



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 Maes-y-Coed
Heol Hendre
Bryncoch
Neath
SA10 7TY**

Date of inspection: January 2015

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 Maes-y-Coed is a local authority special school, maintained by Neath Port Talbot Council. The school provides education for pupils aged three to nineteen years. Currently there are 89 pupils on the roll of the school.

The school opened in 2007 and extended its age range to include pupils of secondary school age in 2012. The multi-sensory impairment outreach service for the south-west Wales region and the local authority transition team are based the school.

All the pupils have a statement of special educational needs. The school provides for pupils with profound and multiple learning difficulties, severe learning difficulties and autistic spectrum disorders. Many have associated communication, behavioural or sensory difficulties, and a significant number have very specific health-care requirements.

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. Three per cent of the pupils have 'looked-after child' (LAC) status and approximately 36% of pupils are eligible for free school meals.

The school houses specialist areas such as a hydrotherapy pool and sensory gardens. In 2012, a new block opened to cater for the increase in pupil numbers.

The school was last inspected in March 2009. The headteacher has been in post for five years.

Summary

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

Current performance

The current performance of Ysgol Maes-y-Coed is good because:

- Pupils achieve good standards
- Staff capture and build well on pupils' very small steps of progress
- Learning experiences are well matched to the needs of the pupils
- Pupils receive good care, support and guidance
- Leaders have high expectations and ensure that the school functions effectively

Prospects for improvement

Prospects for improvement at Ysgol Maes-y-Coed are good because:

- There is a clear vision for the school that is fully understood and shared by all staff and governors
- Leadership is well distributed
- The school has well-established self-evaluation processes
- The school has strong partnerships, which impact positively on the wellbeing and outcomes for pupils
- The school manages its resources well and provides good value for money

Recommendations

- R1 Ensure that the provision of therapies meets the needs of pupils as set out in their statements of special educational needs
- R2 Improve the use of data to inform strategic planning
- R3 Improve the opportunities for pupils to work alongside their peers in mainstream schools and colleges

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school and over time many pupils make good progress in relation to their needs, abilities and prior attainment.

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.

There is no significant difference between the performance of boys and girls, those pupils eligible for free school meals or those who are looked after by a local authority.

In lessons, many pupils recall previous learning well, especially when given appropriate cues and prompts. Many pupils make good progress in achieving the learning targets identified in their individual education plans (IEPs).

Pupils aged between 14 and 19 years gain relevant qualifications to support independent living and move on successfully to continued education or day service provision on leaving school. These qualifications include ASDAN Transition Challenge and units of the OCR national skills award at pre-entry level to level 1.

Nearly all pupils develop communication skills appropriate to their needs and ability. For example, pupils with autistic spectrum disorders make choices and communicate their needs effectively using a picture exchange system. Pupils with more complex needs use a range of sounds and gestures to communicate choice and respond to questions.

Pupils with more complex needs use assistive technology well to communicate, make choices and develop independent living skills. For example, they use switches to operate equipment in life skills lessons. Where appropriate, pupils communicate using voice output communication aids and move around the school independently using powered chairs.

More able pupils communicate well orally. They make steady progress in developing their reading and writing skills and a very few read aloud confidently. These pupils use interactive whiteboards to recognise words, identify initial sounds and overwrite their names. They use tablet computers effectively to develop their literacy and numeracy skills.

More able pupils make good progress in developing their numeracy skills. They add and subtract numbers to 10, know the value of coins and can tell the time. Older pupils apply these skills well when working in the school bistro.

Over time, most pupils gain the skills that they need to increase their independence, improve their work and contribute effectively to the wider life of the school.

Where appropriate, older pupils gain an understanding of the world of work through community based work placements and visits to local shops and businesses.

Many pupils make good progress in Welsh in relation to their needs and linguistic background. They understand Welsh greetings and, where able, give simple answers in Welsh. Many pupils show a good understanding of aspects of the culture and heritage of Wales.

Wellbeing: Good

Pupils feel safe in school. They understand how to keep healthy and participate enthusiastically in a range of exercises, for example swimming, athletics and gymnastics. Pupils develop their team skills effectively through sports such as rugby and boccia competitions.

All pupils have positive attitudes towards their learning and engage well in tasks. Nearly all pupils behave well in lessons and around the school. Pupils' attendance levels are good, except when they have periods of illness due to their complex needs.

