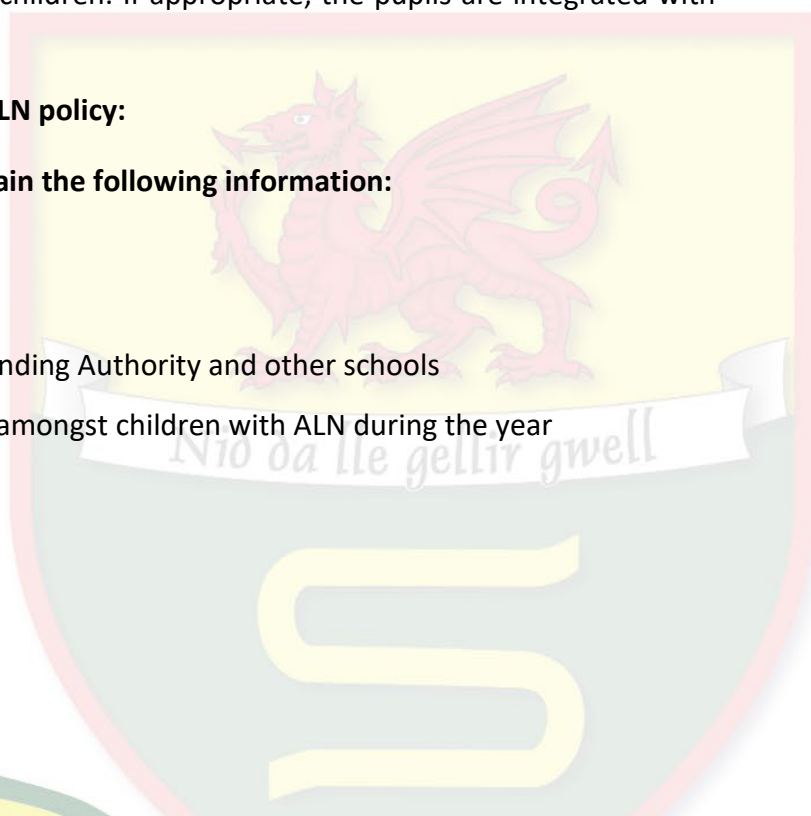
Functional Integration:

Access to the same curriculum as main stream children. If appropriate, the pupils are integrated with support.

Criteria for evaluating the success of school's ALN policy:

The Governing Body's annual report must contain the following information:

- about the success of the ALN policy
- about substantial changes to the policy
- about any consultation with the LEA, the Funding Authority and other schools
- about the way that resources are allocated amongst children with ALN during the year





When presenting comments about the policy's success the report will demonstrate the effectiveness of school's systems in:

- identifying needs
- assessment
- provision
- reviewing and retaining records
- the use of support services and external agencies

To aim at setting specific targets that the success of specific aspects of the policy can be measured against. Then a report on the success of the policy in light of these targets can be presented in the annual report to parents.

Monitor the standards reached by:

- **listing, at the beginning of every term, the number of pupils who have ALN**, including those who have statements by studying the level, and type of, support given to them to see if progress has been made and to take action as necessary, whilst modifying any unsuitable procedure.
- **scrutinising pupils' work over a Key Stage**, for example, from Years 7/9 ensuring that the standards are relevant to the achievement targets for National Curriculum subjects, where that is appropriate. It should also be checked if the current achievement levels are relevant to the achievement levels recorded previously, and if they demonstrate progress. Additionally, do the samples show progress in their knowledge, understanding and skills?

Note: The standards of achievement of some ALN pupils may be much lower than that which is usual for their age, though they can represent substantial success in the case of the individual in question.

- **reviewing every One Page Profile (OPP) and Statement** and adapting the programme by looking at examples of the pupil's work. The ALeNCo will distribute review forms for every pupil who has ALN and ask for feedback from core subject teachers and all subject teachers in order to review statements.
- **tracking under achievement by setting the pupil new subject / behavioural targets.** This will be done following every report or record of under achievement. The Head of Standards and the Co-ordinator will consider the comments made by teachers alongside the OPP. Parents will be informed of any lack of progress and revised targets will be set.
- **assessing the pupil's attitude towards work and his/her personal development**, and whether he or she feels positive. It is necessary to consider that which is said during interviews, held twice a year, with the Personal Tutor, along with his/her contribution to school life and social and personal skills.
- **Ask the opinion of parents** – orally during parents evenings and reviews.



