

**Ysgol Maes Hyfryd
Flintshire
Additional Learning Needs (ALN) Policy**



Approved by the Governing Body on: 10th October 2018

Chair of Governors:

Signature

Print Name:

Reviewable by: October 2020

Introduction

This document is a statement of the aims, principles and strategies for Additional Learning Needs provision at Ysgol Maes Hyfryd and is supported by and should be read in conjunction with other school policies relating to equality, curriculum, teaching and assessment. It is written for the benefit of all members of the school community.

Rationale

All pupils attending Ysgol Maes Hyfryd display Additional Learning Needs (ALN) and we recognise that each pupil's cognitive, physical, social, and emotional and health needs must be met in order for them to achieve their full potential. We aim to ensure that all pupils receive appropriate educational, therapeutic input and pastoral support in order to achieve good outcomes and make maximum progress. Everyone at Maes Hyfryd has the right to be treated equally regardless of gender, sexual orientation, culture, belief or exceptional need. All pupils admitted to the school should have a statement specifying their learning needs and the provision required to meet those needs and meet the outcomes.

Range of Provision

All pupils attending Maes Hyfryd have a Statement of Special Educational Needs which outlines the type and level of provision and support required to meet their needs. We provide education for pupils aged between 11 and 19 years with Complex, Severe, Profound and Multiple additional learning needs in conjunction with:

- Autistic Spectrum Disorder
- Communication Difficulties
- Multi-sensory impairment
- Significant medical conditions

- Physical disabilities
- Challenging behaviours
- Significant global learning difficulties
- Significant language and communication difficulties

Admission

All admission to the special school comes from the Local Authority who holds panels to decide on placements. When the school is approached to admit a pupil or prior to the request, parents/carers are invited to come and see the school including the pupil where appropriate. Once it is clear that the parent is happy with the placement then arrangements are made to find out about the pupil and arranged where possible a transition programme. In some instances extended links are established. Throughout the year the school holds transition events for Year 6 pupils which have proven very successful in recent years.

Aims of Provision

The school aims to ensure that:

- Our routines and structures support the pupils to feel safe and happy
- Everyone is valued
- We support all pupils' personal, social, emotional health and wellbeing
- All pupils achieve relevant academic and vocational skills
- Individual needs are met through imaginative and flexible approaches to learning
- All pupils achieve their full potential

Facilities and Resources

We believe that the physical environment is important in setting the climate for learning. Our new purpose built school building is airy and spacious and provides a calm and safe environment in which young people can thrive. The school has facilities to promote a sense of well-being and provides a therapeutic environment. Externally there are enclosed safe places for play along with dedicated play equipment.

Specialist resources include

- dedicated toilet and changing facilities including hoisting equipment
- sensory rooms
- sound and light systems
- access to state of the art assistive technology

- a range of communication aids are available and allocated for individual use
- access to a hydrotherapy pool at the school's sister school nearby
- access to specific interventions so support individual learners
- small sized classes with generous staffing levels to support learning
- access to our family engagement worker
- support from a range of multi agencies – speech and language, physiotherapist, counsellor, psychologist etc
- on site school nurse

Staffing and Links with other Professionals

The school's most valued and important resource is its staff. We are committed to the recruitment and professional development of staff in appropriate numbers to meet the needs of pupils. Many of our pupils will only make good progress if they receive considerable focused support. This is recognised by the Local Authority and the school Governors and the staffing structure is designed to recognise this. Our staff have developed specialist skills to provide an adapted curriculum. There is a high level of experience and qualifications across the staff team and the school is committed to ongoing professional development. All staff are encouraged to and expected to continue to develop their skills and expertise within the curriculum and in specialist areas related to pupils with ALN. The school has a strong philosophy for working collaboratively and successfully with a wide range of staff from the Health Trust, Social Services, Careers Wales and other relevant agencies.

