Polisi Anghenion Dysgu Ychwanegol a Chynhwysiant

Ysgol Waunfawr

Dyddiad Cymeradwyo: Tachwedd 8fed 2018
Dyddiad Adolygu: Tachwedd 2019

1. Diffiniad Anghenion Dysgu Ychwanegol (ADY)[1]

Mae'r term ADY (Anghenion Dysgu Ychwanegol) yn cael ei ddefnyddio i ddisgrifio ystod ehangach o anghenion na'r rhai sydd yn cael eu cwmpasu'n draddodiadol dan y term Anghenion Addysgol Arbennig. Gall ADY fod yn fyr-dymor neu'n hir-dymor a gallant godi trwy unrhyw un o'r canlynol:

- Amgylchfyd Dysgu
- Saesneg fel Iaith Ychwanegol (SIY)
- Amgylchiadau Teuluol
- Iechyd ac Anabledd
- Ffactorau Cymdeithasol ac Emosiynol

Gall gefnogaeth ychwanegol ddod o wasanaethau iechyd, gwaith cymdeithasol neu sefydliadau gwirfoddol yn ogystal â thrwy addysg.

2. Beth yw Anghenion Addysgol Arbennig (AAA)?

Bydd tua un o bob pump o blant ag Anghenion Addysgol Arbennig ar ryw adeg yn ystod eu bywyd ysgol. Mae'r gyfraith yn datgan bod gan blentyn Anghenion Addysgol Arbennig (AAA) os yw ef neu hi ag anawsterau dysgu neu ymddygiad sydd angen cymorth arbennig.

Os yw eich plentyn ag anawsterau y maent:

- yn ei chael yn anoddach i ddysgu na'r rhan fwyaf o blant o'r un oedran
- ag anabledd sy'n ei gwneud hi'n anodd defnyddio'r ysgol leol

Gall anawsterau dysgu gael eu hachosi gan:

- anabledd corfforol
- problem gyda golwg, clyw, lleferydd ac iaith
- oedi datblygiadol
- anawsterau emosiynol neu ymddygiad a
- problem feddygol
- anawsterau penodol gyda darllen, ysgrifennu neu fathemateg

3. Nodau

Mae rhoi pob cyfle i ddatblygu gwir botensial pob disgybl yn hanfodol yn ein ysgol. Mae gan bob disgybl yr hawl i gwricwlwm eang a chytbwys gyda mynediad lawn at y Cwricwlwm Cenedlaethol lle'n berthnasol. Gwerthfawrogir pob plentyn a hybir ei hunanwerth. Yr ydym yn meithrinir perthynas agos gyda rhieni / gofalwyr sydd yn chwarae rôl bwysig iawn yn addysg eu plentyn.

4. Amcanion

[1] Mae'r Polisi hwn wedi ei selio ar fframwaith Statudol i'r

Deddf AAA 2001
Côd Ymarfer 2002
Deddf Plant 2004
Cynnwys a Chynorthwyo Disgyblion - Cylchlythyr 47 / 2006

Bydd Deddf AAA 2001 yn cael ei disodli gan ddeddf anfaethedig Llywodraeth Cymru a Chôd Ymarfer newydd yn dellio o'r ddeddf newydd.
Mae'r ysgol yn defnyddio dulliau cynllunio gan ganolbwyntio ar yr unigolyn ac yn dilyn rhaglen trawsnewid Llywodraeth Cymru i ymgorffori'r newidiadau arfaethedig mor esmwyth â phosibl.

Ein amcanion fel ysgol yw:

- I adnabod ac i fonitro anghenion unigol ein disgyblion cyn gynted â phosib er mwyn i ni allu darparu ar eu cyfer a chodi eu cyrhaeddiad o fewn eu gallu.
- I gynllunio cwricwlwm effeithiol i gwrdd ag anghenion ychwanegol ein disgyblion a, lle'n addas, i sicrhau bod targedau'r Cynllun Addysg Unigol (CAU) yn benodol, yn fesuradwy, o fewn gallu'r unigolyn, yn realistig ac yn cael eu cyflawni o fewn amser penodedig
- I gydweithio'n agos gyda rhieni / ceidwaid disgyblion sydd ag anghenion dysgu ychwanegol
- I sicrhau bod pawb sydd ynghlwm â'n disgyblion yn ymwybodol o'r gweithdrefnau i adnabod eu hanghenion yn ogystal â'r strategaethau i'w cefnogi ac i'w dysgu'n effeithiol
- I gydweithio'n agos, lle'n briodol, gydag asiantaethau allanol i gefnogi anghenion a darpariaeth disgyblion sydd ag anghenion dysgu ychwanegol.

