



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

ADDITIONAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive and for provision to be an integral part of the School Development Plan. The Governing Body will ensure that appropriate provision will be made for all pupils with additional needs.

AIMS

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring additional provision as early as possible in their school career
- To ensure that AEN pupils take as full a part as possible in all school activities
- To ensure that parents of AEN pupils are kept fully informed of their child's progress and attainment
- To ensure that AEN pupils are involved, where practicable, in decisions affecting their future provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support assistants and pupils working together.

1. DEFINITION OF ADDITIONAL EDUCATIONAL NEEDS

A child has additional needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA;
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Queen Elizabeth High School will have due regard for the Special Needs Code of Practice [the official document which states how schools should tackle additional educational needs] when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when AEN provision is being made for their child.

2. ROLES AND RESPONSIBILITIES

2.1 THE SENIOR LEARNING COORDINATOR-ADDITIONAL EDUCATIONAL NEEDS

The SLC as SENCO plays a crucial role in the school's AEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for pupils with AEN;
- Liaising with and giving advice to fellow teachers;
- Managing Learning Support Assistants;
- Overseeing pupils' records;
- Liaising with the parents;
- Making a contribution to INSET;
- Liaising with external agencies, LEA support services, Health and Social Services, Careers Wales, and voluntary bodies.

For effective co-ordination, staff must be aware of:

- The roles of the participants;
- The procedures to be followed;
- The responsibility all teachers have in making provision for AEN pupils;
- The commitment required by staff to keep the SENCO well informed about pupils' progress;
- Mechanisms that exist to allow teachers access to information about AEN pupils;
- What exactly constitutes a 'level of concern' and at which point School Action is initiated;
- Mechanisms that exist to alert the SENCO to such 'levels of concern';
- The procedure by which parents are informed of this concern and the subsequent AEN provision;
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

2.2 THE GOVERNING BODY

The Governing Body's responsibilities to pupils with AEN include:

- Ensuring that provision of a high standard is made for AEN pupils;
- Ensuring that a 'responsible person' is identified to inform parents of the Statement and all those involved with teaching and supporting statemented pupils;
- Ensuring that AEN pupils are fully involved in school activities;
- Having regard to the Code of Practice when carrying out these responsibilities;
- Being fully involved in developing, monitoring and subsequently reviewing AEN policy;
- Reporting annually to parents on the school's AEN Policy including the allocation of resources from the school's devolved/delegated budget.

2.3 THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, AEN pupils;
- Collaborating with the SENCO to decide the action required to assist the pupil to progress;
- Working with the SENCO to collect all available information on the pupil;
- In collaboration with the SENCO, develop IEPs for AEN pupils;
- Working with AEN pupils on a daily basis to deliver IEP targets within differentiated planning;
- Developing constructive relationships with parents;
- Being involved in the development of the school's AEN policy.

2.4 THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the AEN provision;
- Keeping the Governing Body well informed about AEN within the school;
- Working closely with the SEN/AEN team;
- Informing parents of the fact that AEN provision has been made for their child;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

2.5 A WHOLE SCHOOL RESPONSIBILITY

Teaching AEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

3. CO-ORDINATING AND MANAGING PROVISION

The needs of pupils with learning difficulties must be the shared responsibility of the whole staff at QEHS. The responsibility is to be coordinated by the SENCO. In order to achieve this, the SENCO should:

- Co ordinate the development and implementation of the AEN policy in order to improve the quality of teaching and learning provision for pupils with AEN
- To develop, with the support of the headteacher and colleagues, ways of making the curriculum accessible to children with AEN through effective teaching and target setting
- Support all staff working with pupils with AEN by ensuring that they have the necessary information to secure improvements in teaching and learning

4. ADMISSION ARRANGEMENTS

The Governing Body believes that the admissions criteria should not discriminate against pupils with AEN and has due regard for the practice advocated in the Code of Practice, in that, *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having AEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

QEHS strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development especially with the regional hub becoming operational in 2008. All pupils are welcome, including those with special

educational needs, in accordance with Carmarthenshire's LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5. IDENTIFICATION, ASSESSMENT AND PROVISION

5.1 Allocation of Resources

All schools in Carmarthenshire receive funding for pupils with AEN in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils;
2. The delegated AEN budget (based on the LEA formula, and generated in part by numbers on the AEN Register) covers the additional support required;
3. Specific funds are allocated to pupils with statements;
4. It is also possible to request additional resources for AEN via the regular resource panel. Meetings are convened by the LEA where the Learning Support Officer represents the school (recent requests cover: manual handling training for LSA staff, lap top computer for disabled pupil, life jacket for disabled pupil, transport costs for a wheelchair user, additional support for an individual pupil who is failing to make progress and behaviour support for a non-statemented pupil).

