LLANFAES CP SCHOOL

**ALN Policy (SEN) 2020 - 2021**

**“A Bridge to Learning”**

***Introduction and Context***

*This document is aligned with Powys County Council’s (PCC) policy for educating children and young people with Special Educational Needs/Additional Learning Needs (SEN/ALN).*

*The SEN/ALN policy is an integral part of the council’s framework for meeting the needs of all children and young people from birth to 19 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential. It is the council’s policy to educate all pupils, wherever possible, within its mainstream schools in order to enable them to achieve their potential and to ensure their well-being.*

*In line with the direction of national policy, PCC is committed to making provision for pupils with SEN/ALN without a Statement of Special Educational Need, wherever possible. The policies and procedures set out within this document take into account all of the current legislation and guidance, including the Education Act (1996), Special Educational Need Code of Practice for Wales (2002) and Equality Act (2010).*

*PCC is mindful of the changes to legislation with regard to the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 (ALNET), corresponding regulations and Additional Learning Needs Code.*

***This policy will be amended and revised to meet the conditions of the new legislation ready for when they come into effect from September 2021.***

# BASIC INFORMATION

It is our aim at Llanfaes to provide all children with the opportunity to reach their full potential physically, morally, socially and intellectually. In order to achieve our aim this policy sets out to make all our classroom teachers aware of the additional educational needs of children, of the requirements placed on them by the “SEN Code of Practice” (2002).

Our aim is to provide a caring environment in which pupils are provided with experiences, opportunities, activities and challenges. These are designed to encourage the development of each individual.

The National Curriculum provides a framework which ensures a broad, balanced and relevant education for all children. Children with special needs are a significant minority group within a school and provision must be made to cater for their needs. The Warnock Report (1978) stated that up to 20% of children will have “special needs” of some kind during their school lives. Approximately 2% will require provision beyond that of Mainstream and the other 18% will be educated in “ordinary schools”. The Education Acts of the last decade, including “Every Child Matters – Change for Children” (2004) require that the needs of these children are met.

Definition of SEN/SEN/ALN and other groups of pupils who may require extra support Circular 203/2016 ‘Inclusion and Pupil Support’ sets out different groups of ‘pupils who require extra support.’

One of these groups is pupils with special educational needs (SEN).

• Pupils who require extra support:

*• Children from families in difficult circumstances*

*• Pupils with SEN*

*• Disabled pupils*

*• Pupils from minority ethnic groups*

*• Asylum seeking and refugee children*

*• Gypsy, Roma and Traveller children*

*• Children of migrant workers*

*• More able and talented (MAT) pupils*

*• Children and young people looked after by the local authority*

*• Pupils with healthcare needs*

*• Pupils who are pregnant or are young parents*

*• Children and young people who offend*

*• Young carers*

*• Lesbian, gay, bisexual and transgender pupils*

*• School refusers and school phobics\**

Not all learners within these groups will require extra support. However, we should be aware that they may experience difficulties at some time in their life.

The Education Act 1996 (Section 312) defines special education needs as follows:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

* have a significantly greater difficulty in learning than the majority of children of the same age; or*

* 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 in schools within the area of the local education authority*

* are under compulsory school age and fall within the definition at (a) or (b) above or*

*would so do if special educational provision was not made for them.*

In schools, pupils with SEN are placed on the SEN register (Early Years Action, Early Years Action Plus, School Action, School Action Plus, Statement of SEN). Pupils from England may have an Education, Health and Care Plan (EHCP) instead of a statement of SEN. **Under the ALNET Act 2018, the term special educational need (SEN) will be replaced with the term additional learning need (ALN).**

We are already using the term ALN instead of SEN and ALNCo instead of SENCo.

**ADMISSIONS ARRANGEMENTS**

In line with admission changes in Powys, there is now one admission in the September following a child’s fourth birthday. Linked to the school is a Pre-school Specialist Centre (Little Stars) and admission here is from the September before they are due to begin Reception class. The admission arrangements for the unit are by referral from the following: GP, Health Visitor, Social Worker, Educational Psychologist and have to be passed by the Specialist Centre Admission Panel at Powys County Council.

The school also hosts a provision for three year olds, Camau Bach/Little Steps. Mrs B Roe is responsible for the day to day running of this setting. Mrs D Thomas has responsibility for liaising with and advising staff on any ALN issues that might arise.

