

CARDIFF HIGH SCHOOL



Additional Learning Needs Policy

Policy 2.2

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ADDITIONAL LEARNING NEEDS POLICY

Introduction

It is the aim of the governors and staff of Cardiff High School that all pupils 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.

1. Basic information about the provision for Additional Learning Needs at Cardiff High School

The School's ALN Co-ordinators are –Miss H. Williams (Key Stage 3 & 5*) & Mrs. B. Simons (Key Stage 4 & 5*)

*Miss Williams oversees provision for pupils with a Statement of ALN in Key Stage 5

*Mrs. Simons oversees provision for pupils at School Action + and School Action in Key Stage 5

The ALN Co-ordinators are responsible for co-ordinating the provision for pupils with ALN in Cardiff High and the day-to-day administration of the school's policy on ALN. The ALNCo also oversees EMTAS and the SpLD Specialist Resource Base.

Pupils with Statements of ALN will have the named school specified.

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 (2002) 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 pupils 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 pupils, which is additional to, or different from, their peers. The bulk of ALN support work in CHS

is with children, often with short-term needs, who will need special help at some time during their school careers.

The school houses a Resource Base, which is centrally funded by Cardiff Local Authority, to meet the needs of pupils with Statements for severe Specific Learning Difficulties (Dyslexia). The Resource Base currently caters for 9 pupils and is staffed by specialist teachers who have appropriate qualifications and experience in this field. They provide a balance of individual and group tuition and in class support.

The Learning Support Department, which provides open access for pupils, has no specialist adaptations or facilities for pupils with ALN other than the Resource Base. The school has 2 lifts which make most of the building accessible.

The implications of the Disability Discrimination Act (2002) as they apply to Cardiff High School have been considered in depth and plans have been sent to the LEA.

The role of the Additional Learning Needs Coordinator

In keeping with the Code of Practice, the Additional Learning Needs Co-ordinator is responsible for:

- the day to day operation of the school's ALN policy
- co-ordinating provision for children with ALN
- maintaining the school's ALN register and overseeing the records of all pupils with ALN
- attending meetings relating to any child's ALN
- organising the processes for the identification of pupils' individual needs
- assessment and monitoring of pupils with ALN
- the co-ordination and operation of annual statement reviews
- the operation of IEPs
- liaising with parents of pupils 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 EMTAS provision (Mrs. Simons)
- over-seeing the SpLD Resource Base (Miss Williams)

2. Information regarding identification, assessment and provision for all pupils with ALN

Identification of pupils and their needs.

Pupils are identified, on admission to the school, by a careful procedure combining:

- * 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 Assistants' observations.

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

WRAT 4 (Statemented pupils)
Young's Parallel Spelling Test
NFER Group Reading Test
Individual approaches e.g. handwriting, touch-typing and reading observations.

Target lists are completed for each class using the names of all pupils who are likely to require support. These lists, and more detailed individual information when pupils have more acute difficulties, or when they are the subject of a Statement of ALN, are provided for all teachers.

Register of ALN

The register is produced by the ALN Coordinator and contains the names of all pupils 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 Learning Support and Achievement teams. 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 pupils 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 pupils are consulted regarding interventions and progress.

One Page Profiles

In line with the up-coming, revised ALN bill, we have already started the process of 'Person Centred Planning', and are completing One Page Profiles with 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 LSAs playing an integral part, in addition to parental information too. This involves:

- Learning Support record books with comments on individual children, their needs, difficulties and progress.
- direct contact with H. Williams/B. Simons or a member of the Learning Support team.
- periodically, subject, support and pastoral staff are asked to meet with the ALNCo regarding individual pupils, in order for progress to be monitored and appropriate action to be taken. Parents and members of the Achievement team are also involved in this process.

- Standardised tests are administered regularly to review progress in literacy skills.

Individual files are kept on all pupils 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 pupils with ALN.

Aims

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

Objectives

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

Current Procedures

- In-class support from LSAs – following guidance as set out in pupils' Statements and to support SA+ and SA pupils, when resources permit.
- Weekly Literacy Intervention sessions for pupils in lower set English: Years 7, 8 and 9.
- Lower sets in Years 10 and 11 English, mathematics and science.
- Qualifications + and ASDAN (COPE level 2) Options in Years 10 and 11.
- Lessons during registration period - to focus on specific problems e.g. handwriting, touch-typing, organisation and mentoring. Specific pupils with EAL are also supported during registration.
- The Learning Support department operates an 'open door' policy during lunch and break times, with help available.

