



Inclusion Policy

Polisi Cynhwysiant

School / Ysgol:	Rhyl High School
Responsible / Cyfrifol:	Headteacher / Governing Body
Last Reviewed:	2 October 2025
Review Date:	2 October 2026



"Being the best we can be"

"Be brave, risk being exceptional!"



This Policy is a:

Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

Please indicate (✓)

☒

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This Policy relates to:

Please indicate (✓)

Rhyl High School (Secondary)	☐
All schools (please name)	☐
Other (please name)	☐

Headteachers Signature:

Mr P. Collins

Date:

2/10/25

Chair of Governors Signature:

Mr Harris

Date:

2/10/25



Rhyl High School Inclusion Protocol



"Being the best we can be"
Be brave, risk being exceptional!

Date/Dyddiad: September 2025

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Introduction

How was this protocol created?

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

How is this protocol evaluated?

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

How can parents access this protocol?

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

Context

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

- Equality Act 2010:
- Safeguarding policy
- Admissions policy



Ethos / Rationale Statement

Ethos

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

Rhyl High School is committed to the successful inclusion of all learners including those with Additional Learning Needs. At our school, every teacher is a teacher of all learners, including those with ALN.

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

Rhyl High School is committed to providing an education that enables all learners to make progress so that they achieve their best, become confident individuals living fulfilling and healthy lives and make a successful transition into adulthood. We strive for our pupils to become their academic and resilient best; socially, emotionally, and behaviourally.

Aims and Objectives

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

Partnership with families

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

Our school is committed to establishing and maintaining good working relationships with the families of all our learners and recognises the importance of a partnership between home and school. Parents are kept informed of learner's progress and are



encouraged to play an active part in learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher and Head of Year who will inform the ALNCo if necessary. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Provision

Overview

At Rhyl High School we adopt a “high quality teaching” approach. High quality teaching, differentiated for individual learners, is the first step in supporting learners to reach their potential.

The key characteristics of high quality teaching are:

- A broad, balanced, and relevant curriculum with high engagement of learners.
- High quality teaching that is differentiated.
- High expectations of every pupil.
- Appropriate use of teacher questioning, modelling and explaining.

Assess, Plan and Do

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

Review

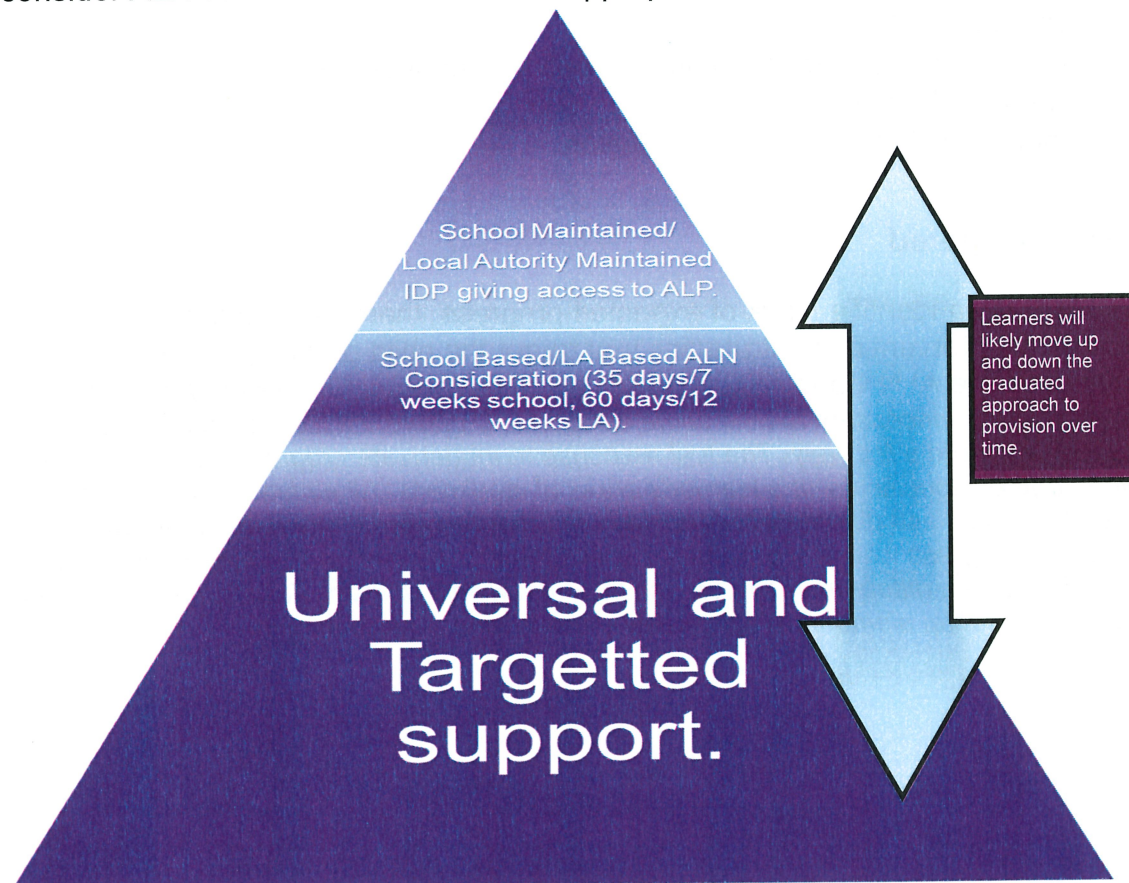
The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed on the agreed date. The class teacher or subject teacher, and Head of Year working with the ALNCo, will revise the support in light of the learner's progress. If a learner does not make expected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



