



*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

**Report on**

**Canolfan Addysg Y Bont  
Ffordd Cildwrn  
Llangefni  
Anglesey  
LL77 7NG**

**Date of inspection: October 2014**

**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:

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

Canolfan Addysg y Bont is a special day school, situated in Llangefni, Anglesey. It provides for boys and girls aged between 3 and 19 years who have a statement of special educational needs. Pupils have a wide range of learning needs, including severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorders.

Nearly all pupils come from Anglesey. At the time of the inspection, there were 84 pupils, including 62 boys and 22 girls, on roll. The school is arranged into three groups – primary, secondary and a group of pupils with profound and multiple needs.

The school promotes Anglesey Council's bilingual policy, with the aim of developing bilingual citizens. During the last decade, there has been a considerable decrease in the number of pupils who speak Welsh as a first language. At the same time, there has been a considerable increase in the number who have moved to live in the county. There has also been an increase in the numbers of pupils who have no speech or who have severe linguistic disorders. Two pupils are in the care of the local authority. Forty eight per cent of pupils are eligible for free school meals.

The school moved to a new purpose-built building in April 2014. The school is situated on the same site as the local secondary school and leisure centre.

The school was last inspected in Autumn 2008. The headteacher has been in post for three years.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- nearly all pupils, in all key stages, make good progress over time in relation to their ability and their individual needs;
- pupils' attendance is good;
- nearly all pupils behave very well around the school;
- pupils across the school show respect, care and concern for others;
- pupils are very keen to help each other during lessons and around the school;
- assessment for learning across the school is a strength;
- the school has developed very effective partnerships with external agencies and specialist services; and
- the new building ensures resources of a high quality.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong leadership for the school;
- all members of staff have a clear understanding of strengths and areas to be developed;
- a wide range of policies are implemented effectively;
- the self-evaluation report is a detailed and purposeful document that is based on the findings of continuous evaluation procedures;
- there is a clear link between the findings of the self-evaluation report and priorities;
- pupils' attainment data and work are analysed carefully in order to identify trends and areas for improvement; and
- the governing body is extremely supportive of the school's work and receives regular information through the headteacher's reports.

## Recommendations

- R1 Extend opportunities for pupils to receive learning experiences in mainstream schools
- R2 Develop governors' ability further to challenge the school's performance
- R3 Ensure opportunities for all teachers to observe and evaluate each other's lessons

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Nearly all pupils, in all key stages, make good progress over time in relation to their ability and individual needs. They make good progress towards their individual targets. They take pride in their success, and are very keen to congratulate their friends when they do well.

There is no significant difference between the achievements of boys and girls and those who are eligible for free school meals and their peers.

Nearly all pupils make good progress during lessons. They listen attentively and answer and ask questions appropriately according to their ability. They recall previous learning effectively. More able pupils develop their thinking skills appropriately, for example by learning about how to keep safe in the kitchen. Over time, they learn how to complete tasks more independently.

Nearly all pupils make good progress in literacy skills according to their ability. Less able pupils develop early literacy skill appropriately by holding a book correctly, turning the pages and looking at the pictures. They use paint and sand successfully to form letters.

More able pupils read and write individual words, sentences or paragraphs confidently. Many of them use correct spelling and punctuation. They use a dictionary and a spelling book effectively. A few pupils undertake extended work of a high standard in different forms, for example writing a story or letter or completing an application form. They show good understanding and effective analytical skills when reviewing books or newspaper articles.

Nearly all pupils make good progress in numeracy skills according to their ability. More able pupils use these skills appropriately in practical situations, for example by counting money in the café, measuring ingredients in the kitchen and buying items in the local supermarket.

Nearly all pupils develop effective communication skills. Pupils who have communication difficulties use symbols or signing very effectively when making choices and when expressing an opinion in the classroom and around the school. Pupils who have profound needs use inclusive technology effectively, such as switches, to control equipment in the sensory room.

All pupils use their chosen language confidently, and develop their language skills effectively.

All pupils aged between 14 and 19 years gain recognised qualifications or appropriate awards. There has been a considerable increase in the number of accreditations gained by pupils in the last two years. In 2014, 19 pupils gained 66

accreditations in Agored Cymru units, including units in horticulture, information technology and basic cookery. Twenty-nine pupils gained an ASDAN qualification, in personal progress or life skills. More able pupils passed the entry level in number or language.

Many pupils develop their vocational skills through external work experience, for example gardening or working in a pet shop.

Most pupils in key stage 4 benefit from opportunities to attend the local further education college, where they follow practical course with learners from mainstream schools. This leads to relevant qualifications.

Over the last three years, most pupils leaving school have moved on to a further education college or a therapeutic vocational provision that is provided by social services.

It is not appropriate to compare standards achieved by learners with national averages or analyse trends in performance over time because of the wide range of special needs.

### **Wellbeing: Good**

All pupils feel safe at the school. Nearly all of them feel confident about speaking to staff when they have a problem or concern.

Nearly all pupils have a good understanding of how to keep healthy. They understand the importance of eating healthily. All pupils, according to their needs, take an enthusiastic part in a wide range of physical exercise, for example swimming, horse riding and dancing.

Pupils enjoy coming to school and are keen to learn. They arrive at their lessons punctually and settle to work quickly. Pupils' attendance level has improved every year since 2010-2011. Attendance is now good.

Nearly all pupils behave very well around the school. In the few cases in which they display challenging behaviour, with support from staff they learn to control their feelings.

Pupils develop their social skills very effectively. Many of them enjoy welcoming visitors to the school and know how to speak politely. All pupils develop appropriate behaviour in the community through regular visits to the shops.

Pupils across the school show respect, care and concern for others. They are very keen to help each other during lessons and around the school. This is a strength.

Pupils across the school develop living and independence skills according to their ability by putting on their coats, emptying their bags and brushing their teeth.

Older pupils learn work skills appropriately by preparing food, serving and clearing tables in the café. More able pupils learn how to complete an application form and learn important skills, such as arriving at work punctually and dressing appropriately.

Pupils who are members of the school council discuss important issues, for example bullying. They learn how to take responsibility and make decisions, for example what equipment is needed at the school. However, there are limited opportunities for other pupils to contribute to decisions about life at the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school knows pupils' needs very well and works consistently to prepare suitable programmes to ensure that the curriculum is relevant to every individual. The curriculum builds systematically on pupils' knowledge, understanding and skills as they move through the school.

The school provides a wide range of learning experiences, including a range of vocational options. The specialist provision for music, art and physical education enriches pupils' experiences in these areas. There is a valuable range of activities outside the school, for example horse riding, swimming in the leisure centre and running a clothes recycling stall. However, only a few pupils have had an opportunity to learn with their peers in mainstream schools.

The school provides appropriate opportunities for older pupils to undertake internal and external work experience, for example in the school café and in a pet shop.

The school plans very effectively on a strategic level to develop literacy, numeracy and communication skills across the school. There are regular opportunities for pupils to develop their communication skills, by using signing and symbols. Where necessary, the school arranges appropriate intervention programmes that help pupils to take advantage of the wider curriculum.

The school has increased the range of suitable qualifications and awards over the last two years. These include ASDAN and Agored Cymru qualifications. Recently, the school introduced Entry Level options for the most able pupils.

The school promotes bilingualism very effectively across the school. Staff create an atmosphere in which pupils feel confident about using the Welsh language, according to their ability and experience. This is a strength.

The curriculum and extra-curricular activities help pupils to develop useful information about education for sustainable development and global citizenship. The school operates sustainably, for example in terms of reducing waste and recycling. It also promotes understanding of global citizenship, for example by celebrating Chinese New Year.



## **Teaching: Good**

Across the school, teachers create an atmosphere that fosters learning. Through detailed planning, they ensure that there is a good range of resources and teaching methods and they consider pupils' specific needs. This gains most pupils' interest for extended periods. However, in a very few lessons, teachers do not ensure that activities are challenging enough to maintain all pupils' interest.

Teachers use assistants effectively to support teaching and learning, in addition to supporting individual pupils' emotional and behavioural needs. Teachers and assistants manage behaviour positively. They model language well and show appropriate use of both languages as required. They give clear instructions and allow plenty of time for pupils to answer questions.

Staff use a wide range of strategies, for example oral feedback, stickers and rewards, to encourage pupils. This develops pupils' ability to assess their own performance and that of their peers. This is a strength across the school.

Processes for tracking progress across the whole school are consistent and very detailed. The school records and tracks pupils' progress systematically and regularly. It uses the data to arrange appropriate intervention for individuals effectively.

The school meets statutory requirements for recording and accrediting pupils' achievements. Reports to parents are detailed and provide appropriate information for them about their children's progress.

## **Care, support and guidance: Good**

The school promotes pupils' social, moral, spiritual and cultural development effectively. It has a purposeful personal and social education programme, that places appropriate emphasis on relationships and keeping safe in the community. It provides stimulating opportunities regularly for reflection in whole-school assemblies. For example, pupils reflect on the importance of not worrying about things from the past that they cannot change.

The school has appropriate policies and very effective arrangements for promoting a healthy way of life and pupils' wellbeing. All pupils take part in purposeful physical education sessions in order to develop their strength and fitness. Where appropriate, therapists give useful advice and guidance to staff about individual pupils. Pupils are encouraged to eat food and drink drinks that help them to develop and maintain healthy lifestyles.

The school manages statutory processes, including undertaking annual reviews of statements, effectively. Support for pupils and their parents during transition to the school and activities after they leave the school are effective. The school works very hard to ensure that parents are aware of their child's progress, through telephone calls, diaries and comprehensive annual reports. However, not all parents feel that they have enough information about the work that their children undertake in school.

The school has developed very effective partnerships with external agencies and specialist services. The work the school is doing to support the whole family is particularly effective, and ensures that all pupils have personal care and support of a high quality.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school building and site are safe.

### **Learning environment: Good**

The very homely feeling with a supportive and happy ethos is a strong feature.

The school is committed to ensuring equality of education and opportunities for all pupils, staff, parents and carers. The school is inclusive and respects diversity and enables everyone at the school to participate fully in school life. There is a safe and stimulating atmosphere, and care, co-operation and tolerance between adults and children and between the children themselves. Praise and appreciation are given to all pupils within the school community.

The school building is new and purpose-built for the school's specific purposes. Facilities are very good and there is a wide range of resources of a high quality that meet learners' needs. However, the hydrotherapy pool is not yet operational and the outdoor areas have not been developed fully.

Specialist areas, for example the life skills area, have enabled the school to increase the range of vocational options for these learners. Pupils take full advantage of these opportunities. On the whole, displays in the teaching areas are attractive and colourful and gain learners' interest effectively.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides robust leadership for the school, which is based on a vision to promote partnership between everyone. He has created an effective team that sets a direction and purpose to the life and work of the school. Staff feel that they are appreciated and roles and responsibilities are defined clearly. All members of staff have a clear understanding of strengths and areas to be developed. Regular staff meetings provide an opportunity to discuss progress and keep an eye on the school's priorities well.

Specific strategies are in place for raising standards at the school, with a wide range of policies that have been reviewed recently and which are being implemented effectively. This has a positive effect on pupils' standards and wellbeing. Detailed analyses of performance data have led to identifying specific aspects that need to be improved and resulted in identifying appropriate priorities in the school improvement plan.

The governing body is extremely supportive to the school's work and receives regular information through the headteacher's reports. Following regular visits to classes, they become increasingly more knowledgeable about the quality of the education that pupils receive. However, the governors' ability to challenge the school as critical friends has not been developed sufficiently.

The school responds well to local and national priorities, especially improving pupils' literacy and numeracy skills and ensuring their wellbeing.

### **Improving quality: Good**

The school has robust procedures for evaluating the quality of its life and work. The self-evaluation report is a detailed and purposeful document that is based on the findings of continuous evaluation procedures. All members of staff contribute to the process effectively by using relevant data. As a result, all members of staff have a good understanding of strengths and aspects to be improved. Pupils' attainment data and work are analysed carefully in order to identify trends and areas to be improved. However, the practice of observing lessons is limited to the headteacher at present.

The school gives good consideration to the views of pupils and parents. Opportunities for external agencies and societies to voice their opinion are an obvious strength.

The main priorities in the school development plan focus clearly on improving pupils' attainment. There is an obvious link between the findings of the self-evaluation report and priorities. The plan includes an appropriate range of relevant steps and identifies members of staff who are responsible for fulfilling them. It also includes challenging success criteria and specific time-limits for completing the tasks. The school monitors progress and acts on the basis of priorities effectively.

### **Partnership working: Good**

The school has partnerships with a wide range of specialist agencies and support services. For example, joint work with therapists and Bangor University has a very strong effect on pupils who have challenging behaviour.

Older pupils benefit from the partnership between the school, the careers service and post-16 providers. This work helps pupils to make choices about their life after leaving school. Recently, a very successful careers fair was held for pupils at the school and all the secondary schools in the area.

The 'outreach' service is successful in the way it helps mainstream schools to develop their skills and expertise in the field of additional learning needs. However, the school has not developed appropriate partnerships with mainstream schools in order to expand pupils' learning opportunities.

The partnership with local colleges through the 14-19 networks enables older pupils to develop their vocational skills and improve their understanding of the world of work. Interesting courses, for example caring for small animals, give pupils valuable opportunities to take part in work experience with supportive local employers.

Work with local special schools and, more recently, across a wider network, helps the school to ensure the quality of provision in terms of the Literacy and Numeracy Framework. As a result, the school has improved its consistency in assessing pupils' progress in literacy and numeracy.

**Resource management: Good**

The school has a full complement of teachers and assistants who have suitable experience and qualifications in order to teach all aspects of the curriculum. It uses the expertise of internal and external staff effectively and makes good use of their particular talents. Support staff work effectively as a team with teachers and contribute considerably to pupils' learning and wellbeing.

Appropriate performance management arrangements are in place and all staff benefit from training that is arranged according to individuals' needs and the school's priorities. Arrangements for teachers' planning, preparation and assessment time meet statutory requirements.

The school's participation in networks of professional practice are effective and have led, for example, to improving consistency in the way that members of staff deliver the emotional and behavioural needs of aspects of personal education to pupils.

Resources and the building are managed very carefully to ensure equal opportunities, especially in the use of specialist rooms such as sensory support, art, music and pottery.

The headteacher, the governing body and the finance sub-committee meet regularly, and monitor the budget effectively. On the basis of this, and as pupils achieve good outcomes, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaire

#### Special Survey (All Pupils)

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	17		15 88%	0 0%	2 12%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			94%	2%	4%	
The school deals well with any bullying.	16		12 75%	1 6%	3 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			82%	8%	10%	
I know who to talk to if I am worried or upset.	16		12 75%	1 6%	3 19%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			91%	3%	6%	
The school teaches me how to keep healthy	17		15 88%	0 0%	2 12%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			92%	3%	5%	
There are lots of chances at school for me to get regular exercise.	17		14 82%	1 6%	2 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			92%	4%	4%	
I am doing well at school	17		16 94%	0 0%	1 6%	Rwy'n gwneud yn dda yn yr ysgol.
			93%	3%	3%	
The teachers and other adults in the school help me to learn and make progress.	17		15 88%	0 0%	2 12%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			97%	1%	2%	
I know what to do and who to ask if I find my work hard.	17		14 82%	0 0%	3 18%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			94%	2%	4%	
My homework helps me to understand and improve my work in school.	15		8 53%	0 0%	7 47%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			72%	13%	15%	
I have enough books, equipment, and computers to do my work.	17		15 88%	0 0%	2 12%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			91%	5%	4%	
Other children behave well and I can get my work done.	17		16 94%	0 0%	1 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			83%	10%	7%	
Nearly all children behave well at playtime and lunch time	17		16 94%	0 0%	1 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			87%	8%	5%	

## Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	36	32 89%	4 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	1%	1%		
My child likes this school.	36	35 97%	1 3%	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.	36	33 92%	3 8%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		79%	20%	1%	0%		
My child is making good progress at school.	36	30 83%	6 17%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		66%	30%	2%	0%		
Pupils behave well in school.	36	26 72%	10 28%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		52%	35%	4%	0%		
Teaching is good.	36	30 83%	6 17%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		74%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	36	29 81%	7 19%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		67%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	29	15 52%	6 21%	0 0%	0 0%	8	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.
		44%	31%	7%	2%		
Staff treat all children fairly and with respect.	36	33 92%	3 8%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		74%	23%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	36	26 72%	10 28%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		68%	28%	1%	0%		
My child is safe at school.	36	34 94%	2 6%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		75%	22%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	36	31 86%	5 14%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		70%	25%	2%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	35	29 83%	5 14%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		67%	28%	3%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	32 89%	4 11%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		76%	20%	2%	1%		
I understand the school's procedure for dealing with complaints.	36	20 56%	13 36%	1 3%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		55%	34%	3%	1%		
The school helps my child to become more mature and take on responsibility.	36	30 83%	6 17%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		64%	31%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	31	10 32%	13 42%	1 3%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		40%	30%	7%	2%		
There is a good range of activities including trips or visits.	36	30 83%	5 14%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		70%	27%	1%	0%		
The school is well run.	36	34 94%	2 6%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		75%	22%	1%	1%		

## Appendix 2

### The inspection team

Caroline Rees	Reporting Inspector
Ann Dackevych	Team Inspector
Sw Roberts	Team Inspector
Mervyn Jones	Team Inspector
Nerys Mckee	Lay Inspector
Andreas Huws	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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