

Ysgol Bryn Castell



Policy for Additional Learning Needs Transitional Phase

Person	Date	Activity
Deputy Headteacher	Jan 2024	Draft policy v0.1 developed
Stakeholders including GB	Feb 2024	Consultation with stakeholders on draft policy
GB	March 2024	Approval of policy

Introduction

This document is a statement of the aims, principles, and strategies for pupils with Additional Learning Needs (ALN) at Ysgol Bryn Castell:

- All pupils at YBC have Additional Learning Needs.
- All pupils should have a LA Statement of ALN or a School based or Local Authority Individual Development Plan (IDP) that determines the type and level of provision and support.
- Pupils may have Behaviour, Emotional and Social Difficulties (BESD) including Autism alongside additional learning needs such as visual/hearing impairment, communication difficulties, physical disability, or sensory impairment.
- The school follows LA policy on ALN as directed by the Welsh Assembly Government. Following approval by the Senedd on 23 March, the Code under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 has been issued by the Welsh Ministers as required by section 5(4)(a) of that Act.
- This Code came into force on 1 September 2021 as provided for by the Additional Learning Needs Code (Appointed Day) (Wales) Order 2021.

Admission

- Pupils are admitted to YBC by the Local Authority
- Referrals are made by professionals to the Inclusion Service and considered at Access to Education panel meetings
- During the referral process parents/carers will be fully informed and consulted
- Placements at YBC School are determined by Access to Education panel

Provision, Curriculum and Staffing

Teaching Approaches

- YBC aim to provide a broad balanced curriculum appropriate to the needs of our pupils and of the levels of achievement which are potentially possible.
- Our pupils' individual learning needs remain a priority in determining the curriculum.
- YBC work towards defined priorities to facilitate children's learning.
- We strive for our pupils' success; our work is characterised by a positive approach.
- We present selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at. Observation and evaluation ensure that our work is appropriate and relevant to the needs of the individual.
- We place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our children to use their skills in a variety of settings.
- We work closely with parents and multi-agency colleagues so that a consistent approach is achieved, and a common policy established.
- To facilitate the effective learning of all pupils we maintain a holistic approach, focusing on the needs of the whole child through:
 1. the provision of appropriate information technology.
 2. the use of a wide range of curriculum opportunities including educational visits.
 3. the importance of the therapeutic curriculum e.g. – speech therapy, play therapy, emotional literacy support and other multi-sensory approaches where required.
 4. strategies to alleviate sensory impairments where needed.
 5. the consistent and sensitive approach of positive behaviour management programmes to moderate challenging behaviour.

Resources

The Governing Body receives a delegated budget from the Local Authority. Governors set and agree a working budget for each financial year, which is delegated to the headteacher for day-to-day administration. The financial position is regularly monitored and reported termly to the Governing Body.

Links With Other Professionals

- The school has strong links with the LA Inclusion Service
- The school has strong links with the LA Educational Psychology Service
- The school has strong links with the LA Social Services
- The school has strong links with the South Wales Police
- The school has strong links with the Western Bay Youth Offending Service
- The school has strong links with CTMUHB who provide a Speech and Language Therapy Service through a SLA with the school.
- The school is co-located with The Bridge Alternative Provision
- The school has strong links with a wide range of mainstream and special schools in both locally and nationally.

School Organisation

Pupils aged 7 to 19 years old attend the school and can be admitted at any point over that age range. Pupils are offered an individualised programme of admission as part of their induction to promote successful transition to the school. Currently the school is organised into departments in KS2, KS3, KS4, P16 and ASD.

Curriculum

The curriculum is approved by the Governing Body and is detailed in the school's Curriculum Policy and curriculum maps. It is concerned with the growth, development and learning potential of each individual child. The curriculum encompasses:

- Curriculum for Wales including cross-curricular skills and cross-cutting themes
- National Curriculum including skills framework
- Qualifications such as Entry Level, BTEC, GCSE and Agored Courses
- Sensory and therapeutic interventions where required

Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:

- Statement of Special Educational Need
- School based or Local Authority maintained IDP
- Annual Review
- Individual Education Plan
- Transitions plans

Therapeutic / Support Programmes

The curriculum is supported by therapeutic programmes and interventions which provide pupils with functionally useful skills, knowledge and understanding. These include Speech and Language

Therapy, Play Therapy as well as a range of Basic Skills interventions, ELSA and Trauma Informed Schools practices that focus on the social, emotional, and academic needs of the pupils.

