

# *Ysgol Hendrefelin*



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## Access and Inclusion Policy

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### MONITORING AND EVALUATION OF POLICY

<b>Policy Type:</b>	Corporate
<b>Review Cycle:</b>	Annually
<b>Last Review Date:</b>	April 2025

### **Statement from the Governing Body of Ysgol Hendrefelin:**



This policy is a corporate policy and as such has been provided by the Local Authority / Welsh Government.

All relevant departments/personnel, including legal and employee union representatives have been involved in the production and consultation of this document. The content, therefore, has been accepted in its entirety and not altered (apart from personalisation to the school name/detail where appropriate), by the governing body of Ysgol Hendrefelin.

Ysgol Hendrefelin and its Governing body will regularly review this policy in accordance with its agreed review cycle and will accept the latest available version of this policy from NPTCBC's intranet or as advised. The Governing Body of Ysgol Hendrefelin have no control over the review date / version of this policy and have therefore agreed to retain the HR / LA cover when displaying or making available this policy any stakeholder of Ysgol Hendrefelin, to ensure full transparency.

This policy has been accepted in the format it was received with regards to font, text size etc so may look slightly different to Ysgol Hendrefelin's school-based policies.

Unless otherwise stated this policy applies to Ysgol Hendrefelin's residential unit as well as the main school.

Senior Management of Ysgol Hendrefelin will ensure that any necessary training will be provided to staff and refreshed as and when required.

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### Rationale:

Ysgol Hendrefelin is committed to providing an appropriate and high quality education to all pupils. We believe that all children, particularly those identified as having Additional Learning Needs (ALN) 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. Most pupils at the Schools have a Statement of Additional Needs or an Individual Development Plan (IDP) and the school are working closely with the Local Authority on the conversion of Statements to IDPs in line with Welsh Government implementation timescales. All pupils here are allocated a place through the Local Authority–ALN Panel.

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

Ysgol Hendrefelin 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 develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. The School will respond to learners in ways which take account of their varied life experiences, individual needs and learning styles.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. The School view the inclusion of pupils identified as having ALN as a matter of equal opportunities, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

We ensure equality of provision and high achievement for every group of learners with additional needs, including:

- Pupils of either gender or gender neutral
- minority ethnic and faith groups, pupils from the traveler community, asylum seekers and refugees
- learners who have English as an additional language (EAL)
- learners who have physical impairments
- those who more able and gifted
- those who are looked after by the local authority
- those who are young carers;
- those who are in families under stress;
- pregnant schoolgirls and young mothers
- any learners who are at risk of disaffection and exclusion

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- any learners with social, emotional or behavioural difficulties
- pupils with genetic or developmental disorders
- pupils with specific learning difficulties
- pupils with communication difficulties
- pupils with sensory impairments
- pupils with medical needs
- pupils at risk of homophobic bullying

This policy describes the ways in which Ysgol Hendrefelin work to meet the needs of pupils who experience barriers to their learning and as a result experience problems accessing the full breadth of the curriculum available.

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

At Ysgol Hendrefelin we aim to identify these needs at an early stage to enable prompt intervention, providing teaching and learning contexts which enable every child to achieve his or her full potential.

The Assistant Head is the member of staff responsible for any issues in relation to inclusion and the co-ordination of additional learning needs and as a member of the SLT should be consulted regarding any possible area of need. There is a Deputy Head on site in Bryncoch and Port Talbot and the Additional Learning Needs Coordinator (ALNCo) works across the whole school. As a school we have structured the SLT to ensure there is a senior leader with responsibility for ALN and Inclusion across each site.

### Objectives

1. To ensure the Additional Learning Needs and Education (Wales) Tribunal Act (ALNET) 2018, the Equality Act (2010) and other 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 learning needs and any other needs identified on the Statement of Special Educational Needs or IDP.
3. To continually monitor the progress of all pupils, 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, and use of support staff as appropriate.  
(\*Except where disapplication, arising from a Statement of SEN or IDP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To ensure that pupils with ALN are perceived positively by all members of the

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school community, and that an ethos of inclusive provision is positively valued and promoted by all staff, supported by parents/carers.

6. To ensure that we meet the needs of all pupils who access our school facilities.
7. To enable pupils to leave the Schools well equipped in the basic skills of literacy, numeracy and social independence, enabling them to succeed in college life and with life skills to equip them for adult life, commensurate with their ability.
8. To involve parents/carers at every stage of planning to meet their child's additional needs, particularly person centered reviews (PCRs), annual reviews and parents' evenings.
9. To involve the pupils themselves in planning and in any decision making which affects them, via a Person Centered Approach.
10. To continuously review and evaluate existing provision to promote effective whole school inclusion policies and practice.

### **Arrangements for coordinating ALN provision**

1. The Assistant Head Paul Thomas will liaise with each form teacher to discuss individual pupil's needs and to review progress and provision as outlined within the Statement or IDP of each pupil in their form.
2. At other times, the Deputy Heads Ryan Duford and Nick Lloyd will be alerted to newly arising concerns by any member of staff as they occur.
3. Where necessary, person-centered reviews will be held more frequently than once a year.
4. Targets arising from person-centered reviews / annual reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The Senior Management Team will monitor the quality and effectiveness of provision for pupils with ALN using a range of methods including classroom observation.
6. Additional Learning Needs which cannot be met sufficiently through whole class planning and teaching will be supported through programmes led by fully trained staff.
7. Support staff, class teachers, SMT and outside agencies liaise and share developments in order to inform reviews and forward planning. The schools also have an Education Social Worker who has an active role in the pupils' needs and supports families to ensure all pupils have the opportunity to fulfil their potential.
8. All staff have access to a thorough Inclusion Service training offer delivered by skilled and qualified Local Authority professionals.

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### **Reviewing Pupil Progress in Person Centred Reviews**

Pupil centered reviews are held regularly by the ALNCo. This involves outside agencies, the parents, and most importantly the pupil.

In this meeting the needs and provision required for the pupil are reviewed. The meeting also discusses wider holistic areas involving health, employment, community, relationships and independence. Central to this is the pupil's One Page Profile.

### **Specialist Unit Provision**

Within the Bryncoch site, Ysgol Hendrefelin has a Learning Support Centre for pupils of primary age who hold a diagnosis of BESD as their main area of need on their Statement /IDP. There are 8 planned Local Authority places.

There is also a specialist provision for pupils with ASD called the Aspire Centre, where staff are specialized in meeting pupils' social, interaction and learning needs.

The secondary provision for BESD is based in the Port Talbot sites, where staff are trained in trauma-informed approaches to learning and meeting pupils emotional needs.

Pupils with speech and language difficulties are able to access support from a member of staff who is a trained Speech Therapy Assistant, and who provides resources and support to meet needs outlined on pupil's statements/IDP.

### **Additional Learning Provision (ALP)**

All pupils in the school have access to a range of resources specific to their needs. These are replicated in each classroom providing a consistent approach across the schools.

The ALP required will be reviewed and arranged in Person Centered Reviews each year.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of all pupils is also used to identify children who are not progressing as expected, and who may be displaying needs additional to those already identified in their Statements / IDPs.

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### The school's data analysis draws on information extracted from:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Screening and assessment tools
- Observations of behavioural, emotional and social development plus Boxall Profile Assessments
- Statement of SEN / IDPs
- Assessments by specialist services, such as educational psychology
- Previous schools which have identified or provided support for additional needs
- Reports from other agencies or specialist services

In order to make progress a pupil may require differentiation in addition to normal curriculum planning. The differentiation may involve modifying learning objectives, teaching styles and access strategies. However, as every pupil at the School has individual needs, all pupils require individual elements of differentiation and these will be met through the professional judgment of the teacher and support staff.

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

All pupil progress will be reviewed at termly intervals, half termly via teacher assessment and through end of year reports. There are also person centred reviews of the Statement / IDP and biannual testing using baseline assessments.

Further information on assessment can be found in the school policy for assessment.

### The School's Arrangements for Inclusion Training

The Assistant Head/ALNCo attends regular cluster meetings to gain up to date information on developments in Additional Learning Needs Education and Inclusion.

Additional needs and Inclusion issues are targeted each year through the School Development Plan. In-Service training and individual professional development is then matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings, INSET training days, and training led by the SMT and staff with specialist areas.

All staff have access to professional development opportunities and are able to apply for training where a gap in provision is identified, either at an individual pupil or whole school level.

All staff have access to a thorough Inclusion Service training offer delivered by skilled

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and qualified Local Authority professionals.

### **Involvement of outside agencies, support services and other facilities**

Ysgol Hendrefelin receive regular and coordinated support from a range of external agencies including Occupational Therapists, Educational Psychologists, School Based Counsellors and Specialist / Advisory Teachers. Joint planning meetings are held with Heads of Units/ ALNCo and Inclusion Service officers and regular school visits are undertaken.

Each provision has a dedicated Educational Psychology with specialist knowledge and experience within the area of ALN e.g. BESD or MLD. The school also receives support from wider services including Education Welfare Service, Social Services and Swansea Bay University Health Board (SBUHB). Pupils in school regularly access therapies including Occupational Therapy, Physiotherapy and Speech and Language Therapy as outlined on their statutory plans.

The School has strong links with Neath Port Talbot College and Careers Wales to ensure a successful transition for pupils into post 16 education.

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

### **Partnership with parents/carers**

Staff and parents/carers work together to support all pupils. Parents/carers are involved at all stages of the education planning process. Twice yearly parents' evenings provide the opportunity to meet the class/subject teacher, and all staff are happy to discuss any issues as they arise, in order to ensure any new needs are met as soon as possible. These concerns are then passed on to the delegated member of the SMT.

At review meetings with parents/carers we try make sure that the pupil strengths as well as needs are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific, resourced and achievable. 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.

Ideas and materials for supporting learning at home are discussed with parents/carers through Google Classroom and Teams. Parents are encouraged to be involved in pupil progress through Class Dojo.

Regular communication between school and home ensures that concerns are promptly acted upon. Where parents/carers feel that this has not happened, they are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue, the governing body. Our complaints policy, available from the school office, sets out the steps in making a complaint in more detail.

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### Links with other schools/Transition arrangements

The Senior Management Team are notified of new pupils via the Local Authority Additional Learning Needs Support Service (ALNSS) and Information Exchange Meetings (IEMs) are held before transition takes place. In addition, the Assistant Head/ALNco attends the annual reviews of Year 6 pupils who have Ysgol Hendrefelin as their named placement in Year 7. Year 6 pupils are also invited to attend a Transition Day in the summer term so that they can meet other pupils. As pupils attend Ysgol Hendrefelin from schools throughout Neath Port Talbot they often arrive not knowing any other pupils. It is therefore important to reassure both parents/carers and the pupil that they will make friends and know other pupils when they start in September. There is also a guide book and school prospectus on line (**Ysgol Hendrefelin - School Prospectus**) to support pupils which parents/carers can share with them over the summer holidays.

### 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 SLT and referrals made as appropriate. Social Services and the Education Welfare Service are accessed through the Social Services Team or the visiting education welfare officer as appropriate. The education welfare service works with Ysgol Hendrefelin and has a specialised role as they mix both Home School Support and education welfare. Class teachers and support staff will alert the Deputy Head or any member of SMT if there is a concern they would like discussed.

### Inclusion Principles

Staff at Ysgol Hendrefelin value pupils equally regardless of abilities and fully support inclusion.

Within the schools, staff and pupils are constantly involved in supporting all pupils' needs. There is flexibility in approach to find the best way for each child to fulfil their potential. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Where appropriate, links with partner special schools are made and the school also has links with mainstream schools in the NPT area.

### Access to the Environment (also see School Accessibility Plan)

Ysgol Hendrefelin is on three sites. Bryncoch Site is built on several small levels although there are stairs to two classrooms and the residential block. The entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access and has a lift to the next level. Classrooms are accessed by corridors from which there is also wheelchair access. There is a disabled toilet with shower facilities in the main building, Velindre Site and Theodore Road are on one level ensuring access for all pupils.

We have ensured that there is a good lighting and safety arrangement for all visually impaired pupils (for example, markings on steps). Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). The Aspire Centre also has a low arousal environment that helps to reduce

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anxiety in pupils placed within that class. Children requiring equipment specific to their ALN will be assessed in order to gain the support that they require before they begin in the school.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Arrangements for providing access to learning and the curriculum (also see School Accessibility Plan)**

The schools will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are delivered flexibly enough to meet every pupil's needs. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual or there are safeguarding concerns. It will then be replaced with an activity appropriate to meeting that pupil's needs.

Learning opportunities aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to ensure that the pupils they are supporting are fully included in group activities and will encourage peer tutoring and collaborative learning. Schemes of work and policies for each curriculum area are differentiated to include appropriate learning outcomes for all pupils. 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.

Pupils with sensory/physical impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The schools will ensure that the whole life of the school, including social and self-help skills and extra-curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

### **Access to Information (also see School Accessibility Plan)**

All pupils requiring information in formats other than text/writing have this provided (e.g. the Widgit programme).

We adapt printed materials so that pupils with literacy difficulties can access them or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to written recording where appropriate or provide access through peer/extra adult scribing.

Ysgol Hendrefelin use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing, I pads) to ensure pupils with additional needs are able

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to demonstrate their achievement appropriately.

Details of our plan to improve access to information are contained in the school's Accessibility Plan.

### **Incorporating disability equality into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disability rights organisations on appropriate resources.

Ysgol Hendrefelin actively supports disability equality for staff, visitors, service providers and parents/carers.

Literacy resources are regularly reviewed to ensure they include books that reflect a range of needs, and priority is given to the ordering of books with positive images and portrayal of disability as they become available.

### **Terminology, imagery and disability equality**

We try to make sure we have positive images of disability in displays, resources etc.

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

### **Listening to disabled pupils and those identified with additional needs**

We fully include pupils in their target setting and encourage and support them to take an active part in their annual reviews, ensuring the information and meetings themselves are accessible and unthreatening. School make use of Digital Stories to ensure the voice of the child is captured, despite any communication difficulties they may be experiencing.

### **Working with disabled parents/carers**

Ysgol Hendrefelin recognises that there may be a number of disabled parents/carers of children within the school, and we work to ensure that they are fully included in Parents/carers' activities. We hold parents/carers' meetings in areas that are easily accessible for anyone with mobility issues. Any parent/carer that has literacy difficulties can request to have communication via telephone or visit if this is their preferred method of communication. The school has an educational social worker and an educational engagement officer. They provide support for families with difficulties and help with a variety of issues that are not necessarily school based.

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

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### **Disability equality and trips or out of school activities**

Ysgol Hendrefelin tries to make all trips inclusive by planning in advance and using accessible places. All pupils are encouraged to participate in residential trips and we provide additional TA support for pupils as required.

The school has a residential department which provides places for approximately 10 pupils per evening, 4 evenings a week. Pupils attend on a voluntary basis and their placement is decided by an admissions panel that works from a set of agreed criteria. Parents/carers are notified and give permission if they wish their child to attend residence on a weekly basis.

### **Monitoring and Evaluating the ALN and Inclusion Policy**

We regularly monitor and evaluate individual pupil progress. We analyse data on major behaviour incidents and exclusions.

The school performance targets aim to:

- Reduce the percentage of children who have not progressed to the level expected,
- Reduce the number of behaviour related 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 Accessibility Plan, along with the information required by The Equality Act.

Individual targets for pupils with additional needs will be reviewed through, Person Centered Reviews 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 pupils takes place termly. Annotated samples of work are kept as evidence of achievement, and to support predictions of the future achievements of pupils at the end of each Key Stage. These targets aim to ensure progression enabling pupils to reach their full potential.

### **Dealing with complaints**

If a parent/carer wishes to complain about Inclusion provision or policy, they should raise the issue with the class teacher who will attempt to resolve the situation. If the issue is not resolved to the parent/carers' satisfaction then they may contact a member of the Senior Leadership Team to arrange a meeting.

Any issues that remain unresolved at this stage will be managed according to the school's

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*Complaints Policy*. This is available, on request, from the school office and is on the School Website.

### Policy Review Record:

Policy Review		Signature	Signature
Date approved by Governors	22/03/2024	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)
Date Reviewed	08/04/2025	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)