Most pupils show good social skills, for example when talking to staff and greeting visitors. Pupils recognise the need to dress appropriately, for example when carrying out work experience, undertaking recycling activities or attending the school annual ball. Many develop important life skills by taking on various responsibilities within the community, for example hosting school concerts or serving snacks during coffee mornings. Members of the choir enjoy taking part in local performances.

Pupils move around the school with growing independence. More able pupils take responsibility for collecting registers and supporting younger pupils around the school.

Older pupils show good application of work skills. They take part in enterprise activities such as preparing and selling Christmas decorations.

Members of the school council have successfully influenced decisions regarding the range of healthy meals, staff appointments and the purchase of outdoor equipment.

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

Learning experiences: Good

The school has a clear understanding of pupils' needs and provides pupils with a broad and balanced curriculum that is relevant to each individual. This includes National Curriculum subjects, vocational options and a range of off-site activities, for example visits to local business and places of interest. This varied curriculum enhances pupils' learning experiences.

The school uses a wide range of appropriate strategies to support the varied and complex communication needs of the pupils. This helps them to gain the skills they need to access the curriculum.

The school provides opportunities for older pupils to gain relevant qualifications and work-based skills that prepare them well for future life. Prior to transition, more able pupils have the opportunity to follow courses at local colleges.

The school has a clear policy and plans that promote the development of skills across the curriculum. Skills are well embedded through detailed schemes of work and are monitored effectively by co-ordinators and senior managers.

The school provides relevant opportunities for pupils to develop their knowledge and understanding of Welsh language and culture in line with their ability through visits to places of interest and competitions.

The school provides effectively for global citizenship through well-established links with schools in England, Poland and Turkey. This has widened pupils' knowledge and understanding of the wider world.

The school promotes sustainable development well. For example, members of the eco council are working to reduce waste and water consumption and help local wildlife.

Teaching: Good

Teachers and teaching assistants have strong working relationships with the pupils they teach and a clear understanding of their complex needs. All lessons have clear learning objectives which relate well to pupils' individual targets. These targets are shared in class with pupils, at an appropriate level according to their ability.

In most lessons teachers make effective use of a wide range of teaching methods and provide stimulating activities that engage all pupils' interest and meet their individual needs well. They make good use of space and resources to create calm learning areas. This helps pupils to focus on their work and learn. Teachers make effective use of sensory experiences including symbols, tactile prompts and visual timetables to enable pupils with the most complex needs to access the curriculum.

Staff use careful questioning to check pupils' understanding and assess the progress pupils make throughout the lesson. They give constructive oral feedback, which motivates pupils and helps them remain on task.

Teachers use well-established assessment systems to identify pupils' strengths and areas for improvement and record pupils' progress. They use this information well to inform curriculum and lesson planning and to set appropriate targets on pupils' IEPs. Targets are updated regularly.

End-of-year reports and annual reviews keep parents and carers well informed about their children's progress.

Care, support and guidance: Good

The school promotes pupils' social, moral, spiritual and cultural development effectively through a well-planned personal and social education programme, assemblies and other activities. Staff work sensitively with pupils to address their personal care needs.

The school makes appropriate arrangements for promoting healthy eating and drinking.

Pupils and their parents receive helpful support and guidance during their time in school and on transition to college or other services. All parents feel that their child was helped to settle in well when starting at the school.

The school has developed strong partnerships with external agencies such as social services, paediatricians and community nurses, who give useful support and advice to staff about individual pupils' needs. Teachers use information from specialist services effectively to plan for pupils with multi-sensory impairment and autistic spectrum disorder.

The school has effective practices to support pupils' complex communication and physical needs. However, there is insufficient speech and language therapy and occupational therapy to meet the needs of all pupils as identified in their statements of special educational needs.

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

Learning environment: Excellent

The school provides a highly supportive and positive environment, which helps pupils grow in confidence and self-esteem.

There is a strong focus on equality and diversity. Pupils of all backgrounds and needs are included fully in all aspects of the school and treated with respect and dignity.

The modern, purpose-built school offers superb facilities that are used extremely well to meet the complex and diverse needs of the pupils. The school is very well resourced with a number of specialist areas and equipment, for example sensory rooms, a hydrotherapy pool and a trackway system.

Teaching and communal areas are bright and welcoming, with attractive displays to stimulate pupils. The outside grounds are used to very good effect with a central sensory garden and safe and secure outside areas that are accessible from each classroom. The building and grounds are maintained and managed very well.

