

Ysgol Aberconwy



ABCD **Additional Learning Needs** **Policy**

POLICY DOCUMENT NO: 37 (A) ISSUE NO: 4

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

Date: 01/12/22 Governor Link: Collette Ryan

Review due date: 1/12/25 LT Link: CH

Aberconwy Base for Children with Dyslexia

The main principles underlying ABCD's Special Educational Needs Policy are:

- That all pupils share the right to a broad and balanced curriculum
- A whole school approach
- A concern for individual or special needs

According to The Additional Learning Needs Code for Wales 2021, a child or young person has Additional Learning Needs if:

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

ABCD regards dyslexia as a learning difference and the nature of ABCD provision caters for those pupils with dyslexia often falling within the average and above average GCA bands. This also therefore encompasses the higher-spectrum aspect of the title 'Additional Learning Needs'.

The ABCD ALN policy has been written with regard to the Additional Learning Needs Code for Wales 2021 and sets out information about ABCD's response to ALN.

ABCD's ALN provision

Objectives of the ABCD ALN Provision

- The education of ABCD pupils should be planned
- Whenever possible all ABCD pupils should have access to a broad and balanced curriculum
- The academic needs of ABCD pupils should be met in the mainstream education wherever possible
- The policy of equal opportunities should operate for each child
- The professional development of mainstream subject teachers should have regard to dyslexia and an awareness of the ALN related to it.
- ABCD is mindful of the recommendations of the Additional Learning Needs Code for Wales 2021 regarding those pupils who require support that is different or additional to what is provided as part of the usual or differentiated curriculum, and who therefore will have an Individual Development Plan (IDP)

ABCD Co-ordinator (ABCDCo) Mrs Helen Samuel

The ABCDCo has overall responsibility for

- The day to day operation of ABCD's ALN policy.
- Liaising with and advising fellow teachers.
- As Key-worker for ABCD pupils, liaising with Heads of Year and Year Mentors regarding wellbeing and behavior.
- Co-ordinating provision for ABCD pupils.
- Maintaining ABCD ALN register and overseeing records for all ABCD pupils.
- Liaising with parents/guardians of ABCD pupils.
- Contributing to the in-service training of staff, including briefing for Associate Teachers.
- Liaising with the LA with regard to general running of the resource.
- Liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- Specialist teaching of ABCD pupils; either 1:1 or in small group situations.

Co-ordinating educational provision for ABCD pupils

- Advise Heads of Department and Heads of faculty with regard to setting of pupils, appropriate delivery and differentiation.
- Advise on differentiation of materials from subject areas for individual ABCD pupils.
- Ensure the distribution to staff, of One Page Profiles and detailed needs for each individual ABCD pupil.
- Provide professional and personal support to mainstream teachers and staff who work with ABCD pupils

Admission arrangements

- Notification of suitable candidates for ABCD is provided by the LA
- Transition Coordinator, ALNCO and Year 7 Head of Year collect and disseminate information relating to prospective ABCD pupils living within the school catchment area.

- ABCDCo collects and disseminates information relating to prospective ABCD pupils living outside the school catchment area.
- ABCDCo visits all prospective pupils in their primary schools.
- Key Stage 2 levels are requested from all primary schools, as well as appropriate records, IDPs and One Page Profiles.
- ABCDCo requests records of specialist teaching from LEA Learning Support Service.
- Parents of prospective Year 7 pupils visit ABCD for an introduction.
- All Year 6 pupils attend the New Intake transition period in July.
- Parents of Year 6 are invited to attend the New Intake Parents' evening in July.

Dyslexia Specialism

- ABCDCo – BDA Accredited STET
 - M.Ed Special Needs/ Inclusive Education
 - AMBDA
- TAs
 - British Dyslexia Accredited Learning Support Assistant in Specific Learning Difficulties.
 - Higher Level Teaching Assistant.

Allocation of resources

- All members of school staff have a shared responsibility to accommodate the wide range of pupils' individual needs.
- From 2013 the LA allocated to the resource
 - 1 x Full time Teacher with specialism in dyslexia
 - 2 x Full time Teaching Assistants (Level 3)

Identification and assessment arrangements

- All ABCD pupils enter with an IDP, their needs having been identified by the LA Psychology Service.
- ABCD pupils are included in the screening of all Year 7 pupils for reading, spelling, numeracy, cognitive ability and learning style.
- In ABCD, diagnostic testing is used to further identify strengths, weaknesses and areas on which to focus.
- Outside agency assessments may involve any of the following services; Educational Psychology Service, Speech and Language, Services for Visual and Hearing Impairment, Health services and Social services.
- The ABCD ALN Register, naming all ABCD pupils, is compiled each September and updated as necessary.

