



OLCHFA

Additional Learning Needs Policy

June 2017

Introduction

This policy is an interim document which outlines Olchfa School's approach to supporting pupils with Additional Learning Needs (ALN).

At national level, the Welsh Government has proposed significant changes to the way in which learners with ALN are supported. There has been a national consultation on these proposals and we are currently awaiting the publication of the Additional Learning Needs and Education Tribunal (Wales) Bill, expected later in 2017.

Once the new legislation has been passed, this school policy will be reviewed to ensure that it fully reflects the national requirements.

In the meantime, the school is already responding to some of the expected changes in terms of the way in which ALN support is structured within the school. We work closely with the Local Authority and regional consortium (ERW) to ensure that we are adhering to the current local and regional guidance. We support the new 'person centred planning' approach to the monitoring and review of Individual Education Plans for pupils who have a Statement of Educational Need.

This policy document therefore needs to be regarded as being a 'live' document, which will be updated and amended regularly to reflect the new legislation once it comes into force across Wales.

Mr R J Williams
Assistant Headteacher

A note on terminology:

At Olchfa School, we use the terminology 'additional learning needs' which is in line with the proposed national changes. Within this document, there are some references to 'special educational needs', which reflects the SEN Code of Practice 2002. Therefore, during this transitional period the terminology may be used interchangeably.

CONTENTS

1. Introductory statements and definition of additional learning needs
2. Day to day co-ordination
3. Arrangements for co-ordinating the provision for pupils with additional learning needs
4. Admission arrangements
5. Specialist teaching facility for hearing impaired pupils
6. Facilities for pupils with additional learning needs
7. Allocation of resources
8. Identification of pupils with additional learning needs
9. Access to a broad and balanced curriculum
10. Involvement in school activities
11. Evaluation of the provision for pupils with additional learning needs
12. Complaints procedure
13. In-service training for staff
14. Use of external support services
15. Partnership with parents and pupil participation
16. Links with other schools
17. Links with other agencies and voluntary organisations

1. Introductory statements and definition of learning support needs

The Governing Body seeks to ensure that all pupils with additional learning needs (ALN) receive the support and provision needed to achieve their full potential. Governors are committed to providing a full entitlement and provision for all pupils in the total curriculum and life of the school. We seek to ensure that all staff embrace the philosophy that pupils with ALN are the responsibility of everybody in the school community. We believe in a policy of inclusion and endeavour to maintain staffing, resources and curriculum organisation to ensure its successful implementation.

Definition of Additional Learning Needs

We adopt the definition laid out in the SEN Code of Practice for Wales:

Children have special education needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age; or

Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the LEA.

Rights Respecting School

The school is moving towards achieving the Rights Respecting Schools Award, and as such this policy has been written with a view to embracing the spirit and ethos of the UN Convention on the Rights of the Child (UNCRC). With particular relevance to supporting learners with additional learning needs, we support:

Article 3 – *Everyone who works with children should always do what is best for each child.*

Article 12 – *Your right to say what you think should happen and be listened to.*

Article 23 – *The right to special care and support if you are disabled so that you can lead a full and independent life.*

Article 29 – *The right to become the best that you can be.*

2. Day to day Co-ordination

We seek to work within the guidelines provided by the SEN Code of Practice for Wales, 2002.

The senior member of staff with oversight of provision for pupils with additional learning needs is Mr Robert Williams (Assistant Headteacher), who is the designated Additional Learning Needs Co-ordinator. He, together with a team of Teaching Assistants and specialist teachers, has responsibility for co-ordinating the day to day provision of education for pupils with ALN.

3. Arrangements for Co-ordinating the Provision for Pupils with Additional Learning Needs.

Governors will fulfil their statutory duties towards pupils with learning support needs as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEN Code of practice 1:21). In order to do this they will develop and monitor the school's ALN policy and ensure provision is an integral part of the School Development Plan. All governors, with the link governor for ALN, or committee of governors taking the lead, will be knowledgeable about the school's additional learning needs provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of ALN provision through scrutiny within the relevant sub-committee of the Governing Body.

