



Be Joyful, Learn & Keep the Faith

***ADDITIONAL LEARNING NEEDS
INCLUSION POLICY***

Date endorsed by Governing Body: _____

Date to be reviewed: _____

Every teacher is a teacher of additional learning needs



Motto - You have to make a mis~~s~~take to learn.

Every child has his/her own unique gifts. All children in St Therese's Primary School are valued regardless of the attainment, gender, race or background. All the children are given access to a broad, balanced curriculum, which is differentiated to meet the individual, whether they have physical, sensory, emotional, behavioural, specific or general needs. Children with additional learning needs are considered the responsibility of the whole school.

Who are children with Additional Learning Needs?

It may be considered that all children at some point in their education have individual special needs. There are groups of children at both ends of the spectrum of ability that have further individual requirements. At St. Therese's we recognize the needs and gifts of each individual.

Our school aims to be an inclusive school.

AIMS AND OBJECTIVES

- We aim to enable all children to gain access to learning, success in relationships and in behaviour; to create a stimulating environment in which children are motivated to develop to their potential; to deliver the curriculum through a balanced programme matched to their ability, needs and interests; to involve parents in their child's learning and their behaviour management, to involve and seek help from the outside agencies.

- We aim to provide a secure and structured learning environment with clear standards of acceptable behaviour. (Please refer to the Teaching & Learning policy)

- Our objective is to meet these aims by building children's self-esteem by creating opportunities for praise and success and ensuring each child is valued as a full member of the class/school.

Success Criteria

- All children's needs have been met;
- Special Educational Needs are identified early;
- The wishes of the child are taken into account;
- Professional and parents work in partnership;
- The views of individual parents are taken into account in respect of their child's needs;
- Interventions are reviewed regularly;
- A multi-disciplinary approach is adopted;
- LEAs make assessments within prescribed time limits;

- Statements are clear, detailed, made within prescribed time limits, specify monitoring arrangements and are reviewed annually.

ADDITIONAL LEARNING NEEDS CO-ORDINATOR (ALNCo)

ALNCo **Miss F. Sartori**

Co-coordinator responsible for overseeing and assisting the effective implementation of Special Educational/ Additional Learning Needs (SEN), including:

1. Day to day operation of the school's Additional Learning Policy.
2. Liaising with all staff members, teaching and non-teaching.
3. Co-coordinating the provision for children with additional learning needs.
4. Maintaining the school's additional learning register and oversee the record on all pupils with special needs.
5. Liaising with parents of children with additional learning needs.
6. Organising in-service training of staff, when necessary.
7. Liaising with outside support agencies including school medical services, education psychology, learning support, education welfare service, child and family service and social services.
8. Co-coordinating the assessment and keeping records for children with additional learning needs.
9. Collaborating with staff in creating Individual Educational Programmes (IEPs) and co-coordinating ALN reviews.
10. Responsibility for the organisation of support where necessary - individual/groups/class.

The ALNCo has attended a variety of courses to ensure that the school is kept up to date with current policy:

- Grad Diploma in Dyslexia (BDA Accreditation) -Swansea Metropolitan University
- Grad Diploma in SEN Code of Practice - Swansea Metropolitan University

- Developmental Co-ordination Difficulties
- Attention Deficit Hyperactivity Disorder
- Incredible Years
- Teaching Handwriting Reading and Spelling
- Child Protection
- Dysgraphia Awareness
- POPAT
- Speech, Language and Communication Difficulties
- Circle Time
- Autistic Spectrum Disorder
- Multi-sensory teaching
- Write Dance
- Smart Moves
- Language Link/Speech Link

The ALNco will endeavour to attend the local authority termly meetings for special needs.

GOVERNOR RESPONSIBLE FOR SEN

Responsible Person **Mrs C. O'Neil**

1. Ensures that provision is made for any child that has ALN.
2. Ensures that if the LEA has informed the school that the child has ALN, that all those involved with the child's education are informed of these needs.
3. Ensures that all teachers in the school are aware and carry out all appropriate methods of identifying and providing for pupils with ALN.
4. Consults with the LEA and the governing bodies of other schools, when necessary, for co-ordinating ALN provision.
5. Ensures that pupils with ALN have as much access to the curriculum as possible.
6. Ensures that the way in which the Code of Practice Wales is being carried out in St Therese's Primary School benefits the pupils with ALN.

The Role of the Class Teacher

Class teachers are aware of the procedures of identifying and making provision for pupils with ALN. They are also aware of the assessment procedures which identify

children through initial concern, across all age groups. All ALN children follow a differentiated curriculum and no children are excluded from having equal access to all activities. Pupils at School Action are monitored closely by the class teacher and parents are informed. The class teacher works closely with the child in the classroom context and monitors effectiveness of work.

The class teacher will have a major function in monitoring and evaluating progress, in creating and maintaining, supporting and administering a child's IEP. Working records will be kept of the child's progress in consultation with the ALNCo, TAs and parents. Differentiation is part of the role of the class teacher in consultation with the TA. Instructions and questions are differentiated. The less able child requires greater simplification and more reinforcement, with more closed questioning, whereas the more able or talented child requires limited instruction and more open ended questioning. Often the focus for more able and talented children is to give them challenging extension activities, and in order to further develop their thinking skills they are often given problem solving tasks.