Graduated Approach

The ALN Code of Practice recognises that “**Early identification, intervention and prevention** where needs are identified and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN (ALN Code, 2021, 37)” The following infographic describes the ‘graduated response’ that is to be taken to ensure that where learners face difficulties or barriers to their learning, the correct steps are taken at the correct time. As a result, where progress is deemed to be less than expected, the steps needed to support the learner are:

1. Gather evidence to ascertain what support may be needed.
2. Consider the need for support at the Universal / Universal Targeted level
3. Consider a different type of Universal / Targeted Universal approach if expected progress is not being made.
4. If expected progress is not being made further advice and guidance may be sought from outside professionals with parental consent.
5. If expected progress is still not being made after targeted support, the school may consider ALN consideration if this is felt appropriate





Universal Support

It is expected that the majority of learners will be supported at the Universal level and this will be primarily classroom based and could include differentiated/accessible work

What does Universal Provision look like?

Universal provision may include;

- Reasonable adjustments
- A broad, balanced and relevant curriculum with high engagement of learners
- High quality teaching that is differentiated
- High expectations of every learners
- Appropriate use of teacher questioning, modelling and explaining
- Questioning and feedback
- Assessing, tracking and monitoring
- Scaffolding
- Individual/ group/ class targets
- One Page Profile
- Child is seated where they can best see and hear adults
- Class visual timetables
- General Positive Behaviour Strategies

Universal Targeted

Where there is an identified lack of expected progress, there may be the need to put in place some interventions / strategies that target the child or young person's area of weakness. The ALN Code (2021, p.229) explains this as: *"Where progress is not adequate, it will be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. Indeed, most children and young people will require a differentiated approach in some aspect of their education at some point. This is a fundamental element of high quality – but routine – teaching."*



What does Universal Targeted Provision look like?

Universal targeted provision may include;

- Small step learner targets.
- Implementation/ monitoring of support in/out of the classroom.
- In depth reviewing and analysis of attainment data
- Questioning and feedback
- Observations
- Outside agency intervention where appropriate
- Child/ Parent involvement
- Liaising with ALNCo

Additional Learning Provision

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

Definition of ALN

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

1. *A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.*
2. *A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—*
 - a. *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - b. *has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.*
3. *A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.*
4. *A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.*

This information can also be found in the school's provision mapping document

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YSGOL UWCHRADD Y RHYL



RHYL HIGH SCHOOL



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Supporting learners' IDPs (Individual Development Plans)

Formal review meetings will take place annually, where parents and learners will be involved in reviewing progress and setting new outcomes. Progress will be evidenced according to the outcomes described in the learner's IDP.



