



Crynallt Primary School Additional Learning Needs (ALN) Policy

**A.L.N. Governor – Mr David Lucas
A.L.N.Co – Miss Libby Williams**

This Additional Learning Needs Policy takes account of the Education Act 1996, the SEN Code of Practice for Wales 2002, the Equality Act of 2010, policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full.

At Crynallt Primary School we believe that:

- All children are entitled to a broad, balanced, relevant, challenging and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;
- Children who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources, whenever appropriate;
- Children may require special programmes designed to maximise opportunities for independent living in preparation for life after school.

With regard to these beliefs, the following document outlines the provision available at Crynallt Primary School. Both staff and governors have approved this policy.

General Information regarding the school's ALN Provision

Crynalft Primary School has 455 children on roll, 371 of whom are in our 14 Full Time Mainstream Classes and 84 in our 2 Part Time Nursery Classes.

There is a Learning Support Centre of pupils with Social, Emotional and Behavioural Difficulties attached to the school. This has two classes.

The school currently has 21 Teachers (18 Full Time and 3 Part Time) and 27 Teaching Assistants (25 Full Time and 2 Part Time).

The Management of Additional Learning Needs

The ALN Co-ordinator (ALNCo), Miss Williams, has the responsibility for the day-to-day operation of the Additional Learning Needs Policy.

The ALNCo will:

- Oversee the running of the provision for children with additional learning needs within the school;
- Regularly review and monitor provision for children with additional learning needs within the school;
- Maintain the school's register of children with additional learning needs and all the required documentation;
- Keep records on children who have additional learning needs and ensure their progress is regularly monitored and reviewed;
- Liaise with teachers, parents carers and other professionals and organise meetings as appropriate in respect of additional learning needs issues as needed;
- Ensure annual reviews for children with a Statement of Special Educational Needs are completed;
- Identify barriers to learning and provide staff with appropriate training and strategies;
- Report on new developments within the field of ALN and in line with the school's professional development policy;
- Identify and provide access to In-Service training to meet the current and anticipated needs of the school and individual members of staff.
- Take part if formal meetings with other professionals regarding individual children to be assessed;

- Co-ordinate cross-phase and cross –school transition;
- Meet with the ALN Governor to give a termly report;
- Produce an annual report for the “Governors Report to Parents”.

The ALNCo is responsible for keeping the Head Teacher regularly informed about the inclusive provision in the school. Class Teachers are responsible for meeting the needs of all children in their class.

Admission Arrangements

Crynallt Primary School adheres to the admission policy of the LEA. The admission policy is applied equally to all children and does not discriminate against any child with Additional Learning Needs. Where a child has a Statement of Special Educational Needs, separate arrangements apply giving priority to his/her school placement.

At Crynallt Primary School we endeavour, in partnership with others, to provide appropriate support for children who experience difficulties with:

- Communication and interaction;
- Cognition and learning;
- Behaviour, social and emotional development;
- Sensory and/or physical development;
- Medical conditions.

The main Infant building is accessible and equipped with a toilet and hand washing facilities for children who have a physical disability. The Junior building does not have these facilities at this time.

Inclusion

Crynallt Primary School has a School Accessibility Plan which outlines the school’s intentions to improve physical access, access to the Foundation Phase and National Curricula and access to information for both disabled children and visitors.

Access to the Curriculum

To include children who are identified as having Additional Learning Needs, Crynallt Primary School provides:

- Teaching Assistants and Learning Support Assistants to enable appropriate access to the relevant curriculum via in-class, small group or individual support;
- Individual teaching programmes designed to meet the needs of each particular child;
- Individual timetables to include specific needs (this may include disapplication from Foundation Phase Areas of Learning and National Curriculum subjects as agreed through formal request);
- Specialist equipment as required.

Crynallt Primary School aims to include all children with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best solution is withdrawal to access special intensive programmes.

Parents/carers will always be involved in discussion when these situations arise and the child's welfare will be the major factor considered when decisions are taken.

A Provision Map showing the nature and level of support is available.

Future Planning

Future planning of provision for children identified with additional leaning needs takes place in accordance with:

- On-going tracking of children's progress;
- Annual SEN budget allowance;
- On-going Local Education Authority and Welsh Government directives.

An ALN Development Plan has been devised based on these factors which forms part of Crynallt Primary School's School Improvement Plan.

Identification, Assessment, Record-Keeping and Review

At Crynallt Primary School we adopt a graduated response to meet our responsibilities for identifying children with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the Local Education Authority's SEN Code of Practice for Wales 2002 Entry/Exit Criteria

A Graduated Response and Guidelines for School Requests for Statutory Assessment.

