Pontarddulais Primary School

ALN Policy 2018

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 28

1. POLICY FOR ADDITIONAL LEARNING NEEDS

This policy complies with the legislation set out by the Special Educational Code of Practice for Wales and in line with the City and County of Swansea Education Authority guidelines. We also strive to meet the requirements of The Special Educational Needs and Disability Act 2001. We also have separate policies on Disability Equality Scheme, Disability Access Plan and Dyslexia.

The Head Teacher and staff at Pontarddulais Primary School consider each child as an individual and aim that each child shall reach his/her potential, offering all pupils maximum opportunity for access to the Foundation Phase /National Curriculum. . When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. It is recognised that while all children have educational needs, some children have greater needs than others Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities. We are also aware of the need for equal opportunity and are committed to equal access to learning for all pupils.

The policy of Pontarddulais Primary School towards pupils with Additional Learning Needs is supplementary to the school's policy for the education of all pupils. It aims to give such children a school curriculum that is broad, balanced, relevant and differentiated, without making impossible demands on them.

Delivery of this policy is the responsibility of all teaching staff.

1.1 Definition

At Pontarddulais Primary School, we recognise that 20% of the population are said to have Additional Learning Needs and that therefore, it follows that there will inevitably be children in mainstream schools who will need to be catered for in special ways.

These fall into 4 main groups: -

1. Children who experience difficulties with specific areas of the curriculum (usually reading) and who can be helped through short periods of withdrawal from the classroom to meet the particular needs of that child.

2. Children who experience learning difficulties across a wide range of the curriculum and who need constant support and differentiation within the classroom situation.

3. Children with a statement of special educational needs who have severe learning difficulties.

4. Children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We also acknowledge the needs of able and talented children whose attainments will rapidly outstrip those of their peers and have a policy to reflect this, which is also enclosed.

1.2 Aims

To implement DFE Code of Practice on:

1. The early identification of children with Additional Learning Needs it is necessary to ensure that policy and procedures can be fully implemented. The system of staged referral becomes critical as a process for monitoring, reviewing and modifying each child's educational provision.

2. Each child that has been identified as having Additional Learning Needs is provided with a package of I.E.P's which cater for their specific individual needs. In formulating these programmes, advice and information provided by the class teacher, SENCo and parents as well as any external agencies must be taken into consideration.

3. The delivery of an individually modified curriculum depends on maximising and implementing all the resources, including human resources, within the school, external support and specific resources essential to assisting the child's learning process. Parents of children with Additional Learning should be readily provided with the support and advice from within the school and the Local Education Authority.

4. To provide an atmosphere of encouragement, respect for achievement and sensitivity to individual needs.

1.3 Objectives

1. To identify pupils with Additional Learning Needs (ALN) as early as possible and to place them appropriately on the Staged Referral process.

2. To support each child both educationally and emotionally according to his/her individual needs, ensuring their access to a differentiated curriculum.

3. To enable staff to develop strategies to help these children.

4. To ensure that all written schemes of work consider realistically the needs of children with ALN.

5. To formulate individual programmes of work for children on School Action or above and to ensure that all staff in contact with those children are aware of, and involved with, the planning and delivery of those programmes.

6. To implement appropriate assessment strategies and establish individual record keeping systems.

7. To ensure that all staff receive training and help in dealing with ALN through ADDs and INSET.

8. To maintain strong links with parents, teachers and governors.

9. To ensure that all relevant information regarding pupils with ALN is transferred with the pupils to any other schools which the children may attend.

10. To ensure that the parents of children having ALN are positively supported and assisted in understanding the referral process.

11. To make all children aware that each is different and has different and individual needs, which need tolerance and understanding.

12. To ensure that all governors have a full understanding of the policy and the processes and play an active part in the school's management of ALN.

2. Structure

- All children with ALN spend the majority of their time in the mainstream class where they have full access to the Foundation Phase / National Curriculum with appropriate differentiation.

- Children with ALN will have support, the amount of which is dependent on their individual, specific needs and as identified by the annual reading survey

- In addition, children with statements of ALN are withdrawn for daily support as stipulated in their individual statements or supported by Learning Support Assistants. Children may be withdrawn individually, in small group sessions or supported in class.

3. Admission Arrangements

All children living within the catchment area of the school will be admitted regardless of their ability, if such admission is requested by their parents, guardians or other body having legal control of the child.

