



**ST. ILLTYD'S CATHOLIC HIGH SCHOOL**  
**ADDITIONAL LEARNING NEEDS POLICY**  
**MAY 2018**

**Definition of Additional Learning Needs**

The term '**Additional Learning Needs**' covers a very broad range of needs and is applied to learners whose needs are additional to those of the majority of their peers. These include pupils who:

- have special educational needs (SEN) as defined in the SEN Code of Practice for Wales (2002), (Document available in school);
- are disabled, as defined within the Disability Discrimination Act 1995
- have medical needs
- have emotional, social and behavioural difficulties
- are more able and talented
- are learning English as an additional language.
- are looked after children.

***Taken from the Code of Practice, Wales 2002***

Children have special educational 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:**

1. Have a significantly greater difficulty in learning than the majority of children of the same age.
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local authority.
3. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

**Special educational provision means:**

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their schools maintained by the LA, other than special schools, in the area.

*Section 312, Education Act 1996*

**THE DUTIES OF THE GOVERNING BODY**

The Governing Body has a statutory duty towards pupils with special educational needs and an obligation to publish and report on the school's policy on special educational needs.

The Governing Body will monitor its implementation and report annually to parents.

**THE AIMS AND OBJECTIVES OF St.Illtyd's Catholic High School**

- 1.1 This policy recognises the duty upon St Illtyd's Catholic High School to have due regard to the Code of Practice for Special Educational Needs (SEN). The policy takes cognisance of the revised Code of Practice in Wales (2002) as a means of ensuring that the school responds appropriately to children's diverse learning needs.
- 1.2 This policy fully adopts the central recommendation with the revised Code of Practice of a "graduated response" to pupils' special educational needs in which action might be taken by the school alone (School Action), or by the school with support from external agencies (School Action Plus), which in some cases, might lead to statutory assessment and a statement of SEN.
- 1.3 This policy recognises that for the vast majority of pupils, it is the actions taken by their subject teachers in classroom settings that are the key to helping them progress, as well as raising their achievements. It also recognises that whole school strategies, such as that established through the Basic Skills Initiative, contribute effectively to the school's provision.
- 1.4 This policy provides information as to how staff at St Illtyd's Catholic High School can respond to pupils' additional educational needs and how they can decide on appropriate forms of action.

**2. The Aims of the Policy**

- 2.1 At St Illtyd's Catholic High School, additional educational needs are considered within a whole school perspective.  
In this context, the stated goal of the school is equally applicable to all of our pupils. The stated goal of the school is as follows:

Adopted by Governing Body: 12/07/18

To encourage pupils to achieve their academic potential and grow up to become competent, sympathetic and responsible adults who can manage their own lives and play their part in society.

2.2 The aims of this policy are to assist pupils with ALN overcome barriers to learning and achieve this goal by:

- Creating a learning environment that is fully responsive to the additional educational needs of each pupil
- Ensuring that the additional educational needs of our pupils are identified, assessed and that appropriate provision is made
- Making clear the expectation of all partners in the process
- Identify roles and responsibilities of staff in providing for pupils' additional educational needs
- Enabling all pupils to have full access to all elements of the school curriculum

### **3. Fundamental Principles**

3.1 The underlying principles for the implementation of the policy are shaped by the detailed guidance in the revised Code of Practice and the inclusive ethos of St Illtyd's Catholic High School. The principles are as follows:

- All pupils with ALN will have their needs met
- All pupils with ALN will be offered full access to a broad, balanced and relevant education
- Statutory guidance for developing a more inclusive curriculum will be adopted to:
  - i) set suitable learning challenges
  - ii) respond to pupils' diverse learning needs
  - iii) overcome potential barriers to learning, as part of the school action response to meeting special educational needs (Code of Practice Wales 2002)
- All pupils will be the responsibility of all staff
- All pupils with additional learning needs will be identified and properly assessed as early as possible in their school careers
- The views of our pupils will be sought and taken into account in assessment and planning
- Parents will be enabled and empowered to fulfil their vital role in supporting their child's education
- Building upon an inclusive curriculum there will be additional strategies to equip staff to be able to make a graduated response to the diverse learning needs of our pupils.

