

Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



Access to Learning Policy Polisi Mynediad I Ddysgu

Reviewed/Adolygwyd	July/Gorfennaff 2024
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Access to Learning Department Policy

In its Additional Learning Needs Strategy the City and County of Swansea has established several strategic priorities relating to ALN. Within the identified priorities the Authority has reemphasised its commitment to the establishment and maintenance of particular principles. They include the desire and intent:

- To continue to build the capacity of schools to provide a high quality of educational experience for children with Additional Learning Needs.
- To continue to develop the continuum of provision to meet the current and future needs of children with Additional Learning Needs.

The City and County Strategy embraces a number of other policy documents and among them is the Additional Learning Needs Policy. That policy states:

- A child with Additional Learning Needs should have their needs met.
- The Additional Learning Needs of the children will normally be met in a mainstream school setting.
- The views of the child should be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with Additional Learning Needs should be offered full access to a broad, balanced and relevant curriculum.
- All schools should "recognise and respond to the diverse needs of their students, while also having a continuum of support and services to meet those needs".
- Wherever possible all pupils should learn together.

The Policy goes on to emphasise the view that:

- There should be a fair and equitable allocation of available resources to support all children and young people with Additional Learning Needs.

Cefn Hengoed Community School wholeheartedly embraces these principles.

The school policy reflects the same aims. It promotes these fundamental principles:

- Each learner is of equal worth and value.
- Each learner should be afforded equal opportunities within the school curriculum.
- Each learner should be encouraged to fulfil their learning potential throughout their school career.

This Policy Document, produced by the Access to Learning Department, under the leadership of the ALNCo, will outline the principles by which ALN provision within school is organised. It will also provide a detailed analysis on the way in which the Department functions and how it responds to particular issues. The format will include:

- The Philosophy and Structure of the Access to Learning Department.
- The School's response to the Code of Practice.
- The transfer and transition of pupils from Primary to Secondary Education.
- Identification, Assessment and Grouping of pupils.
- Liaison with Parents.
- Liaison with Pastoral Staff.

- Liaison with Outside Agencies.
- Educational Psychology and Statutory Assessment Service.
- Access to Learning which incorporates:
 - Behaviour Support Team
 - Specialist Support Teachers
- Family Group Conference.
- Social Services.
- Careers Wales West.
- EHH – Early Help Hub.
- MIND Swansea.
- The Curriculum at Key Stage 3.
- The Curriculum at Key Stage 4.
- External Examination Policy.
- Transfer of pupils from Secondary to Further Education, training or work.

The Philosophy and Structure of the Learning Support Department

Departmental Policy embraces the principles of equity and equality detailed in the Code of Practice and in the Local Authority ALN Policy. The Department which incorporates the Specialist Teaching Facility (STF) seeks to translate the theory into working practice that:

- Recognises the rights and needs of individuals.
- Produces a graduated response to meet those needs.
- Builds upon the success achieved by pupils at Key Stages 1 and 2.
- Encourages the pursuit of excellence in all fields in all our pupils.
- Allows personal development and the enhancement of self-esteem, self-worth, self-confidence and self-reliance.

The school motto “If you believe it you can achieve it” is considered particularly important and so staff encourage all pupils to appreciate this and strive to improve the level of their own performance.

The Structure

In September 2009 a new era in the school’s history began when the Specialist Teaching Facility was opened. In September 2008 the City and County of Swansea announced its intention to create a new facility, for pupils with Moderate Learning Difficulties, in the east of the city and Cefn Hengoed was selected as the base for that Facility.

The STF is now well established as an integral part of the Access to Learning Department and the school.

Departmental Staff

Additional Learning Needs Co-ordinator (ALNCo)

STF Manager

Curriculum Leader of STF

Access to Learning/STF Teaching Assistants

Pupils in the STF and those who have a Statement of Special Education Needs/Individual Development Plan in mainstream classes also receive extra support from an established team of Teaching Assistants. As the principle of Inclusion is central to the provision pupils are taught by subject specialists in KS4 and have access to the same curriculum as their more able peers.

The School's Response to the Code of Practice

The School accepts and acknowledges that there is need for a Graduated Response and so the structure exists which permits staff to respond to the needs of individual pupils in an appropriate manner.

