

# Additional Learning Needs (ALN) Policy



*Learning together in a changing world, creating success for all.*



## Trinity Fields School and Resource Centre

### Additional Learning Needs (ALN) Policy

## Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

### Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".**

## Rationale

This policy explains what Trinity Fields School seeks to achieve in addressing the special educational needs (SEN)/additional learning needs (ALN) of all its pupils. It is based on the principles and guidance of the Disability Discrimination Act (2005) and the Welsh Assembly Government SEN Code of Practice for Wales (2002). This policy will be updated to reflect the Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Bill when those become available.

This policy should be read in conjunction with the following school documents:

- Admissions policy
- Equalities policy
- Strategic equalities plan
- Teaching, learning and curriculum policy

## Aims

- To ensure that all pupils have their SEN/ALN needs met through the provision of trained staff, specialist resources, adapted equipment and a differentiated curriculum.
- To ensure close working relationships with other agencies who support the pupils' SEN/ALN.

## Objectives

- To meet individual needs through regular assessment, monitoring and review of their progress and achievement.

- To ensure high quality teaching and learning to meet pupils' SEN/ALN.

## Definitions

All pupils at Trinity Fields School have special educational needs arising from their learning difficulties as defined by WG guidance:

### Cognition and Learning

- SLD: Severe Learning Difficulties
- PMLD: Profound and Multiple Learning Difficulties

### Communication and Interaction

- ASD: Autistic Spectrum Disorder

A few pupils have Additional Learning Needs such as Behavioural, Emotional and Social Difficulties (BESD) alongside their learning difficulties.

A few pupils may be considered as More Able and Talented in relation to the majority of pupils with SEN/ALN; these pupils may show greater ability in one subject area or they may show talent artistically, in sports or in performance. 'In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners' (A Curriculum of Opportunity: Developing Potential into Performance – WAG 2003)

Trinity Fields caters for pupils range in age range 3-19. Nearly all pupils have a Local Authority Statement of SEN that determines the type and level of provision and support as well as the objectives that determine their Individual Education Plan (IEPs). A statement is not currently necessary to access Trinity Fields School, although it is likely that the statutory assessment procedures will be in process when a pupil enters our school.

## Responsibilities

The **Headteacher** is responsible for ensuring that the policy:

- is development and implementation of the policy in consultation with all stakeholders (staff parents/carers, pupils etc.);
- complies with all legal and statutory requirements, in particular the Disability Discrimination Act, the Equalities Act (2010) and the WG Code of Practice;
- becomes embedded in our practice;
- is monitored, reviewed and evaluated as part of the school's policies review cycle.

The headteacher is responsible for ensuring that pupils' Statements of SEN are reviewed annually and that the allocation of staff in classes meets the needs of the pupils.

The **Governors** are responsible for being involved in the development, implementation and monitoring of the policy.

Our **ALN Co-ordinator** is the Deputy Headteacher.

The **co-ordinator's** responsibilities include:

- co-ordinating all the statutory Annual Reviews of Statements of Special Educational Need and Transition Planning;
- monitoring all Statements;

- monitoring all Individual Education Plans;
- liaising with primary and secondary SENCOs through LA training events;
- discussing staffing issues with the Headteacher;
- liaising with other professionals;
- providing support and advice to staff within school.

**Class teachers** are responsible for ensuring that:

- pupils have an appropriate, differentiated curriculum that meets their needs;
- pupils' progress is monitored, reviewed and evaluated to inform further teaching;

**All staff** are responsible for developing, implementing and reviewing individual programmes to support and contribute to pupils' learning.

## Procedures/practice

### Admissions: See admissions policy

- Pupils are admitted to Trinity Fields School through the Educational Psychology Service and the LA's Admissions Panel.
- Referrals can be made by professionals from other services, parents and staff from other schools.
- All parents of prospective pupils are invited to bring their child to visit the school and a pre-placement meeting takes place to ensure the correct support can be provided.
- Pupils may be admitted from 3 years old and it is usual for these young children to attend on a part-time basis initially.
- Older pupils may be admitted on a part-time basis leading to a full-time placement though due to current demand pupils requiring full-time placement will be given priority.

## Provision, curriculum and staffing

- The school promotes inclusion at all levels; we are justifiably proud of the fact that we have the Inclusion Quality Mark (IQM) and have also been awarded Centre of Excellence status.
- All pupils have access to a broad, balanced, relevant and differentiated whole school curriculum that is based on:
  - ❖ Foundation Phase Framework for Children's Learning for 3-7 year olds;
  - ❖ Revised National Curriculum (Wales) 2008 – aged 7-14 years;
  - ❖ Routes for Learning;
  - ❖ Routes for Literacy and Numeracy;
  - ❖ Routes to Digital Competence;
  - ❖ Successful Futures (Donaldson Report);
  - ❖ Skills Framework for 3-19 Year Olds;
  - ❖ 14-19 Learning Pathways.
- All classes have one teacher and a minimum of 2 teaching assistants.
- A few pupils may have their SEN/ALN needs met through an alternative curriculum/timetable where they are taught largely out of a class base.
- SEN More Able and Talented pupils may have their needs met either through support in mainstream school classes or through lessons at Trinity Fields delivered by external specialist teachers.
- In addition to the 17 classes at the main school site we also have a satellite class in Cwm Ifor Primary School and another satellite class at St. Cenydd School for secondary aged pupils.