Rhyl High School Provision Map

Rhyl High School Provision Map

	Universal	Universal Targeted	ALP (Additional Learning Provision)
Communication and Interaction needs.	- Access to General Teaching Assistant (TA) support (if available) - Quality First Teaching - Purposeful Planning - Additional Learning Need (ALN) Testing/Screening - Re-do CATs - Laptop – Assistive Technology - Use of Neuro Profile, Language and Communication Plans and/or other specialist profiles - School based One-page profile completed and reviewed regularly - Advice and recommendations from professional such as Educational Psychologist, Speech and Language, Child and Adolescent Learning Disability Service (CALDs) and Neuro development put in place, tracked, monitored and reviewed. - Advise and support and from stakeholders and agencies, such as Team Around the Family (TAF), and Educational Welfare Officers (EWO) - Passes provided, such as a Time-out pass and Early Exit. - Access to resources such as fidgets and sensory sooth boxes. - Departmental and Area of Learning Experience (AOLE) support and interventions - KS3 timetabled skills sessions	- Short term targeted TA support - Access to Additional Learning Provisions (ALP) areas for short term targeted support and/or interventions, for example in Speech and Language and Talktime. - Access to ALP for unstructured time - Team Around the School (TAS) referral and recommendations - Referrals made, and related advice and recommendations from professional such as Educational Psychologist, Child and Adolescent Learning Disability Service (CALDs), Neuro development, ASD Outreach and Tir Morfa Outreach put in place, tracked, monitored and reviewed. - Individualised Timetable (ITT) - Home Tuition - Multi Agency Professionals meeting (MAP)	- Sustained access to a high level of Teaching Assistant (TA) support - Sustained access to a high level of Teaching Assistant (TA) support and personal supervision. - One to One access to a high level of Teaching Assistant (TA) support - Hafan provision – Sustained and/or long-term provision to allow access to learning - Achieve provision - Sustained and/or long-term provision to allow access to learning - Well-being provision - Sustained and/or long-term provision to allow access to learning - Referrals to Pupil Referral Units (PRU) - Medical and Behaviour - ALN consideration, if support in place is not working effectively - Specialist Careers Support - Professionals working directly with pupils, for example Speech and Language.



Cognition and Learning Needs

- Courses that make up the curriculum, which are offered to all, such as Salon and Construction.
- Extended Work Experience
- Careers Wales Support
- Access Arrangements
- Risk Assessments (RAs)

- Access to General Teaching Assistant (TA) support (if available)
- Quality First Teaching
- Purposeful Planning
- Additional Learning Need (ALN) Testing/Screening
- Re-do Cognitive Assessment Tests (CATs)
- Laptop – Assistive Technology
- Use of Neuro Profile and/or other specialist profiles
- School based One-page profile completed and reviewed regularly
- Advice and recommendations from professional such as Educational Psychologist, Neuro development and Child and Adolescent Mental Health Service (CAMHs) put in place, tracked, monitored and reviewed.
- Advise and support and from stakeholders and agencies, such as Team Around the Family (TAF), and Educational Welfare Officers (EWO)
- Passes provided, such as a Time-out pass.
- Access to resources such as fidgets and sensory sooth boxes.
- Access to learning aids for example, word banks and timetables grids.

- Short term targeted TA support
- Access to Additional Learning Provisions (ALP) areas for short term targeted support and/or interventions, for example in Literacy and Numeracy.
- Team Around the School (TAS) referral and recommendations
- Referrals made, and related advice and recommendations from professional such as Educational Psychologist, Neuro development, CAMHs/CALDs, ASD Outreach and Tir Morfa Outreach put in place, tracked, monitored and reviewed.
- Individualised Timetable (ITT)
- Home Tuition
- Multi Agency Professionals meeting (MAP)

- Sustained access to a high level of Teaching Assistant (TA) support
- Sustained access to a high level of Teaching Assistant (TA) support and personal supervision.
- One to One access to a high level of Teaching Assistant (TA) support
- Hafan provision – Sustained and/or long-term provision to allow access to learning
- Achieve provision - Sustained and/or long-term provision to allow access to learning
- Well-being provision
- Sustained and/or long-term provision to allow access to learning
- Referrals to Pupil Referral Units (PRU)
- Medical and Behaviour
- ALN consideration, if support in place is not working effectively
- Specialist Careers Support



