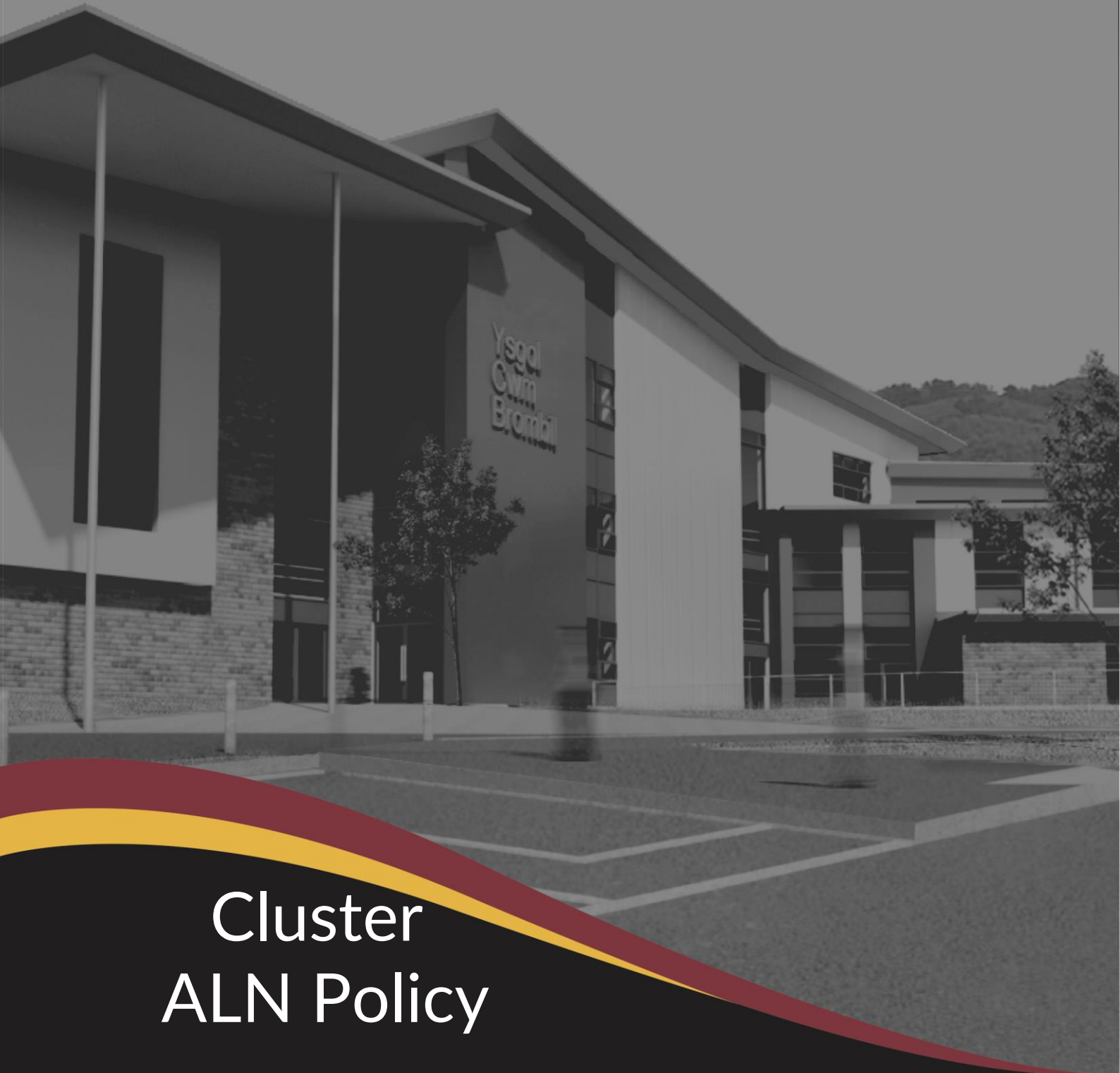




YSGOL CWM
BROMBIL



Cluster ALN Policy

Academic Year 2024 - 2025

Policy Adopted:	
Policy Review Date:	
Additional Comments:	
Signed:	
(Chair of Governors)	