The Headteacher – Mr H Davies - has overall responsibility for the strategic leadership of provision. He will work closely with the school's ALNCo and will keep the governing body fully informed about the working of this policy. He will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

The Responsible Person – Mr R J Williams – is a member of the school's Senior Leadership Team and has delegated responsibility for ensuring the necessary provision for pupils with additional learning needs. As the designated Additional Learning Needs Co-ordinator (ALNCo), he will ensure that all those who teach a pupil with ALN have appropriate access to information about the learning needs. The role of the ALNCo is to:

- Manage the day-to-day operation of the policy;
- Co-ordinate the provision for and manage the responses to children's ALN;
- Support and advise colleagues;
- Oversee the records of all children with ALN;
- Act as the link with parents/carers;
- Act as the link with external agencies and other support agencies;
- Monitor and evaluate the ALN, and report to the Governing Body;

- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with ALN;
- Contribute to the professional development of all staff.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.⁴

4. Admission arrangements

City & County of Swansea Admissions Policy:

Children who have a statement of special educational needs

The oversubscription criteria does not apply to pupils for whom the LA holds a statement of special educational needs although the rights of parents/carer's to be involved in the placement of their child are protected in law. The LA in consultation with parents/carer's and schools will determine the school at which education is to be provided. The LA reserves the right to name a school which is not the catchment area school.

Schools have a duty to admit children with a statement of special educational needs who have been placed in a school by the LA and these pupils are counted towards the number admitted up to the admission number unless they are placed in a special teaching facility with planned places.

(<http://www.swansea.gov.uk/article/2581/Admission-arrangements-to-secondary-schools-Year-7>)

We welcome enquiries from parents/carers of children with additional learning needs. We ensure they are given every opportunity to determine whether Olchfa is their preferred choice. Prospective parents/carers can contact the school's ALNCo at any time to arrange to visit the school. The school also runs an annual Open Evening for prospective pupils and their families to attend.

5. Specialist Teaching Facility (STF) for Hearing Impaired Pupils

The Specialist Teaching Facility (STF) is Swansea's only STF catering for hearing impaired children of secondary age. Specialist teachers of the deaf are employed, together with suitably experienced Teaching Assistants. They provide pupils with support within mainstream classes, with further intervention within the Hearing Impairment Unit (HIU) teaching room. Strategies, such as pre and post tutoring of a topic, are used to reinforce and consolidate mainstream classroom learning. Staff within the STF have qualifications in British Sign Language.

Pupils are supported by the STF where they have a statement for their hearing impairment. However, the unit also supports pupils who use hearing aids with practical help, such as replacing batteries when needed.

The HIU learning base is well equipped with ICT facilities. Staff have positive links with the Audiology department at Singleton Hospital.

6. Facilities for Pupils with Additional Learning Needs

- Dyslexia support classroom equipped with laptops, iPads, coloured overlays and a wide range of multi-sensory teaching resources.
- A dedicated classroom for literacy and numeracy intervention support, staffed by specialist Teaching Assistants.
- Wide access to networked computers in the Learning Resources Centre.
- All pupils have individual print accounts, to have access to a central colour printer. Pupils who have a specific need for printing facilities will be given additional free credits to use the printer (for example, pupils whose normal way of working is word processing).
- Pupils within Key Stage 4 can have bespoke curriculum arrangements and access to the school's Learning Centre, which is equipped with computer equipment, iPads and paper-based resources.
- A lunch time Homework Club, staffed by Teaching Assistants, for vulnerable pupils, those who find social interaction difficult and ALN pupils who need support to understand or promote greater independence in their learning and completion of homework.

7. Allocation of Resources

Resources are allocated from the school budget and from the LEA SEN survey carried out each autumn. Resources, attached to individual pupils according to the LEA banding system, are used appropriately and are agreed by members of the headship team, the ALNCo and the named learning support governor.

Funding purchases additional staffing and equipment in order to ensure appropriate support for individual pupils. This includes (note: this list is not exhaustive):

Additional Learning Needs Policy

Reviewed by SLT: 12.6.17
 Approved by Governing Body: 12.7.17
 Issued to Staff: 28.9.17

- Staffing for pupils to be taught in small groups, particularly for vocational subjects at Key Stage 4;
- A team of Teaching Assistants to provide in-class support and extraction intervention support;
- ICT equipment and resources, including desktop computers, laptop computers, tablet devices, printers etc.;
- Print and paper-based resources;
- Staffing costs of providing readers/scribes for external examinations;
- Staffing costs associated with ALNCo time and costs of meetings, consultations, testing, supervision of pupils, writing/reviewing/amending IEPs, liaison with parents/carers/external agencies.