Careers Wales provides support at transition planning stages. The school has a strong philosophy for working collaboratively and imaginatively with staff from Social Services, Health Authority and voluntary agencies.

Integration and Outreach

- Pupils have opportunities for integration in mainstream schools where it is considered appropriate and parents/carers' consent. Integration may take place for part days, whole days or for specific subjects in primary and secondary schools, local to YBC or where possible in schools local to the pupil's home area.
- Most integration is supported by designated staff from YBC initially.
- Pupils may reintegrate back into mainstream school after building an evidence base linked to positive attendance, ongoing good behaviour, and a strong work ethic. Cases may be referred to Assistant Headteachers and Deputy Headteacher who will discuss with the link Educational Psychologist.

Role of the ALNCO

In-line with the ALN Code, Special schools do not have an ALNCO. The Deputy Headteacher in conjunction with the Assistant Headteachers and pastoral teachers, have an overview of the ALN needs of the pupils and the school. YBC has invested in a TLR 3 position to help support ALN transformation.

Pupil ALN Paperwork

Pupils have a range of ALN paperwork that helps support their individual needs and feed into the development of statement reviews, IDP reviews and the development of IDP's (see Appendix 1).

This paperwork includes:

- Person-Centred Capture Board
- Individual Education Plan (IEP)
- Individual Behaviour Plan (IBP)
- One Page Profile
- Person Centred Capture Board (please see ALN paperwork folder on YBC Team)

Training

All staff are encouraged to attend courses that develop their expertise in specialisms for working with pupils with ALN.

A full Professional Learning Programme is in place at YBC that takes place from 15:30 to 16:30 every Thursday. This is complemented by a series of school closure days.

Appendices

Appendix 1 = Individual Development Plan (IDP)

Appendix 2 = Local Authority Capture Board

Appendix 1

Annex A: Individual Development Plan (IDP): Mandatory form



Part 1.

Section 1A: Basic biographical information about the child or young person¹ and contact details

1A.1) Full name:		The logo for YBC (Young Bridge Club), featuring a blue shield with a yellow bird, a yellow crescent moon, and the letters 'YBC' at the bottom.
1A.2) Likes to be known as:		
1A.3) Date of birth:		
1A.4) Gender and preferred pronouns:		
1A.5) Current education setting(s):		
1A.6) Home address and telephone number:		
1A.7) Name of parents ² :		
1A.8) Email address (only where child/ parent/ young person is willing to receive notifications and documents electronically):		
1A.9) Parents' address(es) and telephone number(s) (if different) ² :		
1A.10) Communication requirements and preferences:		
1A.11) For a young person, details of consent to IDP being prepared/ maintained:		
1A.12) Capacity issues:		

Section 1B: Responsibility for the IDP

1B.1) Organisation responsible for maintaining the IDP:	
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¹ 1 A young person is someone over compulsory school age but under the age of 25

² 2 For young people, only to be completed with their consent and if they agree to information being shared with their parents

1B.2) Date before which the IDP must be reviewed:	
1B.3) Proposed review date:	

Section 1C: One-page profile

Part 2.

Part 2 includes those elements of the IDP in relation to which appeals to the Education Tribunal for Wales can be made. These elements are **underlined, bold and red**.

Section 2A: Description of the child or young person's additional learning needs (ALN)

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Section 2B: Description and delivery of the child or young person's additional learning provision (ALP)

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/service to provide the ALP, and contact details (where different to body maintaining the plan):	<u>2B.5) Start date:</u>	<u>2B.6) End/review date:</u>
2B.7) Rationale for the ALP listed above				

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

Section 2C: Description and delivery of ALP to be secured by an NHS body				
2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>
2C.7) Rationale for ALP listed above				

2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>
2C.7) Rationale for ALP listed above				

Section 2D: Places at a named school/ institution or board/ lodging

2D.1) The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school.

2D.2) The name of any particular school or other institution which must be secured

2D.3) Board and lodging provision which must be secured

Part 3.

Section 3A: Record of information used to develop the IDP

If information is included as an annex to the IDP, please list it here.

Section 3B: Timeline of key events

3B.1) Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP:

3B.2) Education settings previously attended (and dates):

Section 3C: Transition

Section 3D: Travel arrangements

Appendix 2



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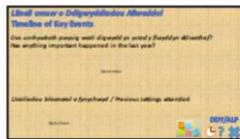
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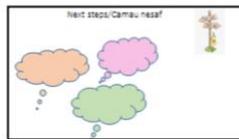
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