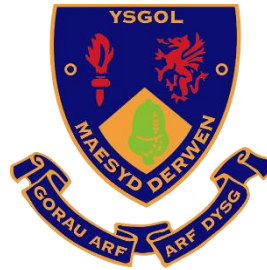



Ysgol Maesydderwen



SEN/ALN Policy

Polisi Anghenion Addysgol Arbennig

Type: Statutory Policy

Reviewed	Signed	Recommended Review
14/9/2023		Autumn Term 2024



Ysgol Maesydderwen

ALNCo: Kirsty Irvine

ALN Link Governor: Linda Daniel

Educating Children and Young People
with Additional Learning Needs Policy



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Preface

The system for supporting children and young people with special educational needs and disability in Wales changed on 1 September 2021 with the introduction of the Additional Learning Needs and Education Tribunal (Wales) Act, 2018.

The new Act and subsequent code (Additional Learning Needs Code, 2021) provides a more flexible and responsive system of meeting the needs of children and young people with additional educational needs or disabilities, ensuring a fully inclusive education system for the learners of Wales.

The new system will ensure:

- needs are identified early, addressed quickly and all learners are supported to reach their potential.
- our professionals are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- that the learner is at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

Here are some of the key messages about these changes.

Key Messages

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD)
- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The mandatory ALN Code for the new system will cover children and young people aged 0-25. This means that early years and further education colleges will have duties under the Act, but this does not include higher education or apprenticeships.
- The current graduated system of Early Years/School Action, Early Years/School Action Plus and Statements is being replaced over the course of the next three years. All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace all other individual plans for these pupils. IDPs for children under compulsory school age, who require them, in the early years will be maintained by local authorities.
- Most Individual Development Plans will be maintained by the school but may also be maintained by the Local Authority for those learners with the most complex needs.

- There may be some pupils that are considered to have SEN/ALN under the current system but will not be considered to have ALN under the new system as their needs can be met with universal learning provision (ULP). This will not adversely affect the way schools are funded in Powys.
- The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents, and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is expected that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure additional learning provision will be provided in Welsh, if required

There will be a phased approach to these changes over three years. This means there will be two systems operating from September 2021-2024, the new ALN system and the current SEN system. For the purposes of this document, ALN incorporates SEN, unless explicitly stated.

Introduction and Context

This document outlines Ysgol Maesydderwen's policy for educating children and young people with Additional Learning Needs (ALN).

This document also provides guidance on the policies and procedures for identifying and supporting ALN, including the range of provision and additional resources available to meet needs.

The ALN policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential. It is the council's policy to educate all pupils, wherever possible, within its mainstream schools to enable them to achieve their potential and to ensure their wellbeing.

The policies and procedures set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

Scope and Definition

The information in this document applies to all children and young people with ALN who are on roll at Ysgol Maesydderwen and those pupils who may require additional support through Universal Learning Provision.

The Welsh Government Circular 203/2016 'Inclusion and Pupil Support' sets out different groups of 'pupils who require extra support.' One of these groups is pupils with special educational needs (SEN). Within Powys, this group of pupils is identified by the term 'Inclusion Groups'. In addition, PCC and Ysgol Maesydderwen understand the importance of ensuring that provision and support for the groups listed below is continually monitored and evaluated.

Pupils who require extra support

- Children from families in difficult circumstances
- Pupils with SEN/ALN
- Disabled pupils
- Pupils from minority ethnic groups
- Asylum seeking and refugee children
- Gypsy, Roma and Traveller children
- Children of migrant workers

- More able and talented (MAT) pupils
- Children and young people looked after by the local authority
- Pupils with healthcare needs
- Pupils who are pregnant or are young parents
- Children and young people who offend
- Young carers
- Lesbian, gay, bisexual and transgender pupils
- School refusers and school phobics*
- Pupils who perform or who have employment

Not all learners within these groups will require extra support. However, providers should be aware that they may experience difficulties at some time in their life.

*It should be noted that use of the terms 'school phobics' and 'school refusers' is becoming less common. Where appropriate, we are more likely to refer to pupils who experience anxiety, pupils with poor attendance or emotionally based school avoidance. We do not use any of this terminology in front of pupils.

Definition of Additional Learning Needs (ALN)

The ALN Code (2021) defines ALN as:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home¹

Further information, including guidance on applying the definitions above can be found within the ALN Code (2021), Chapter 2.

Vision

The Additional Learning Needs Code (2021) sets out its aim and principles as follows:

Aim

To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

Principles

- A rights-based approach where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support.
- Early identification, intervention and effective transition planning
- Collaboration where all involved work together in the best interests of the child or young person
- Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh.

The vision for pupils with ALN in all Powys schools is:

To ensure that all children and young people in Powys, who have emerging needs or ALN, are supported in the right place, at the right time, with the right services, to enable them to reach their full potential.