Glossary

IEP – Individual Education Plan

IBP – Individual Behaviour Plan

ILP – Individual Learning Plan

IPP – Individual Play Plan

ALN – Additional Learning Needs

SEN – Special Educational Need

ALNCo – Additional Learning Needs Coordinator

SENCo – Special Education Needs Coordinator

PCP – Person Centred Planning

KS – Key Stage

PDG – Pupil Deprivation Grant

SEG – School Effectiveness Grant

For the purposes of this policy the following applies:

- Where the term IEP is used this could relate to IEPs, IBPs, ILPs, IPP depending on the individual schools.
- ALNCo and SENCo are terms used within schools to identify the person with the overall responsibility for pupils with identified needs. The majority of their responsibilities overlap and each school has its own 'title' for this role together with a specific job description.

Introduction

The development of the Special Educational Needs Policy is fundamental to pupils' learning. The schools within the Ysgol Cwm Brombil Cluster recognise that the implementation of SEN provision is of the highest priority.

The *Ysgol Cwm Brombil Cluster Additional Needs/ Special Educational Needs Policy* has been written with regard to the SEN Code of practice Wales 2004, taking into account the Education Act 1996 and the Disability Act 2001. The policy should be seen as part of a process of change.

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. The Ysgol Cwm Brombil Cluster 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.

It is the intention of the cluster that individual schools may contribute to the policy to reflect their individual practice, and information that is specific to these schools is included in their own Appendix. Practices will be shared with the cluster through the ALNCO/SENCO meetings and effective practice will be embedded throughout the whole cluster, becoming written into the policy.

The policy is a statement that will ensure systematic and consistent practice and provision of ALN/SEN throughout the cluster. In this manner, the ALN/SEN provision in the cluster will be constantly evaluated and improved.

The implementation of this policy is the responsibility of all staff within individual schools.

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.

Admission Arrangements

Each school adheres to the admission policy of the Local Education Authority. It does not discriminate against any pupil with additional learning needs. Each 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

As a cluster 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.

See Appendix 6 for any entry / exit criteria specific to individual schools.

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. The support may take the form of group or individual support within the classroom or the pupil may be withdrawn for short periods during the week in a small group of pupils for specifically targeted work.

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 IEP. The support to be provided for the pupil will be indicated on the IEP (where an IEP is not required, the pupil will continue to be monitored by the class teacher). The parents/carers are sent a copy of the IEP and are invited to discuss the targets and expectations.

Review/evaluation of individual plans

ALNCO/SENCO and teacher discuss the pupil's progress at the review of IEPs or whenever the need arises, if earlier.

In liaison with the ALNCO/SENCO, the teacher ensures a new IEP 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 IEP 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 second 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.

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 parents, the pupil, the LEA, the school and professionals involved. 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.

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.

All schools have 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. Each school in the cluster aims to provide appropriate intervention and support for pupils to access the curriculum.

Within the cluster, schools ensure provision is available to meet the specific needs of all pupils with ALN/SEN. **See Appendix 2 for intervention / support provision maps.**

Special Arrangements

Special arrangements for assessments/tests/examinations are made in all schools throughout the cluster. The specific needs of pupils are discussed with ALNCo/SENCo, class teacher, parents and Head Teacher, who work together to make provision for testing/examinations, or in some instances, disaplication.

See Appendix 7 for individual school special arrangements

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 IEPs 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 pupil committees (e.g. School Council, Eco etc)

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:-

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

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. An appropriate combination of the following information regarding individual pupils is held by the school:-

- Description and nature of pupil's difficulty.
- 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.
- Records of support requested from external agencies.
- Reports received from all other professionals involved.
- Statutory Statements/ note in lieu issued by the LEA (if applicable).

Partnerships

Parents/Carers

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers in respect of pupils who have ALN/SEN will be:

1. ALNCo/SENCo to meet with parents/carers to discuss pupil's placement at School Action and School Action Plus. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them.
2. That a cycle of reviews takes place at scheduled times of the year.
3. ALNCo/SENCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. ALNCo/SENCo to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with a statement of special educational need will be invited to an annual review meeting.
6. Information, advice and guidance will also be provided to parents to support their child in transition planning.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCo/SENCo to ensure partnership in developing strategies to help an individual pupil.