School Action

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

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- Presents persistent emotional or behavioural difficulties which are not addressed by the behaviour management techniques usually employed in 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.

The gathering of information in respect of identifying the children's Additional Learning Needs is done through:

- Liaising with parents/carers;
- Liaising with teachers;
- Liaising with pre-school provision;
- Liaising with other professional services, by whom the child may already be known.

Assessment of Need

1. Information from previous schools.
2. Class teacher comments and analysis of progress registered through:
 - End of Year National Reading and Numeracy Tests;
 - Specific summative assessments/tests - Schonell, Salford, MIST;
 - On-going marking and assessment;

- Children's reviews;
 - Children's reports
3. Children referred by teachers as giving cause for concern and therefore meriting assessment and possible inclusion on the ALN Register.
 4. On-going assessment, review and record-keeping.
 5. Analysis of INCERTS.

Process for Action, Record-Keeping and Review

1. In consultation with the ALNCo, an assessment of the child may be undertaken to identify the nature and severity of the need.
2. Appropriate information is gathered from the class teacher, support staff and any other member of staff who has relevant information.
3. Discussion takes place with parents/carers to gather appropriate/relevant information on the child.
4. Individual Education Plan (IEP)

From the collated information the ALNCo and class teacher discuss the child's needs and where appropriate, issue the first IEP. The support to be provided for the child will be indicated on the IEP. The parents/carers are invited to read/discuss and sign the IEP to confirm their agreement of the targets set.

5. Review and Evaluation of IEP

The ALNCo and class teacher discuss the child's progress at the termly review of the IEP, or sooner if the need arises. The subsequent IEP is formulated with new/updated targets or if appropriate, it is agreed to remove the child from the ALN Register.

6. The ALNCo and class teacher issue a new IEP and either continues with the cycle or proceeds to ask for advice from other professionals.
7. Crynallt Primary School will ask for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing or possible action to be taken as part of School Action.

School Action Plus

The triggers for School Action Plus would be that despite receiving an increased level of appropriate support at School Action, the child:

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

The gathering of information in respect of the child progressing to School Action Plus will be through:

- School Action Reviews;
- Liaison with teachers and support staff;
- Liaison with parents/carers;
- Liaison with other professionals.

Process for Action, Record-Keeping and Review

1. ALNCo gathers information on the child from class teacher, support assistants and LSAs, parents/carers and other professionals prior to formulating an action plan of support or provision.

2. Individual Education Plan (IEP)

From the collated information the ALNCo and class teacher discuss the child's continuing needs and where appropriate, issue a revised IEP. The support to be provided for the child will be indicated on the IEP. The parents/carers are invited to read/discuss and sign the IEP to confirm their agreement of the targets set.

3. Review and Evaluation of IEP

The ALNCo and class teacher discuss the child's progress at the termly review of the IEP, or sooner if the need arises. The subsequent IEP is formulated with new/updated targets as appropriate.

4. The ALNCo and class teacher issue a new IEP and either continues with the cycle or proceeds to request a Statutory Assessment of Special Educational Needs.

School Request for Statutory Assessment

A Statutory Assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other outside professional agencies, as to whether a Statutory Assessment of the child's Special Educational Needs is necessary.

A child will be brought to the attention of the LEA as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

As outlined in the Code of Practice "Where a Request for Statutory Assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern".

Should the need arise to make a Request for a Statutory Assessment of Special Educational Needs, Crynallt Primary School will provide the LEA with the following evidence:

- The school's action through School Action and School Action Plus.
- The child's IEPs.
- Records of regular reviews and their outcomes.
- The child's health including medical history where relevant.
- Attainment in Literacy and Numeracy.
- Assessments – educational and those provided by advisory specialist support.
- Class teacher or Educational Psychologist.
- Views of the parents/carers and views of the child.
- Involvement of other professional support services.
- Involvement of Social Services or Educational Welfare Services, if applicable.

Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to

mainstream schools, the LEA will consider the case for a Statutory Assessment of the child's Special Educational Needs.

The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's Special Educational Needs is such as to require the LEA to determine the child's Special Educational provision.

Following a Statutory Assessment a child will either have a note in lieu or a Statement of Additional Learning Needs.

Where a child is not issued with a Statement of Additional Learning Needs, he/she will revert back to School Action or School Action Plus.

Statement of Additional Learning Needs

A Statement of Additional Learning Needs will include:

- The child's name, address and date of birth;
- Details of all the child's Special Needs;
- Identify the Special Education provision necessary to meet the child's Special Educational Needs;
- Identify the type and name of the school where the provision is to be made;
- Include relevant non-educational needs of the child;
- Include information on non-educational provision.