IDENTIFICATION & ASSESSMENT PROCEDURES

Children who have an additional learning need are identified through the graduated response as required by the 1993 Education Act and the Code of Practice for Wales 2002. Support is provided at the appropriate level of need. The ALN register contains a list of all children receiving support throughout the school. Children are either supported by means of withdrawal or a Teaching Assistant to support the class teacher within the classroom.

Early Identification

The importance of early identification assessment provision is essential to the effectiveness of the intervention. Assessment is not regarded as a single event, but as a continuing process.

More Able and Talented children

We recognize that more able and talented children have additional needs. We define more able and talented children as those whose abilities or attainments are significantly above average.

The Foundation Phase and National Curriculums are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. In St Therese's we use teacher assessment and a range of tests, both summative and diagnostic to aid evaluations, also CDAP Assessment in the Early Years, end of key stage assessments for Years 2 and 6, reading assessments as well as PIRA, MALT, GL reading processes assessment, Schonell Spelling, Salford Reading tests from Years 1 to 6.

Initially the class teacher is responsible for the identification and assessment of the children in her care, teaching methods will vary according to the needs and developmental stage of individual child, using a mixture of multi-sensory practical activities to develop the child's skills and formal teaching/learning strategies to consolidate their thinking. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with the child's individual needs. Teachers also use information from reading records, anecdotal records, spelling and mental maths assessments and school based assessments to plan for individual needs.

School Action

Children at School Action will have an additional need that will require extra support other than that of the class teacher and some will require an IEP, others group targets. The ALNCo will support the class teacher, parent and child with the child's special educational provision, monitoring and reviewing the child's progress.

School Action Plus

Children are deemed as at School Action Plus when the Class teacher/ support staff/ parent/ child and ALNCo are supported by specialists outside the school, e.g. educational psychologists and advisory teachers. They ensure that the IEP is appropriate, monitor and review the child's progress.

Formal Assessment

If necessary, a statutory assessment is considered by the LEA and will make a multi-disciplinary assessment.

Statemented

After consultation with the LEA, a formal assessment is completed and the child is issued with a statement of need.

School Support Teams

- Education Psychology
- Emotional and Behavioural
- Learning Difficulties
- Hearing Impaired
- Visual Impaired
- Speech, Language and Communication

The school can access the appropriate, when and where necessary.

The ALNCo will support the class teacher in writing and reviewing IEPs for pupils who need additional support.

Annual review of children with a statement of need may involve the ALNCo, support staff (if necessary), educational psychologist, any outside agencies, Headteacher, class teacher, parent and child. Children may be assessed more often if necessary. The ALNCo will have the responsibility to ensure reviews are carried out as and when needed. The ALNCo will liaise with external agencies when required.

RESOURCES

All children need adequate and appropriate resources to support their learning.

LITERACY

At present, we have a number of Language Resources that enables the child to work according to its developmental stage and needs and at the same time make progress. The ALN structure allows teachers to devise practical activities/ worksheets following the guidelines to enable all children to complete the task in hand.

A reading scheme runs through levels from Reception to Year 4/5. Extension material is available in every class to broaden a child's reading and to encourage reading for enjoyment as well as for information. We have a well-equipped library that the children are encouraged to use with both fiction and non-fiction books.

Language, Literacy & Communication Resources

- *Thrass*
- *Easy Learn - English Resources*
- *Follands - Graded Phonic Books*
- *Sue Lloyd - Phonics Handbook*
- *Sound Practice Phonics*
- *Soundstart Workshop 1 & 2 Computer Programs*
- *Ginn - Word Building Phonics*
- *Essentials for English - Key Stage 1*
- *Ginn - Handwriting*
- *Hand for Spelling Charles Cripps*
- *Pre-Reading Activity Worksheets*
- *Letters and Word Files*
- *Listening Skills - Key Stage 1 & 2*
- *Games and Activities to promote language skills*
- *Beat Dyslexia Books 1-6*
- *New Phonic Blending Books 1 - 6*
- *Wordspell Bingo*
- *Linkaword*

- *Spell what you see cards*
- *Swap and Fix games*
- *POPAT*
- *Rapid Reading*
- *Skill Teach*
- *Speech Link*
- *Language Link*
- *Write Dance*
- *TALKABOUT*
- *Toe-by-toe*
- *Units of Sound*

NUMERACY

'Thinking Skills' to support National Curriculum mathematics AT1 is available from years 1 - 6. Abacus mathematics scheme is available in all classes. Years 3 - 6 also use Target Maths. Years 5 and 6 use Key Stage 2 maths.

Mathematics Resources

- *Breakaway Maths - Levels 1, 2 & 3 (scheme specially devised to aid SEN pupils)*
- *Practical Equipment to deliver numeracy support*
- *Abacus Evolve*
- *Small steps to Success - Maths and Science*
- *Manuals*
- *Dynamo Maths (Online)*

Most of this equipment and resources are kept in a central area, but each classroom is adequately resourced to promote differentiation of learning and teaching. In exceptional circumstances and when necessary, children can be disapplied from the national curriculum. Extra time is requested for the statemented children for tests audit, etc.