Outside Agencies

The school works closely with other professionals to focus on the identification and provision for those pupils who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide integrated, high quality, holistic support which focuses on the needs of the pupil.

The following services/agencies are available to the school:

- **Health**
 - CAMHS
 - Health Visitors
 - Nurses (including Specialist Nurses)
 - Occupational Therapy
 - Physiotherapy
 - Speech and Language Therapist

- **LEA:**
 - Visual Impairment
 - Hearing Impairment
 - Learning Difficulties
 - Wellbeing and Behaviour Support
 - Speech and Language
 - ASD Advisory Service
 - MEAS
 - Traveller Education
 - Social Services
 - Educational Psychology Service
 - Education Welfare Service
 - Pupil Parent Support
 - SENAAT
 - Voluntary Services

Governors

The governing body has a responsibility to work in partnership with the school in order to:

- 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

Cluster

The Cluster Schools work effectively in partnership to share practice. Regular meetings are held by the ALNCo/SENCo cluster group to share information, plan transition and work closely with the Educational Psychologist and other agencies to share expertise and develop strategies.

The cluster also shares their allocation of Education Psychologist allowance. This means that the EP is available on an almost weekly basis for individual or group consultation.

Transition

Foundation Phase to KS2

Within primary schools 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.

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.

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.

On transition, all documentation is passed onto the receiving school using the agreed cluster **transfer of information form (see Appendix 8)** and a copy of the form is retained and filed by the school that the pupil is leaving.

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

Training

In-service training is available in respect of additional learning needs for cluster, whole school, departmental or individual members of staff.

The governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and the ALNCO/SENCO.

The ALNCO/SENCO and Headteacher will keep fully up to date with additional learning needs through attendance and training and cluster meetings. In addition, the ALNCO/SENCO will develop skills through attendance at specialist training discussions with outside specialists and reading relevant documentation.

All staff involved with the pupils learning will be kept up to date by both the Headteacher and ALNCO/SENCO during meetings and training sessions.

Specific training records are available at each of the cluster schools. **Appendix 5 identifies Possible training available to staff and governors.**

Resources and Funding

Within the school's budget, there is an allocation of funding that reflects the additional needs of pupils with SEN. This will, naturally, vary from year to year, depending on the number of pupils who have special needs. These funds are used to provide for:-

- Human resources – this includes teachers, teaching assistants, training costs.
- Material resources – this includes teaching resources, literature, ICT equipment, specialised equipment.

Governors at each cluster school will ensure that moneys are set aside for SEN within their school.

Spending plans and the monitoring of grants available for ALN and vulnerable groups are also the responsibility of the GB of each cluster school. (e.g. PDG SEG)

See Appendix 1 for details about the school's SEN budget allocation.

Governors ensure that the needs of pupils are met by identifying a coordinator for ALN/SEN, who, together with the Headteacher will identify areas of need for the pupils.

The ALN/SEN coordinator is allocated time to manage and review provision, curriculum needs, pupil progress, information sharing etc.

Roles and Responsibilities

Head Teacher

The Head Teacher at each of the cluster schools has the overall responsibility for the management and provision of pupils with Additional Learning Needs (ALN) and Special Educational Needs (SEN) within their schools. The Head Teacher keeps the governing body fully informed about provisions made by the school and works closely with the ALNCo/SENCo, identifying areas for development that can contribute to the school's improvement plan.

ALNCo/SENCo

The Additional Learning Needs Coordinator (ALNCo)/Special Educational Needs Coordinator (SENCo), for each of the cluster schools, has the responsibility for the day-to-day operation of the policy within their own schools.