#### **4. Children with Additional Learning Needs at St Illtyd's Catholic High School**

4.1 Children with additional learning needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives.

4.2 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 educational facilities of a kind generally provided for children of the same age in school within the area of the education authority
- are under compulsory school age and fall within the definition at point 1 or point 2 above or would do so if special educational provision was not made for them.

4.3 Special educational provision means:

*“For children, of two or over, educational provision is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools.”*

(Welsh Code of Practice 2002)

#### **5. Identification and Assessment**

5.1 This policy fully recognises the importance of early identification and assessment for pupils with special educational needs so that appropriate provision can be made.

5.2 Assessment of additional educational needs will not be viewed as a single event but as a continuing process which builds on the cycle of planning, teaching and evaluation for all pupils. Sometimes this will involve the use of additional forms of assessment.

5.3 This process begins prior to the transfer of pupils from their primary schools so that St Illtyd's Catholic High School staff will be fully informed of the needs of those pupils who have already been identified as having additional educational needs by the primary school, and who have been helped through School Action and School Action Plus as well as those pupils who are the subject of a statement of SEN.

5.4 The arrangements for acquiring this information during the period of primary/secondary transition and transfer to St Illtyd's Catholic High School are as follows:

During the Autumn Term the Transition Co-ordinator and the Inclusion Team conduct consultation meetings at each of the feeder primary schools.

Partner primary schools are actively encouraged to invite representation from St Illtyd's Catholic High School to the annual review of children with additional learning needs when the children are in year 5. During year 5 consideration can be given to making recommendation if appropriate, as to the type of provision the child will require in the Comprehensive School. This meeting is also the forum to enable staff, pupil and parents to be reassured that a supportive transfer will occur.

Following the Open Evening held early in the first term of the academic year, parents of pupils with any ALN are encouraged to contact the School and parents may be invited to visit the Comprehensive School with their children.

Members of St Illtyd's Catholic High School Transition Team visit the year 6 class teachers and the ALNCo from each partner primary for an in depth discussion around each individual pupils' needs. During this meeting IEPs, where in place, are exchanged as well as information regarding any circumstances which may have an impact on the learning of each child.

In addition to the induction day and various events for transferring pupils held in the Summer Term, individual pupils who are experiencing great anxiety, or who have been identified as in need of further support at transfer, are invited into school for informal visits and have an enhanced transition. During the Summer Term all year 6 pupils will sit standardised reading and maths/numeracy tests which will supplement information held by the school regarding new entrants.

The information collated during the liaison process is fed back to St Illtyd's staff via staff meetings and the ALN panel to inform planning and provision for our pupils.

- 5.5 It is intended that the information acquired from these arrangements will help the school to build upon the pattern of learning and experience established during the child's primary years and to help shape the curriculum and pastoral planning within St Illtyd's Catholic High School as part of a smooth and successful transition for all pupils.
- 5.6 For pupils who arrive at St Illtyd's Catholic High School who are known to have Additional Learning Needs, every effort is made to:
- ensure that each child's learning styles are taken into account;
  - use information from the pupil's primary school to provide starting points for the development of appropriate curriculum experiences for each pupil;
  - identify and focus attention on pupils' skills and highlight areas for early action to support the pupil within the class;
  - ensure that ongoing observation and assessment provide regular feedback to all teachers and parents.

- 5.7 Staff at St Illtyd's recognise that pupils may be admitted to Year 7 who have unidentified special educational needs. St Illtyd's Catholic High School seeks to supplement the information received from primary schools with our own assessment procedures. These attempt to measure pupil, progress and identify pupils' special educational needs by referring to:
- i) evidence from teacher observation and assessment
  - ii) pupil performance against the level descriptions within the National Curriculum at the end of Key Stage 2 or Key Stage 3
  - iii) standardised screening or assessment tools including, NFER Group Reading Tests, WRAT 4, BPVS, DASH
- 5.8 This policy pays full cognisance to the recommendation of the revised 2002 Code of Practice for Wales, that pupils' additional needs are best considered within four broad areas, mainly:
- > Communication and interaction
  - > Cognition and learning
  - > Behaviour, emotional and social development
  - > Sensory and/or physical
- 5.9 Within the context of each of these broad areas, the information, arising from such assessment is used to guide decision-making regarding what additional or different action needs to be taken for each pupil with particular learning needs to make adequate progress.
- 5.10 Appendix 1 — "School Action Concern Record" uses the four descriptive areas highlighted in 5.8 to record information necessary to build a picture of pupil need in order to inform decision making in terms of the two forms of action described, below:
- Additional or different action to be taken using existing resources (ie School Action)
  - Sustained and substantial additional provision, either delegated to the school or available in the form of external agency support or made available through the statement of SEN (ie School Action Plus).
- 5.11 The criteria for the four broad areas of special educational needs outlined in Appendix 1 and referred to in 5.10 is always considered in relation to the progress pupils are making within an inclusive curriculum. The key test of the need for further action is evidence that the current rates of progress are inadequate.
- 5.12 In this context it is recognised that individual pupils may well have needs which span two or more areas (eg a pupil with general learning difficulties may also have behavioural difficulties or a sensory impairment. In such instances, a detailed assessment of individual pupils and their situations