This vision is achieved by:

- Providing an inclusive education as close to home and the local community as possible
- Ensuring early and accurate assessment of needs

¹ ALN Code (2021) p. 28

- Providing access for all pupils to a broad, balanced and relevant range of learning opportunities
- Developing robust systems for pupils to influence their own learning
- Ensuring a range of universal learning provision, and targeted additional learning provision
- Participating in high quality support, advice and training for schools provided by PCC
- Ensuring timely, accurate and relevant information for parents and carers
- Working with PCC to ensure resources and services that are appropriate, effective, equitable, transparent, consistent, efficient and accountable

Furthermore:

- The school is committed to raising the achievement for children and young people with ALN so that they achieve the best possible standards, wellbeing and long-term life chances.
- The school believes that improving outcomes for pupils and young people with ALN is everyone's responsibility.
- Accordingly, the school will work in partnership with parents, Powys County Council and other agencies to ensure that all pupils, whatever their needs, are valued, experience success in their learning, achieve their potential and personal goals and maximise their chances of a full and meaningful life.

Roles and Responsibilities

The school will:

- Maintain an inclusive ethos for all pupils with additional learning needs
- Identify an appropriate person from the governing body, to take responsibility, along with the Headteacher, for ensuring the setting or school maintains provision for pupils with ALN according to the ALN Code
- Identify an ALNCo who is part of the senior leadership team at the school
- Develop, implement, report on and annually review the school's ALN policy
- Ensure that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensure that delegated resources for ALN are allocated fairly, efficiently and address identified needs

- Ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway 'Tyfu'
- Ensure the identified needs and objectives are recorded in a pupil's Individual Development Plan / Statement of SEN where one applies
- Provide an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs
- Work in partnership with children/young people, their parents, guardians and / or carers ensuring they have access to information about their child's needs and difficulties and, where appropriate, access to independent advice and support
- Take advantage of training opportunities provided, to develop ALN expertise throughout the school

Powys County Council (PCC) is responsible for:

- Providing pupils, parents and schools with access to specialist staff qualified or with expertise in auditory and visual impairment, multi-sensory impairment, autism, physical and neurological impairment, speech and language and specific learning difficulties
- Ensuring efficiency and effectiveness of services
- Collating and evaluating performance data in relation to all pupils with ALN
- Keeping up to date with guidance in relation to funding and overseeing the distribution of funding in the most cost-effective way
- Monitoring and reviewing the ALN strategy, provision and services
- Challenging all providers to improve their performance and ensure that all children and young people with ALN are able to fulfil their potential

Early Identification

The early identification of ALN is a priority at Ysgol Maesydderwen and is key to ensuring that all children and young people have access to effective teaching and support as soon as possible.

The school will work closely with PCC in the process of early identification. The council provides a multi-agency model, consisting of education, Children's Services and health staff, which covers the whole of Powys. Where appropriate, the school will work with the Early Years ALN Lead Officer (EYALNLO) in coordinating relevant agencies for individual pupils in the early years. The school places great importance on collaboration which is transparent and

consistent to identify and meet the additional needs of individual children as early and as effectively as possible.

Early Identification: Schools and Settings

The importance of early identification, assessment and provision cannot be over emphasised. The school will work with PCC's Inclusion and Youth Service officers, in close partnership with parents, Health Visitors, Speech and Language therapists, and other professionals to identify and meet the needs of children and young people in the school.

The school will:

- identify at the earliest possible stage, any pupils who may need educational provision 'different from, or otherwise in addition to' that normally provided
- make full use of all available Early Years setting/classroom and school resources, and differentiate learning opportunities to meet individual learning needs
- monitor, review and evaluate all pupils' progress
- record all information on the inclusion platform, Tyfu

PCC will:

- provide schools and settings with Educational Psychology Service (EPS), including consultation, advice and training, to enable childcare, pre-school setting staff and teachers to accurately assess and address whole childcare/pre-school and school needs, as well as those of individuals and groups of pupils
- ensure that appropriate education plans are in place and monitored appropriately at least annually.
- ensure that ALN registers in schools and settings provide a comprehensive record of all pupils with ALN through the inclusion platform, Tyfu, and that the required additional learning provision (ALP) is in place for those pupils
- use pupil-level data, including attendance records and standardised testing at the end of each key stage, to inform the identification of needs, to target intervention appropriately and to evaluate the effectiveness of provision.
- provide training for childcare, pre-school settings and schools to meet the needs of children and young people with ALN

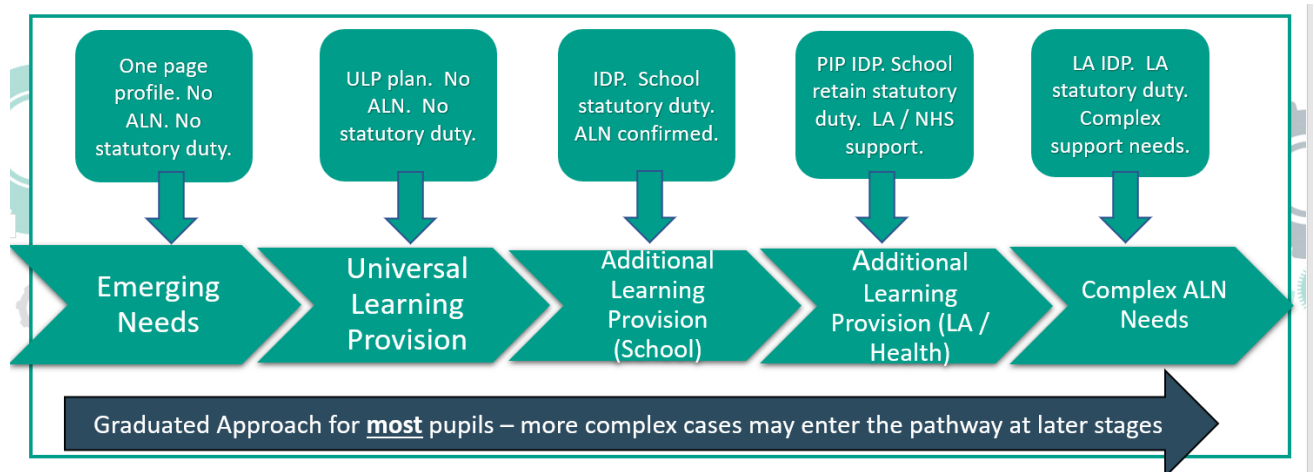
Inclusion Pathway

The school will work with the council and adhere closely to the principles and practice embodied in the ALN Code (2021).

