

NID DYSG HEB FOES

Ysgol Brynhyfryd

Inclusion Protocol Policy

2021-2024

Updated: December 2021

Review Date: December 2024

Inclusion Protocol

Introduction

How was this protocol created?

- This protocol was created in partnership with the Senior Leadership Team, Additional Learning Needs Coordinator (ALNCo) Cluster Leads, the Additional Learning Needs (ALN) Governor, representative staff, parents / carers, and children / young people. It reflects the statutory guidance set out in the ALN Code (2021).

How is this protocol evaluated?

- This protocol is subject to a yearly cycle of monitoring, evaluation, and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.
- The ALNCo, Headteacher and Governing body annually evaluates effectiveness against the principles and objectives set out in the protocol.

How can parents/carers access this protocol?

- Parents/carers can see a copy on the school website, or a hard copy can be requested from the school office. (Please inform the school if you need it to be made available to you in a different format).

Context

This protocol complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents:

- Equality Act 2010:
- Safeguarding policy
- Admissions policy

Ethos / Rationale Statement

At Ysgol Brynhyfryd, all pupils are valued as individuals and their varying needs are addressed sensitively and effectively. We aim to ensure that each pupil receives a broad, balanced, and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

Ysgol Brynhyfryd is committed to the successful inclusion of all pupils including those with Additional Learning Needs. At our school, every teacher is a teacher of all pupils, including those with ALN.

At Ysgol Brynhyfryd, every pupil is equal, valued, and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Ysgol Brynhyfryd is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Aims and Objectives

- To develop effective whole school provision
- To ensure a clear process for identifying, assessing, planning, providing, and reviewing for all pupils including those who have ALN, with pupils and their families at the centre
- To provide a curriculum that is broad and balanced to engage all pupils at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for all pupils including those with ALN
- To enable all pupils including those with ALN to achieve their potential
- To ensure the pupil is fully engaged in decision making with the support of their family (where appropriate)
- To take into account the views, wishes and feelings of pupils supported by their families (where appropriate)
- To provide advice and support for all staff working with pupils including those with ALN.

Partnership with families

The pupil is at the centre of everything we do, and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents/carers are kept informed of pupils' progress and are encouraged to play an active part in learning and to support targets set. Parents/carers with concerns about their child should discuss these first with the class teacher who will inform the ALNCo if necessary. Parents/carers are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Provision

Overview

At Ysgol Brynhyfryd, we adopt a 'high-quality teaching' approach. High-quality teaching, differentiated for individual pupils, is the first step in supporting all pupils to reach their potential.

The key characteristics of high-quality teaching are:

- A broad, balanced, and relevant curriculum which promotes the high engagement of pupils
- Targeted differentiation which meets the needs of all pupils
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling, and explaining

Assess, Plan and Do

Where it is decided to provide a pupil with support, we will talk to the parents/carers and child. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review. Subject teachers will remain responsible for working with the child on a daily basis.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The class teacher or subject teacher, working with the ALNCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will seek specialist expertise and may require an ALN consideration. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, Social Services and Looked After Children Team.

Universal Support

It is expected that the majority of pupils will be supported at the Universal level. This will be primarily classroom based and could include differentiated work.

Universal Targeted

Where there is an identified lack of expected progress, there may be the need to put in place some interventions and/or strategies that target the child or young person's area of need.

Additional Learning Provision

Where it is deemed that a pupil has ALN and needs Additional Learning Provision (ALP), and Individual Development Plan will be put in place. As part of the ALN consideration process, the type of ALP will be determined.

