



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Bryn y Deryn Pupil Referral Unit
Cefn Road
Mynachdy
Cardiff
CF14 3HS**

Date of inspection: September 2016

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

Bryn y Deryn pupil referral unit (PRU) is maintained by Cardiff local authority. The unit is part of the provision that the local authority makes for pupils at key stage 4 with social, emotional and behavioural difficulties (SEBD) who require education otherwise than at school (EOTAS). In October 2015, the unit amalgamated with the Carnegie Centre, another local authority EOTAS provision. As such, the PRU is now accommodated on two sites, but with an integrated line management structure, and overseen by a single management committee.

The PRU aims to support pupils into further education, training or employment. Nearly all pupils who attend the Bryn y Deryn site attend the PRU for three days a week, and access an inclusion project and work-based training for the remaining two days. Pupils at the Carnegie Centre attend the PRU for 20 hours a week.

There are currently 38 pupils on roll with spaces for up to 52. Most pupils are also registered at other mainstream schools. Around half of pupils who attend the PRU have experienced anxieties that have prevented them from attending mainstream school. All pupils are aged from 14 to 16.

Around 8% of pupils have statements of special educational needs. Sixty-three per cent of pupils are eligible for free school meals. Around 11% of pupils are looked after by their local authority. Nearly all pupils come from homes where English is the main language.

The head of centre was appointed in 2009.

Summary

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

Current performance

The PRU's current performance is good because:

- Pupils gain a wide range of qualifications
- Most pupils engage well in lessons and are keen to learn
- Teaching is good
- Learning experiences are well matched to the needs, interests and abilities of the pupils
- Partnerships with local work-based training providers are strong and have an important impact on pupil wellbeing and outcomes

Prospects for improvement

The PRU's prospects for improvement are good because:

- Senior leaders have a clear vision that is shared effectively with all staff
- All staff are committed to providing high quality learning experiences
- Self-evaluation is embedded and links well to development planning for further improvement
- There are effective systems in place to monitor the performance of all staff in order to secure improvement
- The management committee is effective in supporting and challenging the PRU

Recommendations

R1 Improve pupil attendance

R2 Improve the provision for pupils to learn about Welsh language and culture

R3 Ensure that all pupils access a broad curriculum relevant to their needs, interests and abilities

What happens next?

The PRU will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils at the PRU have a wide range of social, emotional and behavioural difficulties. Most pupils start at the PRU with little confidence, have difficulty controlling their behaviour and have a history of poor attendance in previous education settings. A minority have experienced anxieties that have prevented them from attending mainstream school.

Due to the high level of support and encouragement that they receive from staff, many pupils make good progress in developing their confidence and improve their behaviour. Most pupils achieve the targets set in their individual education plans (IEPs) and make appropriate progress over time in line with their age, ability and learning needs. Many pupils recall prior learning well and a majority apply their knowledge and understanding confidently across the curriculum.

Across the PRU, pupils gain qualifications appropriate to their aptitudes and interests. These include GCSEs in English, mathematics, science and art. Pupils at the Bryn y Deryn site also gain a wide range of vocational qualifications. Last year, a majority of leavers from across the PRU gained five or more qualifications in accredited courses at a level appropriate to their needs and abilities. Nearly all pupils develop the skills necessary to make successful transitions to colleges of further education or employment.

There are no significant differences between the achievements of boys, girls, pupils who receive free school meals and those who are in the care of their local authority and their peers. It is not appropriate to compare the standards that pupils achieve at the PRU with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning needs.

Many pupils across the PRU listen and respond well to others. They engage competently in paired and group discussions and are confident in justifying their viewpoints. Many make strong progress with their ability to work with others and solve problems. Nearly all pupils at the Bryn y Deryn site take part enthusiastically in work-based learning placements.

Nearly all pupils at the Carnegie Centre make strong progress with their literacy skills and develop independent writing skills appropriate for their age and ability. They read a wide range of texts including novels and poetry. More able pupils demonstrate successful research skills, skimming and scanning texts to draw reasoned conclusions in their own words. They write for a wide range of purposes, organise and present their ideas clearly in well-structured paragraphs and use punctuation and spelling accurately.