Children with statements of Additional Learning Needs living within the catchment area of the school will be admitted provided the school is able to meet the requirements of the statement.

4. Arrangements for Partnerships with Parents.

It is the aim of the school to take into account the knowledge, view and experience of parents: To respect the differing needs parents may have, such as disability, or communication and linguistic barriers. Effective assessment and provision will only be secured when there is the greatest possible degree of partnership between parents and their children, the school, LEAs and other agencies.

We aim to offer practical help, advice and support and provide parents information on their rights, roles and responsibilities within the ALN process.
We will inform them about other agencies involved, which may offer help and advice and information made available through support and training.
Parents of all children in school are encouraged to take an active interest in their child's progress. Parental involvement at all stages of their development will enhance their learning and progress. The school always shows a willingness to listen to the concern of parents and we respect the validity of different perspectives and seek constructive ways of reconciling different viewpoints.

When a child's difficulty is initially diagnosed, the following procedure takes place:

- Class teacher identify - the child's difficulty.

- Parents of the child are informed verbally when the child is being collected from school, contacted by telephone, during parents evening or by letter in order to arrange an appointment.

- Class teacher discusses with the parents the main concerns and suggests strategies which maybe of use to help their child.

- Class teacher invites parents to meet the school SENCo, in order to discuss the Stage Referral procedure.

- Parents are invited to attend an informal discussion when reviewing their child's Stage Referral, where procedures for contacting the Support Services or the assessment and statementing procedure are explained.

(We recognise the need for flexibility in the structure and timing of these meetings).

5. Pupil Participation

One of the main aims of the school is that the wishes of children with ALN should be taken into account at all stages, appropriate to their age and understanding. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child. The benefits are:

- Practical – children have important and relevant information. Their support is crucial to the effective implementation of any individual education programme.

- Principal – children have a right to be heard. They should be encouraged to participate in decision-making about provision to meet their special education needs.

Many children with additional learning needs in the school have little self confidence and low self-esteem and will respond more positively when they fully understand their own progress. When the child's IEP is drawn up, the following points are discussed with the child: -

- How they identify their main difficulties

- How they are to overcome their difficulties by setting agreed aims and targets.

- How to develop useful learning strategies in order to achieve their set targets.

- How those who have a statement of ALN will be involved in the Annual Review of their statement.

Involving children in tracking their own progress within a programme designed to meet their particular learning or behavioural difficulty can contribute to an improved self-image and greater self-confidence.

6. Additional Learning Needs Co-ordinator (ALNCo)

Although the children identified as having Special Educational Needs are primarily the responsibility of the class teacher, the ALNCo has the overall responsibility, under the direction of the Head Teacher, for co-ordinating ALN.

The role of the ALNCo:

During the next academic year, Mrs. J. Hopkins will work as ALNCo at the school and support the children who are recognised as having ALN. Her roles and responsibility will include:

- Having an overview, with the Head Teacher and assessment co-ordinator, of the process of all the children within the school.

- Overseeing the day-to-day operation of the school's ALN Policy.

- Administration of all documentation pertaining to the referral of children with ALN, including the update of the ALN list.

- Managing the annual LEA reading survey and completing the necessary documentation.

- Liaising with the parents of the children with ALN.

- Liaising with and advising fellow teachers.

- Contributing to the in-service training of staff.

- Liaising with outside agencies including staff of the Integrated Support Services and Educational Psychological Service: Health, Social Services and Voluntary bodies.

- Liaising with governors responsible for ALN.

- Organising review meetings for both children on staged referrals and those with statements.

- Being responsible for the acquisition of resources for children with ALN.
- Holding regular meetings with Teaching Assistants (T.A's).
- Liaising with the comprehensive school to ensure a smooth transition for ALN pupils to year 7.
- Liaising with the parents of the children with ALN.

7. Identification, Assessment and Provision

7.1 The Allocation of resources to and amongst pupils with ALN.

The amount of money attributed to the school according to the formula adopted by the LEA to fund special needs, will be identified by the amount of children who are receiving free school meals.

7.2 Access to the Curriculum.

"The programme of study for each key stage should be taught to the great majority of pupils in the key stage, in ways appropriate to their abilities.

For a small number of pupils who may need the provision, material may be selected from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such materials should be presented in contexts suitable to the pupil's age."

Common requirements of Programmes of Study,
National Curriculum Document.

There are no children exempt from the National Curriculum.

