

Support to Schools

Support for Pupils with Additional Learning Needs (ALN)

OVERVIEW

The fundamental aim of Bridgend's focus on Inclusion is to ensure the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. The service aims to support schools, in partnership with families and other agencies, in providing all children and young people in the County Borough access to a broad and balanced curriculum, the right learning environment and all relevant information.

The Inclusion Service consists of a Senior Leadership Team; Specialist Teachers, Specialist Learning Support Assistants; Educational Psychologists and therapists who have expertise in meeting a wide range of ALN. Inclusion Service staff are based in localities across Bridgend (East, West and North) and work as part of the Team Around the Pupil, Parent and School (TAPPAS) and in The Bridge Alternative Provision.

WHAT THE SERVICE PROVIDES

The Service is directly involved in providing provision for children and young people with Special Educational Needs, as defined in the SEN Code of Practice for Wales, and also supports provision for those with the wider range of additional learning needs.

Guiding Principles

The overall aim of the ALN model of delivery is to ensure that pupils gain access to a broad, balanced and relevant education, whilst also having their exceptional needs met.

A number of general principles need to guide the organisation and management of Inclusion provision:

- Inclusion staff have the appropriate qualifications and the necessary experience in ensuring pupils receive the special provision they require. School staff should have the necessary ALN and curriculum expertise to enable pupils to access a broad, balanced and relevant education;
- Inclusion staff operate across the different schools within a locality and in The Bridge Alternative Provision, as well as the different phases of education. They will provide a range of services including the identification, assessment and delivery of intervention programmes for pupils with additional needs. In order to achieve this, Inclusion staff will need access to regular specialist advice, guidance, support and opportunities to pursue professional and career development in line with their areas of specialism.

A number of specific principles also need to guide the organisation and management of the Inclusion provision:

- Inclusion staff work collaboratively to guide and manage the specialist and outreach provision within the cluster and locality;
- Inclusion staff support schools to ensure pupils with ALN are included within teaching groups and to ensure the exceptional needs of pupils with ALN are accommodated in lesson planning. This will involve supporting schools to make the appropriate adjustments as to how the curriculum is organised and delivered.
- Inclusion will provide the necessary specialised staff and resources to meet the exceptional needs of pupils with ALN.

Arrangements for accessing Outreach provision:

Clear criteria for accessing outreach provision will be agreed by the school and the Inclusion Service in order to determine the appropriateness of all outreach support.

Nominated school, Inclusion Service and outreach support staff will discuss each pupil being considered for outreach and determine the appropriateness of the support.

Admissions arrangements to Learning Resource Centres:

Clear admission criteria to a Learning Resource Centre will be agreed by the school, Inclusion Service and the Educational Psychology Service in order to determine the appropriateness of the resourced provision for pupils with ALN.

A panel consisting of nominated school, Inclusion Service and Educational Psychology Service staff will discuss each pupil being considered for admission and determine the appropriateness of a placement. A procedure will be agreed at the panel for admitting each pupil who requires access to the specialist provision.

Any panel disagreements will be resolved by a designated headteacher, the Principal Educational Psychologist and the ALN Team Manager.

In order to provide local specialised provision, it is crucial that schools are prepared to house Learning Resource Centres located appropriately within their cluster. This will enable pupils with ALN to gain appropriate access and additional support from the centre as local to their home as possible.

Reviewing

The review of ALN provision within schools will be undertaken in partnership with the local authority and Central South Consortia.

It is recognised that schools will be at different stages of development in the provision of ALN. Fundamental to the ALN review process is the availability of good quality data and the analysis of the data to inform the future needs of the school. This type of reporting will provide an on-going reviewing mechanism to evaluate the effectiveness and outcomes for children and young people with ALN and to ensure

that resources are appropriately targeted to meet the changing needs of the community of schools.

The data collected and evaluated is based upon three key aspects:

- evaluating the outcomes for pupils with ALN;
- evaluating the effectiveness of ALN provision;
- evaluating the leadership and management of ALN.

The ALN Review meeting provides a framework for monitoring progress and quality assuring both in line with Estyn guidance within individual schools and across a cluster of schools. The purpose of the meeting is to review key data, providing a focus for discussion around future planning. A short report is written as a result of the ALN review.

Management arrangements

It will be the responsibility of the senior management of the Inclusion Service to ensure that Inclusion Service staff have the necessary knowledge, skills and qualifications to carry out their duties effectively.

It will be the responsibility of the schools, in conjunction with the Inclusion Service, for the day-to-day arrangements for Inclusion Service staff when they provide outreach visits.

Headteacher representatives from a cluster may be invited to participate in the appointment of new ALN staff. Appointment panels would consist of a headteacher; member of Inclusion Service senior leadership team and other Inclusion staff as appropriate.

Reporting arrangements

The Group Manager for Inclusion and School Improvement will report annually to Senior Management within the Education and Family Support Directorate on the effectiveness of the current working arrangements.

The schools' headteachers will report annually to their governing bodies on the effectiveness of the current working arrangements.

Funding arrangements

It will be the responsibility of the local authority to ensure that it has adequate insurance against actions, claims or demands which may be brought or made against it by any person injured or suffering damage or loss in connection with its activities in carrying out this agreement.

This service level agreement between the schools and Bridgend Local Authority seeks to define the respective roles and responsibilities of the School and the local authority in the delivery of the Inclusion Strategy across each locality/cluster of schools. The 'Team around the Pupil Parent and School' (TAPPAS) model and the

ALN review process will ensure standards of service at both school and local authority level are maintained.

The specialist provision will be planned, implemented, monitored and evaluated in a manner which enables Schools and the local authority to work in collaboration in maintaining quality provision.

BENEFITS TO THE SCHOOL

The Service will:

- carry out regular self-evaluation of its working practices and how it supports schools in enhancing inclusive education;
- support schools in the early identification of pupils with ALN, the implementation of intervention programmes and tracking of pupils;
- support schools in carrying out self-evaluation for ALN including the impact on pupil outcomes in relation to school provision;
- work in partnership with schools to identify training and development of staff and supporting schools in implementing a training and development programme;
- support schools in the transition of pupils with ALN ensuring the appropriate support is put in place to meet the needs of the pupil;
- provide specialised outreach support for individual pupils with complex additional needs;
- provide specialised placements for pupils with complex additional needs;

The Schools will:

Carry out regular self-evaluation of their working practices in providing inclusive education to ensure:

- good pupil outcomes academically, socially and emotionally;
- an appropriate learning experience;
- appropriate teaching is in place to meet pupils' needs;
- appropriate care, support and guidance;
- an appropriate learning environment;
- good leadership;
- evidence of improving quality;
- good partnership working;
- well managed resources.
- show evidence of a graduated response to pupil need and provision

WHO TO CONTACT

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