The Graduated Response

Under the new code, to be in the category of ALN, an individual needs to have Additional Learning Needs which requires an Additional Learning Provision (ALP) that is not categorised as Universal Provision (ie, that is not available to all pupils).

OR

To not be seen to be making progress despite being involved in specific interventions over a prolonged period of time.

There is an extensive tracking system which monitors those that have previously been categorised as SA and SA+ to decide who needs ALP and who needs Universal Provision. Any pupils whose needs can be met by Universal Provision will not require an Individual Development Plan (IDP). If a pupil requires ALP above and beyond Universal Provision e.g., prolonged intervention/ support by external agencies or something that is not available for all pupils to access e.g TA support. An IDP Decision Making Panel will go through the IDP Decision Making Process to decide if a pupil requires ALP and will be categorised as ALN. If a pupil needs ALP, they will require an IDP.

The IDP outlines the pupils' needs and difficulties and outlines outcomes that helps them progress in that area of need. This will be outlined in the Person Centred Review, where pupils, parents/carers, ALNCo, external agencies will be present. This is a flexible document that can be reviewed and monitored.

Transfer and Transition of pupils from Primary to Secondary Education

Pupils with Additional Learning Needs (ALN) are full participants in the Transition plan that exists and are able to visit school at various times during Year 6.

- During the Autumn Term Pupils our Partner Primary schools participate in a Taster Day and attend an Open Evening with their parents/carers. During the visit colleagues from the Primary Schools liaise with members of the Department and share information about their pupils.
- Pupils participate in activities organised by different Departments in school including a Games Festival.
- The ALNCo attends Year 6, and in some cases Year 5, Person Centered Reviews.
- The ALNCo visits each of the primary Schools from which STF pupils are transferring and meets parents/carers. In the Summer term an invitation is extended to each pupil to visit Cefn Hengoed and spend two days in the STF.

- The ALNCo accompanies the KS3 School Manager to each of our Partner Primary Schools in the Summer Term. They meet Primary School colleagues and following discussions Pupil Profiles are created and distributed to all staff teaching the pupils.
- An Admission Meeting is arranged and convened by the Educational Psychologist for all those pupils with Statements who are transferring to Cefn Hengoed.
- An open invitation is extended to all parents to visit the school with their children prior to transition.
- In July pupils and parents/carers are invited to attend another Open Evening, They meet their Form Tutors, are allocated to their teaching group meet their classmates.
- Parents/carers, once again, have the opportunity to meet the Access to Learning Department Team.

The Identification, Assessment and Grouping of Pupils

During the Transition process the information provided by Access to Learning (LA), Primary School Colleagues, Parents and Carers is considered and pupils placed accordingly. The school currently operates a seven form entry and pupils are placed in mixed ability registration groups and Teaching Groups based on ability.

Teaching Groups

The classes, created by the KS3 School Manager in discussion with the ALNCo, are based on **WALESHK**.

Movement within the teaching groups is flexible and pupils are moved when it is considered appropriate. The Access to Learning Department endeavours to ensure every pupil makes progress in relation to their ability. They are placed in a teaching class that will provide the appropriate amount of challenge and support.

Assessment

Pupils are assessed in a number of ways and supported accordingly. The Department liaises closely with staff teaching the Core subjects and adheres to the Schemes of Work and the Assessment procedures adopted by each subject.

The All Wales Reading Test

Furthermore, all pupils in KS3 are tested on the All Wales Reading Test (AWRT) and those whose score indicate literacy problems also complete a Spelling and Writing test.

ALN Literacy/Numeracy Support

Identified pupils receive extra literacy/numeracy support from members of the Learning Support Team.

Assessment of Specific Learning Difficulties

Following referrals or requests made by parents/carers and teachers some pupils are also assessed by members of the Team to determine whether the child has a Specific Learning Difficulty (Dyslexia). Where a difficulty is established a further referral could be made to:

The Educational Psychologist
The Speech, Language and Communication Team including Speech Therapy
The Behaviour Specialist Teacher

Other Assessments

Cognitive Assessments and Individual Development Plans

On request cognitive assessments are conducted by the Educational Psychologist. Dependent on the recommendations made in the Psychologist's report the school will embark on a particular course of action which may include some or all of the following:

- Dissemination of information to staff.
- A programme of intervention organised and provided by the Psychologist.
- A request for an IDP as the pupil requires additional learning provision due to their additional learning need.

