



# CS01 – Additional Needs



<b>Last Review Date</b>	November 2024	<b>Next Review Date</b>	November 2026
<b>Leader of Policy Review</b>	Headteacher		
<b>Associated Policies</b>	Access for Disabled Persons, Admissions, Assessment, Behaviour, Disability Equality, Equal Opportunities, Hearing Support, Literacy, Numeracy, Record Keeping, Sex and Relationships Education, Healthcare Needs Policy (county policy)		

The aim of the School is to provide a safe, secure and happy environment where each child is developed to their full potential socially, emotionally, spiritually and academically. It is a school where all are valued and respected within a caring and co-operative community.

Our commitment to students with additional educational needs must be seen alongside the School's overall stated aims. Whilst we are committed to providing the very best for all students, those with additional educational needs are given extra attention and support to enable them to reach their full potential. This policy outlines how this is planned, organised, funded and delivered, and should be read alongside other school documentation.

Our objectives for all students, including those with additional needs (AN) are:

- To be literate
- To be numerate
- To have a wide range of communication skills
- To develop effective social skills
- To develop appropriate behavioural skills
- To become more independent as learners
- To have opportunities to work with a range of students and adults
- To benefit from suitable resources and appropriate technology
- To have a positive attitude towards themselves, their peers, staff and the school as a whole

Our objectives for teaching and support staff who work closely with students are:

- To ensure that they are trained to identify students with AN
- To have access to other specialists
- To use a range of teaching styles and learning opportunities
- To foster effective lines of communication
- To work closely with parents to ensure a partnership approach
- To maintain effective links with the LEA

## IDENTIFICATION PROCEDURES AND ADMISSIONS POLICY

On entry, the school operates a policy of early intervention, as it is crucial that students who have AN, are identified quickly, and the most appropriate support put in place, to ensure a successful school experience. There are excellent links with our feeder primary schools with frequent visits to the schools and discussions with the class teachers and many students and parents during the summer term.

Students often transfer to the school at other times in their school career and information is gained from parents during their introductory visit to the school. Information is collected from the student's previous school and early assessment is made. At Sixth Form level information is sought on the enrolment form to identify any particular needs at an early stage, and to put appropriate strategies in place.

At any other time the co-ordination of educational provision for students within the school starts with the identification of a problem by a teacher, parent, Additional Needs Coordinator (ANCo), medical services or social services

### **ADDITIONAL NEEDS LIAISON**

Additional Needs is an agenda item in Area Meetings and Coordinators are given the opportunity to feed back information, either in Academic Meetings, or in writing to the ANCo.

### **CURRICULUM**

All students are entitled to a broad and balanced curriculum, and all children are integrated into the overall life of the school. Where necessary, students with particular difficulties are supported in order to meet their needs. AN students will be supported, initially by their subject teachers, who may provide differentiated work, to ensure that they have maximum access to the curriculum. They may have modified tasks, additional adult support, use of specific resources or extra time allocation.

The school operates a system of withdrawing some students from their classes to work in small groups with additional needs staff. This provides an opportunity for an intense focus on an area of difficulty. In year 7 some students are also withdrawn from English and maths lessons so that they can access a literacy support program. Year 8 students may do this during registration time.

Provision can be made for our gifted and talented students by ensuring that they are identified in each subject area. Opportunities for extension activities are provided, both in and out of the classroom. The school contribute to the Flintshire MAT enrichment program.

### **RECORDING PROGRESS AND REPORTING TO PARENTS**

Detailed records are kept on students' progress as outlined in the school's Assessment Policy. In addition to this, students with additional needs will be seen on a regular basis as part of the review procedure and parents are encouraged to work in partnership with the school through our 'open door policy'.

### **PREMISES AND RESOURCES**

The school can accommodate students with a wide range of disabilities. There is wheelchair access throughout the school and modified desks available. Our Hearing Support Centre (HSC) caters for a large group of students who are integrated into the mainstream school.

### **STAFF DEVELOPMENT**

The school is committed to the development of staff throughout the school, as is reflected in our being awarded Investor in People status. There is a great emphasis on the training and development opportunities for staff in order to enhance the provision for students with additional needs. This may take place in a number of ways:

- LEA provided in service training
- School provided in service training
- Cluster group support
- Advice from the Learning Support Team
- Advice from outside agencies

We like to use a team approach with the sharing of ideas and good practice.

The Additional Needs Policy is constantly under review in the following ways:

- Ongoing discussions amongst all staff with regard to the provision arrangements for AN
- Regular meetings between subject teachers and AN staff to monitor student progress
- Regular reviews with staff to discuss professional development needs
- Development of successful partnerships with outside agencies
- Discussions with parents
- Detailed and measurable IEPs
- Regular recording of student progress
- The involvement of the Governing Body and particularly the nominated AN Governor