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Description automatically generated**Carmarthenshire Secondary Teaching and Learning Centre**

**Additional Needs & Disability Policy**

Andrea Owen

September 2022

Review September 2024

Head of Centre - Date –

Head of Committee - Date -

Associated documents:

• Special Educational Needs and Disability(SEND) Code of Practice 0-25 years January 2015

• Part 3 of the Children and Families Act 2014

• Section 69 the Children and Families Act 2014

Links to:

• www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/- health-needs

• [www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needsdisabilities](http://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needsdisabilities)

**Contents**

1. Disabled people and young children

2. Scope and purpose

3. Roles and responsibility for the co-ordination of ALN provision

4. Arrangements for co-ordinating ALN provision

5. In-service training (CPD)

6. Working in partnerships with parents

**1 Disabled people and young children**

* 1. Many children and young people who have ALN may have a disability under the Equality Act 2010 that is “…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”. “Long term “is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”.

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have ALN, but there is a significant overlap between disabled children and young people and those with ALN. Where a disabled child or young person requires special educational provision, they will also be covered by the ALN definition, **Code of Practice 2014.** It relates to children and young people with Additional Learning needs (ALN) and disabled children and young people. A ‘young person in this context is a person over compulsory school age and under 25.

* 1. Definitions of Additional Learning needs taken from Section 20 of the Children and Families Act 2014. A child or young person has ALN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they: a. have a significantly greater difficulty in learning than the majority of others of the same age or b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has additional learning needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning needs solely because the language or form of language of their home is different from the language in which they will be taught.

* 1. The government has reformed the way in which provision and support is made for children and young people with additional learning needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from 1st September 2014. A ALN Code of Practice also accompanies this legislation.
  2. One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan Pathway.

**2 Scope and purpose**

2.1 CSTLC aims to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Additional Learning Needs Code of Practice.

**2.2 High aspirations**

a. To raise aspirations, motivate & inspire people to reach their full potential & to experience success

b. To identify talent in everyone & to provide a stimulating environment in which to develop c. To encourage imagination, resourcefulness & responsibility

**2.3 High expectations**

a. To promote high expectations through combating complacency, encouraging positive attitudes and setting challenging targets

b. To meet the academic, personal & social needs of students in preparation for adult life & the world of work

**2.4 Teamwork**

a. To promote good teamwork, high levels of co-operation & respect for others

b. To play an integral part in the life of the local community

**2.5 Objectives**

The main ethos of the school is a Trauma informed practice. In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, and parents. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.  A layered approach is used to create an environment with clear behaviour expectations for everyone, open communication, and sensitivity to the feelings and emotions of others.  Many ways to weave trauma-informed approaches into the fabric of schools, include strategic planning by administrators, staff training, and direct intervention with traumatized students.

The effects of trauma on children are far more pervasive than adults imagine. The National Survey of Children's Exposure to Violence found that over 60% of children surveyed experienced some form of trauma, crime, or abuse in the prior year, with some experiencing multiple traumas. Often, children and adolescents do not have the necessary coping skills to manage the impact of stressful or traumatic events.

**Situations that can be traumatic:**

* Physical or sexual abuse
* Abandonment
* Neglect
* The death or loss of a loved one
* Life-threatening violence in a caregiver
* Witnessing domestic violence
* Automobile accidents or other serious accidents
* Bullying
* Life-threatening health situations and/or painful medical procedures
* Witnessing or experiencing community violence (e.g., shootings, stabbings, robbery, or fighting at home, in the neighbourhood, or at school)
* Witnessing police activity or having a close relative incarcerated
* Life-threatening natural disasters
* Acts or threats of terrorism (viewed in person or on television)
* Living in chronically chaotic environments in which housing and financial resources are not consistently available.

Symptoms resulting from trauma can directly impact a student’s ability to learn. Students might be distracted by intrusive thoughts about the event that prevent them from paying attention in class, studying, or doing well on a test. Exposure to violence can lead to decreased IQ and reading ability. Some students might avoid going to school altogether.

Exposure to violence and other traumatic events can disrupt youths’ ability to relate to others and to successfully manage emotions. In the classroom setting, this can lead to poor behaviour, which can result in reduced instructional time, suspensions, and expulsions. Long-term results of exposure to violence include lower grade point averages and reduced graduation rates, along with increased incidences of teen pregnancy, joblessness, and poverty.

In this way of working the centre will:

a. Identify the needs of students with ALN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder prior to the child’s entry into the centre.

b. Monitor the progress of all students. Continuous monitoring of those students with ALN by their teachers will help to ensure that they are able to reach their full potential.

c. Make appropriate provision to overcome all barriers to learning and ensure students with ALN have full access to the National Curriculum.

This will be co-ordinated by the ALNCo and Teaching staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for.

d. Work with parents. To gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding ALN procedures and practices, providing regular reports on their child’s progress.

f. Work with and in support of outside agencies when the students’ needs cannot be met by the centre alone.

g. The centre aspires to create an environment where students feel safe to voice their opinions of their own needs. This means providing one-to-one sessions between students and staff to provide support in their wellbeing.

**Arrangements for co-ordinating ALNCo provision**

4.1 The ALNCo will hold details of all support records such as provision maps, support plans or alternatives or structured conversations and subject targets for individual students.

4.2 All staff have access to:

a. The centre ALN Policy

b. Guidance on identification in the Code of Practice

c. Information on individual student’s additional learning needs, including action plans, targets set and copies of their IDP or alternative records of targets set/outcome monitoring

e. Practical advice, teaching strategies, and information about types of special educational needs and disabilities

**5. In-service training (CPD)**

5.1 CSTLC aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students.

5.2 All ALNCos attend relevant courses, Family ALN meetings and facilitate/signposts relevant ALN-focused external training opportunities for all staff.

5.3 The centre recognises the need to train all staff on ALN and Trauma Informed issues and funding is available to support this professional development. The ALNCo, with the Senior Leadership Team ensure that training opportunities are matched to individual centre development priorities and those identified through the use of provision management.

**6. Links to support services**

6.1 CSTLC continues to build strong working relationships and links with external support services in order to fully support ALN students and aid inclusion.

6.2 Sharing knowledge and information with support services is key to the effective and successful ALN provision within the centre. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the Head of Centre or ALNCo, who will then inform the student’s parents.

6.3 The following services will be involved as and when necessary:

a. Educational Psychologist

b. Family Services/Social Services

c. Schools and Family Support Services

d. Area 43 counselling

e. Substance support Services

f. Adolescent Mental Health Services

**7. Working in partnerships with parents**

7.1 CSTLC believes that a close working relationship with parents is vital in order to ensure:

a. Early and accurate identification and assessment of ALN leading to the correct intervention and provision

b. Continuing social and academic progress of children with ALN

c. Personal and academic targets are set and met effectively Parents are kept up to date with their child’s progress through progress reports.

7.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student’s needs. The ALNCo may also signpost parents of students with ALN to the local authority where specific advice, guidance and support may be required.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.