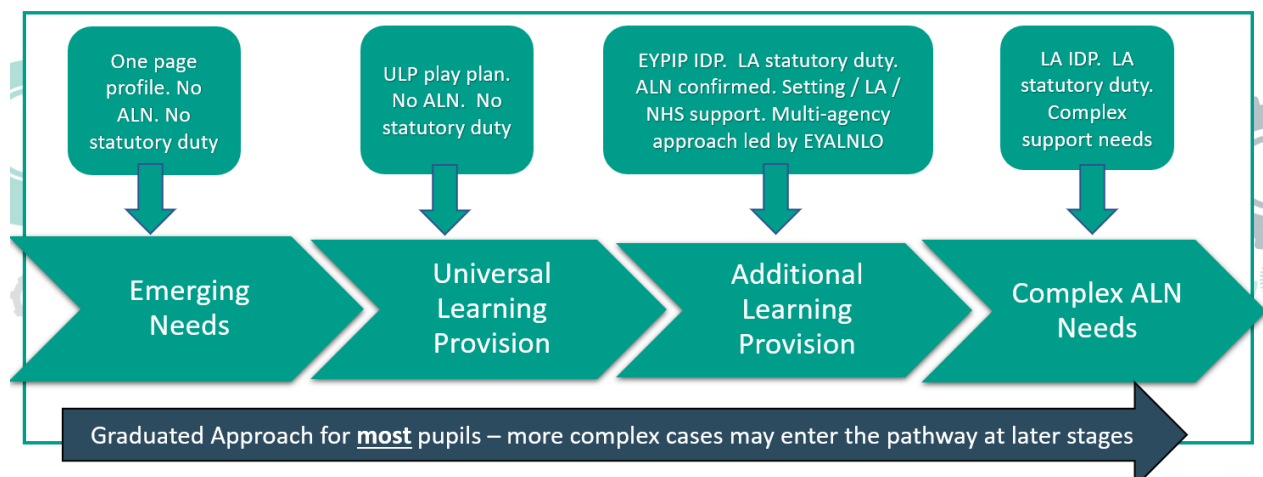
The Inclusion Pathway recognises that:

- Children and young people learn in different ways and have different kinds and levels of need
- All teachers are teachers of children with ALN
- Pupils may need help through the Inclusion Pathway for a short time or for many years
- The range and style of support can be increased or reduced according to pupils' individual needs
- Where a child's progress continues to cause concern, additional support and expertise must be made available as part of a continuous cycle of plan, do and review

The Inclusion Pathway for pupils of statutory school age follows the processes as detailed in the below diagram



The Inclusion Pathway for children under statutory school age (for example in 3+ settings) follows the processes as detailed in the below diagram



Where there is clear evidence of concern about a pupil's progress, the school will work with pre-school settings/the council to implement the Inclusion Pathway procedures according to the following levels:

Pupils following the ALN Code (2021)

- Emerging Needs
- Universal Learning Provision
- School IDP
- PIP IDP
- LA (Complex) IDP

Pupils following the SEN Code of Practice (2002)

- School (or Early Years) Action (SA)
- School (or Early Years) Action Plus (SA+)
- Statutory Assessment
- Statement (S)

Definitions

Emerging Needs and Universal Learning Provision (ULP)

Universal Learning Provision (ULP) forms the foundation for all other support or provision in settings and schools and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all pupils, whilst being essential for those with ALN. To support pupils with emerging needs or identified needs, the school will explore targeted teaching strategies and/or standard targeted interventions to ensure the pupil can make progress with their curriculum. To achieve this, programmes of ongoing professional development are necessary to ensure that teaching staff are effective and confident in providing for pupils, with a wide range of ALN, in the classroom.

Universal Provision

At Ysgol Maesydderwen we provide the following universal learning provision:

1. Literacy support
2. Numeracy support
3. Handwriting support
4. Pastoral (wellbeing) support
5. Nurture intervention

6. KAZ touch typing intervention
7. EAL support
8. Dyslexia support
9. Dyscalculia support
10. Shining Stars bereavement support
11. STF in-reach

If a pupil is having their needs met under ULP, they do not have ALN. A ULP Plan will be completed and uploaded to the inclusion platform, Tyfu.