Liaison

Liaison and communication with others is vital to ensure the provision made is the most appropriate. Therefore, members of the Access to Learning Department have established strong links with Parents/Carers and professionals. Access to Learning staff members liaise and advise staff in the wider school. The ALNCo regularly leads INSET training for the whole school and also for students pursuing Teacher Training courses. The ALNCo will encourage and support other departments in the school to achieve Dyslexia Friendly Status.

Liaison with Parents

At all stages the views and opinions of Parents/Carers are sought. They are considered an essential part of the educational process and so are invited to participate in all aspects of that process.

Participation

- Parents/Carers are invited to attend initial EP appointments particularly when they have made a request for a referral to be made.
- Parents/Carers of pupils for whom a Statement/IDP exists are invited to attend Annual Reviews/Person Centered Reviews. Before the Review they are invited to document, in writing, their views on the provision.

Liaison with Pastoral Staff

The Senior Pastoral Team

The ALNCo along with the School Managers at Key Stages 3 and 4 and members of the Leadership Team forms the Senior Pastoral Team. The Team meets fortnightly to discuss the pastoral wellbeing of pupils.

Pastoral Support Officers

Each Key Stage Manager has a Pastoral Support Officer and the ALNCo meets with them regularly to consider the issues affecting our pupils. Joint meetings with Parents/Carers are convened and a particular course of action established.

ALN Monitoring and Appraisal Team

The ALNCo leads the monitoring of pupils who have Universal Provision. As well as the ALNCo, the team is made up of the following staff: Pastoral Support Officers, Wellbeing Manager, school based Behavioural Support Assistant, Inclusion Manager and Access to Learning Co-ordinator. This team meets on a regular basis to track and monitor the success of interventions and to decide how best to continue supporting pupils.

Form Tutors

Information in the form of Pupil Profiles, Reports of LAC Reviews and other referrals are distributed to Form Tutors and meetings take place as and when considered necessary.

Liaison with City and County of Swansea Access to Learning

Access to Learning (City and County of Swansea) incorporates a number of different levels of support within the LA and very good relationships and open lines of communication exist with them.

Statutory Assessment and Database Team

Database Team provides the school with a significant amount of information.

- The Team provides advice and support.
- The Team provides the school with a list of the names of the pupils for whom a Statement is being maintained.
- The Team informs the school when the Annual Reviews need to be conducted.
- The Team provides updated and amended Statements following Annual Reviews.
- The Team provides the school with updated information relating to changes in the personal circumstances of each young person.

The Educational Psychologist

Based on the model of support established by the LA the EP visits the school regularly and provides invaluable help, advice and guidance for staff and pupils. Requests for an EP consultation are made and following an initial meeting, to which parents/carers are invited, a number of different strategies may be applied.

- Work conducted on an individual basis with one young person.
- Works conducted with a small group of young people who may be experiencing similar difficulties.
- Completion of a cognitive or another assessment.

Other aspects of the work include attending:

- Multi Agency Planning meetings.

- Annual Reviews/Person Centered Reviews.
- Admission meetings for pupils who have been referred to an alternative, out of school placement.
- Providing written reports to support requests for Statutory Assessments.

Behaviour Specialist Teacher

The Behaviour Specialist Teacher visits the school once a week and, in much the same way as the EP, provides another level of support for teachers and pupils.

Support is provided in the following way:

- Withdrawing pupils for individual or group sessions.
- Contributing to Annual Reviews/Person Centered Reviews.
- Advising staff.
- Creating Reactive Plans and Pastoral Support Programmes.
- Producing written reports to support the school's referrals to the EOTAS or ALN Panels.
- Attending Family Group Conferences convened to support pupils and families.

Specialist Support Teachers

Specialist Support Teachers from The Speech, Language and Communication team and Visually Impaired Team also provide support for pupils and staff. They conduct support sessions with individuals and groups and help the school plan the provision it makes for pupils with difficulties relating to sight and mobility.