- will be carried out to acquire a 'full picture' of the nature and extent of needs.
- 5.13 Every effort is made to fully involve parents and the pupils themselves, taking full account of their views and information provided and encouraging and valuing such contributions.
- 5.14 It is intended that the school's identification and assessment procedures will lead to equitable decision in terms of provision; ensuring that pupils receive the provision they need and that the resources of St Illtyd's Catholic High School are used effectively and efficiently.

## **6. Provision to meet ALN**

Statemented pupils are subject to Annual Reviews which operate according to LA guidelines.

Pupils at SA and SA+ on the SEN Register are placed in appropriate classes. The majority of their needs are met through departmental Schemes of Work which are appropriately differentiated.

Individual Educational Plans (IEPs) are drawn up by the ALNCo, and individual pupil profiles are also drawn up for statemented pupils to assist in the annual review process. This is in accordance to the needs of the pupil. Individual Behaviour Plans (IBPS) are drawn up by Heads of Year in collaboration with the Head of Wellbeing and behaviour support teachers. The school follows the graduated 1-5 Stages as set out by the LA Achievement Service.

Pupils are regularly reviewed according to school assessment, recording, tracking and recording practices. All plans are reviewed by the above departments at least once a year.

For those children who fail to meet their IBP targets a Pastoral Support Programme (PSP) is drawn up. (Stages 1&2). This allows the school to seek further advice and make PARM referrals to statutory services and relevant projects. (Stage 3)

If the pupil fails to meet their PSP targets then a Team Around the Child(TAC) meeting is held to discuss statutory assessment or alternative provision. (Stage 4). Stage 5 may involve statutory assessment to determine whether a Statement of ALN is required.

In terms of provision, all pupils at St Illtyd's Catholic High School have access to a broad, balanced, appropriate and differentiated curriculum. They are fully integrated into the life of the school. Many pupils with additional learning needs represent the school and contribute to the school life (choir, performing arts, sports etc).

All staff are responsible for the pupils in their class and work with the ALN team to ensure that pupils are appropriately placed so that targets on IEPs/IBPs are appropriately addressed.

All teaching staff are issued with ALN registers which clearly identify the stage and category of additional need. These are also available on the school shared area. They are regularly updated according to the needs of the ALN pupil.

Each department is given information of ALN pupils transferring from Year 6 to Year 7 in the September Inset Day prior to their transfer in September. This is cascaded to all relevant staff. The same process is adopted for all new pupils to the school.

6.1 St Illtyd's Catholic High School uses a staged model as a means of making a graduated response to pupils' special educational needs as outlined within the Welsh Code of Practice 2002. In summary this staged model is as follows:

**>School Action: Cause for Concern:**

The subject teacher, Head of Year or Head of Key Stage identifies a need and consults with the ALNCo.

**➤ School Action:**

The ALNCo takes the lead in gathering information and co-ordinating the provision in school, using an Individual Education Plan.

**➤ School Action Plus:**

The teacher and the ALNCo are supported by outside agency involvement; each pupil will have an individual plan.

Information about pupils who are included in the ALN register at St Illtyd's Catholic High School includes the stage of action currently provided for them in addition to broad area(s) under which their special educational needs are described as outlined in section 5.8.

The fundamental principle underlying this response is that the provision for a pupil with special educational needs should match the nature of his or her needs.