5. Rolau a Chyfrifoldebau o fewn yr Ysgol

5.1 Rôl y Cydlynydd ADY

Mae dyletswyddau'r cydlynydd ADY yn cynnwys:

- Goruchwylio gweithrediad dyddiol polisi ADY yr ysgol
- Cynnal y gofrestr ADY sydd yn ymgorffori'r cofrestrau AAA, SIY a PMG
- Cydlynu darpariaeth disgyblion sydd ag anghenion dysgu ychwanegol
- Cydweithio gyda a chynghori staff dysgu er mwyn eu cynorthwyo i adnabod, i asesu ac i gynllunio ar gyfer anghenion y disgyblion i sicrhau bod pob disgybl yn gwneud cynnydd yn ôl ei allu
- Rheoli athrawon ADY yr adran, cefnogwyr addysgu a chynorthwywyr cefnogi dysgu o fewn yr adran
- Cyfrannu tuag at a, lle'n briodol, arwain datblygiad proffesiynol staff yr ysgol
- Goruchwylio cofnodion holl blant ADY yr ysgol
- Cynnal adolygiadau blynyddol disgyblion sydd â datganiadau AAA neu sydd ar gam GY+ ar y gofrestr AAA
- Mynychu adolygiadau trosglwyddo disgyblion blwyddyn 6 a pharatoi ffeil gwybodaeth i staff yn nodi anghenion y disgyblion (i'w diweddaru ar ddechrau pob blwyddyn academaidd newydd)
- Ysgrifennu a chyflwyno ceisiadau i Banel Cymedroli yr ALl
- Sicrhau bod yr ysgol yn hysbysu rhieni/gofalwyr am unrhyw benderfyniad am ddarpariaeth ADY sydd wedi cael ei wneud ar gyfer eu plentyn
- Cydweithio gyda rhieni/gofalwyr disgyblion sydd ag anghenion dysgu ychwanegol i sicrhau eu bod yn cael arweiniad clir ar sut y gallant gefnogi anghenion addysgol eu plentyn
- Cyfrannu tuag at hyfforddiant mewn swydd (HMS) staff
- Gweithio gydag asiantaethau allanol gan gynnwys Gwasanaethau ADYaCH a Seicoleg Addysg yr ALl, gwasanaethau iechyd a chymdeithasol a mudiadau gwirfoddol
- Mynychu adolygiadau plant mewn gofal ac adrodd ar eu cynnydd yn yr ysgol gan gynnwys cyfrannu i'w Cynlluniau Addysg Personol (CAP) ddwywaith y flwyddyn
- Gweithio'n agos gyda staff dysgu a chefnogwyr dysgu SIY i sicrhau dysgu a monitro effeithiol o ddisgyblion SIY

5.2 Rôl y Corff Llywodraethol

Mi fydd Corff Llywodraethol yr Ysgol, mewn cydweithrediad â'r pennaeth, yn:

- Cadw trosolwg cyffredinol o ddarpariaeth ADY yr ysgol gan sicrhau bod lefel uchel o ddarpariaeth ar gael i ddisgyblion ADY a bod yr ysgol yn darparu ar gyfer disgyblion ADY yn ôl y Cod Ymarfer Anghenion Addysgol Arbennig (2001)
- Sicrhau bod disgyblion ADY yn cymryd rhan lawn yng ngweithgareddau'r ysgol

6. Adnabyddiaeth, asesiad a darpariaeth

Mae pob athro yn gyfrifol am adnabod disgyblion sydd ag anghenion dysgu ychwanegol a byddant, ynghyd â'r cydlynydd ADY, yn sicrhau bod disgyblion sydd angen cefnogaeth wahanol neu ychwanegol i'r arfer yn cael eu hadnabod cyn gynted â phosib.

Mae adnabyddiaeth gynnar o ADY yn flaenoriaeth. Bydd yr ysgol yn canfod anghenion disgyblion drwy:

- Dystiolaeth sydd yn deillio o arsylwadau/asesiadau athro
- Ddeall eu gallu, cyrhaeddiad a chynnydd o edrych ar lefelau Cwricwlwm Cenedlaethol disgyblion, eu sgoriau safonedig llythrennedd a rhifedd a sgoriau
- Wybodaeth o ysgolion blaenorol
- Wybodaeth gan rieni/ofalwyr.