Most pupils with literacy difficulties make strong progress in developing their reading comprehension skills. This helps them to grow in confidence and improve their work across the curriculum.

Most pupils across the PRU use an appropriate range of number skills in line with their age and ability in mathematics lessons. Many pupils apply these skills successfully in science to collect, organise and present data in graphs and charts. At the Carnegie Centre, most pupils use their numerical reasoning skills well to identify appropriate strategies to complete tasks. However, across the PRU there are insufficient opportunities for pupils to apply their numeracy skills to solve problems in real life situations.

Most pupils use information and communication technology (ICT) effectively across the curriculum to present work neatly and research information for topic work. For example, pupils research issues such as badger culling and clean sources of energy in science and use ICT skilfully to manipulate images in art.

Generally, across the PRU, nearly all pupils make insufficient progress in using Welsh when communicating with staff and each other.

Wellbeing: Good

Most pupils feel safe in the PRU and feel that staff deal well with bullying. Most pupils understand the importance of a healthy diet and taking regular exercise. Nearly all pupils at the Bryn y Deryn site take part in regular exercise at the pupil inclusion project. They enjoy a wide range of outdoor education activities including gorge walking and surfing. Pupils on the fitness and leisure learning pathway develop positive attitudes towards physical fitness and helping others. They take part enthusiastically in regular physical activities and a few work as volunteers at local sports centres.

Across the PRU pupils know whom to talk to if they are worried and they show a high level of trust in the staff. They respond well to interventions that support their wellbeing such as counselling, learning support and a restorative approach to resolving disagreements.

Pupils engage well with visiting speakers such as police liaison officers, who provide support and advice on relevant issues such as domestic violence, e-safety and substance misuse. They learn strategies to keep themselves safe, including the importance of staying safe online.

Many pupils with a poor record of attendance from their mainstream school make sound progress improving their attendance. However, the persistent absence of a few pupils has a negative impact on their standards and wellbeing. At 74.35%, the attendance rate for 2015-2016 is similar to those of the last three years.

Most pupils are punctual to lessons and have a positive attitude towards learning. They co-operate well with staff and peers and are proud of their achievements. Most pupils behave well in lessons and respond positively to the staff's high expectations. Fixed-term exclusions at the PRU have decreased year-on-year for the last three years and there have been no permanent exclusions for the last three years.

Opportunities for pupils to share ideas and contribute to decision-making are well established through the work of effective pupil councils at each site. Pupils elect members of the councils who meet regularly. They have reviewed the pupil friendly child protection policy and are producing a pupil complaints policy. A Bryn y Deryn pupil council member represented the PRU on the interview panel to select a provider of counselling services to Cardiff schools.

Pupils across the PRU are actively involved in community events. For example, they raise money for local and national charities through taking part in fundraising events.

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

The curriculum at the Bryn y Deryn site is broad and balanced and includes a wide range of vocational options that meet the needs of pupils well. The well co-ordinated work-based learning programme provides pupils with an extensive range of relevant and inspiring options. As a result, many pupils gain valuable work experience and vocational qualifications in areas such as construction skills, food hygiene and first aid at work. These help most pupils to secure employment in their chosen area of work on leaving the PRU. This aspect of the PRU's work is sector-leading practice.

Pupils attending the Carnegie Centre follow an appropriate range of GCSE courses and gain further accreditation in personal and social education. This is a recent development at the PRU. However, opportunities for pupils at the Carnegie Centre to engage in physical education and work experience are under developed.

The PRU plans well for the development of pupils' literacy, numeracy and ICT skills across the curriculum. Most teachers plan effectively to promote pupils' thinking skills. There is a strong emphasis on equipping pupils with skills and attitudes to be positive, successful members of the community.

The provision for education for sustainable development and global citizenship is effective. Pupils benefit from involvement in initiatives to improve the local community. These include litter picking in the area around the PRU as part of the 'keep Cardiff tidy' campaign, and working alongside an environmental agency on a project about the potential flooding of Cardiff. International links strengthen pupils' experiences and understanding of global citizenship.