Additional Learning Provision (ALP)

Additional Learning Provision is the support a small number of pupils will receive that is additional to, or different from, that made generally for others of the same age and enhances the Universal Learning Provision offer. ALP will encompass additional provision for pupils who are not making adequate progress from their baseline, notwithstanding the settings Universal Learning Provision offer. In most cases ALP will be informed by advice from outside agencies/other services. ALP is bespoke to the individual needs and delivered for an extended period and intensity, to support the learner and achieve their SMART outcome/s. The ALP will need to be recorded on pupils Individual Development Plan on Tyfu. When a pupil receives ALP, they are deemed to have ALN and are entitled to have an IDP. For the majority of pupils with ALN, a School IDP will be the relevant document.

School IDP

Where a pupil's progress (from their individual baseline) is not adequate, good teaching and learning, including differentiation, and standard targeted routine interventions or reasonable adjustments may not be sufficient to meet the needs of all learners. Such learners may well be identified as having additional learning needs (ALN) and it will be necessary for the school to take some additional or different action to secure progress. Under the new ALN system, for any learner identified as having an ALN, the school will create and maintain an Individual Development Plan (IDP) and take all reasonable steps to ensure that the necessary additional learning provision (ALP) to meet the assessed need, is secured. The IDP is the document that contains a description of the ALN that acts as a barrier to the learner in achieving their educational potential and the ALP that is necessary to overcome or mitigate this barrier. It is created through collaboration with the learner and the pupil's parents/carers in conjunction with any other professionals that might be involved with the pupil. It is meant to be a working document which is used to inform teaching and learning, and not simply be part of an administrative process.

PIP IDP

Ysgol Maesydderwen will provide specific strategies and adult-led interventions to address typical barriers to learning; these will be delivered via the School IDP. However, there may be occasions where a child has a school IDP but there is specific ALP that they cannot provide. In such circumstances the school will ask the council to provide ALP, on a short-term basis, via one of its central resources – whilst a pupil receives this ALP from the council they will be considered to have a PIP / EY PIP IDP. The responsibility for maintain the IDP remains with the school, but the council will provide a type of ALP. Examples of such ALP are:

- Targeted work with one of PCC specialist teachers (SPLD/S&L/CLAVEAL)
- Placement within one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)

A pupil may transition between a School IDP and a PIP IDP on several occasions. This does not impact on the pupil's/parent/carer rights of appeal.

LA (Complex) IDP

In most cases an IDP will be maintained by the school. However, where the complexity of the additional provision required to meet the needs of a learner is unreasonable for the mainstream school to provide, this will be maintained by the local authority. The local authority will also maintain the IDPs of pupils below and above statutory school age and those who are looked after.

School Action (SA) (2021-2024)

School Action is defined as provision that is 'additional to or otherwise different from' expected mainstream differentiated provision.

It will be made available at the earliest possible stage to any pupil who experiences greater difficulty in learning than the majority of their peers.

The needs, and the action required to meet those needs, will be discussed with the parents/carers and be recorded in school, both as part of the SEN/ALN Register and on the pupil's Individual Education Plan (IEP).

The class teacher, in consultation with the SENCo/ALNCo, will review the pupil's progress at regular intervals to determine whether the provision is effective or not, and to determine whether to continue, amend, or remove the additional support, or move up to the next graduated response level.

The responsibility for identifying and meeting the needs of pupils, and for organising and delivering provision at School Action, rests with the school. Funding for this provision is included in the school's delegated budget.

Powys County Council will advise and support schools in how best to provide effectively at School Action. PCC will monitor and evaluate the effectiveness and value for money of provision, by reviewing data on pupils' attainments as part of its school improvement work and also through the data analysis work of the central SEN/ALN team.

School Action Plus (SA+) (2021-2024)

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the pupil, in the school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The basis for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum outcomes/levels substantially below that expected of children 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 the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- The school will continue to monitor, evaluate and review the pupil's progress, to determine whether the programme is effective.

Statutory Assessment (Until 31 December 2021)

The council accepts the basic principle incorporated in the SEN Code of Practice that only a very small minority of children would have SEN/ALN of a severity or complexity that requires a statutory assessment and a statement of SEN.

Statutory assessment involves

“Consideration by the local authority, working co-operatively with the child’s school and parents and, as appropriate, with other agencies, as to whether a Statutory Assessment of the child’s special educational needs is necessary”

Normally, the council will carry out a statutory assessment if

- there is evidence to show that the school has implemented the graduated response and that the pupil continues to underachieve despite receiving the highest level of support available without a statement of SEN; or
- there is convincing and well-documented evidence of the immediate need for a statutory assessment, for example where a pupil has experienced a sudden and traumatic change of circumstances; or
- where the authority is aware that a pupil may need a special school placement.

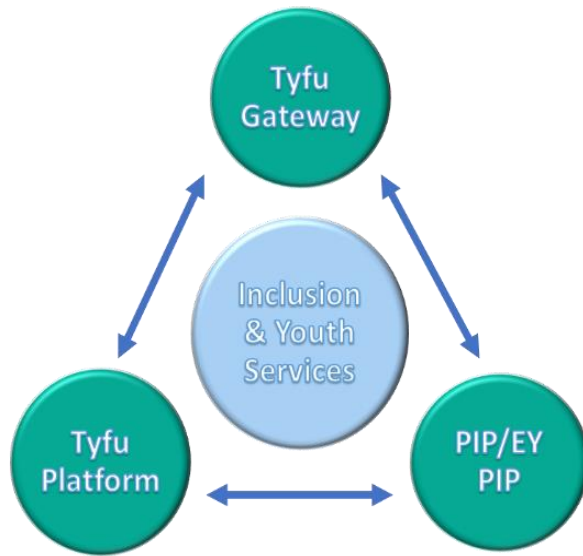
Statement (S) (2021-2024)

The school aims to meet the needs of as many pupils as possible without recourse to a Statement. However, for a small number of pupils, including all those for whom a Powys special school or an out-of-county special school placement is needed, it is possible for the council to maintain a Statement in the usual way.