Prif ddulliau'r ysgol o ddarparu ar gyfer anghenion dysgu ychwanegol yw:

- Addysg lawn-amser yn nosbarthiadau'r prif ffrwd gyda chymorth a chefnogaeth ychwanegol gan athrawon trwy wahaniaethau esboniadau, tasgau a'r deilliannau disgwyliedig
- Sesiynau ymyrraeth gyda chymhorthydd dysgu
- Hyfforddiant llythrennedd, rhifedd a Chynhwysiad gan y Tîm Integredig
- Cefnogaeth o fewn y dosbarth
- Cefnogaeth gan arbenigwyr o fewn y dosbarth neu fel rhan o raglen ymyrraeth
- Mentora (gyda'r ddarpariaeth yn cael ei theilwra yn ôl yr angen)

7. Mae cefnogaeth ADY yn gweithredu ar dair lefel:

7.1 Monitro

Ar y lefel hon mae pryderon wedi cael eu codi a'u trafod. Mae athrawon yn ymwybodol o anghenion y disgybl ond does yna ddim gweithred bellach tu hwnt i ddysgu gwahaniaethol priodol. Bydd y disgybl yn parhau i gael ei fonitro ac adolygir y sefyllfa yn ystod cyfarfodydd staff / sgyrsiau anffurfiol tan nad ydynt bellach yn achos pryder neu nes i'w hanghenion warantu Gweithredu Ysgol.

7.2 Gweithredu Ysgol

Pan fydd yr athro neu'r cydlynydd ADY yn adnabod plentyn ag ADY bydd yr athro yn darparu ymyrraeth sydd yn ychwanegol i'r hyn sydd yn digwydd fel rhan o gwricwlwm gwahaniaethol arferol yr ysgol. Gelwir hyn yn **Gweithredu Ysgol (GY)**. Rhesymau dros roi disgybl ar gam Gweithredu Ysgol yw canlyniadau is na'r cyfartaledd yn llythrennedd a rhifedd neu bryder, ynghyd â thystiolaeth, am blentyn sydd, er iddo gael cyfleoedd dysgu wedi'u gwahaniaethu, yn:

- Gwneud cynnydd isel iawn neu ddim cynnydd o gwbl er i ddulliau dysgu cael eu targedu tuag at wendid penodol y disgybl
- Dangos anhawster i ddatblygu sgiliau llythrennedd neu rifedd sydd yn arwain at gyrhaeddiad isel mewn rhai ardaloedd o'r cwricwlwm
- Dangos anawsterau emosiynol neu ymddygiadol parhaus sydd heb wella er y defnydd o dechnegau i reoli ymddygiad
- Cael problemau sensori neu gorfforol, ac yn parhau i wneud cynnydd isel iawn neu ddim cynnydd o gwbl er y ddarpariaeth o gyfarpar arbenigol
- Cael anawsterau cyfathrebu a/neu ryngweithio ac yn parhau i wneud cynnydd isel iawn neu ddim cynnydd o gwbl er y ddarpariaeth o gwricwlwm gwahaniaethol

Bydd y cydlynydd ADY a'r athrawon yn adolygu'r dulliau i'w cymryd, bydd Cynllun Datblygu Unigol (CDU) yn cael ei greu trwy ymgynghori â rhieni. Bydd y CDU yn cael ei adolygu'n rheolaidd yn dibynnu ar yr angen, o leiaf unwaith y flwyddyn. Gellir diddymu CDU disgybl sydd wedi gwneud cynnydd sylweddol a'i gadw ar restr monitro'r Adran ADY. Mae CDU yn cael eu hadolygu'n rheolaidd gan yr athro dosbarth a'r cydlynydd ADY. Bydd yr athro dosbarth neu/a'r Cydlynydd ADY fel arfer yn cynnal cyfarfodydd gyda rhieni. Rôl y cydlynydd ADY parthed CDU yw sicrhau eu

bod yn cael eu hadolygu fel y cytunwyd ac i gydlynu ymateb o'r ysgol os oes angen sgrinio pellach, cyngor, adroddiad Seicolegydd Addysg neu gefnogaeth bellach o asiantaeth allanol.