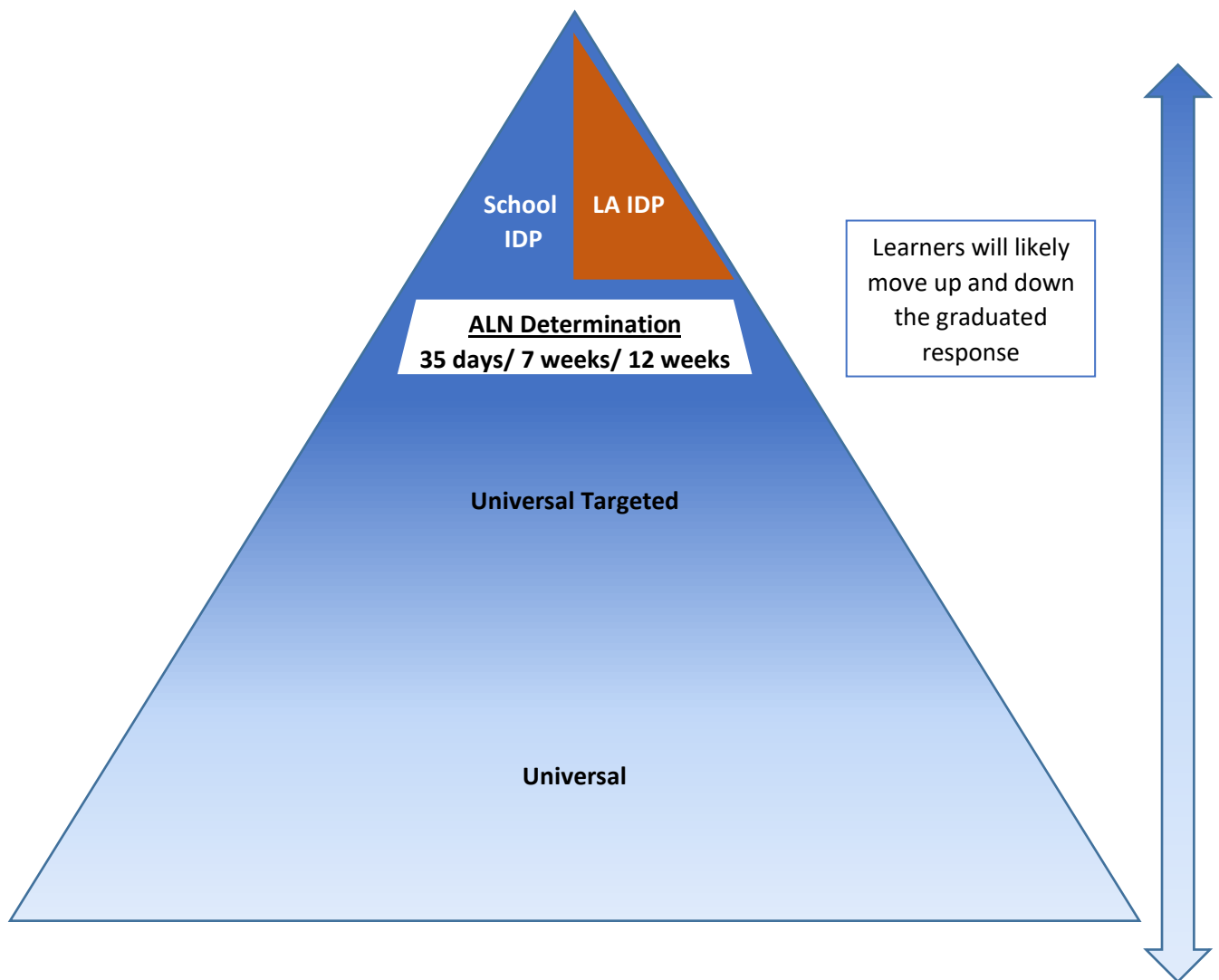
Definition of ALN

2.3. Section 2 of the Act defines the term 'Additional Learning Needs' (ALN), as set out below (ALN Code, 2021, p. 28):

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 home.*

Supporting pupils' IDPs

Formal review meetings will take place annually, but more frequently where needed, where parents/carers and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the pupil's IDP.