Other Agencies

The school is also able to call upon the support of a number of other Agencies which provide support, in a variety of ways, for young people and their families. They include:

Social Services
 Early Help Hub
 Exchange Counselling
 MIND Swansea

The Curriculum at Key Stage 3

It is the school's duty to provide pupils with a curriculum which is broad, balanced, differentiated and relevant. Pupils are taught by subject specialists in subject areas. Furthermore, pupils follow the same curriculum which is differentiated to take into account their additional learning needs.

Members of the Department provide advice and support for colleagues differentiating work or seeking to apply different teaching strategies. A small number of pupils are withdrawn from Modern Foreign Languages following an Annual Review/Person Centered Review and in response to learning needs. They receive extra literacy and numeracy support at this time.

The Curriculum at Key Stage 4 and External Examination Policy

Pupils are encouraged to choose appropriate courses for study at Key Stage 4 and receive a significant amount of support during the process of making their choices within the Options. As well as offering established subjects school offers courses which are more vocational in nature. Since the school has received a Welsh Government/ City and County of Swansea sponsored refurbishment almost all options are offered at school. The entire option programme is open to pupils of all abilities including those with ALN, including those pupils with STF placements. Two highly specialised vocational options (i.e. Construction and Hair and Beauty) are offered in conjunction with two local colleges. Differentiation of options teaching is facilitated via the level of entry e.g. Level 1, foundation tier, Entry Level or GCSE. Pupils with ALN, including those with an STF placement, are encouraged to secure a portfolio of accredited qualifications. The school tracks, monitors and reviews the progress of pupils with ALN, and those with an STF placement, in the same way as mainstream pupils and, as with mainstream pupils, feed back to parents accordingly. All Key Stage 4 pupils with ALN, including those with an STF placement, study the Welsh Baccalaureate.

Pupils continue to study the Core subjects, ICT, Welsh, RVE and PE and entry for external examination is encouraged. The level at which the pupils study will vary from pupil to pupil and from subject to subject.

Transfer of Pupils from Secondary to Further Education

The Department seeks to ensure pupils are thoroughly prepared to make the next step and plan appropriately for when they leave Cefn Hengoed. Therefore, representatives from Careers Wales and members in the Department assist and advise the young people of the options that are available. This is done in a number of ways:

- having established a link with the Colleges the young people are made aware of the choices available at 16+
- the school's Careers Officer interviews each pupil at Key Stage 4 and provides advice for them
- the school pastoral team will, if necessary accompany our pupils to the Open Evenings convened by the Colleges
- the school Careers Officer attends Annual Reviews/Person Centered Reviews from Year 9 and contributes to the Transition Plan
- the school Careers Officer will liaise with Departments in the Colleges to seek to establish the most appropriate course for each young person

STF Policy

Specialist Teaching Facility for Children with Moderate Learning Needs

The Aim of the STF

The aim of the Specialist Teacher Facility (STF) is to prepare pupils to thrive as lifelong members of their community after they leave school.

To achieve this, pupils are encouraged to:

- acquire the skills necessary to enjoy everyday life and
- recognise the benefits of lifelong learning

Staff in the STF will assist in complying with the statutory requirements of the pupil's Statement/IDP and by producing individualised and differentiated programmes of study.

To achieve this pupils are:

- taught in highly supportive environment
- have a specialised programme devised and developed in line with the outcomes on their IDP
- integrated into mainstream classes and teaching groups as much as possible (but this is very much dependent on their individual needs and is predominantly KS4 pupils)
- supported by a team of Teaching Assistants
- encouraged to participate in the full range of school activities (class assemblies, lunch time clubs, choir, school production, school teams etc.)

The integration of pupils from the STF is a most significant principle and so support is provided as a matter of priority when pupils join mainstream classes. However, when difficulties arise, pupils will be withdrawn and provided with extra support in the STF.

Withdrawal lessons will be structured to facilitate the best possible learning experience. Withdrawal lessons will sometimes be made on a temporary basis and to facilitate a return to lessons the teachers in the STF will:

- provide ongoing support in the STF
- liaise closely with subject teachers and pastoral staff
- seek advice from external agencies

Furthermore, to ensure the provision made is the most appropriate to meet the individual needs of each pupil, staff in the STF will liaise closely with professionals/carers/school staff. The programme of liaison will include:

- an Admission Meeting when transition from primary to secondary school will be planned
- attendance at Year 6 Person Centered Reviews
- visits by Parents/Carers and pupils to the STF
- information sharing at the start of term