7.3 Gweithredu Ysgol a Mwy

Os bydd anghenion disgybl yn gwarantu ymyrraeth gan asiantaethau allanol bydd hyn yn cael ei drefnu gan y Cydlynydd ADY fel y gallant gynghori ar dargedau a strategaethau i gefnogi, cynnal asesiadau arbenigol i gynorthwyo gyda'r broses o gynllunio ac i fesur cynnydd y disgybl, rhoi cyngor ar ddefnyddio strategaethau neu adnoddau newydd/arbenigol ac, mewn rhai achosion, darparu cefnogaeth ar gyfer gweithgareddau penodol. Rhesymau dros roi disgybl ar gam Gweithredu Ysgol a Mwy yw bod disgybl, er iddo gael cefnogaeth Gweithredu Ysgol, yn:

- Parhau i wneud cynnydd isel neu ddim cynnydd o gwbl mewn mannau penodol dros gyfnod hir
- Parhau i weithio ar lefel Cwricwlwm Cenedlaethol tipyn yn is na'i gyfoedion
- Parhau i gael anawsterau i feithrin sgiliau llythrennedd a rhifedd
- Cael anawsterau emosiynol neu ymddygiadol sydd yn ymyrryd yn sylweddol ac yn rheolaidd ar ddysgu'r disgybl eu hunan neu ar ddysgu'r dosbarth yn gyffredinol
- Gwarantu cyfarpar arbenigol ychwanegol neu ymweliadau/cyngor rheolaidd gan wasanaeth arbenigol oherwydd anghenion corfforol neu sensori
- Parhau i gael anawsterau cyfathrebu neu rhyngweithio sydd yn effeithio'r datblygiad o berthnasau cymdeithasol ac sydd yn rhwystr amlwg i'w ddysgu.

Gall yr arbenigwr allanol weithio mewn rôl gynghorol, cynnig asesiadau arbenigol ychwanegol neu gall fod yn rhan o addysg y disgybl. Bydd y CDU yn gosod strategaethau newydd i gefnogi cynnydd y disgybl a bydd rhain, lle'n bosib, yn cael eu gweithredu o fewn y dosbarth dysgu.

8. Cais am asesiad statudol [2]

Pan fu pryder difrifol am ddisgybl gall rieni/ceidwaid neu'r ysgol wneud cais i'r ALl am asesiad statudol. Mae'r broses yn golygu bod yr ALl yn cydweithio gyda rhieni, yr ysgol a, lle'n briodol, unrhyw asiantaethau eraill er mwyn penderfynu a oes angen gwneud asesiad statudol. Petae'r dystiolaeth yn dangos cynnydd isel iawn neu braidd dim cynnydd wedi i'r ysgol ac arbenigwyr allanol gymryd camau penodol i gwrdd â'r anghenion gan awgrymu na ellir cwrdd â'r anghenion gydag adnoddau arferol ysgolion prif ffrwd fydd yr ALl yn ystyried asesiad statudol o anghenion y disgybl. Gall yr ALl benderfynu bod angen datganiad i gwrdd ag anghenion addysgol y disgybl oherwydd lefel yr anhawster neu natur y darpariaeth sydd ei angen.
Datganiad – Petae'r ALl yn penderfynu bod angen cymorth tu hwnt i'r hyn gall yr ysgol a / neu'r Gwasanaeth ADY a Ch ei gynnig yna bydd yn llunio Datganiad gan nodi targedau a'r cymorth mae'r disgybl yn deilwng. Cyfrifoldeb yr ysgol yw adolygu'r Datganiad cyn pen blwydd o'r dyddiad cyhoeddi. Bydd targedau tymor byr yn cael eu gosod i ddisgyblion sydd â datganiad ar ôl trafod gyda rheini/gofalwyr a'r disgybl a bydd rhain yn adlewyrchu'r targedau sydd yn y datganiad. Bydd y targedau yn cael eu gosod o fewn CAU a byddant yn cael eu gweithredu, lle'n bosib, yn y dosbarth dysgu.

