



Additional Learning Needs and Inclusion Policy

Rationale:

The John Frost School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional learning needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The John Frost School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 3 students, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many students, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

At The John Frost School, we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

The John Frost School sees the inclusion of children identified as having additional educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

We are trying to move from an ALN approach that locates a problem with the child, to looking at what additional provision we need to make for specific children.

The school's Additional Learning Needs Co-ordinator (ALNCO) is Mrs M Poulton. The ALNCO has strategic responsibility for ensuring all identified students' needs are suitably catered for and reports to Mr Tucker, the Headteacher, on a regular basis. The school's Assistant ALNCO is Mrs. Debra Clayton. The Assistant ALNCO coordinates appropriate support for identified students with additional educational needs.

The ALN Governor is Mrs Jan Atkinson.

Objectives

1. To ensure the ALN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with additional educational needs.
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, ALNCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare and we aim to offer the full curriculum to all our students.)

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having ALN at **School Action** or **School Action Plus**.
6. To ensure that students with ALN are perceived positively by all members of the school community, and that ALN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating ALN provision

1. The ALNCO will work closely with all feeder primary schools in sharing information about those identified as having additional educational needs.
2. The ALNCO will devise and implement individual transition plans for those identified.
3. The Assistant ALNCO will work closely with Year 6 teachers to ensure that IDPs for each student are appropriate.
4. IDPs will be reviewed twice per year by the ALN team. Targets arising from IDP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The ALNCO monitors planning for ALN and supports curriculum teams with curriculum planning.
6. The ALNCO, together with the Leadership Team, monitors the quality and effectiveness of provision for students with ALN through classroom observation and whole-school reviews.

ALN support is primarily delivered by subject teachers through differentiated teaching methods. Additional support is provided by the ALNCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the ALNCO and the management team, in line with current student needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.

7. Support staff, Teachers, Assistant ALNCO, ALNCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of ALN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, ALNCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in '**Criteria for Assessment**' (Newport City Council).

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and TAs and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*; progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class
2. Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target or targets**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently with differentiated curriculum support. The group may be taught by the subject teacher and supported by a TA. The responsibility for planning for these children remains with the subject teacher, **in consultation** with the ALNCO.

A child receiving support at **School Action** will have an Individual Development Plan (IDP). This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LA model with minor adaptations for this purpose.

Monitoring will be carried out on a regular basis (at least monthly). Significant achievements and difficulties will be recorded. The Assistant ALNCO will look at the monitoring information on a half-termly basis and adjust the provision for the child, if appropriate.

Individual Development Plans will be reviewed at least twice a year, although some students may need more frequent reviews. The ALNCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the ALNCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs that are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **mostly** includes the involvement of **specialist services** but can be provided by internal intervention programmes, if agreed in the annual cluster moderation meeting led by Paula Halsall from the LA. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Development Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Additional Learning Needs.

The school is required to submit evidence to the LA whose weekly Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a request for statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Additional Learning Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the ALNCO and/or the Assistant ALNCO. The ALNCO will review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child. In line with the new ALN Reform Act 2017, annual reviews will adopt a student centred approach and parents will be at the heart of any plan of action for the individual.

The Schools Arrangements for ALN and Inclusion In-Service Training

- The Assistant ALNCO attends regular cluster meetings to update and revise developments in Additional Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the ALNCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual student or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the ALNCO as to the purpose of each visit.

- The LA Advisory Teachers visits regularly to provide specific information, share resources and provide in-service training
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example dyslexia or EBD (in line with assessment criteria)
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement.
- Class teachers plan alongside these specialist teachers who also attend and contribute to IDP reviews.
- The ALNCO liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician
 5. Speech Therapy Service
 6. Physiotherapy Service
Occupational Therapy Service
 7. GEMSS
 8. Visual/Hearing Impairment Services

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support students identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The ALNCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers, we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IDP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IDPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside students in the classroom where this is appropriate.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the

issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with Other Schools/Transfer Arrangements

The Deputy Headteacher, ALNCO and Year 7 Progress Co-ordinator, visit all feeder primary schools prior to students starting school. Information about particular needs will be brought to the attention of the AENCO at this meeting. Where necessary the ALNCO will arrange further meetings as part of a transition plan.

Form tutors/Progress Co-ordinators of children joining from other schools will receive information from the previous school; if there is an ALN issue the Assistant ALNCO will telephone to further discuss the child's needs. At transition to secondary school the Assistant ALNCO will discuss individual student needs with the receiving school.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the ALNCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the ALNCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting ALN. The Assistant ALNCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board.

Inclusion Principles

- Staff at The John Frost School value students of different abilities and support inclusion.
- Within the school, staff and students will be constantly involved in the best ways to support all students' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. The school has a well-established nurture group for those identified at the transition between KS2 and three. Placements for students in this group are reviewed termly.

- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan) (Steve Dyke to amend)

The John Frost School is a single site school. The school is built on three levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. (Currently the provided ramps are not DDA compliant 12% gradient) Classrooms are accessed by corridors from which there is also wheelchair access.