Due to the number of pupils attending the school with specific and sometimes significant medical needs, the school's provision includes a Paediatric Nurse. Her role includes the arrangements for all aspects of pupils' health care needs during the school day. As many of our pupils have severe and complex needs, individualised timetables provide opportunities for them to receive therapy sessions with specialist staff and therapists. These include Speech and Language Therapy, Occupational Therapy, Physiotherapy, Move, Rebound Therapy, Sherbourne Movement and Horse riding as well as support from other health professionals as required.

The school is additionally supported by a wide range of visiting professionals providing skilled specialist advice and input. This includes:

- Advisory Teachers for Sensory Support
- Local Authority Inclusion Officer
- Educational Psychologist
- Social Workers and Transition Team
- Careers Wales Personnel

Continuing Professional Development

A full programme of ongoing CPD is in place to ensure that all staff are able to respond to and meet the needs of each pupil.

Curriculum and Teaching Approaches

All pupils attending Maes Hyfryd benefit from

- small classes with a high adult-pupil ratio
- teachers with additional specialist qualifications
- a team of skilled and committed support staff who undertake specialist training
- school organisation and approaches to teaching and learning designed to take account of pupils' range of special needs
- access to a curriculum appropriate to their age, needs, and abilities including the National Curriculum and vocational pathways

The curriculum supports our school aims by giving pupils the opportunity to learn and develop in a supportive and creative environment within which there is a focus on recognising and celebrating achievement and supporting progression.

The school is committed to the provision of a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and vocational skills. The curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet specific individual's SEN.

Reviewing Progress

Each pupil has an Individual Educational Plan which includes specific targets for development which are regularly monitored and shared with parents which happens three times during the school year. Transition Plans are drawn up from Year 9 in order to detail further focused planning towards post. Parents are invited into school twice annually to discuss progress in addition to the Annual Review or Transition Plan meeting. This provides an opportunity for all professionals involved in working with the pupil to meet together, along with the child and his/her parents to discuss progress, raise issues and plan for the following year.

The school promotes changes within the ALN provision and as a school we have already introduced pupils having a one page profile and also adopted person centred planning. All staff have been trained in these. All annual reviews are person centred with the needs of the pupils at the forefront.

Outreach and Integration

Maes Hyfryd is on the same campus as Flint High School and we enjoy strong links with the mainstream school. We aim to maximise the benefits of co-location by enabling our pupils to benefit from specialist subject teaching and the use of mainstream resources and facilities. We have also developed excellent links with other mainstream schools in the locality. There is regular interaction between us and our "feeder" primary specialist school, Ysgol Pen Coch. Our transition programme

has proven to be extremely successful where all pupils have gained from such a smooth transition from primary to secondary. Additionally we have developed very excellent links with Coleg Cambria and students from Maes Hyfryd attend The college on a weekly basis as part of their post school transition arrangements. The school also has a mainstream satellite provision based at the Elfed High school, Buckley. This provision will cease in the Summer of 2019 and currently has only one pupil in the provision which is line managed by the mainstream staff.

The Role of the ALNCo

The school's SEN Co-ordinator is the Deputy Head Teacher who oversees the implementation and day to day operation of the school's ALN Policy.

Their responsibilities include:

- co-ordinating the provision for ALN including the identification and assessment of pupils ALN
- statutory procedures relating to Annual Reviews of Statements and Transition Planning
- Monitoring of Statements
- Ensuring that Individual Educational Plans are drawn up, monitoring their quality and impact and ensuring they are regularly reviewed
- Working with parents including ensuring appropriate communication
- Ensuring suitable specialist resources are provided
- Effective liaison with other professionals
- Providing support and advice to staff and contributing to in-service training in this regard
- Undertaking quality assurance of all aspects of ALN
- Liaising with ALNCos in other schools

Equal Opportunities

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

Complaints

Any complaints made to the governing body from parents of pupils concerning the provision made at the school are dealt with through the procedures outlined in the school's Complaints Policy.