All children with Statements of Additional Learning Needs will have short-term targets, identified in the Statement of Additional Learning Needs, set for them that have been established after consultation with the parents and child. These targets will be set out in an IEP and be implemented, and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Process for Action, Record-Keeping and Review

1. On receipt of a Statement, the ALNCo and class teacher will formulate an Action Plan of support/provision.
2. Individual Education Plan
From collated information and advice from other professionals, the ALNCo and class teacher discusses the child's needs with the child and the parents/carers and issues an IEP. The support to be provided is indicated and set within short-term targets.

3. Review/Evaluation

For an interim review, the ALNCo and class teacher collect information from the TA/LSA working with the child, the child's records of progress. The information is collated and discussed with parents/carers before the new IEP is formulated to continue until the next review or if appropriate an early Annual Review can be initiated.

4. Annual Review

All Statements of Additional Learning Needs must be reviewed, at least annually, with the parents, the child, the LEA, the school staff and professionals involved invited to consider whether any amendments need to be made to the description of the child's needs or to the Special Education Provision specified in the existing statement. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

The ALNCo collects information from staff, parents or carers, the child and other professionals using the One Person Profile guidelines. The information is collated and presented in an Annual Review Meeting involving, where possible, all relevant parties.

The progress of the child is discussed and a decision is made whether to:

- Maintain the statement and revert to 2 above, i.e. a continuation of the process within the school setting;
- Request an amendment to the statement;
- Request cessation of the statement and revert back to School Action Plus.

At the Annual Review of a child in Year 5, the aim will be to give clear recommendations as to the provision the child will require at Key Stage 3. Then it is possible for the parents to visit secondary schools and to consider the appropriate options within the similar timescales as other parents.

The ALNCo of the receiving school will be invited to attend the Final Annual Review of children with Statements of Additional Learning Needs, to allow them to plan an appropriate IEP to start at the beginning of the new school year. This will reassure the child and the parents that there will be an effective and supportive transition to Key Stage 3.

Evaluating Success

Record Keeping

Each class teacher has an SEN File which is used to record all information for children with Special Educational Needs within their class. This file will include a record of information relating to Crynallt Primary School's response at all stages and

information collected at Review Meetings. An electronic record is also available for each of these children on the T-Drive which contains copies of their IEPs, termly reviews and a Record of Action.

The following information regarding individual children is available for scrutiny:

- Description and nature of the child's difficulty;
- Strategies to be adopted;
- Specialist resources provided;
- Record of action taken;
- Child friendly Individual Education Plans;
- Termly Reviews;
- Records of referrals/support requested from professional agencies;
- Reports from all other professionals involved.

More Able and Talented Children (MAT)

The term 'More Able and Talented' encompasses approximately 20% of the school population and is used to describe children who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas of the Foundation Phase or National Curriculum. The top 2% may be considered to be exceptionally able.

Ability and talent may be shown in many different ways including academic, practical and creative, social, musical and in sports. By improving the quality of learning and the opportunities for More Able and Talented children, we aim to raise standards of achievement for all children.

A Whole School Approach

The ethos of Crynallt Primary School promotes high self-esteem which aims to meet the needs of all children regardless of emotional, social, linguistic, cultural, physical or intellectual differences.

The Formal Curriculum

Cornerstones Themes and other Topics are used to deliver the skills based curriculum required in all the Areas of Learning of the Foundation Phase.

Curriculum Maps are developed in line with the National Curriculum via a thematic approach in Key Stage 2. These topics can be changed depending on the interests of the children.

Detailed planning is carried out in Year Groups on a two week basis identifying the LNF skills, Foundation Phase outcomes, National Curriculum Levels, AFL and ICT skills to be developed. Details of differentiated activities are highlighted to identify the support and challenge needed by the children in each class as appropriate.

In the Foundation Phase the children work in small focus groups appropriate to their ability to ensure progress is made at all levels. In Key stage 2, the children work in ability-linked groups whenever appropriate. Extension and enrichment work is provided to extend the MAT and all children are monitored on a regular basis to ensure the expected progress is being made.

At Crynallt Primary School, the children are given the opportunity and encouraged to explore different learning styles via a skills-based learning approach aimed at developing the children's own skills of independence and lifelong learning. These can be particularly beneficial for our More Able children.

The Informal Curriculum

Crynallt Primary School promotes and encourages a range of opportunities and activities which support and extend learning and the development of talents and abilities. These include developing personal skills and social responsibility through our Prefects in Key Stage 2 and Helpwr Y Dydd and Playtime Pals roles in the Foundation Phase.

School Council, Eco, Healthy Schools and Fair Trade Committee meetings are held on a monthly basis.

Lunch Time and After School Clubs including Eco, Dance, Calligraphy, Choir, French, Welsh, Cricket, Rugby, Running and Multi Skills take place on a weekly basis.