8. Identification of pupils with Additional Learning Needs

Before starting at Olchfa in Year 7

Liaison with our partner primary schools ensures continuity of provision for pupils already identified as having additional learning needs within the primary school setting. The ALNCo and/or Learning Leader visits all partner primary schools during the summer term and there is an early transfer of records. This enables IEPs to be drawn up. We aim, whenever possible, for IEPs to continue seamlessly from year 6 into year 7. For pupils who have a Statement, parents/carers are invited into the school at the end of the Summer Term to an informal 'coffee morning', which is an opportunity to meet key people responsible for the child's care when they transfer to Olchfa. The ALNCo will contact the parents/carers of all pupils with a Statement prior to their start at Olchfa and meet with them to discuss the provision that has been put in place.

On entry into Olchfa in Year 7

Initial screening and assessments are made within the first few weeks at Olchfa. These include the use of The All Wales Reading Test, the LEA audit, assessments of spelling and writing and a spelling screening test. We also use predictive data supplied by the Fischer Family Trust (based on prior attainment at Key Stage 2), results of national literacy and numeracy tests together with internal maths and reading tests carried out at the start of the year. Where further investigation is deemed necessary, these assessments are followed up with individual diagnostic tests and analysis.

The IEPs are made available to all subject teachers promptly at the start of the year, based on information received from primary schools.

- Pupils admitted at other times in the year, or into other year groups, are referred to the ALNCo by the pupil's Learning Leader. Where needed, assessments are carried out.

- All staff have a responsibility to raise a concern about any pupil they feel is not making adequate progress, or who they feel has a particular learning and/or behavioural difficulty. These referrals are made to the pupil's Learning Leader or directly to the ALNCo.

A pupil is included in School Action following the initial identification procedures or following concerns expressed by a teacher, parent or the pupil. The ALNCo is responsible for making sure the concern is explored and that relevant evidence is collected. The basis for intervention through **School Action** is set out in the section below. Arrangements are made according to the guidelines set out in the SEN Code of Practice for Wales. The Graduated Response model of action and intervention is followed.

The first stage is **School Action**. The basis for intervention through School Action could be a concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress;
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques used in the school;
- Has sensory or physical difficulties;
- Has communication and / or relationship difficulties.

Where a pupil is identified as having learning support needs, additional intervention might include:

- Gathering and circulation of information on the pupil by the ALNCo;
- Ensuring that the pupil's learning styles are taken into account;
- Identifying the pupil's skills and strengths;
- Specific differentiation of materials and tasks;
- Support from teaching assistants;
- Classroom arrangements which meet the needs of the pupil;
- Ensuring that ongoing observation and assessment provide regular feedback to teachers and parents about the pupil's achievements, and that the outcomes of such assessments form the basis for planning;
- Involving the pupil in planning and agreeing targets to meet his or her needs;
- Involving parents in developing and implementing a joint learning approach at home and in school;
- Placement in a small group for subjects where it is thought to be beneficial for the pupil;
- Small group work for pupils with specific learning difficulties;
- Special examination arrangements, where it is deemed necessary.

A list of all pupils identified as having additional learning needs is available to all teaching staff and teaching assistants. The list includes an indication of each pupil's additional learning needs. This is regularly updated and available on the staff area of the website.

The ALNCo will co-ordinate the planning of an Individual Education Plan with the pupil and their parents or carers. These are available on SIMS to all staff involved with the pupil and via the online 'Provision Map' system. The IEP includes:

- Short-term targets set with the pupil;
- The teaching strategies to be used;
- The provision to be put in place;
- Success criteria;
- Outcomes (to be recorded when IEP is reviewed).

The IEPs are working documents which are always under review. Pupils, parents, TAs, teachers, support staff and external agencies are encouraged to contribute to the teaching strategies and short term targets.

Devising strategies and identifying appropriate methods of access to the curriculum still lies within the expertise and responsibility of the individual subject teachers.

School Action Plus

This stage is defined by a request being made for help from an external service. Such a request will normally take place following a review meeting with the pupil and the pupil's parents/carers. The trigger for this stage will normally be an agreement that there has been a lack of progress, that targets have not been achieved and that there are continuing difficulties. The trigger for School Action Plus could be that the pupil:

- Continues to make little or no progress in specific areas;
- Continues working at National Curriculum levels substantially below that of a pupil of a similar age;
- Continues to have difficulty in developing literacy and numeracy skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with their learning or that of the class/group, despite having an individualised behaviour management programme;
- Has sensory, physical or medical needs and requires additional specialist equipment, regular advice, or visits by a specialist service;
- Has ongoing communication or relationship difficulties, that impede the development of social relationships and cause substantial barriers to learning.

