

TREBANNWS

ALN POLICY

ADOPTED ON :

7/6/17

Signed by Chair of Governors

Y.G.G.Trebannws.
Inclusion and Additional Learning Needs Policy.

Introduction.

This Policy takes careful account of the Education Act 1996, The SEN Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, the policy of the Local Education Authority 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. We believe that – all children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Every member of Staff will strive to ensure that a wide, balanced, relevant and differentiated curriculum including the national Curriculum is provided for every child in the school. Pupils who have additional learning needs (ALN) should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of methods including skilled staff, specialist equipment and resources.

General Aims.

At Ysgol Trebannws we endeavour to meet the needs of every child. At Trebannws, mainstream children with ALN are taught in the mainstream where appropriate in order that they might have the best possible access to the National Curriculum. Extra support is given to groups of children, within the classroom and by withdrawal, as necessary, to develop, enhance and extend their learning skills.

The school also houses a Unit containing a Learning Support Centre (LSC) for statemented children with a range of moderate general learning difficulties. There is an emphasis on integrating children with ALN, both mainstream and from the Unit, into day to day activities of the school, to ensure that they are accepted as full and active members of the school community.

Management of ALN.

i). Role of the Head Teacher.

The Head Teacher has overall responsibility for ensuring provision for pupils with ALN throughout the school. She also keeps the Governing Body fully informed of any developments in this area.

ii). Role of the ALC Co-ordinator

The ALN Co-ordinator (ALNCo) is Mrs Eleri Bevan and she has the responsibility for the day-to-day operation of the ALN policy.

The ALNCo is responsible for co-ordinating support for mainstream and LSC pupils with ALN throughout the school as outlined in the SEN Code of Practice for Wales 2002, in line with their individual needs.

The ALNCo will also –

- Oversee the running of the provision for all pupils with ALN including general class, small group and individual pupil support.
- Oversee the work of the mainstream Support Assistants, as regards their work with ALN children.
- Maintain the school's Register of children with ALN and all the required documentation.
- Keep records on pupils who have ALN and ensure their progress is regularly monitored and reviewed.
- Liaise with class teachers, the support assistants, parents and external agencies.
- Ensure Annual Reviews for statemented children are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of ALN issues.
- Regularly review and monitor ALN provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Attend and provide access to in-service training to meet the needs of the school and individual members of staff.
- Contribute as necessary to the Annual Reports to Parents

iii). Role of the Governing Body

The Governing Body has appointed Mrs Rebecca Phillips as the Governor with specific responsibility for ALN.

The Governing Body must consider the Code of Practice for SEN, together with Part 2 of the SEN and Disability Act 2001 when undertaking their duties towards all pupils with ALN. The Governing Body's Annual Report will contain any information about changes to the ALN policy. The School Governors will ensure that the resources are used effectively to meet the school's objectives for pupils with ALN.

Admission Arrangements.

The school adheres to the admission policy of the LEA and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with ALN who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of ALN.

In addition to this, the school has specialist provision for statemented children with moderate learning difficulties and will therefore have provision for 8 pupils to be enrolled in this provision at any one time. Pupils who have such identified needs will be given consideration under the school's and LEA's admission policies.

Access for the Disabled.

There is easy access to both Infant and Junior buildings and there is a ramped access into one of the entrances of the Infant building. A disabled toilet is situated in the Junior building.

Specialist Facilities

Pupils who may require special equipment to access the curriculum are identified and their individual needs met.

Analysis of Best Value

The ALNCo and Head Teacher use both quantitative and qualitative analysis in the evaluation of ALN provision. The following criteria are used to establish best value:

- Pupils on the ALN register having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional educational needs.
- Monitoring of ALN provision via a range of proformas to gather information on pupils, staffing and systems in place.

Future Planning

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

- Ongoing tracking of pupil progress
- Annual SEN budget allowance
- Ongoing Authority and government directives.

Identification and Assessment

At Ysgol Trebannws we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the 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 ameliorated 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.

If it becomes necessary to move a pupil on to School Action, the class teacher will inform the ALNCo, the child and the child's parents. Together they will formulate Play Plan (PP), Individual Education Plan (IEP) or Group Education Plans (GEP), depending upon the support and action to be provided. Any assessments made during this period will be used to underline the individual strengths and needs of the child and will be used as the basis of the PP, IEP or GEP. As far as possible, all pupils who are on School Action will receive additional small group or individual help for varying periods of time, through withdrawal and support in class, according to their needs. Pupils in this category will follow a PP, IEP or GEP.

At half term, on a termly basis, the ALNCo, Class Teachers and Support Assistants will review pupil's progress by reviewing the number of PP, IEP or GEP targets met, discussing with the pupil and with their parents, progress made during the term. As a result of this review, either the next PP, IEP or GEP is formulated, or it is agreed to remove the pupil from the ALN register, or the school decides to ask for advice from external agencies to meet the ALN of the child.

School Action Plus involving external Support Services

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

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics 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 or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Occasionally, a child may need specialist help or assessment by an external specialist e.g Educational Psychologist, Learning Support Teacher, Speech and Language Therapist etc. This request for support will be made according to LEA guidelines. The ALNCo, Class Teacher, Support Assistant will collect relevant information. This request for support will only be made with parental permission.

When further support and advice is provided by external agencies, close co-operation between the ALNCo, the Class Teacher, Support Assistants and the child's parents, will ensure that this additional support/advice is put into practice and will feed into subsequent PP's, IEP's or GEP's.