- **review the pupil's attendance** in lessons and in school in order to assess his/her attitude and contentment: the ALeNCo will do this in consultation with the Head of Standards.
- **Observe lessons** to form an opinion about the following:
 - the expectations of teachers towards ALN pupils
 - is the work and the teaching techniques suitable and differentiated
 - do the pupils understand the purpose of the teaching
 - do they demonstrate oral and practical progress
 - do they remember to bring resources?
 - and to record any case of good practice where the pupil has succeeded in order to apply the knowledge to other individuals
- **look at the staffing provision**, rooms and resources annually according to needs, by studying how any support staff is utilised
- **decide on appropriate INSET arrangements** for the ensuing year.





ARRANGEMENTS FOR CONSIDERING COMPLAINTS/ CONCERNS ABOUT THE SPECIAL EDUCATIONAL PROVISION IN SCHOOL /CONCERN FOR AN INDIVIDUAL:

Parents:

If a parent contacts school about special educational provision in school – by using the pupil's contact book or contacting the subject teacher / class tutor / head of standards / the deputy head or the head:

1. The concern will be passed on to the ALNCo
2. A message will be sent to the parent telling them that a response will be received within about a week, in order to enable the staff involved with the problem to make enquiries.
3. This will be recorded on an information sheet, noting the date, the person who received the message, the date a response was given and the conclusion arrived at. It must be ensured that a member of the Leadership Team reads and signs the information sheet.
4. A letter will be sent to, or a meeting will be arranged with, with the parents (and the pupil if this is relevant) within a week noting where, and with whom, the meeting is held. Usually the ALNCo, the Head of Standards or a member of the Leadership Team will be present.
5. A brief written description of any decision(s) made will be recorded on an information sheet. This will be signed by the relevant persons.
6. A record of this decision can be retained along with the child's documents in the ALN file, and also in the child's file in the Head of Standards' office.

Complaints / concerns pertaining to the child's statement of ALN should be directed to the LEA.

Parents should also be made aware of the ALN Tribunal established under the Education Act 1996.

The Tribunal will consider complaints against decisions made by the LEA concerning an ALN child, wherein the parents are unable to reach agreement in the matter with the LEA. (see 'Regulations of the Special Education Needs Tribunal (Time Limits) 2001 for further information).

In particular cases a parent can contact the Governor named as being responsible for ALN within the school. A letter can be sent to school and this will be forwarded to the ALN Governor.

Additionally, see a copy of the Whole School Policy together with general arrangements for voicing concerns / making complaints.

Pupils:

If they have a complaint or a concern, pupils are welcome to express their feelings courteously, honestly and openly. They can tell their personal tutor, subject teacher, the ALNCo, the Head of Standards or the Class Tutor, or any teacher / assistant that they feel comfortable with.

Everything will be recorded: the concern, the action steps taken and the outcome.



INFORMATION ABOUT SCHOOL'S STAFFING POLICIES, AND PARTNERSHIP WITH BODIES OUTSIDE THE SCHOOL

School's ALN INSET training arrangements:

School's general considerations for training staff are adhered to.

A programme of staff professional development training is held to help them to work more effectively with plant who have ALN.

The County offers suitable training for the AleNCo in order to:

- meet the requirements of the Code of Practice / Part 2 of the ALN Act on the basis of Disability
- provide training in school for co-workers

The AleNCo will co-operate with the cluster's ALN Advisory Teacher and will regularly attend meetings of the County's Secondary School ALN Co-ordinators.

Every member of staff will be encouraged to extend their expertise to include children with ALN, and school will permit them to attend suitable courses that deal with the various subjects, as organised by the County.

Training for the Teaching Support Assistants is organised by the County and the AleNCo.

Meetings are arranged once a term at Ysgol y Strade for the AleNCos of the primary schools.

Reviewed and Accepted by the Governing Body:	24/11/2021
Chairman's signature:	

Nid da lle gellir gwell