- *There are currently no shower, changing or laundry facilities, but an application has been*

made to the LEA for funding under the Schools' Access Initiative. There is currently one accessible toilet for children or adults in the Key Stage 4 area, and there are three accessible toilets within the Sports Centre.

- *We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).*
- *An access audit of the school has recently been carried out and work will be undertaken in the future to designate an orange badge bay and drop the kerb from the car park. We will incorporate a number of the other recommendations into our repairs and maintenance programme.*
- *Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.*

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any students.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The John Frost School uses a range of assessment procedures within lessons (such as

taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of ALN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

The school has had a disability equality INSET day and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name-calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and disability equality issues.

Listening to disabled students and those identified with additional needs

The John Frost School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time via the PSE programme and via small group withdrawal sessions delivered by TAs, Learning Support Base Manager, Learning Support Officers, Interventions Officer and ALNCO.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

There are on-going training opportunities available to staff on issues relating to communication and listening skills.

Working with disabled parents/carers

The John Frost School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents'/carers activities. We also make sure that we hold parents'/carers meetings in the Hall that is accessible.

When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

The John Frost School tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at our after school activities and we try to rearrange ALN transport as necessary.

Evaluating the success of the Schools ALN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our students with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs i.e. early identification of needs
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of ALN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The ALNCO will meet with the ALN Governor to discuss Inclusion and current ALN concerns. The ALN Governor will lead governor monitoring of the ALN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IDP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors meeting with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to ALN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all students takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of students at the end of each Key Stage. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

The policy itself will be reviewed annually by the school's ALNCO.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the ALNCO who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy available, on request, from the school office.

Appendix 1 – Unique aspects of the School

Specialised Provision

The John Frost School has an ALN tutor group with a mix of Year 7 and 8 students.

The John Frost School also has a nurture group with a mix of Year 7 and 8 students. Full time TA support is allocated to this group and, when necessary, there is more than one TA supporting this class.

Learning Support Base (LSB)

Miss Lorraine Pollard (LHP) manages the Learning Support Base and co-ordinates support for students who struggle to access certain aspects of the curriculum. The main barrier to learning for many of such students may be their inappropriate behaviour. For other students it may be poor basic skills. Support is provided by LHP, ALNCO, members of support staff and external agencies.

Alternative Compulsory Education (ACE) Room

This facility is managed by Mr John Batcock and targets students who are at risk of exclusion. When serious incidents occur e.g. verbal abuse to staff, threatening behaviour, fighting, bullying and intimidation, vandalism – any act that would normally incur a fixed term exclusion – students are referred via Progress Co-ordinators and/or members of the Leadership Team and referred students serve their exclusion internally. Mr Batcock is responsible for the smooth running of this facility and for providing suitable work for the students to complete whilst there. Students work in complete silence and they take their breaks at a different time to the rest of the school.

Ready to Learn/Pastoral Hub

A comprehensive, whole-school Ready to Learn system manages incidents of low-level disruption in class. The Pastoral Hub is situated in the Williams Building and is managed by a team of three Learning Support Officers: Helen Shergold, Jayne Wheatle and Connah Vaughan. The Learning Support Officers patrol the school every lesson, man the Isolation Room and respond to call-outs from teaching staff who need assistance. All Ready to Learn procedures must be followed before such a call is made, except in extreme cases where the health and safety of staff/students is jeopardised. The Pastoral Hub is also used to assess situations and the team then decides on the most appropriate course of action.

All TAs are trained to support students at **School Action**, **School Action Plus** and **Statemented Students** within school.

Inclusion projects, or links with special schools

ASD Centre

Mrs Angela Stephens (ATS) is the lead teacher at the Autism Resource Base (ASD Centre) and co-ordinates support for students allocated by the LA in consultation with the school who are on the Autistic Spectrum. Transition plans for these students are also the responsibility of ATS.

Support for students working at the ASD Centre is provided by the team of TAs and includes in-class support and withdrawal sessions for literacy, numeracy and social and emotional literacy. ATS provides lessons at the base on a regular basis for students as is necessary.

Youth Workers

Youth workers provide support and counselling for referred students. Referrals are made via Progress Co-ordinators (PCs), Assistant ALNCO, Family Engagement Officer and ALNCO. Some students are seen on a 1:1 basis and others in a small group. Work is done on e.g. anger management, self-esteem, smoking, abuse, bullying etc. Students can self-refer.

School Counsellor

A team of school-based counsellors support a number of students. Counselling and support is provided for students, parents and staff. Referrals are made via Progress Coordinators, ALNCO and other Pastoral Managers. Students can self-refer via the link on the school's website.

Other Agency Support

Our Family Engagement Officer, Mrs Anne Llewellyn, refers students to external agencies based on their individual needs. Wellbeing support being the focus.

We work closely with the following agencies:

Barnardo's
Umbrella
Unicorn
N-Gage
School Health
School Police Liaison
Newport Mind
CAMHS