

# **Cradoc C P School**



## **Policy for Additional Learning Needs**

**Adopted by Governing Body in October 2010**

**Reviewed 29.01.13.**

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**Reviewed 17.05.17**

**Next review date Spring term 2018**

# **Additional Learning Needs Policy (ALN)**

## **Introduction**

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for provision for children with Additional Learning Needs (ALN) at Cradoc Primary School
- **LEA GUIDELINES and THE DFE CODE OF PRACTICE (COP)** (this took effect from 1 April 2002 and is still in force today) have been taken into consideration in the formulation of this policy

## **Purpose of the Policy**

- **THE ALN POLICY** should be read in conjunction with the Policy for Teaching and Learning, the Assessment Recording and Reporting Policy, the More Able and Talented Policy, the Behaviour Policy and the Equal and Diversity Policy as these form an integral statement of the principles underpinning all the work of the school
- **THIS DOCUMENT** provides a framework for the identification of and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and are confidently committed to the agreed strategies
- **THE CODE OF PRACTICE** from the DfEE offers guidance on the content of any school's ALN policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice (2002)

## **Aims**

**OUR AIMS FOR ALN** are to:

- identify all children who need special consideration to support their physical, behavioural, social, emotional or intellectual development
- ensure early identification of needs through teacher assessment, statutory tests, screening programmes and discussions with class teachers and Learning Support Assistant (LSA) which are used in line with the School's Quality Assurance timetable
- ensure that these children are given appropriate support and reasonable adjustments are made to allow every child full access to the National Curriculum
- ensure that these children are fully included, with support, into all activities of the school
- involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

## **Principles**

- **THE SCHOOLS VISION:** To ensure all children have a rich and stimulating school experience, which inspires them to be the best they can be
- **THE SCHOOL'S AIM:** In order to achieve our vision, we work in partnership with parents and the community:
  - a) to develop independence, confidence and resilience;
  - b) to become enthusiastic lifelong learners;
  - c) to provide a stimulating, challenging and supportive environment where the children feel valued and secure;
  - d) to develop a caring attitude with self-respect and respect for others.

We want to provide our pupils with "Roots to Grow and Wings to Fly"

- **ALL PUPILS** have individual needs. Many of these can be met within the normal environment of the classroom through a differentiated curriculum
- **THE NEEDS OF SOME PUPILS** cannot be met fully without some special support. This support is offered as an integral part of the school's provision
- **CHILDREN HAVE ADDITIONAL LEARNING 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:
  - (a) have a significantly greater difficulty in learning than the majority of children of the same age
  - (b) 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
  - (c) 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 (Code of Practice Wales 2002)

## **Responsibilities**

**MEMBERS OF THE SCHOOL COMMUNITY** (teaching and non-teaching staff, parents, pupils and governors) work towards the aims by:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with additional learning needs
- a commitment to a partnership approach to provision
- a whole school approach

**THE MANAGEMENT TEAM** (Governors, Head Teacher and Additional Learning Needs Coordinator) work towards the aims by:

- determining the school's general policy and approach
- taking responsibility for devising and implementing this ALN Policy through consultation
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staffing and funding arrangements
- keeping parents informed via the Governors' Annual Report

- designating a specific Governor as having special responsibility for ALN, who reports to the Governing body following a meeting with the Headteacher / ALNCo when appropriate

**The Governor with special responsibility is SUE GOODHEAD.**

**THE HEAD TEACHER** works towards the aims by:

- management of provision for children with additional learning needs
- keeping the governing body fully informed
- working closely with the ALNCo to co-ordinate provision

**The ALNCo** works towards the aims by

- co-ordinating provision for children with ALN
- liaising with and advising colleagues
- taking responsibility for the day-to-day operation of the school's ALN policy
- setting up Individual Education Plans in conjunction with appropriate input from adults and pupils for each child on the register
- holding Pupil Centred Annual Reviews when required
- analysing data
- introducing One Page Profiles for each child on the register

**The ALNCo is Beth Roberts.**

**TEACHERS** work towards the aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- having a close liaison with the ALNCo in the identification of and provision for pupils with Additional Learning Needs
- working collaboratively with a shared philosophy and commonality of practice
- pooling expertise
- discussing with the ALNCo and LSA's SMART - short, measurable, achievable, realistic targets for their pupils' IEPs
- overseeing any support that their LSA in class is providing for any pupils
- contributing to One Page Profiles

**ALN PUPILS** work toward the aims by:

- co-operating with all staff
- developing a growing understanding of their own needs
- taking growing responsibility for their own learning, setting and reviewing their targets on their IEPs.

**PARENTS** work toward the aims by:

- ensuring that children attend school in good health, punctually, and regularly

- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, e.g. hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- contributing to the One Page Profile and Person Centred Annual Review when appropriate

## **ADMISSIONS**

- ensure that all children are admitted to the school in accordance with the LEA policy
- negotiate with parents of children with ALN and with other professionals, in order to meet the best interests of the child
- make every effort to provide any necessary adaptations possible within the constraints of the school budget

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

**Early identification;** we aim to identify most additional needs within each pupil's first year at the school (or as soon as possible after a need arises).