Placement at our satellite classes is through very close collaboration with the child's parents/carers.

## Resources

- Our specialist resources include a hydrotherapy pool, splash pool, light and dark rooms, specialist industrial catering kitchen, a sensory room, a soft play room, outside gym and Multi-Use Games Area (MUGA) on the secondary playground, rebound therapy room, ceiling track and mobile hoists and fully adapted toileting facilities.
- Every class has at least 1 computer with specialist peripherals (switches, Eye Gaze, Oculus Rift goggles, floor projector etc.) and a wide range of specialist software to enable switch access. There are interactive boards and iPads in all classrooms, as well as a designated IT room.
- A range of communication aids are available and allocated for individual use.
- Other technological aids such as Powerlink units and switch/battery operated toys are also available throughout the school.

## Links with other professionals

- Advisory teachers for Visual (VI) and Hearing Impairment (HI) from Gwent's Sensory Service provide regular support to pupils with additional sensory impairments.
- Physiotherapists are based in school and there is weekly visiting support from the Occupational Therapy Service.
- Speech and Language Therapy support is co-ordinated through our specialist communication assistants (Jenny Evans and Helen Muscat).
- Paediatric, feeding, orthotic and wheelchair clinics are held in school
- The school's paediatrician holds regular clinics at the school.
- A fulltime Local Health Board school nurse and health care assistants provide medical support for individual pupils with medical conditions.

## Inclusion and outreach

Full details will be found in our separate policy for Inclusion and outreach.

- Pupils have opportunities for inclusion where it is considered appropriate and with parental consent; this is usually within our satellite classes at Cwm Ifor Primary School and St. Cenydd School.
- Pupils from mainstream schools may also have inclusion into Trinity Fields where they might benefit from the specialist resources or from specific teaching expertise.
- Trinity Fields operates an Outreach Service offering support and advice to staff working with pupils with SEN in mainstream schools. See Outreach Policy for further details.

## Staff development

- The majority of our teachers have an initial or additional qualification in Special Education.
- All staff are encouraged to attend courses that develop their expertise and specialisms in working with pupils with SEN.
- A comprehensive range of in-house training and support is planned throughout the year so that staff keep up to date with all the relevant developments.
- Courses may be provided through the Education Improvement Grant (EIG) and other Welsh Government grants, through shared expertise in-house or with external organisations.
- In addition to the above the governing body allocates annual funding to support the continuing professional development of all staff from the school's delegated budget.

## **Equal opportunities**

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

**See “Equalities” policy for further details.**

## **Parental involvement**

- Parents contribute to drawing up their children’s Individual Education Plans, as well as supporting the development of their child’s one page profile;
- They may attend meetings, workshops and training events;
- They are expected to sign up to the Home-School agreement.

## **Assessment**

- Teacher assessments are carried out on all pupils annually using Performance Indicators and Value Added Target Setting (PIVATS) and other assessment tools, such as the LNF tracker etc. We make full use of all necessary assessment tools to ensure we have an accurate picture of each child and we use this information to plan the next steps in learning. Annual School reports are produced to accompany the Annual Statement Review documentation.
- Our annual reviews following a pupil centred planning approach- further details can be obtained from our assistant headteacher, Christine Thomas.
- Annual reviews meeting include: pupils, wherever possible, if pupils are not able to attend their meeting their views will be captured and shared with those who are at the meeting. Parents/carers and any relevant personnel from the local authority, Health and Social Services are also invited to attend or contribute.
- When a pupil reaches 14 years (Year 9), a Transition Plan is drawn up that outlines proposals for post-school provision. The Special Needs Careers Adviser from Careers Wales and a Social Worker (where allocated) are statutorily invited to attend this and subsequent planning meetings.
- Trinity Fields seeks out and supports opportunities for More Able and Talented pupils to enter external examinations so that they can obtain relevant qualifications in recognition of their talents and abilities.

**See “Assessment, recording and reporting” policy for further details.**

## Policy review

This policy will require significant amendments in light of the Additional Learning Needs and Education Tribunal (Wales) Act. These will be made as further information emerges from the Welsh Government about the new Act and the new Code of Practice, in addition to information from the Welsh Government's appointed ALN transformational leads.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>Date of Review: Autumn 2019</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.