Requests for Statutory Assessment are considered by the Powys Inclusion Panel (PIP)

PCC Inclusion System

To facilitate and support the Inclusion Pathway for schools and settings, the following system has been put in place. There are three key elements to the system, supported by the council’s Inclusion & Youth Services team.



Tyfu and Tyfu Gateway



The gateway to inclusion services and support will provide a single point of contact for parents, carers, pupils, schools, settings, local authority and NHS for any queries relating to the inclusion pathway or Tyfu platform. The dedicated email address and telephone number should be used as the primary contact details.

- Email: tyfu@powys.gov.uk
- Telephone: 01597 827108

PCC has a range of panels at which the needs of individual children and young people are considered and, where appropriate, support or placement at a specialist provision are agreed.

Powys Inclusion Panel (PIP) / Early Years Powys Inclusion Panel (EY PIP)



PIP (pupils of statutory school age) and EY PIP (children of pre-statutory school age) are the decision-making panels for all requests for additional support for children and young people who present with ALN and those who require additional support or resources. In addition, both panels meet to discuss requests in respect of complex LA IDPs/statement of special educational need and subsequent requests for amendments to those documents following annual reviews. The panels meet alternate weeks on a fortnightly basis.

Providing Effective Teaching and Learning

The school is committed to providing effective teaching and support for all pupils, both to ensure that pupils with ALN achieve the highest possible standards and to meet the needs of all pupils with effective differentiation and quality first teaching.

The school will receive the following support from PCC's central Inclusion and Youth Services team:

- advice, support and training for teachers and support staff in strategies that promote inclusion, such as effective differentiation and behaviour management
- support and challenge for underperforming schools, including those where attendance and/or behaviour is an issue
- quality assuring leadership and pedagogy in all schools, and in specifically supporting pupils with /ALN

Targeted Advice and Support

Advice and support is available, through PCC's Inclusion Pathway, to assist individual pupils and groups of pupils with a range of difficulties.

This includes advice and support from:

- Inclusion Managers and caseworkers
- Educational Psychologists
- Specialist Teachers (Speech and Language, SPLD, ALN, Vulnerable Groups and CLA)
- The sensory team (including qualified teachers of the visually impaired, teachers of the deaf and officers with expertise in ICT and other equipment for pupils with sensory and/or physical difficulties)
- Specialist Habilitation Officer for Children and Young People
- The early years multi-agency pre-school team
- The early years Additional Learning Needs Lead Officer (Early Years ALNLO)
- The Special School Outreach Services
- The Pupil Referral Unit (north and south)
- Specialist centres based across Powys

Educating Pupils with ALN within PCC

There are a range of settings in which pupils with SEN/ALN can be educated. These include:

- Mainstream schools
- Specialist centres within mainstream schools
- Nurture provision within mainstream schools
- Special Schools (including Satellite Provision)
- Pupil Referral Unit

Mainstream Class Provision

PCC will aim, wherever possible, to educate almost all children and young people with ALN within their local mainstream schools.

To enable pupils with ALN to flourish within their local school and in a mainstream class wherever possible, the authority is committed to developing the capacity of mainstream schools to identify and meet pupils' needs.

To achieve this goal, PCC aims to ensure that:

- pupils' needs are identified at an early stage
- schools have access to high quality specialist support and training to keep them informed of current advances in ALN and to assist them in implementing appropriate programmes for pupils
- all ALNCOs, particularly those newly appointed, benefit from termly training, networking and monitoring sessions
- schools can access highly specialist advice from the special school outreach service, specialist centres and pupil referral unit
- staff in the Foundation Phase are supported in developing skills in early identification of children's needs
- teachers and teaching assistants have opportunities to attend appropriate training in ALN, delivered as part of the council's ongoing professional development programme
- support for individual schools ensures consistency and effectiveness of approach throughout PCC

PCC Supported Specialist Centres in Mainstream Schools

There are currently 23 specialist centres in Powys. Nineteen of these cater mainly for pupils with moderate learning difficulties (MLD) and autistic spectrum disorder (ASD), based in primary and secondary schools. Four of them are pre-school assessment centres.

School	Key Stage	Need
Llanfaes Primary	Pre-school	Children with emerging or identified needs
Llandrindod Wells CP Cefnlllys	Pre-school	Children with emerging or identified needs
Maesyrrhandir CP	Pre-school	Children with emerging or identified needs
Ysgol Golwg y Cwm	Pre-school	Children with emerging or identified needs
Welshpool C in W Primary	FP	MLD
Mount Street Infants	FP	MLD
Mount Street Juniors	KS2	MLD
Ysgol Bro Tawe	FP and KS2	ASD and diagnosed social communication difficulties
Ysgol Dyffryn y Glowyr	FP and KS2 Welsh medium	MLD
Ysgol Golwg y Cwm	FP	MLD
Ysgol Golwg y Cwm	KS2	MLD
Builth CP	KS2	MLD
Knighton CP	KS2 in morning FP in afternoon	MLD
Llandrindod Wells CP Cefnlllys	FP	MLD
Llandrindod Wells CP Cefnlllys	KS2	MLD
Llanidloes Primary	KS2	MLD
Bro Hyddgen	FP and KS2	MLD
Maesyrrhandir Primary	KS2	MLD
Welshpool CinW Primary	KS2	MLD
Brecon High	Secondary	ASD and diagnosed social communication difficulties
Calon Cymru (Llandrindod)	Secondary	ASD
Llanidloes High	Secondary	ASD
Ysgol Maesydderwen	Secondary	ASD

Pupils who access these centres should be placed at School Action Plus/PIP IDP. They should not require a Statement of SEN/LA IDP. This provision is not appropriate for pupils who are at School Action/ULP, whose needs should be met in mainstream classes.

These centres provide specialist teaching and intervention for pupils who are generally not able to manage in mainstream classes, despite effective teaching and the use of appropriate strategies. According to individual need, placement at the centres may be short-term and/or part-time.

Current staff working in the centres will be required to undertake specialist training, for example post-graduate diplomas in a recognised learning need e.g. ASD, Pupils with SPMLD. New appointees will be expected to have a specialist qualification already.

Special Schools

The council maintains three special schools:

- Ysgol Cedewain, Newtown
- Ysgol Penmaes, Brecon
- Brynllwarch Hall School, Kerry

Ysgol Cedewain and Ysgol Penmaes provide education for pupils aged 3-19 who have profound and multiple learning difficulties, autistic spectrum disorder or severe learning difficulties.

Brynllwarch Hall provides education for pupils aged 8-19 who have social, emotional, behavioural difficulties

Access to the three special schools is via PIP. All pupils accessing special school provision should have a Statement of SEN/LA IDP.

Pupil Referral Unit (PRU)

The PRU provides support for pupils with Behaviour, Emotional and Social Difficulties (BESD) at KS2, KS3 and KS4. Where possible, especially at KS2 and KS3, the aim of the PRU should be to help pupils to return to mainstream education after a period of targeted intervention.

The PRU is based at two sites, under the guidance of one Management Committee.

All pupils who enter this provision are regarded as in need of ALN support at School Action Plus/School IDP. There is no need for pupils attending the PRU to have a statement of SEN/LA IDP.

All PRU pupils will have an Individual Education Plan/School IDP and specific targets, where appropriate, for transitioning back into a suitable educational setting or further education, training or employment at post-16.

Satellites of Special Schools

A satellite is, essentially, a special school class within or attached to a mainstream school. It is managed by special school staff. Pupils are on roll at the special school.

PCC opened its first satellite special school (of Ysgol Penmaes) in September 2021, a further satellite special school (of Ysgol Cedewain) is due to open in early 2022. It is proposed that

additional satellites will open as/when the need arises following analyses of predicted future trends.

Partnership Working

Local authorities are required under Section 332A of the Education Act (1996) to arrange for the parent, guardian or carer of any child with SEN/ALN residing in their area to be provided with advice and information about matters relating to their child's needs.

Children, Young People, Parents, Guardians and Carers

When a learner is placed on the school ALN register, the school's ALNCo must seek the parents' permission and inform them of the availability of all parent partnership services.

EPs, ALN Managers and education welfare officers will be available to support and advise schools and parents. This service will afford parents the opportunity to discuss their concerns with appropriate council staff and work together with schools towards a positive outcome for the child or young person.

It is recognised that occasionally, parents, guardians or carers will not agree with the council on the level and/or type of support or the placement their child may need. They may need support to understand the ALN process. To address these issues, in addition to PCC Inclusion and Youth Services team, the council currently commissions SNAP Cymru through which an Independent Disagreement Resolution Service is available.

These partnerships will ensure that all parents, guardians, carers and children with ALN have the opportunity to freely access accurate, impartial and confidential advice, support and information regarding the additional needs of their children and young people from birth to 19 years.

PCC also recognises the needs and rights of eligible pupils to have access to an independent person who will work in an open and accessible manner to promote and realise their rights. This service is provided by SNAP Cymru.

Pupils with ALN should be actively involved, at an appropriate level, in discussions about their education plans including target setting and a review of their progress in achieving those targets.

Child friendly formats for all key stages, containing positive statements, to be completed by pupils, will be available to all schools; this ensures that pupils and parents are fully aware and understand the targets and how they can be achieved.

Pupils will also have a One Page Profile (OPP), providing information on the individual and how best to support them in line with Person Centred Practices (PCP).

Pupils will be encouraged to formally review their progress and be involved in setting their new targets. The school will, where appropriate, include pupils in their individual annual review meetings by seeking and recording their views. The council provides a pupil friendly proforma for this purpose as part of PCPs.

It is important not to make assumptions about levels of understanding especially among very young children or children and young people with communication or sensory difficulties. Some young people may need or wish for personal support or, may wish to express their views through a parent, friend or peer, social worker, counsellor, advocate or a communicator.

The school will work with PCC, SNAP Cymru and other agencies to take into account the views of the child or young person.

External Agencies

The school recognises the contribution of external agencies in improving outcomes for pupils with additional learning needs by enhancing teaching and support for all pupils, in accordance with the statutory requirements of the Additional Learning Needs and Education Tribunal (Wales) Act, Additional Learning Needs Code (2021), Special Educational Needs Code of Practice for Wales (2002) and Equality Act (2010).

In partnership with PCC, the school will work with a wide variety of agencies, including:

- Health Service and associated therapy services, for example, Speech and Language Therapy (SALT)
- CAMHS
- Neuro-Developmental Service (NDS)
- Start Well Board
- Family and Behaviour Support Service
- Integrated Disability Service
- Children's Services
- Tros Gynnal
- SNAP Cymru

Where appropriate the above organisations are represented on PIP and EY PIP.

The core decision-making Multi-Agency Approval Panel membership includes senior officers from the PCC Children's Services Department, Schools Service and Powys Teaching Health Board (PtHB) who have responsibility for commissioning services.

PCCs Inclusion and Youth Services team monitor and evaluate pupils' progress, by attending Annual Review meetings, through discussion with parents and by analysing progress data that is recorded on the Inclusion Platform, Tyfu.

Monitoring and Evaluating Data on Outcomes

The school regards the collection and recording of precise information and data for children and young people with additional learning needs as an essential factor in the development of policies and planning for effective provision.

The central Inclusion and Youth Services administrative team collects specific SEN/ALN data, including information from schools' SEN/ALN registers, the annual PLASC SEN/ALN data records, and individual and school-level progress data. The Inclusion Platform, Tyfu, also allows the council to collect information on those children and young people who may need additional support.

Through regular analysis of this comprehensive data record, the school will work with the council to:

- monitor and evaluate the impact of interventions for individual pupils, groups of pupils and at school level
- monitor and evaluate the impact of additional funding, both delegated and centrally held on outcomes for pupils with SEN/ALN
- target additional funding appropriately and identify future funding needs
- monitor trends and identify emerging areas of need

The impact of the policy on outcomes for children and young people with SEN/ALN will be reviewed on an ongoing basis, as part of an overall programme of self-evaluation and improvement planning.

Other Relevant Guidance

This policy should be read in conjunction with the following documents

Welsh Government Guidance

- Additional Learning Needs and Education Tribunal (Wales) Act, 2018
- Additional Learning Needs Code for Wales (2021)

PCC Guidance

- Powys Inclusion Panel (PIP) Terms of Reference
- Early Years Powys Inclusion Panel (EY PIP) Terms of Reference
- The future of SEN/ALN in Powys – Strategy (Including Transformation)
- Promoting a Culture of Positive Relationships and Behaviour
- Entry/Exit Criteria for Special Schools
- Tyfu User Guide
- Vulnerable/ Inclusion Groups Policy

Agreed by the headteacher, ALNCo and school staff on:

Signed: (Headteacher)

Agreed and adopted by the full governing body on:

Signed: (Chair of Governors)

Review date:

Powys County Council - Help At a Glance

Local Authority Officer	Role	Responsibilities
<p>Hayley Smith hayley.smith1@powys.gov.uk</p>	<p>Service Manager Inclusion & Youth Services</p> <p>Lead Challenge Advisor for Special Schools & PRU</p>	<p>Responsibility for strategy for SEN/ALN across the LA & Member of the senior management team in Powys</p> <p>Lead for disagreement resolution / SENTW Appeals</p> <p>Lead for corporate SEN/ALN</p>
<p>Simon Anderson simon.anderson@powys.gov.uk</p>	<p>Inclusion Manager</p> <p>Statementing Officer</p> <p>Lead case officer (North)</p> <p>Line Management for PRU</p> <p>Powys County Council ASD Lead</p>	<p>Statutory procedures, including PI</p> <p>Exceptional Resources Panel</p> <p>Pupils with disabilities and healthcare needs</p> <p>Lead for regional ALN Transformation</p> <p>Joint chair of PIP</p>
<p>Sarah Brian sarah.brian@powys.gov.uk</p>	<p>Inclusion Manager</p> <p>Lead case officer (South)</p> <p>Lead for behaviour</p>	<p>Statutory procedures, including PIP</p> <p>Exceptional resources panel</p> <p>Casework lead (South)</p> <p>Lead for specialist centres</p> <p>Lead for vulnerable groups</p> <p>Joint chair of PIP</p>

<p>Karen Jenkins karen.jenkins@powys.gov.uk</p>	<p>Inclusion Manager (Seconded – 1.5 days per week)</p>	<p>Nurture programmes Special School Satellites Lead officer for CLA Joint chair of PIP</p>
<p>Nick Ratcliffe Nicolas.ratcliffe@powys.gov.uk</p> <p>Jamie Yorath Jamie.yorath@powys.gov.uk</p>	<p>Headteacher of PRU North / Area Behaviour Manager</p> <p>Headteacher of PRU South / Area Behaviour Manager</p>	<p>Behaviour support and training – Behaviour help line on Fridays Team Teach trainer</p> <p>Behaviour support and training – Behaviour helpline on Thursdays Team Teach trainer</p>
<p>Heidi Lorenz heidi.lorenz@powys.gov.uk</p> <p>Sarah Harbour, Lynette Higgs, Lyndsey John, Paula Hamer Martha Rees, Vincent Barnard Lynne Burdon</p>	<p>Sensory Service Lead</p> <p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Multi-sensory Impairment</p> <p>Habilitation</p>	<p>CYP (aged 0-19) who have Visual Impairment</p> <p>CYP (aged 0-19) who have Hearing Impairment</p> <p>CYP (aged 0-19) who have Multi-Sensory Impairment</p> <p>CYP (aged 0-19) who need Specialist ICT Support as a result of their physical Impairment</p>
<p>Yvonne Hockly Yvonne.hockly@powys.gov.uk</p>	<p>Early Years ALN Lead Officer (EYALNLO)</p>	<p>Support for pupils with SEN/ALN aged 0 to 5 years IDS – SEN/ALN Link Support</p>

		SEN/ALN link PCAN Psychometric Assessment Trained
Elizabeth Loxton lix.loxton@powys.gov.uk	Early Years Specialist Teacher	Support for pupils with SEN/ALN aged 0 to 5 years
Jennifer Brockwell Jennifer.brockwell@powys.gov.uk	Caseworker and Family Liaison Officer (South)	Co-ordination of all documents and processes pertaining to: Statutory Panel PIP Exceptional Resources Panel Admissions Panel Adaptations and Disabilities Panel
Andrea Gallacher andrea.gallacher@powys.gov.uk	Caseworker and Family Liaison Officer (North)	Monitoring and actioning of all documents and processes pertaining to Statutory Assessment and supporting admin in their duties associated with this.
Olivia Ritson-Watson olivia.ritson-walton@powys.gov.uk		
Jenny Oglethorpe Jenny.oglethorpe@powys.gov.uk	Inclusion Support Manager	Administrative Lead Finance & Budget Lead Training Manager
Hanif Bulbulia Hanif.bulbulia@powys.gov.uk	SEN/ALN Support Officers	SEN/ALN Administration

<p>Alun Flynn alun.flynn@powys.gov.uk</p> <p>Simon Vincent</p> <p>Clare Jones</p> <p>Lynda Joyce</p> <p>Becky Morgan</p> <p>Angharad Cooze</p>	<p>Principle Educational Psychologist</p> <p>Educational Psychologists</p> <p>Trainee Educational Psychologist</p>	<p>Manages Educational Psychology Service & Emotional Wellbeing and Mental Health Lead</p>
<p>Sarah Court sarah.court@powys.gov.uk</p> <p>Helen Quinlan helen.quinlan@powys.gov.uk</p> <p>Shona Perry shona.perry@powys.gov.uk</p>	<p>Teacher with responsibility for Vulnerable Groups</p> <p>Case Worker and Family Liaison Officer (South) Vulnerable Groups</p> <p>Case Worker and Family Liaison Officer (North) Vulnerable Groups</p>	<p>Providing support, guidance and training to schools to support pupils from vulnerable groups including, BAME, EAL, refugees and asylum seekers and GRT.</p> <p>Service children</p>
<p>Helen Quarrell helen.quarrell@powys.gov.uk</p>	<p>Principal Youth Officer, Open Access Youth Team</p>	<p>Responsible for the Youth club and school youth work team.</p> <p>Each school site has a 12-hour youth worker who works with groups of young people, focusing on emotional health and wellbeing and facilitating drop-in lunchtime</p>

		<p>sessions. Responsibility for grant funding for the young farmers, rural youth work delivery and the Urdd, Welsh language delivery.</p> <p>The team have adapted delivery and are currently working on an outreach programme and through virtual youth groups.</p>
<p>Freddy Greaves freddy.greaves@powys.gov.uk</p>	<p>Youth Engagement and Progression Framework Manager, Youth Service</p>	<p>Manager of the Targeted Youth Service, which includes the Youth Intervention Service (11-19) and Detached Youth Work Team (16-25).</p> <p>1:1 support delivered to young people by the teams and other areas including oversight of the ESF operation Cynnydd and Take 3 parenting groups. Responsibility around young people who are at risk of becoming or who are NEET</p>
<p>Marcell Smith Marcell.smith@powys.gov.uk</p>	<p>Specialist Teacher for Specific learning Difficulties (SPLD)</p>	<p>Providing support, guidance and training to schools to support pupils with SPLD</p>
<p>Allyson Davis Allyson.davis@powys.gov.uk</p>	<p>Specialist Teacher for Speech & Language Difficulties (S&LD)</p>	<p>Providing support, guidance and training to schools to support pupils with S&LD</p>
<p>Heidi Piercy Heidi.piercy@powys.gov.uk</p>	<p>Specialist Teacher for pupils with SEN/ALN</p>	<p>Providing support, guidance and training to schools to support</p>

		pupils with additional learning needs
Lucy Wright lucy.wright@powys.gov.uk	Specialist Teacher for Children Looked After (CLA)	<p>Update and monitor CLA database. attend CLA reviews and produce reports.</p> <p>Liaise with other LAs on current vacancies and the completion of school admission forms for CLA.</p> <p>Providing support, guidance and training to schools to support CLA.</p>
Lindsey Phillips Lindsey.phillips@powys.gov.uk	Transforming Education Project Manager (ALN)	<p>Supporting the ALN team members to ensure successful implementation of the ALN elements of the Council's Strategy for Transforming Education in Powys.</p> <p>'Tyfu' support and gateway</p>
Hannah Colton Hannah.colton@powys.gov.uk Deniz Kilic deniz.kilic@powys.gov.uk	Transforming Education Project Officer (ALN) Education Support 'Tyfu'	