6.2 The starting point for this graduated approach is an inclusive whole school curriculum in which the wide range of flexible differentiated strategies that teaching staff at St Illtyd's use are sufficient to support all pupils including many of those pupils with learning difficulties.

Statutory guidance upon developing a more inclusive curriculum is provided within Curriculum Wales 2002 in this respect, which is based upon the principles of:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

6.3 Even where powerful strategies are available there will be circumstances in which additional or different action will be needed in order for pupils with particular learning needs to make adequate progress. At St Illtyd's

Catholic High School additional action to meet additional learning needs tends to fall within one or more of four broad categories:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional resources
- Curriculum and teaching methods

An outline of the specific actions which might be taken within each of these categories is included as Appendix 2, in an extract from the DFES (2002) SEN tool kit.

#### 6.41 Individual Education Plans (IEPs)

At St Illtyd's, the Individual Educational Plans (IEPs) feature significantly in the provision that is made for pupils with ALN. Primarily these are used as assessment/planning mechanisms which build upon the wider educational experiences of the pupils to address particular skill areas. However, IEPs are also used to fulfil a central requirement Of the Code of Practice for Wales 2002 that

*“There should be regular recording of a pupil's special educational needs, the action taken and the outcomes.”*

#### 6.42 At St Illtyd's Catholic High School the above dual purposes of planning and recording are achieved upon formats which include information which is additional or different from the differentiated curriculum which is in place as part of provision for all pupils in terms of:

- Short term targets set out for the pupil
- The teaching strategies to be used
- When the plan is to be reviewed
- Success and or exit criteria
- Outcomes (to be recorded when IEP is reviewed).

#### 6.43 IEPs are constructed following a thorough analysis of strengths and needs, which result in medium to long term aims for the year, which are translated into short term targets in respective subject areas. Targets are set between the ALNCo and teaching staff. Every effort is made to involve pupils in the development of the IEP.

A copy of the format used for IEP at St Illtyd's is included as Appendix.

#### 6.44 IEPs are written by the ALNCo. The targets set for individuals tend to focus upon the specific skills required by those pupils to be able to make progress in their learning at that time. Whilst these targets primarily seek to develop skills in terms of literacy and numeracy (and for certain individuals, behaviour), the targets selected will inevitably be based upon individual need.

6.45 Once they are written, the IEPs are then stored on SIMS as an attached document. In this way all staff who teach the individual have access to the information, in order that the targets and strategies featured can be incorporated into the appropriate teaching programmes for the pupils concerned. This process is supported and monitored through the Inclusion Department. From September 2009, the register and IEPs will be available through SIMS and all staff will be able to access them through the 'linked documents' route. The production of individual IEPs will only be necessary for communication with child and parents and the LEA for review or referral purposes.

6.46 IEPs are reviewed during the course of an academic year. The review is planned to coincide with a Parents Reporting Day to ensure meetings can be held with parents and relevant agencies.

The views of parents and pupils are also included in the review process in addition to the target setting process.

6.47 The review meetings of IEPs are the occasions when decisions are made regarding the need to involve external specialists as part of the progression towards school action plus, should such additional support be required.

#### 6.5 Requests for Statutory Assessment

In the case of pupils who are given support through action plus but who still do not make adequate progress, proper arrangements are in place for the SENCO, in consultation with the parents and any external agencies, to consider whether to ask the LA to initiate statutory assessment.

6.51 All requests for statutory assessment will be issued by the Head Teacher and will be accompanied by written evidence and information which will 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 the pupil's medical history where relevant
- National Curriculum levels including those in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- involvement of other professionals
- Any involvement by the social services or education welfare service

#### 6.6 Reviews of Statements

Pupils who are the subject of a statement of SEN are reviewed annually in terms of the statement in addition to the reviews of the IEPs. This follows the guidelines set out by Cardiff LEA.

## **7. Resources to Meet Pupils' Additional Learning Needs**

- 7.1. At St Illtyd's Catholic High School the culture, practice management and deployment of resources are all designed to ensure all pupils' needs are met.
- 7.2 The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within St Illtyd's Catholic High School, including the provision for pupils with statements of SEN.
- 7.3 Decisions in terms of the deployment of funding for ALN are made according to information acquired from the identification and assessment procedures described in section 5.
- 7.4 The Headteacher will keep the Governing Body fully informed of how the funding allocated to support additional learning needs has been employed.