External services used include the LEA Access to Learning Team, Educational Psychologist, Social Services, schools' medical services and the educational welfare service.

Statutory assessment

Where School Action Plus is not sufficient to enable the pupil to make adequate progress, a request will be made to ask the LEA to initiate a statutory assessment. A request for a statutory assessment will usually be made from an annual review meeting, in consultation with the parents and any outside agencies working with the pupil.

School Request for a Statutory Assessment

The ALNCo will provide information to a moderating panel at the LEA. Information provided could include:

- The school's action through School Action and School Action Plus;

- Individual education plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health, including a medical history where relevant;
- National curriculum levels;
- Attainments in literacy and numeracy;
- Educational assessments from an advisory specialist, support teacher or educational psychologist;
- Views of the parent and child;
- Involvement of other professionals;
- Involvement of social services or education welfare services.

Where there is agreement to proceed, the LEA will take the lead in assessing and determining the provision that must be made to meet the pupil's learning support needs. If the LEA decides not to make a statement of learning support, then the pupil will remain at School Action Plus. If appeal procedures are invoked, the pupil will continue to receive support at School Action Plus.

Statemented Action

If the LEA does make a statement, then the school's role is as follows:

1. The ALNCo will make effective use of any additional resources allocated by the LEA to the school to supplement efforts to meet the pupil's learning support needs;
2. Short-term targets will be set and reviewed twice yearly using the Person Centred Review Proformas. The strategies to meet those targets will be set out in the IEP and should record only that which is **ADDITIONAL TO, or DIFFERENT FROM**, the differentiated curriculum.
3. Progress will be more formally reviewed by holding a review meeting at least once each year. The LEA will initiate the annual review process by writing to the school.
4. The ALNCO will seek:
 - Written advice from parents and professionals;
 - Ascertain the views of the pupil;
 - Convene the review meeting;
 - Prepare a review report for the LEA.
5. Those to be invited are:
 - The pupil's parent / carer;
 - Relevant teacher/s;
 - Educational Psychologist;
 - The pupil, whenever possible;
 - Where appropriate, representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, ALNCO or representatives from colleges / sixth form colleges etc.

6. The Annual Review Report will be copied to parents/carers, LEA and other relevant professionals. The report will be sent to the LEA no later than 10 days of the meeting or at the end of term, whichever is the earliest.

The Annual Review in Year 9 - Transition Plan Review

The annual review of the statement in Year 9, and subsequent years, will consider all the same issues as at other reviews, but will specifically:

- Review the young person's statement;
- Draw up and subsequently review the Transition Plan.

The annual review procedure, as described above, applies with the following additions:

- The ALNCO will invite Careers Wales to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and occupational training to be considered;
- A representative from Careers Wales is obliged to attend the review meeting;
- The ALNCO will ensure that other professionals such as health are aware of the Year 9 review procedures and are invited to attend where appropriate;
- The ALNCO will ensure a Transition Plan is drawn up in conjunction with Careers Wales;
- The Transition Plan will be reviewed each year until the pupil leaves school;
- The young person will be fully involved with this process and their views will be sought and recorded wherever possible.

9. Access to a broad and balanced curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Pupils with learning support needs are given the same curriculum opportunities as all other pupils, except where, as part of a statement, there is a disapplication from a specific subject

Pupils with learning support needs are taught in mixed-ability classes, banded classes or ability based sets, according to the arrangements of each Learning Area.

All Learning Areas endeavour to provide for the complete range of abilities, for pupils with specific learning difficulties and for pupils with sensory and physical difficulties. They are assisted by the Teaching Assistant team to develop differentiation and methods to support particular groups of pupils and individuals. This assistance includes access to training opportunities.

A range of options in Years 10 and 11 ensure that all pupils have access to a broadly based and appropriate curriculum. All pupils have opportunities to gain some GCSE qualifications. Where appropriate, pupils are also given alternative curriculum opportunities which may include vocational courses run in collaboration with other providers.

10. Involvement in School Activities

As a school that is committed to the principles of inclusion, pupils with additional learning needs are encouraged to participate in all aspects of school life. A wide range of extra-curricular activities is organised by the school and pupils of all abilities are encouraged to participate. Throughout the year, there are opportunities for educational trips/visits and also for pleasure trips. Where necessary, the school will endeavour to make provision for pupils with additional learning needs to be supported in taking part in such activities. For example, Teaching Assistants may be able to accompany a pupil to provide support. We have a strong commitment that additional learning needs should not be a barrier to any pupil having access to a wide range of school activities. Indeed, we encourage pupils to do so as part of their social development.