Pupil Participation:

The views of all pupils are valued, and they are supported to be involved in decision making and to be able to express any concerns.

Supporting pupils with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place.

Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff members are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Monitoring and Evaluating

Meeting the needs of all pupils is a whole school priority and the provision is monitored and evaluated regularly.

Admission Arrangements

Please refer to the information contained in the school's Admissions Protocol which can be accessed on the school website.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from other settings, pupils and families will be fully involved in the planning for the transfer. Key information will be shared with the next school /setting through the review process.

Looked After Children (LAC)

The designated teacher works to ensure that arrangements are in place for supporting pupils that are looked after. The designated teacher is Natalie Brant, ALNCO.

Role and Responsibilities

Governors will ensure that:

- The necessary provision is made for all pupils
- All staff are aware of the need to identify and provide early intervention to support pupils who may be experiencing difficulty.
- All pupils with ALN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- Parents/carers are notified if the school decides to put in support for pupils
- They are fully informed about ALN issues, so that they can play a major part in school self-review
- They attend termly meetings with the ALNCO
- The Inclusion Protocol is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approval by the Full Governing Body

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for all pupils.
- Keeping the governing body informed about Inclusion issues.
- Working closely with the ALNCO.

Role of the ALNCO in YSGOL BRYNHYFRYD

A full description of the role of the ALNCo is in the ALN Code (2021). The below is a high-level overview:

The role of the ALNCo

8.7. While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all pupils with ALN within the education setting are met. The role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team⁴. This will support the education setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

8.8. To support the ALNCo, the senior leadership team should advise, support, and challenge the systems and processes of the education setting to identify and meet the needs of the pupils. The local authority may support the role of the ALNCo, including providing guidance where appropriate.

8.9. The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting. ALNCoS should be actively involved in decisions around budgets and resources to help plan appropriate provision.

8.10. ALNCoS are not expected to be directly involved with the day-to-day process of supporting every pupil with ALN. This is the responsibility of the class teacher, however learning support staff can aid the ALNCo in ensuring that teachers are supported, and the needs of all pupils are met.

In addition to the role and responsibilities set out in the ALN Code (2021) in Ysgol Brynhyfryd, the ALNCo also has responsibility for:

- *Overseeing the day-to-day operation of the school's Inclusion protocol.*
- *Co-ordinating the provision for pupils who may need support.*
- *Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils who may need support, and on the effective use of materials and personnel in the classroom.*
- *Liaising closely with parents/carers of pupils who may need support.*
- *Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers*
- *Liaising with the ALNCoS in receiving schools to help provide a smooth transition from one school to the other*

Class teachers are responsible for:

- Providing high quality teaching for all children setting high expectations which inspire, motivate and challenge pupils.

- Assessing pupils' levels and planning appropriate adjustments, interventions, and support to match the outcomes identified for the pupil.
- Regularly reviewing the impact of these adjustments through providing an appropriately differentiated curriculum.
- Retaining responsibility for the pupil.
- Making themselves aware of the school's Inclusion Protocol and procedures for identification, monitoring and supporting pupils who may need support
- Directly liaising with parents/carers of pupils who may need support
- Managing behaviour effectively to ensure a purposeful and safe learning environment

Teaching Assistants (TAs) are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCo.
- Providing feedback to the class teacher regarding progress.
- Providing feedback to the class teacher and/or the ALNCo as appropriate, regarding pupils' progress in achieving targets.
- Delivering (and reporting back on) specific intervention programs under the direction of the ALNCo and/or class teacher.

Complaints Procedure

Complaints follow the standard Ysgol Brynhyfryd complaints procedure.

Key people within the school

ALN Governor: Morfudd Jones

Designated Staff with specific Safeguarding responsibility: Ceri Ranson

Member of staff responsible for Looked After Children (LAC): Natalie Brant

ALNCo name: Natalie Brant

ALNCo contact details: ysgol.brynhyfryd@denbighshire.gov.uk