9. Trefniadau mynediad i ddisgyblion sydd ag ADY

Ni cheir trefniadau mynediad gwahanol ar gyfer disgyblion ADY ond mae'n hanfodol bod gan yr ysgol yr adnoddau a'r cyfleusterau i gwrdd ag anghenion y disgybl a bod y Gwasanaeth Seicoleg Addysgol yn medru cynghori ar y darpariaeth orau lle'n briodol.
Bydd y cydlynydd ADY yn gweithio'n agos gyda'r ysgolion cynradd cyn i ddisgyblion drosglwyddo i'r ysgol hŷn. Bydd y cydlynydd ADY yn mynychu Adolygiadau Blynyddol disgyblion blwyddyn 6 sydd â datganiad neu GY+ (ac, ar gais rhiant/ysgol, adolygiadau blynyddol disgyblion blwyddyn 5). Rhoddir gyfle i rieni i ymweld â'r ysgol ac i drafod darpariaeth. Rhoddir cyfleoedd i ddisgyblion i ymweld â'r ysgol yn rheolaidd.

[2] Mae'r Awdurdod Addysg Lleol wedi cychwyn mabwysiadu Cynlluniau Datblygu Unigol a dulliau cynllunio canolbwyntio ar yr unigolyn.

10. Datblygiad Proffesiynol

Bydd y cydlynydd ADY yn monitro a gwerthuso'n darpariaeth er mwyn adnabod, gyda mewnbwn y pennaeth, anghenion datblygiad proffesiynol ein staff. Lle'n briodol bydd hyn yn gysylltiedig â Chynllun Gwella'r Ysgol ac/neu amcanion Rheoli Perfformiad. Bydd staff sydd yn mynychu cyrsiau yn rhaeadru'r wybodaeth yn ystod cyfarfodydd staff neu gyfarfodydd adrannol. Bydd effeithiolrwydd datblygiad proffesiynol yn cael ei fonitro a'i werthuso gan y cydlynydd ADY gan gyfeirio at hyn yn hunanwerthusiad yr adran. Bydd y cydlynydd ADY yn cyfarfod yn dymhorol gyda gwasanaeth anghenion ychwanegol yr ALl a chydlynwyr ADY ysgolion eraill.

11. Cysylltiadau gyda Rhieni a Gofalwyr

Fel adran, credwn yn gryf bod mewnbwn rhieni a gofalwyr yn hollbwysig i lwyddiant ein disgyblion. Mae gennym bolisi drws agored. Mae croeso i rieni ffonio neu ymweld â'r ysgol er mwyn trafod pryderon neu gynnydd.

12. Cysylltiadau gyda Gwasanaethau Cefnogol yr ALl ac Asiantaethau Allanol

Mae'r Ysgol yn gweithio'n agos gyda gwasanaethau cefnogol yr ALl ac asiantaethau allanol er mwyn sicrhau ein bod yn darparu'n briodol ar gyfer disgyblion sydd ag anghenion dysgu ychwanegol. Os bydd angen cysylltu ag asiantaethau allanol bydd y Cydlynydd Anghenion Dysgu Ychwanegol, fel arfer, yn gwneud y trefniadau angenrheidiol gan drafod gyda rheini/ofalwyr. Gall yr asiantaethau gynnwys:

- Gwasanaeth Therapi Iaith a Llafaredd
- Gwasanaeth Seicoleg
- Gwasanaeth Saesneg fel Iaith Ychwanegol
- Gwasanaeth Troseddau Ieuenctid
- Tîm Plant Anabl
- Tîm Cefnogaeth Ymddygiad
- Gwasanaeth Therapi Galwedigaethol
- Gwasanaeth Ffisiotherapi
- Gwasanaeth Nyrs Clefyd y Siwgr
- Gwasanaeth Nyrs Ysgol
- Gwasanaeth Namau Clyw a Golwg
- CAMHS
- Gyrfa Cymru
- Gwasanaethau Cymdeithasol

13. Adolygu a Chynnal Gweithdrefnau ADY

Adolygir gweithdrefnau ADY trwy:

- Gynnal hunanwerthusiad blynyddol o'r darpariaeth ADY
- Adnabod meysydd allweddol i'w datblygu yng nghynllun gwella'r adran ADY

14. Gweithdrefnau cwynion

Os oes gan rieni/ofalwyr gwyn parthed darpariaeth eu plentyn dylid trafod hyn gyda'r cydlynydd ADY yn y lle cyntaf. Os nad yw hyn yn llwyddiannus dylid cyfeirio'r mater at y Pennaeth. Os na cheir datrysiad dylid cysylltu â'r llywodraethwr sydd â chyfrifoldeb am ADY. Os na cheir datrysiad dylid cysylltu â Chadeirydd y Llywodraethwyr ac, yn olaf, gyda'r Awdurdod Lleol.

