



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Pen-y-Bryn
Glasbury Road
Morrison
Swansea
SA6 7PA**

Date of inspection: October 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Pen-y-Bryn is situated in Murryston near Swansea and is maintained by the City and County of Swansea local authority. It is a special school for pupils with moderate learning difficulties, severe learning difficulties and autistic spectrum disorders.

The school has 115 pupils, 89 boys and 26 girls, on roll aged from four to 19 years. Pupils come from all areas of the City and County of Swansea with the exception of one pupil from another authority.

The school has six discrete classes for pupils aged from four to 19 years with severe and challenging autistic spectrum disorders and nine classes for pupils aged from 11 to 19 years with moderate and severe learning difficulties. The school provides residential accommodation for a few pupils aged from 14 to 19 years with autistic spectrum disorders.

All the pupils have a statement of special educational needs. Most of the pupils have additional learning needs, which include physical, sensory, medical and emotional and behavioural difficulties.

English is the predominant language of nearly all pupils. No pupils speak Welsh as their first language at home. There are very few pupils from minority ethnic backgrounds and four pupils receive support for English as an additional language.

Seven per cent of the pupils have 'looked-after child' (LAC) status and approximately 40% of pupils are entitled to free school meals.

Ysgol Pen-y-Bryn is a school which encourages all pupils to believe in their ability to achieve. Their aim is to develop all pupils to their full potential, both educationally and socially in a safe and purposeful environment. Specialist areas include the sensory rooms and the sensory garden.

The school was last inspected in October 2007. The headteacher has been in post for five years and the deputy headteacher for 18 months. A second deputy headteacher has been in post since September 2013.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Ysgol Pen-y-Bryn is a good school because:

- leaders have high expectations and ensure that the school functions effectively;
- pupils achieve good standards in their learning and develop very good communication skills;
- teaching in most lessons is good and in a few cases excellent;
- provision for pupils' health and wellbeing is good;
- staff work exceptionally well as a team and manage behaviour skilfully;
- learning experiences are very well matched to the learning needs of the pupils; and
- provision for pupils' health and wellbeing is good.

Prospects for improvement

Prospects for improvement are good because:

- senior leaders and the governors have a clear vision for the school, which is shared by all staff;
- leadership is well distributed across the staff;
- staff are highly motivated, feel valued and are keen to move the school forward;
- staff performance is managed carefully;
- the school has very strong partnerships which impact positively on the wellbeing and outcomes for pupils; and
- the school manages its resources well and provides good value for money.

Recommendations

- R1 Ensure that the self-evaluation report is evaluative and clearly identifies the school's strengths and weaknesses
- R2 Strengthen the role of the governing body in challenging the work of the school
- R3 Where teaching is excellent, make sure that teachers share their good practice across the school
- R4 Increase the opportunities for pupils to work alongside their peers from mainstream schools

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress, over time, in relation to their abilities and individual needs. They make good progress in achieving the agreed learning targets identified in their individual education plan (IEP). Most pupils take pride in their achievements, and recognise their progress within their targets.

As programmes are individually tailored it is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special educational needs.

Pupils from various groups across the school achieve well against their targets. There is no significant difference between the achievements of boys and girls, pupils who receive free school meals and those who are in the care of their local authority.

Most pupils make good progress in lessons, achieving their identified targets and improving their learning. They have positive attitudes and show enthusiasm towards school. They behave and listen very well. Most pupils can recall previous learning, especially when given appropriate cues and prompts. All pupils, including pupils with autistic spectrum disorders, work very well together.

Nearly all pupils make good progress between the key stages throughout the school. Agored Cymru results show that pupils aged between 14 and 19 years make good progress. All pupils gain a range of appropriate qualifications in accredited courses well matched to their abilities. These qualifications include Agored Cymru NOCN units at pre-entry level to level 1 and the bronze Duke of Edinburgh's Award. The wide range of Agored Cymru units include gardening, catering and customer service.