A 'lack of maturity' is never used as an excuse for inaction. The identification is achieved by:

- being proactive when there is a perceived change in a child's behaviour and not only reacting when there is clear cause for concern
- the commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the ALNCo or the Head Teacher for support where necessary
- following the conduct of procedures for identification, assessment and review in accordance with the Code of Practice stages of assessment
- informal discussions held, as the need arises, to address teachers' concerns with regard to specific children. The support and advice of colleagues is valued by all staff at all stages.
- using a variety of available assessments to help identify areas of specific need
- meeting with the relevant LSA, usually weekly, supporting pupils with ALN for discussions e.g. reviewing timetables, provision, targets
- person-centred annual reviews which are arranged where appropriate, all stakeholders are invited

## **PROVIDING CURRICULUM ACCESS and INCLUSION**

- teaching ALN pupils includes withdrawal sessions as well as in-class support
- ensuring that all pupils with ALN are supported in order that all activities in the school are inclusive; activities may be reasonably adjusted

- ensuring that a differentiated curriculum is offered to all pupils in accordance with the Teaching and Learning, Curriculum and Assessment Policy of the school
- equal opportunities for all, adhering to the United Nations Convention on the Rights of the Child, the Equal Opportunities Policy and The Equality Plan which includes the Accessibility plan
- in some circumstances there are occasions when restraint of pupils may be necessary, for the safety of individual pupils, other pupils and staff procedures in the Physical Restraint Policy may need to be followed

Where appropriate this may involve:

- the provision of mechanical aids to support learning
- adaptation of the material presented to a group within the class
- the provision of an Individual Education Plan (IEP) which breaks learning down into steps manageable by the particular child
- an IEP aimed at addressing the social, emotional and behavioural needs of the child
- periodic withdrawal either individually or as part of a group (e.g. Catch Up programme)
- a One Page Profile sharing relevant information

### **FOR EVALUATING SUCCESS**

All pupils regardless of needs should feel happy and safe in the school environment and so are able to learn and achieve their potential.

The school's ALN policy will be achieving its aims if:

- all additional learning needs are identified promptly and addressed immediately by the appropriate application of the staged response
- the targets set for IEPs are SMART
- there is fluid movement of individual children between COP stages, if the need arises
- inclusion for all pupils within the National Curriculum
- parents have full confidence in the school's procedures and express satisfaction with the outcome for their children
- all staff are fully committed to the school policy

### **ALN INSET**

- the ALNCo attending appropriate courses and conferences as they arise
- the ALNCo attending regular consultations arranged by the LEA Advisory Service
- other teachers and Learning Support Assistants attending ALN courses which interest them and have a particular bearing on children they are supporting (if available)
- staff meetings held to address ALN issues
- ALNCo leading 'in-house' INSET for all members of staff including Governors
- Governors have the opportunity to attend relevant ALN training courses when offered by Powys County Council

### **USE OF OUTSIDE AGENCIES and LINKS WITH OTHER ORGANISATIONS**

- attendance by the school's attached Advisory Teacher (Derrin Gaskell). During visits discussions are held with the ALNCo and class teachers about specific children who are raising concern; children are assessed either by observation in class or on a withdrawal basis; there are also meetings with parents
- a child may be referred to the Educational Psychologist using LA procedures in consultation with parents
- a child may be referred to a number of outside agencies, e.g Occupational Therapy, Sensory Team (sight and hearing), School Nurse, Behavioural Support, Social Communication Assessment Team (SCAT), all in consultation with parents
- visits take place from the Physiotherapist, Occupational Therapist, Speech Therapist, to see specific children as the need arises and to monitor children whose health is a cause for concern
- periodic visits from the School Nurse take place for hearing screening for pupils in Foundation Phase
- periodic meetings between the Teacher with Responsibility for Children at Risk, and representatives from the social services.
- **The Teacher with Responsibility for Children at Risk is THE HEADTEACHER – Judith Morris**
- attendance at any case conferences related to children from the school
- visits from the Education Welfare Liaison Officer who can also be contacted quickly if the need arises

#### **LIAISON WITH OTHER SCHOOLS**

- liaising with 3@Cradoc (3yr old provision based at Cradoc CP School) and making every effort to contact other nursery classes and playgroups for discussion of children with ALN before they enter the Early Years Department
- contacting the previous school of any child with ALN entering the school at a point other than Reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child
- planning meetings involving the Head, ALNCO and prospective class teacher to ensure that the needs of any child entering the school with ALN can be met as fully as possible
- contacting receiving schools for all children with ALN to ensure the process of transition is smooth and that the receiving school has all relevant information (this could be achieved through a Person Centred Annual Review). In addition we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of a child's development

#### **PARTNERSHIPS WITH PARENTS**

- ensure that all parents are aware of the school's arrangements for ALN, including the opportunities for meetings between parents and teachers, by outlining these arrangements in the school prospectus and providing further detail in the Governors' Annual Report to Parents
- informing parents immediately when a child is placed on School's ALN register offering an opportunity for discussion and exchange of

information to discuss the child's needs and approaches to addressing them

- biannual consultations with parents of children with ALN will be held. This time IEPs and strategies used in school and suggestions for parental support will be shared
- valuing the parents' wishes for the child is paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all