At the end of half term, on a termly basis, the ALNCo, class teacher and support assistants will review pupil's progress by reviewing the number of targets met. They will discuss the child's progress with the pupil and with their parents, progress made during the term and if necessary, seeking further advice from external agencies. As a

result of this review, either the next PP/IEP/GEP is formulated, or it is agreed to move the pupil back to School Action, or it is decided that the child's lack of progress demonstrates significant cause for concern and that a Statutory Assessment should be requested from the LEA.

Statutory Assessment/Statement of Special Educational Needs

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." The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,
- Views of the parents/carers and of the child,
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

The school must obtain parental before a request for statutory assessment can be made. The ALNCo will be responsible for collating and collecting the evidence required by the LEA. The LEA is then responsible for deciding whether or not a Formal Assessment is required. As a result of assessment, it is possible that a small number of children may receive a Statement of Special Educational Needs or a Note in Lieu. Where the LEA does not issue a statement, the child will revert to School Action Plus.

On receipt of a Statement of Special Educational Needs from the LEA for a mainstream child, the ALNCo will formulate an action plan of support/provision. The advice and information outlined on the Statement will form the basis of the child's IEP along with the views of the child and the parents.

The Annual Review.

Statements will be reviewed annually by the school and will be updated by the LEA as necessary, according to the recommendations of the review meeting. Annual Reviews will be carried out in line with LEA guidelines and also set out in the Code of Practice. As part of the review in Year 1 and Year 5, consideration must be given to the nature of provision that will be needed by the pupil in the Junior or Secondary sector. If it is not practical to make these recommendations in the Year 5 review, then it may be necessary to conduct an interim review during the Autumn term of Year 6. The purpose of this is for parents to be able to consider the different choices available, and that enough time is allowed for arrangements to be made.

The ALNCo, and the Class Teachers will be responsible for collecting and collating evidence of progress and information from staff, parents, the child and outside agencies, prior to the annual review. Along with discussion with support staff, class

teachers, parents and with the pupils themselves, the next IEP may be formulated or an annual review may be initiated early. At the annual review, progress is discussed and either the statement is maintained and a further IEP is produced, or a request to amend the statement is made, or a request to cease the statement and revert back to School Action Plus, is made.

Partnership with Other Schools.

When a mainstream child moves to another school, or goes on to the secondary sector, there will be discussion between the Head Teacher or ALNCo and the staff of the new school, in order to transfer information regarding the needs of the pupil. An annual meeting is held between the ALNCo and the Head of Year 7 teacher from Cwmtawe Comprehensive School, Ysgol Bryn Tawe and Ysgol Ystalyfera, in order to ensure continuity of provision for our Year 6 pupils with ALN. The ALNCo of either secondary school will be invited to attend Annual Reviews for Year 6 pupils, depending on which school the pupil will attend in the future.

When a child moves into or from our Unit class from/to another school, Information Exchange meetings are held between the Head Teacher, the Unit teacher, the pupil, their parents and staff from the other school, in order to transfer information regarding the needs of that pupil. Year 6 Unit pupils, whose annual review has recommended a placement at a Special School or specialist provision within another comprehensive school, visit their future placement. Staff from these schools and the Unit teacher meet, to ensure continuity of provision.

Parent/Carer Partnership

Parents/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 school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be:

1. Class teacher liaises with parents/carers to discuss pupil's placement at School Action and School Action Plus.
2. Copy of IEP sent home to parents/carers with invitation to discuss IEP if required.
3. Discussion of IEP reviews to take place at scheduled parents' evenings.
4. ALNCo and class teacher to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times.

Pupil participation.

Central to the whole process of identification, assessment and provision for meeting ALN, is the child him/herself. Pupils are encouraged to take as active a role as possible in the recognition of their own difficulties through self-assessment of their work, in the planning of their provision by contributing to the targets set on their IEP, and in the monitoring of their own progress through personal record keeping of targets met.

Complaints Procedure.

Parents who are not satisfied with any aspect of the provision made for their child should in the first instance, inform the class teacher, the ALNCo or the Head Teacher. A meeting will then be arranged to discuss the problem. A further meeting will be arranged as necessary, to allow for discussion with relevant staff, and an action plan will be formulated to deal with parental concerns.

In circumstances where parents fail to come to an agreement with the school, they should be made aware of the ALN Tribunal, which considers parental concerns – this is independent of the LEA.

Support services such as SNAP can offer advice and support to parents who decide to take this option. The LEA will make parents aware of their options.

Monitoring and Reviewing of the ALN Policy.

The policy will be reviewed regularly with input from any staff who are involved in its implementation, using as assessment criteria the success of ALN provision, the progress of individual pupils towards their targets, and effective use of resources. This information will then form the basis of the Governing Body's Annual Report to Parents about ALN provision within the school.

The following information is available within school in respect of the effectiveness of the support available for pupils with identified ALN. It is gleaned from monitoring and evaluation via observation of:

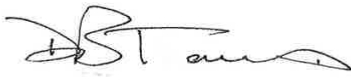
- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment.
- Practical use of PP, IEP and GEP's.
- Target setting.
- Pupil progress.

In-Service Training.

In-service training is available in respect of ALN for whole school or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the SDP. It will be delivered by one of the following.

- ALNCo
- Individual members of staff within the school who have a designated specialism.
- LEA support services.

- External consultants/trainers/

Designation / Name	Signature	Date
Chair of Governors		7/6/17
Headteacher		

Review Date	May 2018
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