Most pupils develop their communication skills very well. Pupils with autistic spectrum disorders use augmentative communication effectively in order to communicate and express themselves to others. They use symbols and pictures effectively, for example when choosing their lunches. More able pupils communicate well orally, use signing effectively and make good progress with their reading and writing skills.

Over time pupils develop good numeracy skills. They learn to use their skills appropriately in a variety of activities, for example when measuring and weighing ingredients in food technology sessions.

Pupils across the school make effective use of information and communication technology, for example to compose music and improve their communication skills. Pupils with autistic spectrum disorders use interactive white boards competently to answer questions and staff and pupils use tablet computers effectively to show pupils' progress.

All pupils, over time, successfully gain the skills that they need to increase their independence, improve their work and contribute effectively to the wider life of the school and the community. They develop their thinking skills and problem-solving skills well, in line with their ability, and learn to apply skills in a relevant manner to everyday life.

All pupils make good progress in Welsh in relation to their needs and linguistic background. They understand Welsh greetings and adjectives that describe their progress. More able pupils, over time, build on a range of phrases and short sentences and extend their vocabulary. Nearly all pupils show a good understanding of aspects of the culture and heritage of Wales.

For the past three years, all pupils in Year 11 have continued with their education at Pen-y-Bryn and have gained a recognised qualification by the time they leave school.

Pupils in key stages 4 and 5 have valuable experience of the world of work. This includes environmental work and forest skills. During the past three years all pupils have moved on to college courses, specialist day provision or work.

Wellbeing: Good

Pupils enjoy coming to school and nearly all have a very good attitude to learning. In lessons, most pupils settle quickly to tasks and concentrate well. They take pride in their achievements and work hard to improve.

Overall, pupils' behaviour is very good. They learn to manage their emotions well, over time. Pupils are polite and courteous, showing respect to each other, their teachers and support staff.

They work co-operatively in classes and support each other well. At around 90%, attendance compares well to that in other special schools. The school is an inclusive environment with very few fixed-term exclusions during the past three years and no permanent exclusions.

Pupils develop an appropriate understanding of healthy eating and drinking. They have a positive attitude towards taking exercise. Pupils feel safe in school and know whom to ask for help if they need it. Pupils undertake a range of duties around the school with maturity, including running the fruit tuck shop and helping in the school café.

The school council plays an effective role in the life and work of the school. Pupils on the council have planned carefully how to develop the school grounds and have raised money to purchase new equipment. They regularly help to organise whole school events, such as bingo sessions and a disco, in order to raise money for charities.

Pupils develop their knowledge of the community well through their visits and strong links with places in the locality, such as the Waterfront Museum. Nearly all pupils make good progress in developing their social and life skills. They play an active role in making choices about what and how they learn. The school uses their ideas well,

particularly in providing a varied choice of activities for pupils at the end of each week, including surfing and fishing. Pupils are well prepared for life, further education and work when they leave Pen-y-Bryn.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides a broad and balanced curriculum. Teachers and teaching assistants work together very effectively to provide stimulating and exciting learning experiences for all pupils. For example, the world of work units in key stages 4 and 5 include highly creative projects, which include the high quality 'achieve it' annual school magazine featuring Doctor Who. These units inspire and motivate the pupils to continue with their learning.

Personalised programmes and curriculum planning build systematically on existing knowledge, understanding and skills as pupils move through the school. Pupils in key stages 4 and 5 follow individual learning pathways and access a wide range of accredited courses. They gain extensive experience of the world of work.

Post-16 pupils have very good opportunities to visit and study alongside their peers in a local college. However, very few pupils have access to learn alongside their peers in local mainstream schools.

The school provides a very good range of extra-curricular activities to enrich the lives of all pupils. Activities include the summer school, sporting and cultural activities, and residential visits which include educational visits overseas.

Provision for skills is well-embedded across the school. Literacy provision is particularly effective. Pupils have well-planned opportunities to develop their key skills across the school, in relation to their individual needs and abilities.