Access to the curriculum for children with Additional Learning Needs is created through a variety of strategies: -

a) General curriculum development involving focused working parties of teaching staff.

b) Individual, group and whole class teaching.

c) Withdrawal for focused work, e.g. speech therapy exercises, physiotherapy exercises or basic literacy/numeracy support.

d) Differentiation of the curriculum and/or task.

e) Increased access to ICT equipment, I-Pads and specialised programmes like Word Shark, and Nessy Games.

7.3 Initial Identification Process

The importance of early identification, assessment and provision for any child who may have Additional Learning Needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be. The ultimate responsibility for school-based assessment rests with the class teachers. When a class teacher encounters a child with learning difficulties, the assessment procedure begins within the classroom, using professional judgement as well as test results. The data compiled on the child should be as detailed as possible and should reflect the child's strengths as well as needs.

Classroom-based assessment of a child with ALN is as follows:

- Informal observation – taking note of their level of ability, behaviour and interaction with peers.
- Structured observation – teacher gives the child a specific task and will observe the method and apparatus used to solve it.
- Checklists – these make as objective as possible the recording of the teacher's perception of the child's functioning's.
- Diary records – teacher and/or parent keep a diary in which notes are made about a child's behaviour.
- Group or class observation – observing a child's behaviour within a group, and how the child functions effectively on a personal level and as a group member.
- School records – checking school records from a previous school phase.
- GL Assessments – checking child's level attained.
- Welsh National Tests
- Pontarddulais Primary School tracking system.
- Discussing the child with any agency already involved, e.g. Health Visitors, Social Services, Speech and Language Therapists, Educational Officer.
- Use of WellComm screening Toolkit in Nursery
- Baseline assessment within the first six weeks of coming up to the reception class.
- Language Link assessments.

- School based assessments carried out by ALNCo: Bury Infant Check; Aston Index; Phonological Assessment Battery (P.H.A.B) and British Picture Vocabulary Scale (B.P.V.S)

- Middle Infant Screening test (MIST) carried out with all children at Year one.

- Parental concern.

7.4 Provision

The Code of Practice in Wales recommends a graduated approach towards pupils with ALN.

Following on from informal discussions with both parents and child, the SENCo is informed and their name will be entered on the Additional Learning Needs List at the level defined as School Action.

The basis for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when the teaching approaches are targeted particularly in a pupil's identified area of weakness.

- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.

- Continues working at levels significantly below those expected for children of a similar age in certain areas.

- Presents persistent emotional and/or behavioural problems, which are not ameliorated by the behaviour management techniques usually employed by the school.

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action

The teacher develops strategies designed to support the child's learning/behaviour and targets are set. An Individual Educational Plan is drawn up which sets out targets and strategies to enable them to access the National Curriculum effectively. Interventions are provided which are additional to or different from, those provided as part of the school's usual differentiated curriculum offer and strategies.

After a reasonable period, usually a number of weeks, the situation is reviewed. The school will then put in place a variety of actions to support the child's needs. These could be:

- The child working within a small group.
- Differentiation within the class.
- Undertaking work relating to their Individual Educational Plan.
- Working with peer group support in a Nurture group supporting challenging behaviour.

As a school we have implemented many different programmes and use appropriate resources to help children in their learning. These include:
Reading Eggs, Rapid Reading, Rapid Phonics, Speechlink, Language Link, P.O.P.A.T., Smart Moves, and a variety of multisensory activities along with appropriate games.

Progress made against the targets will be examined and a decision taken as to the advisability for continuing existing strategies, removing from the ALN List or upgrading the provision level to School Action Plus.

The triggers for moving to School Action Plus could be that, despite receiving an individualised programme or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at Foundation Phase / National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

School Action Plus

If the child falls into any of the above categories, then the SENCo, as lead, enlists the direct advice and support of external agencies. This may be from a Speech and Language Therapist, Behaviour Support Teacher, Learning Difficulties Teacher;

Teacher for the Visually or Hearing Impaired; Physiotherapists, Occupational Therapist; The School Nurse, Tutorial Unit, Educational Psychologist and others. The advice is collated and a new I.E.P. is drawn up with appropriate targets.

The new targets remain in force until the next agreed review date. Following the review, it may be decided to keep everything in place for a further period or revert to School Action or, in the light of the seriousness of the situation, to request a full Statutory Assessment.