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

Leadership: Good

The headteacher and senior leadership team have a clear vision for the school that is shared by staff, governors, parents and carers. There is a clear focus on ensuring that every pupil has the opportunity to achieve to the best of their ability. There are comprehensive policies and plans that focus well on the complex needs of the pupils. Leaders and managers have high expectations and have created an ethos in which all staff and pupils feel valued.

All staff have clear roles and responsibilities. The school is developing its distributed leadership well. Subject co-ordinators take responsibility for developing different areas of the curriculum. This includes providing support for colleagues and reviewing the work of each class in relation to their subject area.

The senior leadership team meets regularly to discuss the day-to-day running of the school and strategic issues. However, minutes of these meetings lack detail and do not make it easy for senior leaders to monitor progress against actions.

The governing body meets regularly and has appropriate sub-committees in place. The headteacher works closely with the chair of governors and provides detailed and informative reports to the governing body, including relevant data on achievement, behaviour and attendance. As a result, members have a good understanding of the school's strengths and areas for development. They provide effective support to the school and are developing their ability to challenge.

There is a well-established system of performance management for all staff. Teachers and teaching assistants have clear objectives that link well to the priorities of the school improvement plan. The performance management process identifies and addresses individual and whole-school training needs effectively.

The school meets both local and national priorities well. For example, it is working effectively with other schools to address the requirements of the Literacy and Numeracy Framework.

Improving quality: Good

The school has well-established self-evaluation processes. All teachers and teaching assistants are involved in the process through regular, planned twilight sessions. The school uses annual questionnaires to seek the views of parents and carers. Those pupils who are able contribute through the school council. The headteacher shares and discusses the self-evaluation report with the governing body. However, the involvement of other stakeholders in the process is limited.

The self-evaluation report clearly identifies strengths and areas for development and links effectively to the school improvement plan. However, parts of the report are too descriptive and not evaluative enough.

Overall, planning for school improvement is effective. Developments such as improved distributed leadership, behaviour management and interventions for supporting pupils' individual communication needs have had a positive impact on pupil outcomes. The school improvement plan is a well-presented document that includes clear responsibilities for actions and realistic timescales and costs. The senior leadership team monitors progress against the plan effectively.

The school collects a range of relevant data, which is used effectively to track the progress of individual pupils over time. Teachers use this data and their robust knowledge of the pupils' needs and abilities to inform their planning. However, the analysis of data to inform planning at a strategic level is at an early stage.

There are well-established processes for regular lesson observations by senior managers. These have a clear focus on teaching and learning. Teachers receive prompt verbal feedback and written reports, which contain helpful comments on what they need to do to improve. Opportunities for higher level teaching assistants to observe lessons alongside senior managers help them develop their understanding of effective teaching and learning.

Teachers and teaching assistants have regular opportunities to share and observe good practice outside the school, through visits to other schools and involvement in professional learning communities. They feed information back effectively through team meetings and this has a positive impact on the work of the school.

Partnership working: Good

The school has developed a wide range of effective strategic partnerships that have a positive impact on pupils' standards and wellbeing.

Effective links with mainstream and special schools enable staff across the sectors to share their expertise and observe good practice. For example, visits to other schools have helped staff at Ysgol Maes-y Coed develop their secondary curriculum. Staff at Ysgol Maes-y-Coed provide valuable advice and training for mainstream colleagues, for example in relation to strategies for supporting pupils with speech, language and communication needs. The school provides a highly effective outreach service for pupils with multi-sensory impairment across the region.

Pupils from local primary schools benefit from visits to the school, where they take part in a range of activities alongside their peers. However opportunities for pupils from Ysgol Maes-y-Coed to attend local mainstream schools are underdeveloped. Links with local colleges enhance pupils' learning experiences. Pupils gain important skills and confidence which help them when they leave school.

Parent partnership is a strong feature of the school. Staff communicate effectively with parents and carers through home-school diaries and detailed reports. The school provides valuable training for parents and carers. This ensures continuity in learning and care across all settings.

The school has developed positive links with local businesses and they offer appropriate work experiences for pupils.

Resource management: Good

The school has a wide range of well qualified staff, who have a clear understanding of the needs of the pupils. Staff are deployed effectively to support pupils' learning and wellbeing. Teachers and teaching assistants have regular opportunities to increase their expertise through attending relevant training and undertaking specialist qualifications. Teachers receive appropriate planning, preparation and assessment time.