All pupils are supported to develop the communication skills that are appropriate to their needs. This includes the use of technology, picture exchange communication, signs and symbols.

Pupils have very good opportunities to develop and use their Welsh language skills. Staff and pupils use incidental Welsh accurately and confidently and the language features prominently in the life of the school.

Provision for the Welsh dimension, for example the annual eisteddfod, St David's Day celebrations and the gymanfa ganu, help pupils to understand the cultural and historical context of Wales.

Activities, such as the school's 'Eco Week' and the excellent partnership with a local park, increase pupils' understanding of environmental issues. Pupils have a good understanding of waste-management and recycling. They have introduced a colour-coded method of recycling throughout the school. There is good provision to develop pupils' understanding of their role as global citizens.

Teaching: Good

Most teaching is good or better. Teachers' planning is very detailed and all lessons have clear learning objectives that relate well to pupil targets. These targets are shared in class with pupils, at an appropriate level according to their ability, and reviewed effectively in plenary sessions. This helps pupils to understand how they can improve their work.

In nearly all lessons, staff use questioning successfully to develop pupils' understanding. They use an appropriate range of teaching methods within the lesson to engage pupils' attention. Staff make sure that pupils stay focused and on task. They manage behaviour positively, safely and effectively. Relationships between teachers, teaching assistants and pupils are very good and mutual respect is evident.

Staff use a good range of resources. These resources are often unique to Pen-y-Bryn. They use signs and symbols to develop pupils' communication skills very effectively. Staff make very good use of information and communication technology and multimedia resources to enhance and enrich the quality of teaching.

In the few lessons where teaching is excellent, staff provide engaging and varied activities which challenge pupils to achieve their full potential. In the very few lessons where teaching is judged only as adequate, the pace of the lesson is too slow and pupils spend too much time on low level tasks.

The school has well-established assessment systems that are used to record pupils' progress and behaviour. These effective recording procedures are continually updated to ensure that all adults working with the pupils have a wealth of useful information. This aids teachers' planning and helps staff to implement appropriate teaching strategies to enhance the outcomes for all pupils.

End-of-year reports and annual reviews keep parents and carers well informed about their children's achievement and development. As well as meeting these statutory requirements, there is a continuous and effective dialogue between parents and staff, which impacts positively on the wellbeing of pupils.

Care, support and guidance: Good

The school provides a very high level of care, support and guidance for its pupils. The calm and purposeful atmosphere within the school has a positive impact on pupils' wellbeing.

Learning opportunities promote pupils' spiritual, moral, social and cultural development well. The school has a good quality personal and social education programme that includes appropriate sex and relationship education. There are good arrangements in place to promote healthy eating and drinking, and to develop pupils' awareness of healthy lifestyles. These include growing produce in the school garden, which pupils use to prepare food in the school café.

The school uses a comprehensive programme to monitor behavioural incidents. Staff record full details of these incidents and analyse the information carefully. This information informs pupils' individual behaviour plans (IBPs), which are reviewed and regularly updated.

The school has very effective links with an extensive range of specialist services. This includes the multi-agency behaviour support team and the child and adolescent mental health service (CAMHS). Staff and parents make good use of the advice and support provided by these services to meet pupils' needs. The recently established arrangements for medical staff to hold regular clinics at the school have had a positive impact on the school's provision.

The school has very effective procedures for supporting and monitoring pupils' additional needs. A good quality individual education plan is in place for each pupil. The plans identify specific, individual learning targets that staff use well to plan lessons. In order to fully meet the needs of each pupil, the school makes effective use of a wide range of strategies including relaxation techniques and specific play therapies.

Staff make comprehensive risk assessments that are updated regularly. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a very positive and supportive ethos, which is promoted by all staff and the governing body. It is a very caring and inclusive community, which promotes diversity and equality well and celebrates pupils' achievement.