8. Statutory Assessment

For a child to be considered for a *statutory assessment* the child will have demonstrated a significant cause for concern. Before the L.E.A. is involved the following evidence has to be in place:

- The school's action through *School Action* and *School Action Plus*
- Individual education plans for the pupil
- National Curriculum levels
- Attainments in Literacy and Mathematics
- Records of reviews
- The pupils health including the child's medical history where relevant
- Educational and other assessments for example from advisory specialist support teacher or an educational psychologist
- Views of the parent and child
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

With all the evidence in place the LEA will decide whether a child should have a full Statutory assessment, whilst waiting the child remains at *School Action Plus.*

If a statement is granted the school will support the need of the child, through targets addressed within the statement. The statement is reviewed annually.

9. Procedures for Annual Review of children with a statement of ALN.

An LEA must review a statement within twelve months of making the statement or, as the case may be, of the previous review; and on making an assessment of a child who already has a statement.

The LEA requires the school to submit a review report by a specified date.
To prepare the review report, school seeks advice from the parents, any people specified by the LEA, and from anyone else the school considers appropriate. That advice will relate to the child's progress towards meeting the objectives in the statement and towards meeting any targets established to help meet the objectives

specified in the statement: any amendments to the statement; or whether the statement should cease to be maintained.

Before producing the review report, school must convene a meeting to assist in its preparation. The school must invite the parents and relevant staff members, any people specified by the LEA, and anyone else the school considers appropriate; and must circulate copies of the advice received before the meeting. Following the meeting the school submits the review report to the LEA.

If the parents wish to discuss any aspect of the review process with the school or LEA, they are encouraged to do so. Every effort is made to inform parent of both their rights and their responsibilities and to encourage them to attend the review meeting. Where a parent does not respond to invitations to contribute to the review, or to attend a review meeting, that information is recorded in the review report with any reasons given.

When a child with ALN or his/her family does not have English as a first language, the timescale for planning the annual review would take into account the need to:

- Translate any relevant documentation into the family's mother tongue.
- Ensure that interpreters are available to the child and family.
- Ensure that any professionals from the child's community have similar interpretation and translation facilities in order that they may contribute as fully as possible to the review process.
- Ensure that, where possible, a bilingual support teacher and/or teacher of English as an additional language are available to the child and family.

10. Conduct of the review meeting

The review meeting takes place in school and the parents of the child being reviewed are invited to attend. The class teacher, support teacher and where valid, a learning support assistant are also asked to be present, alongside any outside agencies who have an involvement with the child, as their views are essential.

The review meeting should address the following questions:

- What are the parents' views of the past years progress and their hopes for the future?
- What are the pupils views of the past years progress and his/her hopes for the future?
- What is the schools view of the child's progress over the past year?

- What has been the child's progress towards meeting the overall objectives in the statement?

- What success has the child achieved in meeting the targets set?

- Have there been any significant changes in the child's circumstances that affect his/her development and progress?

- Is current provision, including the Foundation Phase / National Curriculum, or arrangements substituted for it, appropriate to the child's needs?

- What educational targets should be adopted against which the child's educational progress will be assessed during the coming year and at the next review?

- Is any further action required and if so, by whom?

- Does the statement remain appropriate?

- Are any amendments to the statement required or should the LEA be recommended to cease to maintain it?

The meeting then makes the appropriate recommendations.

11. Record Keeping

The school will keep a record of all relevant information regarding a pupil with Additional Learning Needs, which will be regularly monitored and referred to.
All children identified through the Annual Reading Survey, will have a 'Rainbow Book' where any extra support given will be recorded. The class teacher will also have a copy of the individual programmes for each child in their ALN folder along with information about stage referrals. There is also information on different difficulties and strategies that may be used.

11.1 Individual Education Programmes (I.E.P's)

Individual Educational Programmes will be devised for each pupil who is identified as having Additional Learning Needs and it will also be in a pupil friendly format. Each individual programme will be unique and devised solely for the pupil concerned. A copy is then sent home for parents to keep and another copy for them to sign and return to school. The I.E.P can cater for a Learning Difficulty, a Speech and Language difficulty or for a behaviour programme.

The Individual programme will be devised as a result of consultation between the class teacher, SENCo and the parents. Regular liaison between those concerned is essential to monitor the child's progress.

11.2 ALN List

Once a child has been identified with ALN, his/her Referral Record and I.E.P. will be kept in the school's ALN classroom and the ALN list will be kept in the Head Teacher's room.