**PRE-SCHOOL SPECIALIST CENTRE /LITTLE STARS**

Reasons for referral for admittance to the Pre-School Specialist Centre are varied and cover the whole spectrum of ALN. The children are admitted here is from the September before they are due to begin Reception class, initially for six weeks and a whole child assessment is carried out by involving all agencies involved with that child so that an effective learning programme can implemented. The assessment and work carried out in the Pre-School Specialist Centre is to provide educational advice for the statementing process and/or mainstream inclusion.

**LLANFAES SCHOOL – THE BUILDING**

The School is modern and purpose built, designed to include wheelchair access to the building, playgrounds and classrooms. A toilet for the disabled is situated near the main entrance and a room is available for use by physiotherapists, school nurse and other visiting agencies. This room could also be made available for pupil use, in order for them to administer their own medication if necessary. The Pre-School Specialist Centre an integral part of the school building and also has an area for use by other agencies.

**IDENTIFICATION, ASSESSMENT AND PROVISION**

Early identification, assessment and provision for a child who may have ALN cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be and the more effective the delivery of the curriculum for that child. If the difficulty is transient the child will progress normally but if the difficulties prove less responsive to provision made by the school, then an early start can be made in considering further provision to support the child.

Assessment of any child must also take into account the child’s home background, language, culture and the community in which he/she lives. In addition the views of the parent and the child when possible must be sought.

The teachers and TA’s are responsible for the day to day operation of the ALN Policy while the collation of the ALN register is the responsibility of Mrs D Thomas in conjunction with the Headteacher Mrs Karen Lawrence and the ALN Governor, Mrs Jackie Williams.

**School Concern**

This descriptive is not part of the Code of Practice but has been retained by Powys from the previous document.

Children with ALN will firstly be identified by the class teacher, Parent, Health or Social Services who will be aware of the difficulties in pupil’s progress. At this stage parents views will also be sought. Relevant information will be gathered and the ALN Co-ordinator will register the child’s ALN. Differentiated work and progress will be monitored by the teacher. The review for this level would be informal; the date recorded and will take place on a half term or termly basis. At Llanfaes these children may also receive input in small groups led by TA support within the classroom, as part of an early intervention policy.

**Early Years School Action/ School Action**

A child is placed on this stage when he/she has made little or no progress despite the provision of structured and focused differentiation. This stage is characterised by close consultation between the class teacher, parents and ALN Co-ordinators. Relevant information is gathered including information from sources beyond the school. An individual work programme (IEP) is drawn up and children receive regular help on an individual or small group basis where appropriate within the class situation. Pupil progress is monitored and there is regular consultation between the teachers, TA’s and parents.

**Education Plan (IEP).**

The class teacher, in consultation with the SENCo/ALNCo, will review the pupil’s progress at regular intervals to determine whether the provision is effective or not, and to determine whether to continue, amend, or remove the additional support, or move up to the next graduated response level.

The responsibility for identifying and meeting the needs of pupils, and for organising and delivering provision at School Action, rests with schools. Funding for this provision is included in each school’s delegated budget.

**NB:** IEPs will be replaced by IDPs from September 2021.

**Early Years Action +/ School Action +**

A child who has made little or no progress despite I.E.P. at EYA/SA for at least 2 reviews may be placed on this stage, also taking into account the Powys criteria for placement of a child on the Code of Practice stages. At this stage children with specific difficulties may be referred for advice to outside specialists, where expertise is not available within the school.

There is close liaison between the Headteacher, class teacher, ALN support staff, ALN co-ordinators and Agencies who will advise on the strategies needed to meet the ALN of the pupil concerned. These strategies will be central to the content of the child’s educational programme. Parental involvement will continue to be important in devising provision. At School Action + provision will certainly contain differentiated programs of work, curriculum modification, special materials and equipment. Additional learning needs in the school is resourced through the funding formula devised by Powys Education Committee, the ALN support is funded from the School’s ALN Budget, with additional monies also being made available from the school budget. It is possible that at this stage the child’s name will go forward to the consultation meeting with the Area Educational Psychologist. It is a this stage a decision can be made to refer the pupil to agencies such as the Neuro-Developmental Service, Sensory services or Educational Psychologists for further advice and assessment. This is done by submitting a Pip – Pupil Inclusion Panel referral – to the LA.