The school considers pupils' individual needs, abilities and backgrounds carefully to ensure access to the curriculum and to wider school activities.

The happy and safe environment is based on respect and very close co-operation between staff and pupils. This helps pupils to become confident and to respond positively to their work.

There is a good range of learning resources which support the pupils' learning needs. Classrooms have a good range of ICT equipment. This includes interactive white boards and tablet computers.

The sensory garden, forest school area and extensive grounds are used appropriately to support pupils' learning. Older pupils have yet to access recently purchased play equipment.

The accommodation is well maintained and the classrooms are well designed to support the individual needs of the pupils. Displays around the school enhance pupils' learning and celebrate pupils' work. This includes the school's 'celebration tree' and the 'reach for the stars celebration board', where appropriate displays are sensory and interactive.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Senior leaders at Ysgol Pen-y-Bryn have a clear vision for the school that focuses on all pupils reaching their potential. Staff and partners share this vision. The school motto, 'Believe it Achieve it', is embraced by all staff. This is embedded in the ethos of the school and inspires pupils to have the confidence to achieve their goals.

The school has coherent management structures. Staff are very clear about their roles and responsibilities, and these are closely linked to the school's priorities and plans. The extended leadership team provides valuable experience for aspiring leaders at all levels to develop their leadership skills through taking responsibility for specific areas of development.

The use of data as a tool for improvement is a strong feature of the school. Senior leaders make effective use of performance data to challenge underperformance successfully and to drive improvements in weaker areas. Middle leaders are further developing their accountability through a more rigorous use of data.

There is an efficient system of regular meetings involving school staff. Meetings focus appropriately on teaching and learning, improvement planning and strategies to support pupils' needs. Leaders make very good use of these meetings to positively support and challenge staff to do their best. The contribution of support staff in these meetings is particularly highly valued. This inclusive approach promotes a whole school approach to improvement.

Governors support the school well. They visit on a regular basis and have a broad understanding of how well the school is performing. They have visited other special schools to learn more about good practice in aspects such as financial planning. However, governors do not effectively challenge the school to do better.

The school takes good account of national and local priorities. For example, it has proactively integrated planning for the national literacy and numeracy framework into its electronic data system, effectively supports pupils' transition at all stages and works well with 14-19 network providers to ensure that pupils access interesting and stimulating learning experiences.

Improving quality: Good

Leaders and managers have a good understanding of the school's strengths and weaknesses. They have developed a very good electronic data system and wide-ranging procedures for gathering first-hand evidence about the quality of teaching and learning. This includes regular monitoring of lessons, peer observations, and scrutiny of pupils' progress against individual education and behaviour targets. The analysis of outcomes gives appropriate focus to pupils' progress in their learning, and the identification of strategies for improvement.

The school has carried out a range of useful self-evaluation activities, led by the leadership team and other staff. The school's self-evaluation report is an informative

document that gives a detailed account of the school's work. However, it does not record the outcomes of the evaluation process well enough. As a result, the report is too positive and fails to highlight clearly enough the areas for improvement. In addition, the report does not always focus enough on the expected outcomes for pupils.

The school has a detailed plan for school improvement that identifies strengths and areas for improvement. The views of pupils, parents, carers and all staff are reflected in aspects of the plan.

Staff at the school regularly discuss their work and share ideas. They reflect carefully on their work and all development activities focus on improving outcomes for pupils. This is having a clear impact on pupil engagement and wellbeing and is beginning to impact on teaching and learning. For example, staff make exceptionally good use of a range of enterprising activities and a network of contacts to supplement the 'Skills for Life' programme. Pupils' communication skills and confidence benefit from these experiences.

The school has made very good progress in meeting the recommendations from the previous inspection report.

Partnership working: Excellent

The school has very strong partnership arrangements and works effectively with other local schools, Gower College, Careers Wales, a local park and the 14 to 19 network. These partnerships have benefitted pupils by increasing the range of learning experiences and resources available to them.