Access for ABCD pupils to the National Curriculum

The aim is to provide access to a broad, balanced and relevant curriculum for ABCD pupils. This is carried out by:

- Ensuring that pupils are put in sets according to cognitive ability, regardless of literacy difficulties

- TA support in appropriate mainstream classes for 1:1 or small group (arranged according to individual need and flexible to accommodate changing needs)
- Disapplication from up to two national Curriculum subjects, to allow for specialist multi-sensory teaching in ABCD.
- Copies of Individual Development Plans and One Page Profiles made available to appropriate mainstream teaching staff, with invitation to contribute.
- ABCDCo and TAs liaising with departments and individual teachers on the development of differentiation and techniques for delivery.
- ABCDCo working as ABCD pupils' Key Worker, with Head of Year and Year mentor, and offering guidance and counselling to pupils and parents as appropriate.
- Pupil access to resource-enhanced ABCD base.
- Access arrangements for internal assessments and external examinations.

Integration of ABCD pupils within the mainstream school

- Classes for registration, tutorial periods and assemblies are based on mixed ability groupings.
- Form groups are linked to a house system.
- ABCD pupils are placed in regular form tutor groups within the house system.
- For pupils entering ABCD/school from outside the catchment area, socialisation is priority and mainstream support will be adapted so as not to interfere.
- All pupils follow the same arrangements for morning break and lunchtimes.
- All pupils have equal opportunities for attending school visits and taking part in extra curricular activities (regardless of disapplication)

Criteria for evaluating the success of the ABCD ALN policy

- The school aims are being met
- The ABCD aims are being met
- Pupils demonstrate progress in line with their IDPs and academic targets
- Progress is measured annually in terms of individual standardised test scores

Staff appraisal and development

- ABCDCo is appraised annually by a member of the Senior Management Team responsible for Student Support, via the Performance Management initiative via BlueSky.
- TAs are appraised annually by the ABCDCo via the Performance Management initiative.
- INSET (school, LA and external) is attended by ABCD staff where applicable

Arrangements for complaints about ABCD provision

- Parents may write to the Head teacher, who may subsequently refer the complaint to the LA.
- If the complaint is directed more at the LA itself, communications should be addressed to The Director of Lifelong learning.
- Information about ABCD's staffing policies and partnership with bodies beyond the school

In service training

- Teachers identify possible areas for professional development through Performance Management on BlueSky

- Subject areas identify their requirements for in service training
- Consortium and LA based meetings for Unit Co-ordinators and TAs are arranged.
- Access is available to outside agencies as needed.
- Meetings may be arranged between ABCDCo and outside specialists.

Use made of teachers and facilities from outside the school

- LA – Educational Psychologist, Advisory Service
- Education Welfare Officers
- Careers Wales advisors
- Conwy Learning Support Service
- SNAP

Arrangements for school/parent partnership

- Parents are informed of any concerns about their child, and thereafter progress is reported and discussed until such a time that it is mutually deemed no longer necessary.
- Parents are invited to discuss any proposed change in educational provision for their child, and are invited to attend parents' evenings and other meetings, particularly the Annual Review.
- ABCD staff are available to accompany parents to parents evenings
- Parents will be invited to comment on their child's progress and agreed outcomes.
- Parents are welcome to contact ABCD at any time to discuss concerns and relevant issues.
- Informal meetings with the ABCDCo can be arranged at a time convenient to both parties.

Links with other schools and other specialist units

- ABCD staff meet with other schools in the Consortium and at LA level.
- The ABCDCo attends the LA Secondary ALNCO Forum and Cluster Forms with feeder Primary schools.
- The ABCDCo liaises closely with schools into which or from which pupils are transferring.

Links with health and social services, educational welfare services and voluntary organisations

- Communication and support between services is arranged as necessary.

Health and safety

- i. ABCD staff are responsible for knowledge of the medical needs and conditions for individual pupils, and for imparting it as necessary.
- ii. ABCD pupils are made aware of the correct posture and means of avoiding repetitive strain injury when using ICT equipment

Child Protection

- i. ABCD staff are aware of the LA and school Child protection Procedures, having received the relevant annual training, and act accordingly when necessary.
- ii. The ABCDCo acts as Key Worker for each individual ABCD pupil and is involved in pastoral issues.