Allocation of resources

The Governing Body allocates money for the department for the following financial year. 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 pupils 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 pupils are monitored by the ALN Coordinator as to their distribution and efficacy.

Integration

All pupils identified as having ALN are largely based in mixed ability classes, where their form and achievement leaders are aware of their needs. Pupils 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 pupils, whatever their ability, for their endeavour in activities or lessons. Other than English and maths, pupils are initially taught in mixed ability classes, with support in some areas. Gradually, setting is introduced in other curriculum areas so that pupils can benefit from extension work or more individual attention according to their need. All pupils are entered for external examinations at the end of Year 11. A range of options is available, including Qualifications + and ASDAN (COPE level 2), in KS4.

Evaluating success

Each year the Learning Support Department reviews the previous year's work with the help of curriculum leaders and the achievement team. The department makes this information available together with information on:

Staffing

Inset

Management of resources

The Register of Additional Learning Needs

The Descriptor Matrix sent to the LEA.

New initiatives are assessed and reflected upon periodically, in order to analyse their efficacy and to provide targets for future development.

Complaints

In addition to the school's usual complaints procedure parents have access to:

Miss Williams (ALNCo for Key Stage 3 & 5*)

Mrs. B. Simons (ALNCo for Key Stage 4 & 5*)

*Miss Williams oversees provision for pupils with a Statement of ALN in Key Stage 5

*Mrs. Simons oversees provision for pupils at School Action + and School Action in Key Stage 5

Mrs A.Yarrow (Deputy Head Teacher – Well-Being and Achievement)

Mrs N. Matthewson (Governing Body)

3. Information regarding the staffing policy within Cardiff High School and partnership with bodies beyond the school.

INSET

- a. The Learning Support Department.

The department studies the Central INSET document and institutional INSET requirements arising from the School Development Plan and the Review System. Priorities, together with those identified under Performance Management, are then submitted to the INSET Manager. The ALN Coordinators attend the regular meetings organised by the L.A. Advisory Team for secondary ALNCos. In recent years, staff have also undertaken courses run by organisations outside the L.A. INSET provision.

- b. The whole staff.

Over recent years the whole staff and specific members of staff have received INSET covering a range of ALN issues, including changes to the Code of Practice (2002), dyslexia, Down's Syndrome, moderate learning needs, Visual Impairment, Attachment Disorder and restorative approaches.

Primary School Liaison

Aims

- a. To ensure as smooth a transition as possible for pupils between primary and secondary school.
- b. To gain information about individual pupils' 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 Co-ordinator and class teachers in the main partnership primary schools. Arrangements are then made for the ALN Co-ordinator to visit the pupils to discuss - support teaching - our open door policy - morning lesson arrangements.
- b. As from 1999 a liaison group formed by Learning Support staff from Rhydypenau, Lakeside, Roath Park, Marlborough and CHS meets on a termly basis in order to discuss topics of mutual interest, individual pupils and issues in ALN. Howardian Primary School have also recently joined the liaison group.
- c. The Head of Lower School feeds back information regarding pupils with ALN to the ALN Co-ordinator from schools sending small numbers of pupils.
- d. The ALN Co-ordinator consults the L.A regarding individual pupils, especially those with Statements.
- e. When pupils have particular difficulties, or parents express concern, both are encouraged to visit Cardiff High prior to entry. Specific pupils are also

encouraged to join our ELSA transition group, alongside the local primary schools.

- 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 pupils 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 pupil's difficulties and their progress.
- c. To help raise the self-esteem of pupils.

Procedures

- a. Upon identification of ALN, parents are 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 pupils or those with severe difficulties, reports will 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 pupils and to provide feedback.
- b. To discuss problems for individual pupils and possible solutions, strategies or action plans.
- c. To make use of the specialist knowledge, eg. Cardiff L.A. Advisory Team, Career Wales, and resources outside the school situation.
- d. In the case of statemented pupils, ensure that statements are adhered to and reviewed for suitability.

Outside Agencies

The services operated by members of our team cover:

- psychological services
- additional learning needs expertise e.g. behaviour
- hearing/visual impairment

- physical/medical needs
- counselling
- Education Welfare

Specialist Teachers from the specific teams at the PSS work with statemented pupils in Cardiff High on a part time basis, this usually involves providing advice, programmes and monitoring.

Other agencies

Liaison is conducted via the Head of School or, for health matters, the school nurse.