RAPID INTERVENTION

Pupils that have been identified as underachieving may be withdrawn to complete programmes in, phonics, reading, writing and/ or maths. These pupils may not necessarily be entered onto the school based register however will be supported in the same way as other pupils at 'school action'.

RESOURCE ASSESSMENTS

These are available in the room used for special needs and can be used by members of staff when they think it is necessary.

- *Early Years - Easy Screen*
- *Neale Analysis of Reading Ability*
- *The Standard Reading Tests - Danills and Diack*
- *Youngs Reading Test*
- *Youngs Mathematics Test*
- *Quest Reading and Maths Screening Tests and Diagnostic tests*
- *The Primary Reading Test (Levels 1-2)*
- *Suffolk Reading Scale (Levels 1-3)*
- *Middle Infant Screening Test*
- *Primary Reading Test (Level 2)*
- *Quest Diagnostic Spelling Test*
- *NFER Assessment in Nursery Education*
- *Keele Pre-School Assessment Guide*
- *Aston Index*

INTEGRATION AND THE INVOLVEMENT OF THE CHILD

We aim to involve the child in all stages of the register. Children with a particular need are sensitively withdrawn to discuss their work and are positively encouraged as to how the piece of work was completed, their opinions and if necessary how it could be improved.

Those children who are withdrawn have a positive happy relationship with the staff who tentatively and with expertise encourage the child to review their work and make necessary readjustments.

The pupils who have a statement are present during some part of the Annual Review when in conjunction with the above they are informed and praised for their progress. If they have regressed we encourage them to say why they feel they have not achieved and this gives us as teachers an insight into ourselves when deciding on the next stage. However we presently do not have any pupils with a statement of need.

LOCATIONAL INTEGRATION

All the children in our school are educated for nine tenths of the day in the classroom. They join in all aspects of the curriculum and are encouraged to take part fully. The playgrounds are divided into five areas, but all children play together within their age range both at break and lunchtimes.

SOCIAL INTEGRATION

The children with additional needs attend assembly, take part in all school activities, school visits, trips, discos, school concerts etc. and are encouraged to take prominent roles.

FUNCTIONAL INTEGRATION

All the children have access to the curriculum. They are withdrawn individually or in small groups or work in the class with the teacher/ teaching assistant. They integrate mainly without support once the programme is set up to include differentiation. A behavioural problem sometimes affects the teaching programme and where possible additional support could be present.

The school has an LEA trained Emotional Literacy Support Assistant (ELSA) with an ELSA room to support pupils with Emotional, Behavioural and Social difficulties.

In St Therese's Primary school every effort is made to include all children to a broad and balanced curriculum including the National Curriculum, through a balanced programme matched to the ability, needs and interests of every child.

SITE ACCESS

- Ramps to all entrances
- Double doors
- Disabled toilet and parking facilities
- Easy access from car to school
- Shower/bathing facilities
- Medical room available

GENERAL INFORMATION

The curriculum is delivered to children with ALN as follows:

- *in smaller steps*
- *extra practical activities*
- *extra time to complete tasks*
- *individual learning programmes*
- *use of computer/iPad if necessary*
- *tape recorder if necessary*
- *worksheets/cards with simplified texts*
- *use of key words, illustrations, large print*
- *word banks of high frequency words*
- *starter phrases for stories*

Teaching Assistants as well as withdrawing pupils may:

- reinforce new skills,
- work with the more able and talented pupils.
- support class teacher
- work within the classroom
- support pupils in small/ large groups

- support pupils with individual work
- encourage pupils to work independently

Children are selected according to need and support is given in close union with the class teacher, parent and child. We assess strengths and weaknesses; establish priorities and short-term achievable targets. An IEP is drawn up and we monitor and assess work on a termly basis. A timetable for support of individuals/ groups/ classes is circulated throughout the school. It is changed according to the needs of the school when necessary.

Anecdotal records are kept for any specific change in the child. The IEP's are well defined and realistic. They enable the teacher to define the child's needs. Sometimes, the timescale has to be altered according to the needs.

Courses regarding ALN organised by the LEA and other relevant agencies are circulated to staff members. All teachers are encouraged to attend mainstream courses on ALN to help them work effectively with differentiation, dyslexia, behavioural problems, etc. Teachers are also encouraged to attend courses on behaviour problems as this is increasing in ALN as well as mainstream. The ALN link governor is also invited to attend courses. Non-teaching staff are invited to attend ALN inset courses, where applicable.

Please refer to the Behaviour policy for further information.

OUTSIDE SUPPORT AGENCIES

As a school we have a Service Level Agreement with the LEA to provide support services. The support services are usually involved at School Action Plus, but when a new problem arises, contact can be made for advice. This often prevents the development of more significant needs. A referral is made after consultation with both parents and class teacher, when necessary. Support Agencies are contacted for strategies for dealing with learning/behavioural/hearing/vision/ medical conditions.

This policy will be updated whenever necessary.