There is a very good range of high-quality resources that are used well to support pupils' learning experiences.

The headteacher and bursar work effectively with the governing body to monitor the school budget. Spending is carefully linked to the priorities of the school improvement plan.

In view of the good outcomes and provision, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Special questionnaire (overall)

denotes the benchmark - this is a total of all responses 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. | 32 | 28 88% | 0 0% | 4 12% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 94% | 2% | 3% | |
| The school deals well with any bullying. | 30 | 22 73% | 0 0% | 8 27% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 84% | 7% | 9% | |
| I know who to talk to if I am worried or upset. | 32 | 25 78% | 2 6% | 5 16% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | 92% | 3% | 5% | |
| The school teaches me how to keep healthy | 32 | 28 88% | 0 0% | 4 12% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 93% | 3% | 4% | |
| There are lots of chances at school for me to get regular exercise. | 32 | 27 84% | 2 6% | 3 9% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 91% | 6% | 3% | |
| I am doing well at school | 32 | 26 81% | 3 9% | 3 9% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | 92% | 5% | 3% | |
| The teachers and other adults in the school help me to learn and make progress. | 32 | 28 88% | 1 3% | 3 9% | 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. | 32 | 27 84% | 0 0% | 5 16% | 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. | 29 | 19 66% | 4 14% | 6 21% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | 68% | 20% | 12% | |
| I have enough books, equipment, and computers to do my work. | 31 | 23 74% | 0 0% | 8 26% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | 91% | 4% | 5% | |
| Other children behave well and I can get my work done. | 31 | 22 71% | 3 10% | 6 19% | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | 81% | 13% | 6% | |
| Nearly all children behave well at playtime and lunch time | 32 | 28 88% | 0 0% | 4 12% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | 86% | 10% | 4% | |

Responses to parent 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 | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 26 | 21 81% | 5 19% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 77% | 21% | 1% | 1% | | |
| My child likes this school. | 26 | 22 85% | 4 15% | 0 0% | 0 0% | 0 | Mae fy mhentyn 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. | 26 | 20 77% | 5 19% | 0 0% | 0 0% | 1 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 79% | 20% | 1% | 0% | | |
| My child is making good progress at school. | 26 | 21 81% | 5 19% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 67% | 30% | 2% | 0% | | |
| Pupils behave well in school. | 26 | 18 69% | 6 23% | 0 0% | 0 0% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 53% | 34% | 3% | 0% | | |
| Teaching is good. | 26 | 21 81% | 5 19% | 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. | 26 | 21 81% | 5 19% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 67% | 29% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 25 | 18 72% | 5 20% | 0 0% | 0 0% | 2 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 45% | 30% | 7% | 2% | | |
| Staff treat all children fairly and with respect. | 26 | 20 77% | 6 23% | 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. | 26 | 18 69% | 7 27% | 0 0% | 1 4% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 68% | 27% | 1% | 0% | | |
| My child is safe at school. | 26 | 21 81% | 5 19% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 75% | 22% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 26 | 21 81% | 3 12% | 2 8% | 0 0% | 0 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 71% | 25% | 2% | 1% | | |
| I am kept well informed about my child's progress. | 26 | 19 73% | 6 23% | 0 0% | 0 0% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 67% | 28% | 3% | 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 feel comfortable about approaching the school with questions, suggestions or a problem. | 25 | 18 72% | 3 12% | 0 0% | 0 0% | 4 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| I understand the school's procedure for dealing with complaints. | 26 | 20 77% | 6 23% | 0 0% | 0 0% | 0 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| The school helps my child to become more mature and take on responsibility. | 26 | 21 81% | 4 15% | 0 0% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| My child is well prepared for moving on to the next school or college or work. | 3 | 1 33% | 1 33% | 0 0% | 0 0% | 1 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| There is a good range of activities including trips or visits. | 3 | 2 67% | 1 33% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| The school is well run. | 3 | 2 67% | 1 33% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |

Appendix 2

The inspection team

| | |
|----------------------------|---------------------|
| Mr Anthony Mulcahy | Reporting Inspector |
| Mr William Glyn Griffiths | Team Inspector |
| Mrs Caroline Rees | Team Inspector |
| Mrs Andrea Louise Davies | Lay Inspector |
| Mrs Carol Lorraine Edwards | Peer Inspector |
| Mrs Helen Glover | 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