Apart from the main ALN List, each class teacher has an ALN class file. In the file is a list of all children with ALN in the class as well as a copy of their Referral Record and I.E.P. Also other information relevant to ALN.

12. The School's Arrangement for ALN In-Service Training

All teachers are encouraged to avail themselves of courses organised by the LEA or other bodies. Information is passed on to the general staff if needs be. Courses are organised within school when members of staff identify a need.

13. Use of Teachers and Facilities from outside the school

The use made of teachers and facilities from outside the school including Support Services.

Additional Learning Needs Support Services can play an important part in helping the school identify, assess and make provision for children with special educational needs. Such services include specialist teachers of children with visual, hearing and speech and language impairments; teachers in more general learning and behaviour support services, educational psychologists and advisors or teachers with knowledge of information technology for children with special educational needs.

The school works in close partnership with the providers of such services. The ALNCo, in particular, is aware of the LEA's policy for the provision of support services and how the school can secure access to them. The school always consults specialists when action is being taken on behalf of the child at the School Action Plus stage, but the involvement of specialists need not be confined to this stage. Outside specialists can play an important part in the very early identification of special educational needs and in advising the school on effective provision that can prevent the development of more significant needs. It is the responsibility of the ALNCo of the school, after consulting with the class teacher of the child who is experiencing difficulties, to liaise with the outside agencies.

The support services can be involved in the following ways:

- Working with individual children (If written in a statement).
- Advising teachers on strategies to use with targeted children.
- Collaborating with the class teacher and the ALNCo in developing an IEP for the child.
- Involving the EPS, informally – in giving early advice, or formally – in the assessment process.
- Monitoring the delivery of programmes as set out in statements.

- Taking part in the annual review of children who have a statement of ALN.

14. The duties of Governing Bodies

School governing bodies have important statutory duties towards pupils with Additional Learning Needs:

The governing body must.

- Do their best to secure that the necessary provision is made for any pupils who has Additional Learning Needs.

- Ensure that, where the "responsible person"- the head teacher or the appropriate governor - has been informed by the LEA that a pupil has Additional Learning Needs, those needs are made known to all who are likely to teach them.

- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have Additional Learning Needs.

- Consult the LEA; as appropriate, and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated Additional Learning Needs provision in the area as a whole.

- Report annually to parents of the school's policy for pupils with Additional Learning Needs

- Ensure that the pupil joins in the activities of the school together with pupils who do not have special education needs, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, their learning need calls for and the efficient education of other children in the school and the efficient use of resources. 317A Education Act, 1996.

- Have regard to this code of practice when carrying their duties towards all pupils with special educational needs. 313 Educational Act, 1996.

15. Arrangements for considering complaints.

The school follows a simple complaints procedure, which endeavours to deal with any complaint made by parents of pupils with ALN with regard to the provision made for their child within the school.

The complaints procedure is as follows:

- Parents make a complaint to Class teacher/ Support teacher/ Head teacher/ Non-teaching staff.

- Parent is informed that they will have a response within a week in order to enable staff concern to investigate the complaint.

- The complaint is registered in the ALN Complaint book, notifying the date of the complaint, the nature of the complaint, to which the complaint was made, the date given for the response and the conclusion reached.

- An interview is arranged as soon as possible with the parents and the teaching staff concerned.

- A brief account of the verbal discussion and the decision made is written down, signed and dated by both parties

- A copy of the decision is then placed on record with the child's documentation in the ALN List.

If following such an internal process, parents feel that a complaint has not been resolved, they are encouraged to follow the Authority's complaints procedures. Complaints which can turn a child's statement of ALN are addressed to the LEA.

Parents are also made aware of the ALN Tribunal, set up by the education act 1993. The tribune considers parents' appeals against the decision of LEA's about a child's Additional Learning Needs.

16. EVALUATION

As part of its statutory duties, the LEA undertakes an annual monitoring programme of all schools in the authority regarding Additional Learning Needs in general and more specifically, ALN in particular subject areas. Schools are informed on an individual basis and a county report is also published.

We also undertake our own review procedures at Pontarddulais Primary School to identify the effectiveness of ALN provision in our school. Assessment is, naturally, an on - going process when strategies are reviewed to see:

- If they have been successful;
- If the children are making progress.

In addition, the Annual Report to Parents will contain a report on the effectiveness of ALN at Pontarddulais Primary School highlighting such issues as pupil's learning and achievements: communication with a participation of parents; resources; the effectiveness of assessment and record-keeping procedures.