If existing programmes and strategies have not delivered the expected outcomes, schools are able to make a request to the LA for additional funding. This request must be supported by evidence of intervention at School Action and School Action plus stages. This request will be evaluated by the Authority’s ALN Moderation Panel. (The ALN Moderation Panel includes Head teachers, ALN Co-ordinators, the Head of the Service and service representatives including the Educational Psychology team.

If the request is agreed, a sum of money, to support additional action, will be provided to the school. How this funding is used is at the discretion of the school, subject to making effective provision for the child or group of children the request was made for. The provision is subject to Termly / annual review, depending on what is deemed necessary by the ALN Moderation Panel. It must also be stated that actions and resources provided are intended to supplement **not** replace existing school resources.

**Statutory Assessment**

A very small minority of children may have SEN/ALN of a severity or complexity that requires a statutory assessment and a statement of SEN.

Statutory assessment involves:

*“Consideration by the local authority, working co-operatively with the child’s school and parents and. as appropriate, with other agencies, as to whether a Statutory*

*Assessment of the child’s special educational needs is necessary”*

Normally, the council will carry out a statutory assessment if:

*\* there is evidence to show that the school has implemented the graduated response and that the pupil continues to underachieve despite receiving the highest level of support available without a statement of SEN;*

or

\* *there is convincing and well-documented evidence of the immediate need for a statutory assessment, for example where a pupil has experienced a sudden and traumatic change of circumstances;*

or

\* *where the authority is aware that a pupil may need a special school placement.*

**Statement**

This constitutes the assessment and “Statement of Special Educational Needs”. The school submits a request for statutory assessment to SEN/ALN Statutory Panel whicj makes the decision whether to continue and from this point has 26 weeks in order to write and issue a draft “Statement of Special Educational Needs”

Statements will be reviewed annually with the child and their parents. All agencies involved with the child are invited to the meeting or, at the very least, submit information for consideration in the review – which, at all times, is child-centred.

**PCC Panels**

PCC has a range of panels at which the needs of individual children and young people are considered and, where appropriate, support or placement at a specialist provision are agreed.

**\*** Statutory Assessment Panel

The statutory assessment panel meets every two weeks to discuss requests for an assessment in respect of a statement of special educational need. It also considers requests for amendments to statements following annual reviews.

**\*** Powys Inclusion Panel (PIP)

PIP is the single point of access for all requests for additional support for children and young people who present with special educational needs/additional learning needs and those who require additional support.

The need for a single point of access to support for schools, children and young people was developed as a result of feedback from schools and other professionals who felt that the process for accessing support from the Schools Service should be simplified. Panel meetings are held fortnightly. These may be virtually or in exceptional circumstances, in County Hall (unless otherwise stated). An extraordinary meeting can be called as necessary. *Class teachers alongside the* *ALNco will complete PIP referrals and must gain signed parental permission before doing so – all staff have access to this form if required.*

**School Provision**

For the academic year 2020-2021 it has been decided that pupils will continue to be supported by Teaching Assistants, in close liaison with the ALN Co-ordinators and class teachers. Pupils are supported in the areas of literacy and numeracy using a number of intervention strategies including Nessy and precision teaching Pupils are targeted and selected for these programmes through analysis of assessment data and in consultation with individual class teachers. The programmes are delivered by trained Teaching assistants, through a carefully structured timetable.

**ASSESSMENT**

Formal statutory assessment takes place within the school at Nursery &Reception (Baseline) and Y2 and Y6 in the form of Teacher assessment.

Other assessment regularly undertaken is the:

SWRT reading test Y2 – Y6

SWST spelling test Y2 – Y6

WNT assessments – Reading Y2 – Y6

WNT assessments – maths Y2 – Y6

(Procedural & Reasoning)

Other tests available in the school include:

Lucid CoPs profile (Assesses visual / auditory skills inc. working memory)

LASS Junior (Assesses visual / auditory skills inc. working memory as well as reading & spelling skils)

PhAB assessment battery (Assesses phonological awareness – the skills needed for reading)

Dyslexia Screening test (DST-J)

BPVS – British Picture Vocabulary Scales

Infant Screening Test

On going records are kept by all staff in Maths, English and Science in accordance with the school’s Planning, Assessment and Records of Achievement Policies using INCERTs.