The ALNCo/SENCo will:

- Oversee the day-to-day provision for pupils with ALN/SEN, including in class, small group and individual pupil support. See **Appendix 3**.
- Organise and manage the work of the school's Learning Support Assistants / Teaching Assistants.
- Maintain the school's register of pupils with ALN/SEN and all the required documentation.
- Keep records on pupils who have ALN/SEN and ensure their progress is regularly monitored and reviewed.
- Liaise with parents/carers.
- Ensure annual reviews for pupils with statements are completed.
- Organise meetings as appropriate with teachers in respect of ALN/SEN issues.
- Regularly review and monitor provision for pupils with ALN/SEN within the school.
- Take part in formal meetings with other professionals regarding individual pupil needs.
- Liaise with teachers and support staff to ensure the needs of pupils with ALN/SEN are met across the curriculum.
- In line with the school's professional development policies identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Meet regularly with the designated ALN/SEN governor and the governing body.
- Produce termly reports to the designated ALN/SEN Governor and an annual report for the 'Governors' Report to Parents'.
- Review this policy annually in line with the school's priorities as identified in the school development plan.

Teaching Staff

All teachers have a responsibility for pupils with ALN/SEN, and are expected to differentiate the curriculum, make reasonable adjustments and provide pupils with auxiliary aids in line with the Equality Act. All staff are responsible for monitoring progress, setting and reviewing IEP targets, and liaising with the ALNCo/SENCo.

Governors

Each cluster school has its own governing body. The whole governing body has a responsibility to produce an annual report which will state the number of pupils with ALN/SEN in the school and comment on the school's implementation of the ALN/SEN policy in respect of:

1. Additional learning needs as an integral part of the school improvement plan.
2. Identification of need.
3. Notification to parents/carers of a child who is deemed to have ALN/SEN.
4. Assessment of need.
5. Provision of an inclusive environment for all.
6. Methods of monitoring recording and reporting.
7. Additional learning needs funding and spending.
8. Deployment of equipment, personnel and resources.
9. The use made by school of other professionals and support services.

The governors responsible for ALN/SEN meet regularly with the ALNCo/SENCo to discuss developments within their school. Governor Representatives are invited to attend relevant school-based and external training sessions.

See Appendix 4 for persons with identified roles for ALN/SEN

Resolution of Disagreements

Parents/carers are partners with the school and are encouraged to discuss support arrangements openly with the relevant school staff. They are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

Parents/carers who are not satisfied with the response from the school will be made aware of the complaints procedures that are available at each of the cluster schools. If, on pursuing complaints the parents are not wholly satisfied they may wish to seek further advice/assistance from the authority. If at this point they do not agree with the school's and authority's decision, they have a right to appeal to the SEN Tribunal for Wales.

Evaluating / Monitoring Provision within the Policy

This policy will be evaluated and reviewed annually by the cluster ALNCO/SENCOs.

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 directives



Appendix 1

SEN Budget Allocation 2018/2019

Each year, the school uses a formula to settle the amount of capitation received for general expenditure and for maintenance of resources.

The school makes available special funding for new projects such as the Rapid Plus reading intervention scheme.



Appendix 2

Provision map – support / intervention

Provision Mapping 2018/2019

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
Prior to Year 7	<ul style="list-style-type: none"> • Meeting with parent • Pupil/Parents visits to school • SENCO attendance at Year 5/6 Annual Reviews. • Discussion/liaison with appropriate specialists. • Exchange of Information meetings. • Additional transition opportunities 			

Key Stage 3				
Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
Normal School Provision at KS3	Pupils receive timetabled lessons in library for reading support.	No	Once per week	Accelerated Reader
	Differentiated classwork.	No	As required	Monitored via lesson observations and schemes of work
	Access to school counsellor and support from school services such as Education Welfare Officer.	No	As required	Records are retained by individual workers who liaise with other staff as necessary in order to provide support.
	Access to lunch time clubs.	No	Daily	

	FSM pupils and at-risk pupils supported by Engagement Officer	No	As required	Monitored by SLT
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Key Stage 4