11. Evaluation of the provision for pupils with Additional Learning Needs

The Outcomes Committee of the Governing Body is the sub-committee that oversees the way in which the school supports pupils with additional learning needs. The sub-committee meets on a termly basis with the ALNCo and members of the Senior Leadership Team.

The Committee reviews and monitors learning support needs provision. It receives regular reports from the ALNCO, including an annual report, which is used as a basis for the report to parents. It monitors the allocation of resources. In each meeting, the ALNCO will provide governors with detailed information about the school's support for pupils with additional learning needs, but with a particular focus on pupil outcomes arising from that intervention support.

The Outcomes Committee works with ALNCo and the Senior Leadership Team, to ensure the principles and provisions set out in this document are embedded within the School Development Plan.

12. Complaints Procedure

The school will endeavour to work in partnership with parents/carers, pupils and other stakeholders to ensure that pupils with additional learning needs are appropriately supported. Parents/carers are encouraged to communicate quickly where they have a concern about the provision. That way, we are able to work proactively and prevent concerns from escalating.

Where a parent/carer has a complaint to raise, in the first instance this should be done informally by contacting the Additional Learning Needs Co-ordinator. This first stage may be done by telephone, letter, email or at a meeting. When the ALNCo receives an informal first stage complaint, he will:

- Investigate the area of concern;
- organise a response to the concern as soon as possible and certainly within one week;
- Maintain a complaints register with date, nature of complaint, note of the response and the conclusion reached.

If, following this informal process, the parents/carers feel that the complaint has not been resolved, they may choose to follow the school's formal complaints procedure.

A formal complaint must be made in writing to the school and be sent for the attention of the Complaints Officer at the school address:

Mr J Probert (Senior Assistant Headteacher – Complaints)
Olchfa School, Gower Road, Swansea. SA2 7AB

On receipt of a formal complaint, the Complaints Officer will arrange a meeting with the parents/carers to investigate the issue and, where necessary, to take further action.

If, following this internal process, the parents feel that the complaint has not been resolved, they will be invited to contact the Chair of Governors by contacting the Clerk to the Governing Body at the school.

The parents/carers have a right of appeal against the decision of the LEA through the SEN Tribunal, which operates under the Education Act 1996.

13. In-service training for staff

Additional Learning Needs Policy

Reviewed by SLT: 12.6.17
Approved by Governing Body: 12.7.17
Issued to Staff: 28.9.17

For teaching staff, the school's INSET programme will incorporate relevant training in specific areas of ALN regularly, particularly where certain aspects have been identified in the School Development Plan. Newly-qualified teachers (NQTs) will attend training on ALN provided by the Local Authority and region (ERW) as part of their induction programme.

Newly appointed Teaching Assistants are encouraged to attend the relevant induction training provided by the Local Authority's Access to Learning Inclusion team. A programme of training will operate for Teaching Assistants during the main school INSET days. We also use the monthly PSE rolling programme sessions (where the normal timetable is suspended) to provide thematic and relevant training to Teaching Assistants.

Other associate staff members attend whole-staff INSET days and receive appropriate training about additional learning needs.

Where staff wish to attend external training linked to additional learning needs, an application can be made to the school's Continuing Professional Learning (CPL) Co-ordinator. The school allocates a training budget each year to support the training of teaching and associate staff.

14. Use of external support services

External support services are called on as part of School Action Plus. The school uses the services offered by the LEA Access to Learning Team, including an educational psychologist and specialist teachers. Other agencies consulted include Social Services, the Educational Welfare Service, the Schools' Medical Service and Careers Wales.

The Careers Wales advisor at the school is given a copy of the learning support needs list. The advisor is invited to annual review meetings in Years 9, 10 and 11. The pupil and his / her parents/carers start to discuss further learning and career options in Year 9.

15. Partnership with parents and pupil participation

Partnership with parents

We actively seek to involve parents as partners in the whole educational process. We recognise that parents have unique strengths, knowledge and experience to contribute to the shared view of the pupil's needs and the best ways of supporting them.

We seek to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- Have knowledge of their child's entitlement within the learning support framework;
- Make their views known about how their child is educated, and have them carefully considered;
- Have access to information, advice and support during assessment and any related decision-making processes about learning support provision.

Parents are given details of the Swansea Special Needs Advice Project (SNAP), and the Swansea recognised independent parent partnership service, when their child is placed on School Action.