The provision for Welsh language and Welsh culture is underdeveloped.

Teaching: Good

In nearly all lessons, there is a supportive working relationship between pupils, teachers and teaching assistants. This contributes significantly to the positive learning environment within the PRU. Staff at all levels have high expectations of pupils' behaviour. They set clear boundaries and are consistent in applying the PRU's behaviour management policy. They provide pupils with encouraging oral feedback on their work and behaviour. This helps most pupils to improve their behaviour, remain focused and achieve well in lessons.

Most teachers plan lessons carefully. They share clear learning objectives and employ a wide range of teaching strategies and resources that are well matched to the needs and abilities of the pupils. Teachers have good subject knowledge and high expectations of pupils' work. Most lessons provide pupils with appropriately challenging learning activities. These include valuable opportunities for pupils to work collaboratively to develop thinking and problem-solving skills. However, in a very few lessons, teachers over support pupils with their work and the variety of learning activities is limited. As a result, more able pupils do not always achieve their full potential.

There are effective arrangements for the assessment and recording of pupils' progress. Teachers mark pupils' work promptly and nearly always include positive comments to encourage pupils. There are many opportunities for pupils to reflect on their own and others' learning.

There is regular and effective communication between parents and staff regarding individual pupils' achievements and development. This impacts positively on pupils' wellbeing. Parents are kept up-to-date about pupil progress, attendance and achievement through regular and informative reports covering all aspects of the PRU's work including their vocational training placements.

Care, support and guidance: Good

The PRU has a comprehensive range of policies to support the health and wellbeing of all pupils and makes appropriate arrangements for promoting healthy eating and drinking.

Staff build strong relationships with pupils and manage behaviour well. Form teachers know the individual needs of their pupils well and liaise closely with the wider staff team to ensure that these needs are met.

Individual education plans have an appropriate focus on improving attendance and behaviour. Arrangements for pupils to work alongside staff to set, monitor and review their own targets are well established.

The PRU uses a wide range of strategies to engage pupils and improve their behaviour and attendance. For example, the PRU has made changes to the curriculum, awards points for behaviour and attendance and liaises closely with parents and training providers. The sharing of information between the PRU, training providers and the pupil inclusion project ensures a consistent application of behaviour strategies and reward systems across the provision. This has helped to improve pupil attendance at the pupil inclusion project and work based learning placements.

The PRU's wellbeing officer works closely with the local authority's education welfare service, and is building positive relationships with families of pupils with persistent absence.

The PRU has secure arrangements for the baseline assessment of pupils on entry. Where assessments identify additional learning needs, staff make appropriate

provision. For example, the PRU works effectively with the local authority's speech and language advisory teachers, who provide targeted intervention for pupils and share important teaching and learning strategies with staff. This helps teachers to plan appropriately for pupils with additional learning needs.

All staff liaise regularly to ensure that support for pupils is consistent. This team approach gives pupils security and confidence. Staff use a carefully planned range of strategies to promote the spiritual, moral, social and cultural development of pupils. For example, cultural themed days help pupils to learn about a wide range of faiths, traditions and beliefs.

Provision for personal and social education is a strength of the PRU. Staff plan a bespoke half-termly programme for each form group. This responds well to pupils' needs and current issues that concern them. The course covers all statutory requirements.

The PRU's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

Leaders have developed an ethos at the PRU where learning is valued and everyone is included. It successfully challenges stereotypes and actively promotes a sense of community based on mutual respect. As such, the PRU promotes its mission statement, 'Opportunities for change and success', well.

The PRU's buildings are maintained well and have been adapted internally to meet the needs of the pupils. The classrooms provide vibrant, welcoming and stimulating learning environments. Each site has valuable indoor recreation space. Displays throughout the PRU celebrate pupil achievement and provide pupils with useful information to support their wellbeing and learning.

There is an appropriate range of ICT and other resources to meet the needs of pupils and the curriculum.

At the Bryn Y Deryn site, there is an outside play area providing pupils with seating and exercise equipment. However, a lack of outside space at the Carnegie Centre limits opportunities for pupils to exercise, relax and learn outside the classroom.