QEHS follows the recommendation of the code of practice, *'it is good practice for the costs of the SENCO to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with AEN.'* CoP (5.35)

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

QEHS follows LEA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with AEN are included in the Governors' Annual Report to Parents.

5.2 Identification, Assessment and Review

(a) CATEGORIES OF ADDITIONAL NEED

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development

- sensory and/or physical

The SEN Code of Practice 2002 makes it clear that *'all teachers are teachers of pupils with special educational needs'*. All teachers are responsible for identifying pupils with AEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with AEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for AEN provision.

(b) EARLY IDENTIFICATION

Early identification of pupils with AEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- Their performance in the National Curriculum judged against level descriptions;
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies;
- Standardised screening or assessment tools.

NFER reading comprehension and spelling tests are given to all KS3 and 4 pupils at the beginning of each academic year. NFER mathematics tests are administered to years 7 and 8. All scores are recorded and are available to staff via the school intranet.

KS2 records and pupil profiles from feeder schools are passed on to the SENCO at review meetings or are delivered to the school at the transition meeting in June.

(c) AEN PROVISION

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For pupils with identified AEN the headteacher, SENCO, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the child's previous school to shape the curricular and pastoral provision in the first few months;
- Identify the pupil's skills and note areas that require support;
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning;
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme;
- Involve pupils in planning/agreeing their own targets;
- Involve parents in a joint home-school learning approach.

(d) THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum;
- Periods of withdrawal to work with a support teacher;
- In-class support with adult assistance;

- Attendance at a specialised unit within the school, full- or part-time;
- Support from specialists within class or as part of a withdrawal programme;
- Attendance at mathematics, reading or spelling workshop;
- Attendance for a short period at the local education authority's behaviour support unit based at Rhydygors or at the specialist unit based at Aalton House;
- Under certain circumstances pupils will be provided with home or community tuition.

(e) ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. The LEA offers us support for these pupils currently in the form of a weekly visit from a peripatetic teacher (3hours)

(f) MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour;
- Is likely to lead to further education, training, and/or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment and advises them of this right.

(g) RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having AEN, the school will intervene through School Action and School Action Plus as described below:

(h) SCHOOL ACTION

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

(i) USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

AEN teachers: Support teachers work within KS4 supporting identified pupils in mainstream classes and if appropriate in their withdrawal/curriculum support periods. We aim to cover all lower sets in the core curriculum with support teachers. AEN support teachers work with small groups of pupils in morning workshop sessions.

AEN LSA: The KS3 pupils identified from the NFER tests are supported by LSA staff in morning workshops to develop reading skills, numeracy and spelling.

(j) NATURE OF INTERVENTION

The SENCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment

- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

(k) SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention or support from a specialist or advisory teacher.

(l) INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

(m) REVIEWING IEPs

At school action level the IEP will be a group plan based on reading, spelling and numeracy targets. IEPs will be reviewed twice a year one of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

(n) REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs
- Records and outcomes of reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

(o) REVIEWS OF STATEMENTS

Statements must be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent/s, guardians
- The child
- The relevant teacher
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, further education, work-based training, higher education, and adult life. Beyond year 9 the Transition Plan will be reviewed and involve the careers service. For pupils in Y9 and beyond, the aim of the annual review is to

- a) review the young person's statement
- b) draw up and subsequently review the Transition Plan.

The annual review of the statement held in year 9 should involve the agencies that may play a major role in the young person's life during the post-school years and must involve Careers Wales service. It is the duty of the SENCO to draw up the transition plan.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of AEN. Where a pupil with a statement of AEN continues to attend after compulsory education, i.e. after age 16, Carmarthenshire LEA usually decides to maintain the Statement until age 19.

6. CURRICULUM ACCESS AND INCLUSION

QEHS strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning
- High expectations and suitable targets for all children

At QEHS we have adopted a whole- school approach to AEN policy and practice. Pupils identified as having AEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Please refer to our Inclusion Policy.