We seek to:

- Provide user-friendly information. We provide a guide to learning support procedures and provision within the school, including an audio version. The school's Learning Support Policy is also made available;
- Provide a positive welcoming attitude towards parents of pupils with learning support needs;
- Give ready access by parents to the ALNCo;
- Make time for parents to voice their concerns;
- Have enough information to signpost parents on to appropriate sources of help and advice.

To make communications effective, we aim to:

- Acknowledge and draw on parental knowledge and experience in relation to their child;
- Focus on the pupil's strengths as well as areas of additional need;
- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions and are given documents in advance of meetings;

- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents may have, such as disability, or communication and linguistic barriers;
- Recognise the need for flexibility in the timing and structure of meetings.

We recommend that parents:

- Attend all meetings which have been arranged about their child and relevant learning support issues;
- Encourage their child to contribute views;
- Support their child at home as agreed at review meetings (e.g., regular reading with their child);
- Maintain regular contact with the school over their child's progress;
- Make every effort to ensure that their child is well rested and nourished, in order to maximise their learning experiences.

Pupil participation

Pupils with learning support needs have a right to be involved in making decisions and exercising choices. We seek to educate and encourage pupils, so they have the specific skills and confidence to participate in decision making about their provision. We seek to be open and give clear information about their learning support needs. We give emphasis to their strengths and seek to work through these strengths, to listen to all pupils and to show that their perceptions are important.

- Pupils are consulted and involved in the processes of creating IEPs, target setting and review procedures.
- Pupils are encouraged to share in the recording process and in monitoring and evaluating their own performance.

We seek to explain clearly what additional support or assessment arrangements are being made and how the pupil may contribute to them. We consult pupils who need individual support to ensure that such support is provided in a sensitive way and enables them to participate fully in learning.

We recognise the potential stress of assessment and review arrangements, and do our best to ensure that pupils understand the role and contribution of professionals from other services who may be involved.

We ensure that pupils have access to a designated member of staff with whom they can discuss any difficulties or concerns.

Pupils' views are sought and recorded as part of the annual review process.

Pupils usually attend their annual reviews and are encouraged to do so. Their views are sought in advance and they are encouraged to express their views in the meeting. Adult participants are usually people who are known to the pupil. The review meeting is conducted in a friendly and supportive atmosphere. We seek to develop a sense of confidence in the pupils that they will be listened to and that their views are valued.

We seek to ensure that pupils with learning support needs are fully involved in all aspects of the life of the school and are enabled to have an equal voice. Where necessary, additional support and encouragement is given to enable full participation.

16. Links with other schools and transition between schools

Strong links exist between the primary feeder schools and Olchfa. The ALNCo gathers information on all pupils at each stage of the graduated response. An admissions meeting is arranged prior to each statemented pupil entering the school. Teaching assistants are allocated as early as possible to new pupils and are encouraged to liaise with TAs from the primary schools. Links with the Home Tuition Service, Step Ahead the pupil referral unit etc are established when necessary. When a pupil leaves, the ALNCo will forward relevant information about the pupil's needs and the efforts made to meet them. Careers Wales will also be involved in the transition to Key stage 5 and every effort is made for a smooth transition.

17. Links with other agencies and voluntary organisations

Pupils may be referred to the Community Paediatrician if a consultation with the Educational Psychologist recommends that this would be beneficial

The ALNCo liaises with professionals with the CAMHS (Child and Adolescent Mental Health Service) clinic based at Trehafod to ensure that the best strategies are put in place with pupils under their care.

GLOSSARY

Disapplication: A pupil is exempted from a part of the National Curriculum e.g., hearing impaired pupils are often exempted from modern foreign languages.

Graduated Response: The model of action and intervention in schools to help pupils who have learning support needs. It is recognised that increasing specialist expertise may be needed.

Individual Education Plan IEP: The planning, teaching and reviewing tool. It is a working document for teachers, the pupil and the parents.

Teaching Assistants: An assistant providing in-school support for pupils with learning support needs. TA hours are often attached to a statement of Learning Support needs.

School Action: When additional intervention is provided for a pupil with learning support needs. An IEP will be devised.

School Action Plus: When advice is provided from outside specialists so that alternative additional intervention to School Action can be put in place. A new IEP will usually be devised.

Special Needs Advisory Project SNAP: The official independent parent partnership group in Swansea.

Specialist Teaching Facility STF: A resource attached to a school that enables pupils with a particular disability to be included in mainstream schooling. Olchfa has an STF for hearing impaired pupils.