Very good collaborative work and effective use of Welsh Government funding for 'Unlocking the Potential of Special Schools' have enhanced the transition arrangements. The headteacher is highly successful in securing funding from a range of sources, which is used effectively to develop innovative projects that improve pupils' wellbeing and outcomes.

The school provides a purposeful outreach service for local schools to improve the provision for pupils with autistic spectrum disorders in the locality. This valuable service is developing the capacity of mainstream schools to meet the needs of pupils with autism. It promotes the sharing of good practice.

Excellent support and guidance is provided for parents and carers. This includes accredited training to support parents to extend their learning opportunities. Parents confirm that they transfer the skills they learn into the home. This impacts positively on ensuring a consistent approach to managing pupils' communication and behaviour. The accredited training has been extended to include parents from other schools. As the training is provided at Pen-y-Bryn, school staff benefit from gaining a better understanding of the pupils by working alongside parents. This partnership is an example of sector-leading practice.

A strong and supportive parent friends association also provides additional support and resources for the school.

Resource management: Good

The school manages resources well to ensure good learning outcomes for the pupils. Leadership is distributed effectively through the staff team who lead on specific areas of the school improvement plan. Staff are included in the self-evaluation process and know the school's priorities for development.

The school has a good range of highly skilled and experienced staff. Teachers and teaching assistants work exceptionally well together and are very well deployed across the school. Staff make a very valuable contribution to supporting the learning and behavioural needs of the pupils.

The school is a strong learning community with a culture of collaboration within and across a wide range of partners.

Staff are well supported by continuous professional development. They are encouraged to acquire accreditation for their own personal development and knowledge and skills to improve the learning and behaviour of pupils.

Spending priorities link closely to the school improvement plan and are monitored closely by the governing body and management team.

The school's financial management is robust and the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Special Questionnaire (Overall)

Sixty five responses were received and considered by the inspection team. These responses were received too late for an analysis to be presented in the report.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	41	33 80%	7 17%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		75%	22%	1%	0%		
My child likes this school.	41	34 83%	7 17%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		78%	21%	0%	0%		
My child was helped to settle in well when he or she started at the school.	41	34 83%	7 17%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		77%	22%	1%	0%		
My child is making good progress at school.	41	29 71%	12 29%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		64%	32%	2%	0%		
Pupils behave well in school.	37	21 57%	12 32%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		52%	35%	2%	0%		
Teaching is good.	40	34 85%	4 10%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		74%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	39	28 72%	11 28%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	32%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	17 55%	8 26%	1 3%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		41%	32%	8%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Staff treat all children fairly and with respect.	40	30 75%	7 18%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		73%	23%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	40	31 78%	8 20%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		66%	30%	1%	0%		
My child is safe at school.	40	36 90%	4 10%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		74%	24%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	27 66%	11 27%	2 5%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		68%	27%	2%	1%		
I am kept well informed about my child's progress.	40	31 78%	9 22%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		67%	27%	3%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	40	30 75%	10 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		75%	21%	2%	1%		
I understand the school's procedure for dealing with complaints.	39	22 56%	13 33%	0 0%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		53%	35%	3%	1%		
The school helps my child to become more mature and take on responsibility.	38	25 66%	12 32%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		61%	34%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	37	20 54%	7 19%	2 5%	1 3%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		40%	28%	8%	2%		
There is a good range of activities including trips or visits.	40	27 68%	10 25%	0 0%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		68%	30%	1%	0%		
The school is well run.	40	30 75%	10 25%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		74%	24%	1%	1%		

Appendix 2

The inspection team

Meinir Rees	Reporting Inspector
Sw Roberts	Team Inspector
Jane Williams	Team Inspector
Anthony Mulcahy	Team Inspector
Ann Dackevych	Team Inspector
Julie Ann Price	Lay Inspector
Ange Anderson	Peer Inspector
Ann Williams-Brunt	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

BESD, ESBD or SEBD: Behaviour, Emotional and Social Difficulties

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment