



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

**Ty Gwyn Education Centres
Cefn Lane
Glyncoch
Pontypridd
RCT
CF37 3BP**

Date of inspection: September 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 26/11/2013

Context

Ty Gwyn Education Centre is a Pupil Referral Unit (PRU) maintained by Rhondda Cynon Taff local authority. It provides education for pupils experiencing social, emotional and behavioural difficulties. The PRU can cater for up to 64 pupils.

All pupils have special educational needs with nine pupils having statements of special educational needs. There are no pupils from minority ethnic backgrounds. Presently, there are no girls at the PRU. All pupils come from homes where English is the predominant language, although a few have attended Welsh medium school in the past. Approximately 61% of all pupils are entitled to free school meals. About 6% of the pupils are looked after by the local authority.

The PRU provides education on a long-term basis for up to 48 pupils in key stage 3 and key stage 4. These pupils are not registered at local mainstream schools. In addition, 16 places are available, at key stage 3, for pupils who attend the PRU for up to three days per week and spend two days a week in their mainstream schools. Staff from Ty Gwyn support these joint placements.

The key stage 4 provision offers GCSE, Entry level and vocational qualifications. Where appropriate, the PRU makes provision for older pupils to attend college placements.

The PRU was last inspected in November 2007. Since then the local authority has re-organised its PRU provision and Ty Gwyn PRU no longer provides education for primary aged pupils. There is a head of centre, appointed in September 2010, and two assistant heads.

Summary

| | |
|--|-----------------|
| The PRU's current performance | Adequate |
| The PRU's prospects for improvement | Adequate |

Current performance

Ty Gwyn Pupil Referral Unit has improved the curriculum available for pupils and has effective systems in place support pupils to improve their behaviour. However, current performance is judged adequate because:

- teaching has important areas for improvement;
- strategies to improve attendance, since the last inspection, have had limited overall impact;
- the use of assessment data is inconsistent; and
- pupils' individual education plans (IEPs) do not give enough focus to targeting their learning needs.

Prospects for improvement

Ty Gwyn Pupil Referral Unit has a range of appropriate systems in place, for example to track behaviour and manage performance. However, prospects for improvement are judged adequate because:

- leaders and managers do not systematically analyse pupil performance data;
- whole school improvement targets do not specify expected outcomes relating to teaching and learning; and
- reports to the management committee provide little analysis of the performance of the PRU. Members are therefore not able to challenge the PRU on its effectiveness.

Recommendations

- R1 Improve the quality and consistency of teaching and assessment throughout the PRU
- R2 Improve pupils' attendance
- R3 Ensure that there is a consistent and systematic approach to improving all pupils' literacy and numeracy skills
- R4 Secure appropriate baseline data on all pupils against which progress can be measured
- R5 Ensure that improvement planning is strengthened by clearly focussing on the expected impact of strategies on teaching and learning

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this PRU is in need of significant improvement. The PRU will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the PRU's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils in the PRU have a range of social, emotional and behavioural needs. With very few exceptions, pupils will have had difficulties in managing their behaviour in their previous schools.

Many pupils struggle to relate well to others and trust adults. Over time, with the support of staff, pupils' behaviour improves. They gain in confidence and begin to take pride in their work and achievements.

Pupils gain from a range of externally accredited courses. They have studied Entry Level qualifications and, where appropriate, GCSE. A few pupils achieve external qualifications early. For example, pupils in Years 9 and 10 have achieved entry level qualifications in information and communication technology (ICT) and physical education (PE). More recently, pupils have benefitted from a broader curriculum. Vocational courses include BTEC qualifications in Sport, Work Skills and Science. In addition, pupils study other qualifications, for example Emergency First Aid and Basic Food Hygiene.

Pupils who attend the PRU's part-time provision make good progress. Staff support them well. This has led to an increase in the number of pupils successfully reintegrated to mainstream school. The percentage of Year 11 pupils continuing in full time education, training or employment in September 2013 was, at only 38%, low compared to national average of 85%. Five of the eight pupils who left in 2013 were recorded as not in education or employment (NEET).

In 2012, there were nine Year 11 leavers, of whom 11% were NEET and 88% progressed to full time education, training or employment.

Where standards are good in lessons, pupils show interest, are enthusiastic and respond well to questions. Most pupils engage fully in discussion. Pupils demonstrate appropriate levels of concentration. In a science lesson, for example, pupils demonstrated a good awareness of safety and a growing understanding of the reactivity of different metals. Older pupils in particular take care in the presentation of their work.

However, where standards are judged as adequate or less, pupils are unclear about the learning objectives, they provide limited responses to questions and are not engaged in assessing their own learning. For some, work in books is incomplete or missing.

Pupils' skills in literacy are developing. Those that were included in a recent pilot of targeted support demonstrate good progress in their reading skills.

Pupils are encouraged to read books that are appropriate to their level of ability and interest. Pupils' progress in numeracy is hindered as baseline assessments have only recently been undertaken and targeted support is not yet in place.

Nearly all pupils make insufficient progress in gaining skills in Welsh second language.

Wellbeing: Adequate

All pupils feel safe at Ty Gwyn and report that staff respect them. Most pupils behave well and relate well to their teachers.

Pupils understand about the benefits of a healthy lifestyle and learn to make informed choices about diet. For example, many pupils choose healthy wraps and fruit at lunch and break times. Nearly all pupils believe that the PRU teaches them to be healthy.

Many pupils enjoy participating in sport related activities at the PRU. These include taking part in sports such as football, rugby, hockey and judo. The PRU has established sports teams and pupils regularly compete against other schools. The activities help pupils to keep in touch with their mainstream peers. A few pupils play sport for clubs in their own time with support from the PE teacher.

All pupils are aware of their targets for behaviour and can, when prompted, honestly evaluate their behaviour.

There have been no permanent exclusions from the PRU for the past five years. The frequency of fixed term exclusions has remained relatively constant while the number of pupils receiving fixed term exclusions has reduced to single figures.

Pupils' attendance at 75% is unsatisfactory. However, the attendance of a few individual pupils has improved. The PRU does not routinely collect attendance data prior to placement. As a result, managers are not generally able to measure improvement.

The role of the school council is still developing. Arrangements for feeding back to the rest of the pupils and encouraging peers to take greater responsibility are not yet in place. However, the school council has been involved in the appointment of members of staff. The school council and the eco committee have worked well on an eco-project. They sought advice from a local business and created a small garden at the PRU.

Pupils' thinking skills are generally related to reflections on behaviour and do not extend fully enough to curriculum areas. The PRU has recently re-designed its lesson planning to include developing pupils' independence in learning and thinking skills. It is too early to judge the impact of this on pupils.

| | |
|---|-----------------|
| Key Question 2: How good is provision? | Adequate |
|---|-----------------|

Learning experiences: Good

Overall, the PRU provides a broad and balanced curriculum. All National Curriculum subjects are taught in key stage 3 except for Welsh and modern foreign languages. There is an appropriate range of Entry Level and Level 2 qualifications in key stage 4. The curriculum is appropriately tailored for individuals to access vocational or higher level courses offsite. However, the PRU does not develop the Welsh language skills for the very few pupils from Welsh-medium schools.

The school day is organised to respond to the needs of individual pupils. For example, teachers, rather than pupils, move between classrooms. The more practical subjects, such as sport, are taught during the afternoon. Staff provide stimulating activities at break times such as ICT, table tennis and football.

The PRU ensures that pupils develop their literacy skills across subjects and through targeted interventions. However, there are currently too few opportunities for pupils to develop numeracy skills across the curriculum.

The PRU is proactive in planning to deliver the literacy and numeracy framework (LNF). Staff understand the LNF and have identified where they lack confidence to deliver specific skills. The new electronic weekly lesson planning system identifies and collates how skills and education for sustainable development and global citizenship are delivered across subjects. This has the potential to be a very effective tool but it is too early to see the impact on the quality of teaching and pupils' standards.

The PRU provides effective additional support to enable pupils to return to mainstream school. In 2012-2013, nine pupils returned to their mainstream schools.

There are good opportunities for pupils to prepare for the world of work through the BTEC Workskills and vocational work in construction and other courses.

The quality and timeliness of data transferred from mainstream schools are too inconsistent. As a result, the PRU cannot always tailor provision quickly to meet pupils' needs.

Teaching: Unsatisfactory

Positive behaviour permeates throughout the PRU. Teachers ensure that pupils are aware of their targets for behaviour and review these regularly with pupils to help them improve. However, teachers do not communicate clearly targets and expectations in relation to learning to pupils.

Just over half of teaching is judged as adequate or unsatisfactory. In these classes, expectations of pupils' academic achievement are insufficient. Work is not demanding enough to meet needs of all pupils. Furthermore, there is a lack of pace and teachers use too many worksheets. A few teachers give too many instructions and have raised voice levels.

Across the PRU, teachers' subject knowledge is variable. In a minority of lessons, there is poor explanation of the task. Teachers do not always secure the pupils' understanding.

Teaching approaches are not consistently appropriate to the needs of all pupils, particularly those with an identified additional learning need.

When teaching is effective, teachers and support staff work well together. Teaching assistants are aware of learning objectives and create valuable relationships with pupils. Successful teaching methods involve effective questioning to promote discussion and appropriate strategies to engage all learners. Pupil interest is encouraged through a variety of resources. This creates a learning environment that stimulates and engages pupils.

Good lessons have a focus on developing pupils' literacy and numeracy skills. However, there were too many missed opportunities to develop thinking skills.

Where marking is complete and oral feedback provided, pupils understand how they can improve. However, this practice is inconsistent across the PRU. As a result, pupils do not always understand what they need to do to improve their work.

The PRU has a wide range of assessment data, which is shared with teachers. A minority of staff use this well and plan effectively. However, the systematic use of data to inform planning is under-developed and the PRU does not have a coherent approach to moderating pupils' work.

Teachers do not provide regular opportunities for pupils to assess their own or peers' performance.

Care, support and guidance: Good

The PRU's provision for personal and social education, including sex education, effectively develops pupils' wellbeing. There are numerous opportunities to develop physical wellbeing and the PRU is proactive in linking pupils to local sports clubs.

The PRU supports pupils well to improve their behaviour and self-awareness. Individual behaviour plans are appropriate and are based on behaviour risk assessments and useful feedback from all staff. Targets are discussed with pupils in each lesson and this information informs reviews of progress. The nurture provision in Year 7 develops pupils' self-esteem and speaking skills well.

Safeguarding arrangements meet requirements and give no cause for concern. There is robust recording, reporting and analysis of accidents, physical interventions and the use of withdrawal. This informs pupils' behaviour targets and staff performance management. Through the daily debrief, all staff have a shared understanding of any safeguarding or behaviour concerns.

Statements of special educational need and IEPs are regularly reviewed and updated. However, IEPs only focus on the literacy intervention work and do not capture numeracy or other learning needs.

There is targeted support for individual pupils such as counselling, substance misuse support or speech and language therapy. Staff provide good pastoral support and careers advice through the half-termly pupil voice sessions.

Through lessons, staff develop pupils' awareness of healthy eating. School meals are nutritionally balanced and the PRU has improved the range and take up of healthy options available in the tuck shop. However, the tuck shop still sells crisps and chocolate. As a result, the PRU does not make appropriate arrangements to promote healthy eating and drinking.

Learning environment: Good

The school is an inclusive environment, which promotes and develops pupils' positive attitudes. All pupils learn to treat everyone equally, without any prejudice or discrimination.

There have been improvements to the buildings of the PRU, such as the recently installed science laboratory and gym. These benefit pupils' learning significantly.

The school has recently improved computer resources, although pupils do not often use the machines in each class.

Displays enhance the learning environment and are used to good effect in celebrating pupils' work and providing a good range of information. Despite recent improvements to some specialist teaching facilities, the general décor of the ground floor requires attention.

Toilets have been refurbished to a good standard. However, there are no showering facilities.

The school has sufficient resources and is aware of the areas that need improvement.

| | |
|--|-----------------|
| Key Question 3: How good are leadership and management? | Adequate |
|--|-----------------|

Leadership: Adequate

The PRU has a clear vision to provide a caring and supportive environment that helps pupils to achieve their best. It is shared well with staff, parent and pupils. Staff implement effectively a range of policies and plans to support the strategic direction of the centre.

Within the strategic planning process, priorities for improving the standards of all pupils and ensuring that all teaching in the PRU is good, or better, have not been high enough. This is an important area requiring significant improvement.

Members of the management committee attend inconsistently and provide only satisfactory support and challenge to staff at the PRU. Reports to the management committee provide little analysis of the performance of the PRU. As a result,

members do not have sound understanding of pupils' progress or teachers' performance and are not able therefore to challenge the PRU on its effectiveness.

The roles and responsibilities of staff are clear and the head of the PRU has appropriately devolved pastoral and curriculum responsibility to two assistant heads.

There is an appropriate performance management system and all staff have annual targets. The head of the PRU robustly challenges incidents of poor performance.

There is a good and appropriate focus on national priorities such as improving literacy and numeracy and widening the range of learning pathways. The head of the PRU has introduced a number of promising new initiatives in response to these. However, it is too soon to say what impact they will have.

Leaders and managers recognise the need to improve attendance at the PRU and have made this a priority with a clear action plan.

Improving quality: Adequate

Arrangements to improve quality are embedded well in the day-to-day work of the PRU. Self-evaluation makes use of a range of evidence, including information from the performance management system and lesson observations. Staff are positive about reviewing their own performance. The PRU pays good attention to the views of pupils, who provide regular feedback on the learning they receive. However, the management committee has only a limited role in self-evaluation activity.

The self-evaluation report is honest and largely evaluative. The PRU knows many of its strengths and weaknesses. However, it is too positive when judging the quality of the PRU's work. In addition, the report does not always focus enough on the expected outcomes for pupils.

There are good systems in place to plan for improvement. Staff use the self-evaluation report well to identify priorities in the development plan. These are realistic and supported by clear targets with measurable outcomes. There is a useful tracking system that identifies when an action has been completed. Staff complete nearly all actions on time.

However, areas requiring significant improvement in the PRU are not identified clearly in the self-evaluation report or prioritised well enough in the development plan. As a result, quality improvement activity is not focussed in the right areas.

There has been good progress to meet the recommendations from the previous inspection report, for example by improving the physical environment and developing an effective behaviour management system.

Partnership working: Good

The school works effectively with a broad range of partners. These include agencies such as social services, health, education, the police and other organisations. These links support the pupils, parents and carers effectively.

The school has developed active links with local mainstream secondary schools. A recently developed contract ensures that entry and exit criteria are understood well. There are clear lines of communication between the PRU and schools.

A behaviour tracker, developed by the PRU, is used to good effect with referring schools and supports the reintegration of pupils. In addition, teachers and teaching assistants from the PRU closely monitor pupil progress when they return to mainstream education. These features have strengthened Ty Gwyn's capacity to return pupils to mainstream schools.

There are good opportunities for older pupils to undertake work and college placements. These help pupils' understanding of the world of work.

Community links are successful. Pupils benefit from being included in a range of activities such as woodland regeneration and refurbishing a local charity shop. These activities build pupils' experience of the world of work and help to prepare them for their time after the PRU.

Resource management: Adequate

There are appropriate numbers of staff to deliver the curriculum. The recent appointment of a subject specialist in science has strengthened the teaching team considerably.

Staff are well qualified and experienced to meet the emotional and social needs of pupils. However, a few staff are less confident in their understanding of how to meet pupils' additional learning needs. The head of the PRU has recognised this and planned a programme of staff development. This includes two staff undertaking a higher-level qualification in meeting the needs of pupils with specific learning difficulties and cascading this training to other staff. All staff participate in training on the Literacy and Numeracy Framework.

There is a good performance management system and teachers receive regular lesson observations that are linked well to the appraisal system.

The PRU deploys teaching assistants effectively and matches them carefully to the needs of the individual pupils. Teaching assistants are included in the performance management arrangements.

The PRU works closely with the local authority to appropriately monitor and review resources. As a result of the outcomes achieved by pupils, the PRU provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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 | |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| I feel safe in my school | 21 | | 10 48% | 11 52% | 0 0% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 54% | 42% | 2% | 2% | |
| The school deals well with any bullying | 21 | | 11 52% | 8 38% | 2 10% | 0 0% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 50% | 40% | 7% | 3% | |
| I have someone to talk to if I am worried | 21 | | 10 48% | 10 48% | 0 0% | 1 5% | Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni. |
| | | | 50% | 40% | 6% | 3% | |
| The school teaches me how to keep healthy | 21 | | 5 24% | 15 71% | 1 5% | 0 0% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 34% | 52% | 8% | 5% | |
| There are plenty of opportunities at school for me to get regular exercise | 21 | | 14 67% | 7 33% | 0 0% | 0 0% | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 36% | 45% | 15% | 4% | |
| I am doing well at school | 20 | | 4 20% | 14 70% | 1 5% | 1 5% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | | 43% | 45% | 8% | 4% | |
| The teachers help me to learn and make progress and they help me when I have problems | 21 | | 12 57% | 9 43% | 0 0% | 0 0% | Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau. |
| | | | 57% | 39% | 2% | 2% | |
| My homework helps me to understand and improve my work in school | 21 | | 2 10% | 12 57% | 3 14% | 4 19% | Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 19% | 44% | 18% | 19% | |
| I have enough books and equipment, including computers, to do my work | 21 | | 13 62% | 8 38% | 0 0% | 0 0% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 56% | 37% | 6% | 1% | |
| Pupils behave well and I can get my work done | 21 | | 2 10% | 18 86% | 1 5% | 0 0% | Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | | 24% | 53% | 19% | 4% | |

| | Number of responses Nifer o ymatebion | | Cytuno'n gryf Strongly Agree | Cytuno Agree | Anghytuno Disagree | Anghytuno'n gryf Strongly disagree | |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| Staff treat all pupils fairly and with respect | 21 | | 13 62% | 8 38% | 0 0% | 0 0% | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt. |
| | | | 57% | 34% | 6% | 3% | |
| The school listens to our views and makes changes we suggest | 21 | | 9 43% | 10 48% | 2 10% | 0 0% | Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu. |
| | | | 36% | 52% | 10% | 3% | |
| I am encouraged to do things for myself and to take on responsibility | 20 | | 9 45% | 11 55% | 0 0% | 0 0% | Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb. |
| | | | 44% | 51% | 5% | 1% | |
| The school helps me to be ready for my next school, college or to start my working life | 21 | | 8 38% | 12 57% | 1 5% | 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. |
| | | | 52% | 41% | 5% | 2% | |
| The staff respect me and my background | 21 | | 12 57% | 9 43% | 0 0% | 0 0% | Mae'r staff yn fy mharchu i a'm cefndir. |
| | | | 55% | 40% | 4% | 2% | |
| The school helps me to understand and respect people from other backgrounds | 21 | | 11 52% | 10 48% | 0 0% | 0 0% | Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill. |
| | | | 48% | 46% | 5% | 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 | | 3 33% | 5 56% | 1 11% | 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. |
| | | | 34% | 52% | 8% | 5% | |
| Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form | 4 | | 1 25% | 2 50% | 0 0% | 1 25% | Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth. |
| | | | 34% | 36% | 11% | 19% | |

Responses to parent questionnaires

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

Appendix 2

The inspection team

| | |
|------------------------|---------------------|
| Huw Davies | Reporting Inspector |
| Jassa Scott | Team Inspector |
| Rachael Bubalo | Team Inspector |
| Rhiannon Mary Boardman | Lay Inspector |
| Claire Sourlis | Peer Inspector |
| Darren Williams | School 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