



Cyfarthfa High School

ALN- SEN Policy

Date September 2022
Review Date September 2023

	Signed	Date
Chair of Governors		
Headteacher		
Designated SLT		
Designated Governor		
Union representation		

At Cyfarthfa High school we are committed to the education of the whole child and recognise that each child has intellectual, moral, physical and social needs. A school ethos based on values: such as respect, love, trust, fairness and integrity are central to our approach to ALN/SEN. We believe that learning is a collective as well as an individual responsibility and that all members of our school community are responsible for their own achievement and contribute to the achievement of others.

Aims

- Provide integrated support services to all pupils through effective teamwork of student support teachers, ALENCO, pastoral, LSA's and external agencies.
- To monitor the progress and achievement of students in all aspects of their development
- To adopt proactive strategies to identify issues early and to prevent problems arising and to provide a fast flexible and effective response if they do
- To use a range of early intervention strategies to support students with emotional, behavioural or learning difficulties.
- To adopt a coherent inter-agency approach as appropriate
- To provide opportunities to pupils to celebrate their success.
- To contribute to teaching and learning and raising achievement on a whole school basis.
- To help students to develop their skills, abilities and personalities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

Objectives

- Ensure implementation of LA procedures and SEN Code of Practice (and revised ALN bill).
- Ensure that the inclusion policy is implemented consistently by all staff.
- Ensure that any discrimination or prejudice is eradicated.
- Identify barriers to learning and engagement and provide appropriate opportunities to meet diverse needs.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate students' achievements, however small.
- Work in partnership with parents and carers in supporting their child's education.
- Support and guide all staff, governors and parents/carers in inclusion issues.

Definition of inclusion

Inclusion is the on-going process that celebrates diversity and involves identifying and reducing the barriers to learning and engagement that may be experienced by students. Students are provided with educational experiences that meet their individual needs, irrespective of age, gender, ethnicity, ability or social background.

Co-ordinating Inclusion

Our ALNCO has been nominated as the Inclusion Co-ordinator for the school. Their role includes monitoring the policy and to report annually to the governing body on its effectiveness, to monitor and assess inclusive provision, to identify the barriers to learning and to provide staff with appropriate strategies to minimise these barriers.

The Inclusion Co-ordinator must:

- Share good practice and support the professional development of staff.
- Monitor student progress and liaise with parents/carers.
- Co-ordinate cross-phase and post-school transition.
- Co-ordinate external specialist provision.
- Develop suitable resources.

Graduated Response

All students will be the responsibility of the heads of year unless identified to be supported by the ALN team. Heads of year may refer a student following a graduated response which follows the ALN code of practice. Please see stages below:

Stage 1

- Need identified (this could be through a variety of ways, teacher observation, data analysis, parental information, transition data, discussion at meetings, attendance officer referral etc). Additional learning needs can include literacy/numeracy difficulties, SEBD, wellbeing concerns, attendance issues etc.
- When a need is identified, concerns should be discussed/shared with the team. Child protection concerns will be dealt with immediately via Child protection procedures (see Safeguarding Policy).
- Depending on the need, if appropriate, advice may be given to staff/department that may include strategies for support, differentiation, behaviour monitoring, restorative approaches etc in the first instance.

Stage 2

- If the needs continue to be a concern and little or no progress is made after an agreed period of time, further intervention is needed. If appropriate, the ALNco will add students to the ALN register at School Action and appropriate support will be provided for a period of time (usually 2 IEPs and reviews) e.g., THRIVE, ELSA, literacy/numeracy intervention programme. An IEP will be produced and parents will be part of the process.

Stage 3

- If unsatisfactory progress is made after a period of intervention and support, referrals may be made to relevant outside agencies e.g. BSS, LSS, Sp + L, Educational Psychology Service, Attendance and Welfare Officer etc Parents will be involved at each stage through the review process.

- Advice will be taken from outside agencies and IEPs will be updated with new targets. If the main need is SEBD, a PSP will also be implemented. Students will now be moved to SA+ on the ALN register. Interventions will continue with the advice/support of outside agencies for a period of agreed time (usually 2 IEPs and reviews). Parents will be fully involved in all discussion.

Stage 4

- If there are continued concerns after a period of intervention and support from outside agencies, discussions should be held with parents and all agencies to explore whether the pupil meets the LA criteria for statutory assessment and/or specialist placement.

Where pupils make satisfactory progress and do not need to transfer to the next stage of the graduated response, they will continue to be monitored at SA or SA+ for an agreed period of time through the IEP/PSP review process.

Signed:

Headteacher

Chair of Governors

Date