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
Normal Provision at KS4	Differentiated class work.	No		Heads of Faculty, ALNCo and Additional Needs Representatives
	Access to school counsellor and support from school services such as Education Welfare Officer.	No	On a needs-basis	Records are retained by individual workers who liaise with other staff as necessary in order to provide support.
	Access to revision classes during lunch time and after school.	No		Monitor by Head of Year
	FSM pupils and at-risk pupils supported by Engagement Officer.	No	As required	Monitored by SLT

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
KS3 School Action	Examination Concessions	Yes	Concessions are arranged by looking at pupil's current and future needs. Assessment data and reports are used as evidence.	Arrangements made by ALNCO and liaison with Examination Administrative Officer/Head of Centre
	Social Skills IEP issued if ongoing concerns	Yes	Half-termly	Monitored by ALNCO and Head of Year
	ELSA IEP issued if ongoing concerns	Yes	Once per week	Monitored by Wellbeing and Inclusion Manager
	SMART Moves	Yes	Twice per week	Via SMART Moves assessment criteria
	Relationship-based play IEP issued if ongoing concerns	No	Once per week	Boxall and attachment observation checklist
	Access to Rapid Reading Plus	Yes	3- 4 times per fortnight	Monitored by ALNCO. Evidence of progress shown by Salford Sentence Reading Test.

Key Stage 4 provision as above and the following in addition:

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
KS4 School Action	Cynydd	IEP issued if concerns are ongoing	As required	Mrs Bartle
	Youth Worker	IEP issued if concerns are ongoing	As required	Mrs Bartle

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
School Action Plus	Pupils are referred at School Action Plus by the ALNCO, HoY or other appropriate staff for an assessment by an Outside Agency, i.e., Educational Psychologist or Specialist Teacher. This is in line with the Graduated Response as outlined in the SEN CoP.	Yes	Dependent upon necessary assessment and intervention from relevant Outside Agency. Implementation of appropriate programme by LSA.	Termly review. Following a period of intervention. Specialist Teacher to reassess progress. IEP monitoring twice a year.
	Pupils with Speech and Language targets as identified at School Action Plus have ongoing support from a Speech and Language Specialist located in school.	Yes	Dependent upon necessary assessment and intervention from relevant Outside Agency. Implementation of appropriate programme by LSA.	Termly review. Following a period of intervention. Specialist Teacher to reassess progress. IEP monitoring twice a year.

Provision	Resource	IEP Issued	Time Allocation	Monitoring of Progress
Stated	<p>Following Statutory Assessment pupils have been allocated support provision as outlined within their Statement of Educational Needs. Pupils at Key Stage 4 may be withdrawn from 1 option line in order to receive support. Guidance provided for appropriate option choices following liaison with Careers Advisor and SMT. Application for Examination concessions.</p>	Yes	As determined by individual statement.	<p>Termly review.</p> <p>Teacher comments.</p> <p>Departmental assessments.</p> <p>Pre. And post intervention testing by appropriate staff.</p> <p>Daily monitoring via Learning Passport.</p>



Appendix 3

Allocation of support available

Facilities for pupils with additional needs

A Learning Support room has been established within the Student Services department for students to access during intervention, and at break and lunch time.

Staff in the Learning Resource Centre coordinate the Rapid Reading intervention.

CAT scores are scrutinised carefully in order for us to select pupils who need to be monitored.

Pupils who have difficulties with relationships with adults/peers also benefit from a package of social skills or, if more suitable, relationship-based play.

In-class support

Learning Support Assistants work in classes where there is a legal requirement to support a child with a statement of special educational needs. Further support assistants may be allocated to classes in need depending on budget allocations e.g. high proportion of ALN pupils, GCSE classes.

All teachers are required to provide support for pupils in their classes and make reasonable adjustments accordingly.

Free School Meals

Pupils who are eligible for Free School Meals may benefit from the support of the school's Engagement Officers.



Appendix 4

Identified roles for ALN / SEN

Headteacher – Mr. S. Clarke

ALNCo – Mrs. Gemma Thompson

ALN governor – Mrs L. Loveys

Child Protection Officer – Mrs Kath Williams

Deputy Child Protection Officer – Mr. Cedric Burden

Additional Needs team

There are a number of LSAs within the department who provide general support duties and work with Statemented pupils.