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: _____

Dyddiad: _____

Additional Learning Needs and Inclusion Policy

Ysgol Waunfawr

Date of Approval:
Review Date:

1. Definition of Additional Learning Needs (ALN)[3]

The term ALN (Additional Learning Needs) is used to describe a wider range of needs not traditionally included under the term Special Educational Needs (SEN). ALN can be long or short term and may arise through any of the following:

- Learning Environment
- English as an Additional Language (EAL)
- Family circumstances
- Disability and Health
- Social and Emotional Factors

Additional support may come from health services, social work or some voluntary organisations as well as from education.

2. What are Special Educational Needs (SEN)?

About one in five children will have Special Educational Needs at any time during their school lives. The law states that a child has Special Educational Needs (SEN) if he or she has learning or behaviour difficulties that require special support.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from using the local school.

Learning disability may be caused by:

- physical disability
- problem with sight, hearing, speech and language
- developmental delay
- emotional or behavioural difficulties and
- a medical problem
- specific difficulties with reading, writing or mathematics

3. Aims

We believe in providing every possible opportunity to develop the real potential of all pupils in our school. All children are entitled to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum where appropriate. All children are valued and their self-esteem promoted. We foster a close relationship with parents/guardians who play an active and valued role in their child's education.

4. Objectives

Our objectives as a school are:

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3 This policy is based on the statutory framework to the SEN Act 2001

Code of Practice 2002
Children Act 2004
Inclusion and Pupil Support - Circular 47 / 2006

The SEN Act 2001 will be superseded by the Welsh Government's proposed act and the new Code of Practice that will derive from the new act.

The school uses person-centred planning methods and follows the Welsh Government's transformation programme to incorporate the proposed changes as seamlessly as possible.

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability.
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, ensure that the targets set in Individual Education Plans (IEPs) are specific, measurable, achievable, realistic and time related.
- To work in close partnership with, and involve, parents / guardians of children who have additional learning needs
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional learning needs.

5. Roles and Responsibilities within the School

5.1 Role of the ALNCO

The ALN Coordinator (ALNCO) responsibilities include:

- Overseeing the day-to-day operation of the school's ALN policy
- Maintaining the ALN register which incorporates the SEN, EAL and LAC registers
- Coordinating provision for children with additional learning needs
- Liaising with and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability
- Managing ALN teachers, learning support assistants and teaching assistants within the department
- Contributing to and, where necessary, leading the continuing professional development of school staff
- Overseeing the records of all children with additional learning needs
- Hosting annual reviews of pupils with SEN statements or on SA+ on the SEN register
- Attending transition reviews of year 6 pupils and preparing a file for staff on pupils' needs (to be updated at the beginning of each new academic year)
- Writing applications for submission to the LA Moderation Panel
- Ensuring that parents/guardians are notified of a decision by the school that ALN provision is being made for their child
- Liaising with parents/guardians of children with additional learning needs and ensuring that they are given clear guidance about how they can support their child's educational needs
- Contributing to the in-service training (INSET) of staff
- Liaising with external agencies including the LA's ALN&I Service and Educational Psychology Services, health and social services, and voluntary bodies.
- Attending reviews for looked after children and reporting on their progress in school including contributing to Personal Education Plans (PEPs) twice yearly
- Working closely with EAL teaching and support staff to ensure effective monitoring and teaching of EAL pupils.

5.2 Role of the Governing Body

The School's Governing Body will, in cooperation with the headteacher:

- Maintain a general oversight of the school's ALN provision and ensure that a high standard of provision is available for ALN pupils and that the school carries out its duties towards all children in accordance with the Special Educational Needs Code of Practice (2001).
- Ensure that ALN pupils are fully involved in school activities.

6. Identification, assessment and provision

All teachers are responsible for identifying pupils with additional learning needs and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with ALN is a priority. The school will ascertain pupils' needs through:

- Evidence obtained by teacher observation/assessment
- Understanding their ability, attainment and progress as expressed as National Curriculum levels, literacy and numeracy standard scores
- Information from previous schools
- Information from parents/carers.

The main methods used by the school for providing for the needs of SEN pupils are:

- Full-time education in mainstream classes, with additional help and support from teachers through differentiated explanations, tasks and expected outcomes
- Intervention sessions with a Teaching Assistant
- Literacy, numeracy and inclusion training by the Integrated Team
- In-class support in the classroom
- Support from specialists within the class or as a part of an intervention programme
- Mentoring (package of support is tailored as required)

7. ALN support works on three levels:

7.1 Monitoring

At this level, concerns have been raised and discussed. Teachers are aware of the needs of the pupil but no action is required beyond appropriate differentiated learning. The pupil will remain on the monitoring list and be reviewed during staff meetings / informal discussions until they are no longer cause for concern or until their needs warrant School Action.