Assessment in the Pre – School Specialist Centre is by observation, agency input, Portage and baseline based on the Foundation Stage and developmental checklists.

The co-ordinating procedure for the educational provision for pupils with ALN will be through informal and formal meetings between the class teachers, ALN Co-ordinators, support staff, Head teacher and Parents, in whichever combination is appropriate to a particular child. These will take place on a regular basis, at least termly, as dictated by the needs of the particular child. Time will be provided at the end of each term for discussion between the ALN Co-ordinators, class teacher and Teaching Assistants in order to update information relating to individual children.

The importance of parental involvement is recognised and close links with parents are encouraged. Parents are invited to attend termly review meetings. At Llanfaes we also recognise the importance of the involvement of the child and his/her views. Termly reviews and target setting takes place from reception upwards. Pupils will be invited to contribute to their IEP’s, where appropriate.

**THE ROLE OF THE ALN Co-ordinator**

The role of ALN Co-ordinator is one of a facilitator and co-ordinator. While keeping up to date with changes in ALN and understanding definitions of terms used within a ALN context, it is important that this information is disseminated to staff. Liaison with staff, agencies and parents are also part of the role as is the co-ordination of provision, overseeing reviews for both termly IEP’s and annual statements.

It is the responsibility of the ALN Co-ordinator to review the ALN policy annually and work with the Governor designated for special needs. The ALN Policy will be updated and reviewed as part of the whole school policy review system.

In liaising with staff, the ALN Co-ordinator are the first point of reference when a child is felt to have a special need in any way and it is important that the ALN Co-ordinators has additional knowledge and understanding of ALN to advise.

The ALN Co-ordinator works closely with the class teacher and Teaching Assistants so that in class support is appropriate.

**INCLUSION**

Children are seen as children first in Llanfaes School and every one has special needs and is taught to achieve their potential. Pupils with ALN are taught as an individual, a small group or supported in class where appropriate. Some pupils may be withdrawn for ALN tuition but all are integrated with mainstream for the majority of the day.

Children from the Pre – School Specialist Centre are integrated with the Reception children for playtimes, music and movement, singing, whole school assemblies and other activities. When the child is ready for integration the process is started by that child being integrated slowly under the supervision of the Pre-School Specialist Centre’s staff, into the future placement.

**STAFFING**

Mrs D Thomas ALNCo

Miss A Watkins – Person in Charge of PSSC

Mrs E Parry – Assistant in PSSC (during secondment of Miss Price)

Mrs. S. Davies

Mrs J Driscoll

Mrs. S. Thompson-Richards

Mrs Kelly Lawrence

Mrs James (0.5 1:1)

Mrs Barker

**INSET**

The range of special needs is often vast and complex, specialist advice is vital. Powys Schools Psychological Service and the curriculum development officer (ALN) are available if advice or assistance is required in assessing diagnosing ALN. Staff are encouraged to attend county run in-service courses.

**PARTNERSHIPS**

The school acknowledges and emphasises the importance of parental involvement. Parents are actively involved in the day to day life of the school and this involvement is further encouraged when making provision for pupils with ALN. Parents are involved at every stage of identification and assessment.

**LIAISON**

Liaison with outside agencies is made through contact with the Educational Psychology Service, the medical service, school nurse etc. There are also links with the special classes in Brecon and Ysgol Penmaes Special School. The Learning Support Department at Brecon High School is involved with pupils who are close to secondary transfer. The Head of Pupil Support contributes advice and attends the annual review of statements for Y5 pupils whenever possible. The teacher in charge of the Pre-School Specialist Centre liaises closely with the staff in the Specialist Centre at Mount Street Infant School. Ysgol Penmaes and the Pupil referral Unit also offer outreach support.

**MORE ABLE AND TALENTED**

As a final note it must be mentioned that children with special needs are not only those who have learning difficulties but also those who are exceptionally gifted. The procedures for identifying, assessing and providing are essentially the same but we must be aware that some gifted children often enter school with behavioural problems born out of frustration.

Strategies for these children are devised as and when required.

The School operates a policy for More Able and Talented, which can be referred to for further information.