The duties carried out by the LSAs include:

- Provide support for pupils to ensure that they have access to the curriculum.
- Liaison with the class teacher in planning for and supporting children with ALN.
- Collaboration in the preparation of appropriate materials for children with ALN.
- Assistance with differentiating materials.
- Collaboration in the delivery of a child's Individual Education Plan (IEP) and monitoring progress.
- Supporting the objectives from a statement of special educational needs
- Supervising and assisting small groups
- Developing social skills
- Behaviour management
- Assisting in educational tasks
- Working with other children to allow teacher to work with SEN group
- Assisting with physical needs



Appendix 5

Training available for staff & governors

Training

In-service training is available in respect of additional learning needs for whole school, departmental or individual members of staff. Training will be arranged where there is a recognised need and will be in accordance with the school's School Development Plan. It will be delivered by one of the following:

- ALNCO
- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants/trainers

A record of all ALN training delivered and subsequent evaluations will be kept by Ms. Liz Curson, Assistant Head teacher.



Appendix 6

Entry / exit criteria specific to school

Year 7

Early meetings are held between the ALNCo, the Head of Year 7 and the primary school teacher and/or SENCo to discuss pupils' needs and provisions which were available at the primary school. The ALNCo gathers a pupil profile to share with staff before they start school at Ysgol Cwm Brombil.

The KS2, CAT, National Reading Test and other assessment data are used alongside the qualitative data from the primary school to identify pupils who may need further support in the form of reasonable adjustments and/or withdrawal.

Rapid Reading (National Reading Test below 84 and reading age less than 9.6 years)

Where pupils have a standardised score of below 84 on the National Reading Test, the Salford Test is administered to determine whether they would need a Rapid Reading. A pupil who requires access to this support will be timetabled for sessions with a member of the LRC team.

When a pupil has achieved a reading age of 9.6 + (functional reading age) on the Salford Sentence Reading Test, they would then exit the programme and attend mainstream fully. Staff would be advised to use reading strategies and make reasonable adjustments for recently graduated pupils, such as noting the tricky words in a new text. These pupils are monitored carefully to check they continue to make progress, and the National Reading Test data is utilised.

If a pupil has not reached this target level, they may then be timetabled for a further term of support upon consultation with their parents, to continue with the intervention.

Pupils in Year 8 and 9 can continue to access Rapid Reading if sufficient progress has not been made. The pupils in these year groups would have already been identified in Year 7 and continue to require boosting to help them access the curriculum.



Appendix 7

Special arrangements for test and assessments

Examination arrangements are made as early on as Year 7, where a pupil may need to work in a quieter space, or have a reader or a scribe for examinations.

Pupils are formally assessed in Year 9 for examination concessions, using the assessments such as the Detailed Assessment of the Speed of Handwriting. Other reports and advice are taken into account to paint a picture of need and evidence the pupil's normal way of working. We take into consideration the wishes of the pupil when making decisions with regards to examinations.

A file is kept by the Exams Officer, Mr Cedric Burden, which is regularly updated by the ALNCO, Mrs Gemma Thompson.



Appendix 8

Transfer of Information Form

Pupil Name:			ALN: Yes / No	SA	SA+	SA+5
Primary School:			Receiving School:			
English	Maths	Science	Reading Age	Reading Intervention		



	✓	Details	Dates	Reports Received	Initial
IEPs (Please state area of need)			From To		
IBPs			From To		
LEA Agency Involvement e.g. EP, SALT, VI, HI, LD, ASD, BST					
Medical Need					
Medical Reports e.g. OT, Physiotherapy, Doctor					
Counselling Service, Barnardos, TAF					
Social Services e.g. LAC, Child in Need, Child Protection					
Statement of SEN			Issue date: Next review:		

EWO					
CAMHS					
Social Influences:					
Other Comments:					

Completed by: _____

Date: _____





HEADTEACHER: MR. S. CLARKE

BERTHA ROAD
MARGAM
PORT TALBOT
SA13 2AN

www.ysgolcwmbrombil.co.uk

 @YsgolCwmBrombil

TEL: (01639) 760110