Strategies to enhance opportunities for all children which benefit More Able and Talented Children

These will vary depending on individual class and curricular needs but may include the following:

- Classroom organisation and grouping;
- Setting where appropriate;
- Opportunities to focus on particular activities to develop knowledge and skills;
- Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including reference materials and ICT;

- Encouraging thinking skills, skills-based learning, creativity and different learning styles;
- Participating in activities with older children where appropriate or feasible;
- Monitoring, assessment and providing feedback, regular reviews to ensure appropriate support is provided.

Monitoring and Review

Crynallt Primary School recognises that provision needs to be flexible to meet changing needs. This policy will be reviewed and updated as appropriate in the light of feedback from teachers, children and parents.

Parents and Carer Partnership

Contact with parents and carers.

Parents and carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents and carers in respect of children who have Additional Learning Needs will be:

1. The Class Teacher liaises with the parents and carers to discuss their child's placement at School Action and School Action Plus;
2. Parents and carers are invited to discuss and sign the child's IEP;
3. Termly reviews of IEPs take place to discuss their child's progress and the next step in their provision;
4. The ALNCo and Class Teacher to meet with parents and carers where a request for a formal assessment is to be made;
5. In addition to termly reviews, parents and carers who have a child with a Statement of Special Educational Needs will also be invited to an Annual Review Meeting.

Further to this:

- Crynallt Primary School operates an open-door policy where the Head Teacher is available to meet with parents and carers between 9:00 and 9:30 every morning;
- Parents and carers are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times.
- Parents and carers have the right to access the records and appropriate school documentation relating to their child at an agreed time.
- Half termly meetings are held with the Head Teacher and ALNCo for parents of children with SEN, giving them the opportunity to discuss their concerns; meet other parents who are experiencing similar difficulties; and at times seek expert advice from outside professionals from the Learning Difficulties Team, the ASD and EPS services.
- Crynallt Primary School will seek to engage the services of a translator or interpreter where requested by parents deemed necessary by the ALNCo to ensure partnership in developing strategies to help an individual child.

The Role of the Governors

The governor with responsibility for Additional Learning Needs will report to the whole Governing Body as and when appropriate. The whole Governing Body as a responsibility to produce an Annual Report which will state the number of children in Crynallt Primary School with Additional Learning Needs and comment on the school's effectiveness in the implementation of the Additional Learning Needs Policy in respect of:

- Additional Learning Needs as an integral part of the School Development Plan;
- Identification of need;
- Notification to parents and carers of a child who is deemed to have SEN;
- Assessment of Need;
- Provision for meeting;
- Provision of an inclusive environment for all;
- Methods of monitoring, recording and reporting;

- Additional Learning Needs funding and spending;
- Deployment of equipment, personnel and resources;
- The use made by Crynallt Primary School of other professionals and support services.

Other Professionals and Support Services

Crynallt Primary School works closely with other professionals and support services, to focus on the identification and provision for those children who have Additional Learning Needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide integrated, high quality and holistic support which focuses on the specific needs of the child.

The following support services and agencies are available to the school:

- Autism Outreach Service
- Child and Adolescent Mental Health Services (CAHMS)
- Counselling Service
- Curriculum Support
- Educational Psychology Service
- Education Welfare Service
- Emotional and Behavioural Support
- Health Services
- Hearing Impairment
- Learning Support Team
- Pupil Parent Support
- ALNST
- Social Services
- Speech, Language and Communication
- Visual Impairment

- Voluntary Organisations

Links with our Cluster of Schools

Our Cluster of Schools, Melin, Tonnau , Gnoll and Alderman Davies Primary Schools and Cefn Saeson Comprehensive School, are supportive and welcome contact. Links are also welcomed with other schools, within the local area and wider authority, to deliver appropriate training and share good practice.

The ALNCoS meet when required, and are available for consultation in the summer term when the class teachers meet to discuss the IEPs and pass on information regarding the Additional Education Needs of the children who are moving to Year 3 and Year 7 in the next academic year.

Queries and Complaints

Parents and carers are seen as working in partnership with Crynallt Primary school and are entitled to query decisions made by the school through the school’s designated channels as laid down in the School Prospectus and School Behaviour Policy. (See Disciplinary/Complaints Section)

If on pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Local Education Authority. If at this point they do not agree with the school’s and LEA decision, they have the right to appeal to the SEN Tribunal for Wales.

This Policy Document will be evaluated and reviewed as and when appropriate as part of Crynallt Primary School’s Self Evaluation Process.

Miss L Williams
ALNCo
April 2019

Date Agreed

Head Teacher

Chair of Governing Body

Review Date