7.2 School Action

When a class teacher or the ALNCO identifies a child with additional learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is called School Action (SA). The triggers for intervention through School Action will be below average scores in literacy and/or numeracy or concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- 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

The ALNCO and teachers will review the approaches to be adopted, an Individual Education Profile (IEP) will be created by consulting with parents. The IEP will be reviewed on a regular basis depending on need, but in any case no less than once a year. Pupils who have made significant progress may have their IEP removed but remain on the monitoring list of the ALN Department.

The IEPs are reviewed regularly by the class teacher and the ALNCO. Meetings with parents are usually conducted by the class teacher and/or the ALNCO. The role of the ALNCO with regard to IEPs is to ensure they are being reviewed as agreed and to coordinate a response from the school should there be a need for further screening, advice, the commissioning of an Educational Psychologist report or further support from an outside agency.

7.3 School Action Plus

Where a pupil's needs warrant intervention from outside agencies the ALNCO will coordinate this so that they can advise on targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or resources, and in some cases provide support for particular activities. The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that of his/her peers
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or generally that of the class group
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

8. Request for a statutory assessment[4]

When there is serious concern regarding a pupil the parent/guardian or the school may request the LA for a statutory assessment. The process entails that the LA works with the parents, the school and where appropriate, any other agencies in order to determine if there is a need to carry out a statutory assessment. If the evidence indicates little or no progress following undertaking specific steps by the school and the external specialists to meet with the needs suggesting that those needs cannot be met with usual mainstream school resources, the LA will consider a statutory assessment of the pupil's needs. The LA may decide that a statement is required to meet with the pupil's educational needs due to the level of learning difficulty or the nature of the provision required.
Statement - Should the LA determine that support is required beyond what the school and /or the ALN & I Service can offer then a Statement will be formulated stating the targets and support that the pupil deserves. It is the school's responsibility to review the Statement prior to the anniversary of the issue date. Short-term targets will be set for statemented pupils after consultation with parents/guardians and the pupil, and these will reflect targets identified in the statement of educational need. These targets will be set out in an IEP and implemented, where possible, in the normal classroom setting.

9. Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils, however, it is essential that the school has resources and facilities available to meet the pupil's needs and that the Educational Psychology Service can give advice where appropriate.
The ALNCO liaises closely with primary schools prior to the transfer of pupils to the senior school. The ALNCO attends the Annual Reviews of statemented pupils or those with SA+ in Year 6 (and, when requested by a parent/school, those of Year 5 pupils). Parents are always given the opportunity to visit the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis.

4 The Local Education Authority has commenced adopting Individual Education Profiles and person-centred planning approaches.

10. Professional Development

The ALNCO, with input from the headteacher, will monitor and evaluate our provision to identify any particular professional development needs of our staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or Performance Management objectives. Staff who attend courses will cascade the information through staff or department meetings. The effectiveness of such professional development will be monitored and evaluated by the ALNCO and this will be referred to in the department's self-evaluation. The ALNCO will meet on a termly basis with the LA additional needs service and other school ALNCOs.

11. Links with Parents and Guardians

As a department we feel strongly that input from parents and guardians is crucial to the success of our pupils. We have an open door policy. Parents are welcome to phone or visit the school in order to discuss any concerns or progress.

12. Links with LA support services and external agencies

The School works closely with the LA support services and external agencies in order to ensure that we make appropriate provision for children with additional learning needs. Where it is necessary to contact external agencies the ALNCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- Speech and Language Therapy Service
- Psychology Service
- Service for pupils with English as an Additional Language
- Youth Offending Service
- Disabled Children's Team
- Behaviour Support Team
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment Service
- CAMHS
- Careers Wales
- Social Services

13. Reviewing and maintaining ALN procedures

The ALN procedures will be kept under review by:

- Carrying out an annual self-evaluation of our ALN provision
- Identifying key areas for development in the ALN department improvement plan

14. Complaints Procedure

If parents/guardians have a complaint concerning provision for their child they should discuss this with the ALNCO. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Signed on behalf of the Chair of the Governors: _____

Date: _____