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

The head of centre has successfully developed a clear vision for the PRU that focuses on raising standards and pupil wellbeing. All staff and management committee members share this vision. The senior leadership team and the management committee have managed the recent amalgamation of two PRUs successfully and staff from both sites work well together as one team.

Regular staff and senior leadership meetings are purposeful and focus appropriately on the PRU's priorities and the wellbeing of pupils. These meetings ensure clear communication between the senior leadership team, teachers and support staff on both sites.

All staff have up-to-date job descriptions and a clear understanding of their roles and responsibilities. The PRU's current staffing structure enables leadership roles to be shared appropriately between senior leaders and subject co-ordinators.

Senior leaders set high expectations and challenge underperformance appropriately. There are effective performance management arrangements in place for all staff. Most staff have targets that link well to the PRU's priorities for development.

The PRU focuses well on local and national priorities, particularly on developing pupils' literacy and numeracy skills, planning for the new curriculum changes and reducing the number of young people not in education, employment or training.

The management committee has a broad representation from local secondary schools, the local authority and a range of appropriate stakeholders. The role of the management committee as a critical friend is developing effectively. The head of centre and subject co-ordinators provide the management committee with useful information about the PRU's strengths and most of the areas needing improvement. This enables members to challenge the PRU robustly on areas such as performance data, attendance and behaviour. Members of the committee are involved in staff appointments and preparing staff training days. As a result, members know the PRU and its pupils well.

Improving quality: Good

The PRU has effective procedures for self-evaluation and planning for improvement. There is a clear focus on raising pupils' standards and wellbeing through an established cycle of monitoring and review. The PRU has a detailed calendar of quality assurance activities and all staff are fully involved in this process. As a result, the PRU has a thorough understanding of its strengths and many of the areas that it needs to improve.

Senior leaders use an appropriate range of first-hand evidence to evaluate the quality of provision and review its impact on pupils' standards. This includes observations of lessons, scrutiny of pupils' work and analysis of performance data. Many co-ordinators produce useful subject self-evaluation reports and improvement plans that identify accurately key areas for improvement.

The improvement plan is a comprehensive document. It identifies most of the PRU's key priorities for development. The plan includes an appropriate evaluation of the PRU's progress towards meeting previous improvement priorities and draws out the main findings from the most recent self-evaluation report. There is a clear link between the self-evaluation and improvement plans. However, the PRU does not include a very few important main findings in its development plan for 2016-2017. For example, it has not identified the need to better track the impact of specific interventions used to engage pupils. The improvement plan has clear actions,

relevant timescales, allocated resources and staff linked to appropriate responsibilities. However, in a very few cases, the success criteria in the improvement plan are not detailed enough and agreed targets are not sufficiently challenging.

Senior leaders, the management committee and sub-committees monitor effectively the PRU's progress towards meeting its priorities. The PRU has a successful record of securing improvements in most identified areas.

Partnership working: Good

The PRU has developed a wide range of effective partnerships that contribute well to raising standards and improving pupil wellbeing. The head of centre is a member of the local secondary headteachers' association. As a result, links between the PRU and nearly all local secondary schools are well developed. The PRU receives comprehensive information on pupils from most of its secondary schools. This helps the PRU to plan appropriately to meet the needs of new pupils.

The PRU works closely with similar providers within the regional consortium and with mainstream schools as part of a school improvement group. Internal, local and regional networks of professional practice enable staff to keep up-to-date with curriculum developments and local and national priorities and to share good practice in teaching and learning.

There is a highly effective partnership with local vocational training and work-based learning providers. This results in most pupils accessing a wide range of accredited vocational courses to enhance their curriculum. The PRU has developed an option menu of vocational courses such as short courses in construction and catering that meet the needs of the pupils well. As a result, attendance and behaviour of many pupils attending these courses have improved over time. The PRU quality assures the vocational courses very effectively.

The PRU has developed effective partnerships with statutory and voluntary agencies that support pupils' wellbeing. A wide range of multi-disciplinary agencies works closely with the PRU to train and advise staff and support individual pupils. The internal multi-disciplinary meetings ensure that pupils receive appropriate and timely support and guidance.