7. EVALUATING SUCCESS

The success of the school's AEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinator
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the AEN Register
- Consideration of each pupil's success in meeting IEP targets
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA AEN moderation process
- The School Development Plan/AEN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

8. COMPLAINTS PROCEDURES

The school's complaints procedure is outlined in the school prospectus. The AEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

9. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

a) Staff development and appraisal

All members of staff are encouraged to attend courses that help them to acquire the skills needed to work with AEN pupils. (See appendix for details) Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with AEN pupils. As a routine part of staff development, INSET requirements in AEN will be assessed. LSAs' requirements in

supporting pupils' needs will be considered frequently however there are few courses available within the county package and LSAs are not eligible for GTCW funding. NQTs and staff new to the school will be given training on the school's AEN policy as part of their induction. The School's INSET needs will be included in the School Development Plan

b) Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for AEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with AEN pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational Therapy services
- Hearing impairment service
- Visual impairment service
- Behaviour Support Service
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Ethnic Minority Support Service

In addition, important links are in place with the following organisations

- The LEA
- Canolfan Gwili/ Elizabeth Williams Clinic
- Family support services
- Education Welfare
- Social Services
- Friends of the School/PTA
- SNAP
- Careers Wales

c) Partnership with parents

QEHS firmly believes in developing a strong partnership with parents and that this will enable children and young people with AEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school will make available, to all parents of pupils with AEN, details of the parent partnership service available through the LEA. The AEN Code of Practice outlines that: *'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

d) The voice of the child

The new Code includes a chapter on pupil participation.

Schools should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. At QEHS we encourage pupils with AEN to participate in their learning by personal target setting, attendance at regular reviews, the writing of personal statements, individual counselling, support sessions and mentoring. There is a school council which represents the views of pupils at every level, two pastoral heads of learning for each year group, a dedicated child protection officer, a school nurse/counsellor and a youth worker who offer guidance, counselling and advice through self or staff referral.

e) Links with other schools and transfer arrangements for AEN pupils

The partner primary schools invite the SENCO to attend year 6 reviews in the autumn term. School Action Plus pupils are also discussed at these meetings.

Planning for transfer begins immediately. Arrangements are made for any educational psychologist input to amend the statement, the early integration programme is explained and issues like transport, special diets and any necessary disapplication or modification to the national curriculum. LSA staff visit the pupils in their primary schools and liaise closely with the class teachers and primary LSA staff.

Statemented pupils from without the county will have their needs discussed and supported.

**Date established by governing body: 23rd January
2007**

Review date: 23rd January 2008

SPECIAL NEEDS STAFFING, 2006-2007

Teaching staff (8)

Mrs Gay Morgan	Senior Learning Co-ordinator Additional needs
Mr Ceri Davies	Head Learning Support
Mrs Janet Gravell	Support teacher KS4
Mrs Merrill Parry	Support teacher KS4 (.4)
Mrs Brita Rogers	ASD Unit (.9)
Mr Nick Shelmerdine	Support teacher KS4
Mrs Wendy Sykes Wilkes	Severe learning difficulties
Mrs Simone McNeil	Dyslexia Centre

Learning Support Assistants (23)

Year 7	Miss Natalie Arundel, Mrs Rachel Axon, Mrs Jackie Marshall, Miss Emma Worrall, Ms Beverley Hitchcock [0.8], Miss Majella O'Donnell
Year 8	Miss Sian Bradshaw [ASD], Ms Eirwen Davies [ASD], Ms Delyth Davies, Miss Mary Abbott [V.I.], Mrs Lorraine Fox, Mrs Ruth Nelson [ASD], Miss Jacqueline Green
Year 9	Mrs Sally Ann Barnett [Star Group], Miss Kelly Cummins [Star Group], Mrs Marilyn Morris, Mrs Sally Staff, Ms Tina Jukes, Mr Peter Robinson, Miss Amanda Parkinson, Mr Andy Nelson [Star Group]
Year 10	
Year 11	Miss Jessica Wright [P.H. pupil], Ms Anwen Yelland [H.I. pupil]

Other key people:

School Governor AEN responsibility: Dr Brendan Westhoff

Link Learning Support Officer: Mr Emlyn Schiavone

Educational Psychologist: Ms Joy Gamble

BSS Outreach worker: Mrs Rebecca Harley

Youth worker; Ms Anwen Richardson

Family Support advisory teacher: Mrs Molly Morgan

EAL peripatetic teacher: Ms Sian Thomas

VI advisory teacher: Mr Gareth Jones

HI advisory teacher: Mrs Sally Durbridge

Specialist Careers Officer: Mr Steve Evans

Other Appendices

- Staffing details and timetables
- AEN register
- LSA induction
- Inset
- Workshop groups
- Sensory impaired
- EMAS
- Pro forma referrals.... EP. Anwen Richardson. Reviews. Transition reviews. BSS

- Examination arrangements.