## **8. Roles and Responsibilities**

### **8.1 A Whole School Responsibility**

At St Illtyd's Catholic High School provision for pupils with ALN is viewed as a matter for the school as a whole. Consequently, all members of staff have important responsibilities. At St Illtyd's Catholic High School all teachers are teachers of pupils with ALN and will respond to individual pupil needs in the following ways:

- By providing support for pupils who need help with communication, language and literacy and numeracy skills
- By planning for pupils' full participation. in learning and in physical and practical activities
- By ensuring that informal as well as formal opportunities for pupils to demonstrate their knowledge, skills and abilities are maximised through the school's affective curriculum
- By involving pupils in planning and agreeing targets to meet his or her needs
- By involving parents in developing a joint learning approach between home and school

### **8.2 The Role of the ALNCo**

The ALNCO's role is as follows:

- Oversight of the day to day operation of the ALN policy for St Illtyd's Catholic High School

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- Liaising with and advising fellow teachers
- Managing the SEN team of teachers and teaching assistants
- Co-ordinating assessment provision for pupils with ALN
- Managing resources, human and material, linked to pupils with ALN
- Monitoring and evaluating the special educational needs provision and reporting to the Headteacher and Governing Body accordingly
- Co-ordinating and contributing to the in-service training of staff
- Overseeing the records of all pupils with ALN
- Liaising with parents of pupils with ALN
- Liaising with partner primary schools in respect of pupils with ALN
- Liaising with external agencies including the LA's support and Educational Psychology services, Health and Social Services, Medical Services and voluntary bodies.

The Assistant Head Teacher will line manage the ALNCo and in addition is responsible for:

- EAL Co-ordination
- Children who are looked after by the Local Authority

The Inclusion Manager is line managed by the Head Teacher.

The Inclusion Team will assist the Inclusion Manager with the above duties as requested.

## **9) - Partnership with Parents**

9.1 St Illtyd's Catholic High School recognises its duty under the 1996 Education Act to keep parents of pupils with ALN fully informed of any special educational provision being made as a consequence of those needs.

At St Illtyd's Catholic High School this is achieved in the following ways:

- Through transition meeting for year 6;
- Information regarding the availability of additional provision for individual pupils is communicated to parents via a letter, inviting further discussion if required.
- Parents and pupils are invited by the ALNCo to review the child's progress during Parents Reporting Day in the autumn term. The

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provision included in the IEP is discussed with parents and pupils at the review. In preparing for an annual review meeting or an interim review meeting, parents are invited to provide written advice to inform the meeting. They are also encouraged to contribute their views in the meeting through discussion. Where a child is looked after by the Authority the child's social worker and foster parents are invited.

- Any parents who request an additional review at any other time are supported in their requests as far as possible.
- Where external support is requested, parents are informed by letter and asked for their permission as well as invited into school to attend preliminary interviews with any representatives from outside agencies.

## **10 Working In Partnership With Other Agencies**

The school works closely with the Achievement and Inclusion Service. A representative from the Local Authority Behaviour team works at the school as specialist teacher for BESD, addressing the needs of Statemented pupils with BESD. They also work with pupils at SA+ as identified by the school.

The ALNCo teaches a class of ASPIRE pupils with complex needs.

The school liaises with two private educational psychologists. All identified pupils are referred according to the staged approach in the school.

The ASD and SLCD teams attend regular meetings at the school to support all those pupils identified. One EMTAS teacher is available to support EAL pupils.

Other support services work closely with the ALN team to ensure that there is co-ordinated provision for pupils with special educational needs. They are:

Occupational Therapists

Visual impaired specialist teacher.