The PRU communicates with parents and carers regularly and keeps them well informed through home-school daily slips, text messages, termly review meetings and annual reports. Parents and carers are welcome at the PRU and many support events such as charity coffee mornings and annual award ceremonies.

Resource management: Good

The PRU manages its resources well. The PRU deploys teachers and support staff effectively to ensure pupils benefit from specialist subject knowledge and learning support across the curriculum. It has an appropriate number of qualified staff to deliver the current curriculum at Bryn y Deryn and is working within staffing structures to improve the curriculum at the Carnegie Centre.

The PRU makes effective use of the internal accommodation and resources. There are appropriate arrangements for teachers' planning, preparation and assessment time and subject co-ordinators receive appropriate additional non-contact time for their subject co-ordination duties. There are effective performance management arrangements in place for all staff that identify professional development needs. As a result, all staff benefit from a wide range of training, for example to develop their skills to support the emotional needs of pupils.

The PRU manages its' budget well and spending is carefully linked to the priorities in the PRU's development plan. For example, spending has been appropriately prioritised to improve the internal learning environment, enhance the ICT provision and provide hot lunches for pupils. The head of centre, finance officer and the finance sub-committee monitor the budget regularly to ensure effective use of funding. As a result, the PRU has successfully managed the impact of a significant reduction to the budget. The PRU makes appropriate use of grant funding it receives to raise standards and wellbeing. For example, the PRU provides targeted training for staff to support pupils with additional learning needs.

In view of the good standards achieved by pupils, the PRU provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	13		7	5	1	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			54%	38%	8%	0%	
			31%	63%	3%	3%	
The school deals well with any bullying	13		6	6	1	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			46%	46%	8%	0%	
			26%	67%	6%	1%	
I have someone to talk to if I am worried	13		8	5	0	0	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			62%	38%	0%	0%	
			26%	64%	10%	0%	
The school teaches me how to keep healthy	13		6	7	0	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			46%	54%	0%	0%	
			22%	64%	9%	6%	
There are plenty of opportunities at school for me to get regular exercise	13		3	10	0	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			23%	77%	0%	0%	
			20%	69%	11%	0%	
I am doing well at school	13		9	4	0	0	Rwy'n gwneud yn dda yn yr ysgol.
			69%	31%	0%	0%	
			18%	67%	11%	4%	
The teachers help me to learn and make progress and they help me when I have problems	12		8	4	0	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			67%	33%	0%	0%	
			32%	66%	2%	0%	
My homework helps me to understand and improve my work in school	13		2	11	0	0	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			15%	85%	0%	0%	
			11%	41%	38%	11%	
I have enough books and equipment, including computers, to do my work	13		9	4	0	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			69%	31%	0%	0%	
			24%	64%	10%	2%	
Pupils behave well and I can get my work done	13		2	10	1	0	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			15%	77%	8%	0%	
			4%	70%	20%	6%	
Staff treat all pupils fairly and with respect	13		8	4	1	0	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			62%	31%	8%	0%	
			23%	68%	8%	1%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	13	7 54%	6 46%	0 0%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		24%	63%	11%	2%	
I am encouraged to do things for myself and to take on responsibility	13	6 46%	7 54%	0 0%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		16%	80%	3%	2%	
The school helps me to be ready for my next school, college or to start my working life	13	9 69%	4 31%	0 0%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		29%	61%	8%	2%	
The staff respect me and my background	13	9 69%	4 31%	0 0%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		29%	68%	2%	1%	
The school helps me to understand and respect people from other backgrounds	13	9 69%	4 31%	0 0%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		26%	69%	4%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	9	4 44%	5 56%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	57%	11%	4%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	0	0 0%	0 0%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		0%	67%	0%	33%	

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The inspection team

Anthony Mulcahy	Reporting Inspector
Margaret Elisabeth Davies	Team Inspector
Andrea Louise Davies	Lay Inspector
Megan Jones	Peer Inspector
Fiona Simpson	Nominee

Copies of the report

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

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