	- Remote English and Maths interventions provided, tracked, monitored and reviewed, such as IDL. - Departmental and Area of Learning Experience (AOLE) support and interventions - KS3 timetabled skills sessions - Courses that make up the curriculum, which are offered to all, such as Salon and Construction. - Extended Work Experience - Careers Wales Support - Access Arrangements - Risk Assessments (RAs)		
Social, emotional, and mental health needs.	- Access to General Teaching Assistant (TA) support (if available) - Quality First Teaching - Purposeful Planning - Additional Testing/Screening - Re-do CATs - Laptop – Assistive Technology - Use of Neuro Profile and/or other specialist profiles - School based One-page profile completed and reviewed regularly - Advice and recommendations from professional such as Educational Psychologist, Neuro development and CAMHs put in place, tracked, monitored and reviewed. - Advise and support and from stakeholders and agencies, such as Team Around the Family (TAF), and Educational Welfare Officers (EWO) - Support from Pastoral team members.	- Short term targeted TA support - Access to Additional Learning Provisions (ALP) areas for short term targeted support and/or interventions, for example Friends, Emotional Literacy Support Assistant (ELSA), Self-esteem, Dialectical behaviour therapy (DBT), Blues, Drawing and Talking, Seasons for Growth, Unearthing Box, Lego, Intervention Therapy, Relaxation, Reading Your Emotions, Anger Management and Student Assistance Programme (SAP) - Referral to School Based Counselling (SBC) - Access to ALP for unstructured time - Team Around the School (TAS) referral and recommendations - Referrals made, and related advice and recommendations from professional such as Educational Psychologist, Neuro development, Educational Welfare Officers (EWO), Team Around the Family (TAF) and CAMHs/CALDs put in place, tracked, monitored and reviewed. - Support from outside agencies and organisations, such as Local	- Sustained access to a high level of Teaching Assistant (TA) support - Sustained access to a high level of Teaching Assistant (TA) support and personal supervision. - One to One access to a high level of Teaching Assistant (TA) support - Hafan provision – Sustained and/or long-term provision to allow access to learning - Achieve provision - Sustained and/or long-term provision to allow access to learning - Well-being provision - Sustained and/or long-term provision to allow access to learning - Referrals to Pupil Referral Units (PRU) - Medical and Behaviour



	- Passes provided, such as a Time-out pass and Early Exit pass. - Access to resources such as fidgets and sensory sooth boxes. - Departmental and Area of Learning Experience (AOLE) support and interventions - KS3 timetabled Metacognition sessions - Courses that make up the curriculum, which are offered to all, such as Salon and Construction. - Extended Work Experience - Careers Wales Support - Access Arrangements - Risk Assessments (RAs)	- Inclusion Family Team (LIFT), Viva, CRUZE Bereavement Support, and Domestic Abuse Safety Unit Support (DASU). - Individualised Timetable (ITT) - Home Tuition - Multi Agency Professionals meeting (MAP)	- ALN consideration, if support in place is not working effectively - Specialist Careers Support
Behaviour Needs	- Access to General Teaching Assistant (TA) support (if available) - Quality First Teaching - Purposeful Planning - Additional Testing/Screening - Re-do CATs - Laptop – Assistive Technology - Use of Neuro Profile and/or other specialist profiles - School based One-page profile completed and reviewed regularly - Advice and recommendations from professional such as Behaviour Support Service (BSS), Educational Psychologist, Neuro development and CAMHs put in place,	- Short term targeted TA support - Access to Additional Learning Provisions (ALP) areas for short term targeted support and/or interventions, for example the EBD Gardening Project, and EBD Sports Intervention. - Access to interventions and support such as Empire Fighting Chance, Llybrua, Lego Intervention Therapy and Youth Workers. - Referral to School Based Counselling (SBC) - Access to ALP for unstructured time - Team Around the School (TAS) referral and recommendations - Referrals made, and related advice and recommendations from professional such as BSS, Educational Psychologist, Neuro development, Educational Welfare Officers (EWO), Team Around the Family (TAF) and CAMHs/CALDs	- Sustained access to a high level of Teaching Assistant (TA) support - Sustained access to a high level of Teaching Assistant (TA) support and personal supervision. - One to One access to a high level of Teaching Assistant (TA) support - Hafan provision – Sustained and/or long-term provision to allow access to learning - Achieve provision - Sustained and/or long-term provision to allow access to learning - Well-being provision - Sustained and/or



	tracked, monitored and reviewed. - Advise and support and from stakeholders and agencies, such as Team Around the Family (TAF), and Educational Welfare Officers (EWO) - Support from Pastoral team members. - Passes provided, such as a Time-out pass and Early Exit pass. - Access to resources such as fidgets and sensory sooth boxes. - Departmental and Area of Learning Experience (AOLE) support and interventions - KS3 timetabled skills sessions - Courses that make up the curriculum, which are offered to all, such as Salon and Construction. - Extended Work Experience - Careers Wales Support - Access Arrangements - Risk Assessments (RAs)	put in place, tracked, monitored and reviewed. - Support from outside agencies and organisations, such as Local Inclusion Family Team (LIFT) and Domestic Abuse Safety Unit Support (DASU). - Individualised Timetable (ITT) - Managed moves - Home Tuition - Multi Agency Professionals meeting (MAP)	long-term provision to allow access to learning - Referrals to Pupil Referral Units (PRU) - Medical and Behaviour - ALN consideration, if support in place is not working effectively - Specialist Careers Support
Medical Needs	- Access to Medical Officer/Lead First Aider. - Access to General Teaching Assistant (TA) support (if available) - Quality First Teaching - Purposeful Planning - Additional Testing/Screening for example for coloured paper and overlays. - Laptop – Assistive Technology - Use of Neuro Profile and/or other specialist profiles - School based One-page profile completed and reviewed regularly - Advice and recommendations from	-- Short term targeted TA support - Access to Additional Learning Provisions (ALP) areas for short term targeted support and/or interventions. - Referral to School Based Counselling (SBC) - Access to ALP for unstructured time - Team Around the School (TAS) referral and recommendations - Referrals made, and related advice and recommendations from professional such as the School Nurses, Physio and Occupational Therapy. - Support from outside agencies and organisations. - Individualised Timetable (ITT) - Home Tuition	- Sustained access to a high level of Teaching Assistant (TA) support - Sustained access to a high level of Teaching Assistant (TA) support and personal supervision. - One to One access to a high level of Teaching Assistant (TA) support - Hafan provision – Sustained and/or long-term provision to allow access to learning - Achieve provision - Sustained and/or long-term provision to



	professional such School Nurses, Physio, Occupational Therapy, Educational Psychologist, Neuro development and CAMHs put in place, tracked, monitored and reviewed. - Advise and support and from stakeholders and agencies, such as Team Around the Family (TAF), and Educational Welfare Officers (EWO) - Support from Pastoral team members. - Passes provided, such as a Lift Pass, Time-out pass and Early Exit pass. - When appropriate, PEEP put in place. - Access to resources such as fidgets and sensory sooth boxes. - Departmental and Area of Learning Experience (AOLE) support and interventions - - Courses that make up the curriculum, which are offered to all, such as Salon and Construction. - Extended Work Experience - Careers Wales Support - Access Arrangements - Risk Assessments (RAs)	- Multi Agency Professionals meeting (MAP) - Intimate Care and Toileting - related RAs, plans and procedures - Support with accessibility and movement around the building	allow access to learning - Well-being provision - Sustained and/or long-term provision to allow access to learning - Referrals to Pupil Referral Units (PRU) - Medical and Behaviour - ALN consideration, if support in place is not working effectively - Specialist Careers Support
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Learner Participation:

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

Supporting learners with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place in conjunction with the school nursing service and medical professionals as appropriate.

Monitoring and Evaluating

Meeting the needs of all learners is a matter for the school as a whole and the provision is monitored and evaluated regularly.

Admission Arrangements

Our school admissions are managed by Denbighshire County Council. We have adopted the Denbighshire admissions policy. A copy can be found on the website.

Transition Arrangements

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

Looked After Children (LAC)

The designated teacher works to ensure that arrangements are in place for supporting learners that are looked after.

Staff development

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



Roles and Responsibilities

Governors will ensure that:

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

The Headteacher is responsible for:

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

Role of the ALNCo in Rhyl High School:

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

The role of the ALNCo

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

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

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



(Additional Learning Needs Coordinator) should be actively involved in decisions around budgets and resources to help plan appropriate provision. 8.10. ALNCoS are not expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning support staff can aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

In addition to the role and responsibilities set out in the ALN Code (2021) in Rhyl High School the ALNCo also coordinates:

- Overseeing the day to day operation of the school's Inclusion Protocol.
- Co-ordinating the provision for learners who may need support.
- Maintaining the school's provision records register and records.
- Supporting learners at the universal level and universal targeted level.
- To maintain the schools Provision Map.
- Supporting class teachers and the pastoral team in devising strategies, setting targets appropriate to the needs of the learners, and advising on appropriate resources and materials for use with learners who may need support and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of learners who may need support and provide guidance on who to contact in the school if there are any concerns of ALN or learners in need of support. This could be for parents and/or staff.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Liaising with the ALNCoS in receiving schools and/or professionals to help provide a smooth transition from one school to the other.
- Co-ordinate the support and provision for learners who have medical needs.
- Manage Achieve Provision.
- Manage a large team of Teaching Assistants.
- Oversee Access Arrangements.
- Home Tuition Link.

Role of the Head of Year:

- To lead the behaviour and rewards systems for their year group.
- To use school data effectively to meet the needs of the individual child.
- Nurturing the emotional, intellectual, spiritual, creative and physical well being of all pupils by involving all relevant parties.
- Supporting pupils to identify own learning needs;
- Enabling pupils to achieve potential through the use of appropriate strategies
- Communicating information to all relevant parties.
- Monitoring progress, achievement and success.
- In Partnership Senior Leaders analysing data on potential, progress, attitudes (e.g. CATs, PASS, Progress Reviews), behaviour and attendance to establish their links with pupil progress and intervening accordingly.



- Using school procedures robustly to monitor evaluate and enable pupil progress.
- Liaise with, prepare and provide information for parents.
- To liaise closely with parent's with regards to rewards and sanctions
- To help organise and participate in mentoring schemes of pupils.
- To complete referrals to the ALNCO, Wellbeing Learning Coach and Classroom Practice Lead where identified.
- Work closely with the Behaviour Intervention Team to proactively address any individual pupil issues raised, prepare daily reports for pupils on the Behaviour Pathway and to action and deal with out of lesson issues on a daily basis.
- Undertake Interventions with pupils at S1 & S2 and complete Pastoral Support Plans for all pupils at S3 and above.
- Complete Attendance Support Plans for all pupils at Stages 2 & 3 of the Attendance procedure.

Role of the class teacher:

- Providing high quality teaching for all children setting high expectations which inspire, motivate and challenge learners.
- Assessing learner's level and planning appropriate adjustments, interventions, and support to match the outcomes identified for the learner.
- Regularly reviewing the impact of these adjustments, interventions, and support, including learners with ALN in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the learner.
- Making themselves aware of the school's Inclusion Protocol and procedures for identification, monitoring and supporting learners who may need support.
- Directly liaising with parents of learners who may need support.
- Managing behaviour effectively to ensure a good and safe learning environment.

Role of the Teaching Assistant (TA)

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

Pennaeth / Headteacher:
Mr Philip Collins

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YSGOL UWCHRADD Y RHYL



RHYL HIGH SCHOOL



Ffordd Grange, Rhyl, Sir Ddinbych. LL18 4BY
Grange Road, Rhyl, Denbighshire. LL18 4BY

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Complaints Procedure

Complaints follow the appropriate complaints procedure. A copy of our complaint's procedure is available on the school website or can be requested via the Head's PA.

Key people within the school

ALN Governor : Nathan Jones and Clare Wright

Designated Staff with specific Safeguarding responsibility: Ceri Ellis, and Rebecca Pace

Member of staff responsible for Looked After Children (LAC): John Ellis

Assistant Head, Inclusion: Carly Dingle

ALNCo: Ben Dennis

Assistant ALNCo: David Carmichael

ALNCo contact details:

01745 343533

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