Physiotherapists

Hearing Impaired specialist

Speech Therapists

Vision 21

General practitioners

Careers Wales

Psychiatric Nurse

Home Tutors

Psychiatrist Specialist

Medical staff

Mental Health (CAMHs) Community Medical Officer

Manual Handling Advisors

Social Services

- 10 1 The school recognises that the partnership with other agencies who are involved in the life of the school and who aim to support pupils and staff is more likely to be most effective when:

- it is part of a broad network which works together whenever possible
  - creates opportunities to respond to difficulties as early as possible to tackle these difficulties and
  - responds in a flexible way in the context of individual needs.
- 10.2 The involvement of other agencies is not viewed as a single event, rather as part of a process which builds on the cycle of planning, teaching and evaluation for all pupils.
- 10.3 It is recognised that individual pupils may well have needs which span two or more of the agencies involved. In such instances a 'full picture' of the nature and extent of the pupils needs is important to all involved, all relevant agencies are invited, to contribute towards provision of support.
- 10.4 Every effort is made to fully involve the parents and the pupils themselves taking full account of their views and information provided and encouraging and valuing such contribution in any meetings arranged.
- 10.5 In working with other agencies there is a clear focus on achievement, on the need to provide all involved - pupils, parents and teachers - with support and advice to enable them to work effectively with the pupils.
- 10.6 To ensure a clear focus for any work to be undertaken all involved need to be clear on what the difficulties are, what the expected outcomes of the intervention will be and which strategies need to be implemented by all parties involved to achieve that outcome. The action taken is then reviewed to consider further action if necessary.
- 10.7 It is essential. to ensure that the pupils who most need the support to meet the aims of the school, have access to this support.
- 10.8 For most pupils this support is provided by home, family and friends and the school community. However some individuals may need further action or receive the benefit of action plus to meet the challenges they face.

## **11 Monitoring and Evaluation**

- 11.1 The ALNCo monitors the movement of pupils on the ALN register at school and the progress made as a consequence of additional or different action.
- 11.2 Information in terms of the extent to which additional or different action at school has been effective is gathered from the following sources:
- i) The outcomes recorded by teachers on IEPs
  - ii) The views of pupils upon the progress that they have made in their subject areas
  - iii) The views of parents acquired at the times of review of the IEPs in terms of:
    - Progress made.
    - Provision generally.

- Targets set.
  - iv) Information arising from departments and whole school reviews involving classroom observation.
- 11.3 The information arising from these sources will be collected and presented to the Governing Body as means of evaluating the effectiveness of the policy and provision for pupils with ALN at St Illtyd's Catholic High School.

### **STAFF DEVELOPMENT AND PARTNERSHIP**

The school is committed to developing the skills of all staff in dealing with pupils who have additional learning needs. All members of the ALN team are entitled to participate in INSET training organised by the school, LA and other professional bodies.

Whole school INSET time on such issues as differentiation, marking and pupil feedback, and other teaching and learning matters are identified and provision is made. Sharing of good practice is advocated throughout the school and in Leadership Meetings and in fortnightly line management meetings.

The ALNCO is closely monitored by the Assistant Headteacher responsible CPD is regularly monitored and reviewed during Performance Management interviews. All Teaching Assistants have annual performance management interviews with the Assistant Headteacher for Inclusion and ALNCO and CPD is monitored.

### **Links With Other Schools and Establishments**

Strong links exist between partner primary schools for the transition from Year 6 to Year 7.

The Transition Inclusion Team consists of The Assistant Head For Inclusion, The ALNCo and the HLTA.

The Team visits the primary schools to discuss each child with the primary headteacher and ALNCo each June and compiles, with the primary teacher, confidential documents for issue to all relevant staff. (Pupil Profiles) The Assistant Headteacher for Inclusion and the ALNCo attend Primary Reviews each year upon the invitation of the primary ALNCo for children of particular concern.

Year 6 pupils visit the school in the term preceding entry. These procedures ensure a smooth transition and build on the work of the primary school. Those pupils who are more vulnerable are offered an individual transition plan to eliminate any difficulties or anxieties.

The ALNCo liaises with other local schools and establishments to ensure strong links and the sharing of good practices.

### **Pupil Participation And Inclusion**

The Governing Body and the school must commit themselves to the challenge of ensuring pupil participation amongst those with Additional Learning Needs:

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- Everyone must recognise the legitimate interests of ALN pupils in decision making.
- ALN pupils must be given the opportunity and support to express their views.
- There has to be a commitment to the long term involvement of ALN pupils.
- ALN Pupils need training and encouragement to help them become actively involved.
- All ALN pupils must be challenged and enriched. They must be given the opportunity to engage and participated in all academic, social, moral and spiritual aspects of school life.

## **12. Review**

The Headteacher, and The Assistant Head for Inclusion will review this policy in the Summer Term 2019.

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