Policy on Additional Learning Needs (ALN)

Aims

Our ALN policy aims to:

- Set out how our school will support and make provision for pupils with additional learning needs (ALN);
- Explain the roles and responsibilities of everyone involved in providing for pupils with ALN.
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To ensure that pupils have a voice in this process.

Definitions

Llanharan Primary School defines a pupils as having ALN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in Llanharan Primary School.

Additional learning needs provision is educational or training provision that is additional to or different from that made generally for other pupils of the same age.

Using the definitions above, the Governing Body, with advice and guidance from the ALNCo, Head teacher and staff, determine if a pupil is to be defined as having ALN at Llanharan Primary School.

The Core Provision offered at Llanharan Primary School.

This school provides a broad, balanced and enquiry based curriculum for pupils. When planning, teachers set suitable and differentiated learning challenges and respond to children's diverse learning needs.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

During their journey through primary school, many pupils may need periods of additional support through programmes such as Language Link, CatchUp Literacy, Catchup Numeracy, Literacy Launchpad or Thrive. These programmes are offered as core provision to all pupils at the point when required. A pupil who receives a short focussed period of support will not be deemed as having ALN and will not be receipt of an Individual Development Plan (IDP).

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have additional learning needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Identifying pupils with ALN.

We will assess each pupil's current skill and levels of attainment on entry, which will build on previous settings and key stages where appropriate.

The class teacher, ARR (Assessment, Recording and Reporting) Leader and the ALNCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Pupils are identified if their progress:

- Is significantly slower than that of peers starting from the same baseline;
- Fails to match or better previous rates of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment.

Also, low attainment will not automatically mean that a pupil is recorded as having ALN.

Roles and Responsibilities

The ALNCo

In our school, the ALNCo, Mr R. Roberts:

- Works with the head teacher and ALN Governor to determine the strategic development of the ALN Policy and provision in the school;
- Co-ordinates the provision for and manages the responses to children's additional needs;
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with ALN receive appropriate support;
- Advise on the graduated approach to providing ALN support;
- Advise on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively;
- Monitor, advise and support the Basic Skills Leader, Thrive Practitioners, ELSA and SNSA staff;
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensures that the school keeps the records of all pupils with ALN up to date;
- Acts as the link with external agencies and other support agencies;
- Liasises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Contributes to the professional development of all staff.

ALN Governor

The ALN Governor will:

- Work with the ALNCo to raise awareness of ALN issues at Governing Body meetings;

- Monitor the quality and effectiveness of ALN and disability provision within the school and update the Governing Body;
- Work with the head teacher and ALNCo to determine the strategic development of the ALN Policy and provision within the school;
- To be aware of LA and national policy through the attendance of courses, training and research.
- Reports to parents via the annual Governing Body Report to parents on the implementation of the school's policy.

The Head Teacher

The head teacher will:

- Work with the ALNCo and ALN Governor to determine the strategic development of the ALN policy and provision in the school;
- Ensure the progression and provision of learners with ALN.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with teaching assistants (TAs) or special need support assistants (SNSAs) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Keep up to date records to support the school's graduated response;
- Informing the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation;
- Work with the ALNCo to set targets and review each pupil's progress and development and decide on any changes to provision;
- Following this ALN policy.

Basic Skills Leader

The Basic Skills Leader is responsible for:

- Planning and delivering the core provision of catch up support offered to all pupils when required;
- Liaise with class teacher's
- Planning, delivering and adapting specialist intervention to meet pupil needs, in line with school's provision map;
- Monitor pupil progress with ALNCo support;
- Regularly meet with ALNCo to share information;
- Keep up to date records to support the school's graduated response;
- Following this ALN policy.

Individual Development Plans

When a pupils needs are identified, we will then determine the support that is needed and whether we can provide it by adapting or utilising our core provision, or whether something additional or different is needed.

If additional support or resources are required the ALNCo with coordinate the development of an IDP. Staff, parents and pupils are involved in the formation of targets to develop programme of support outlined in the IDP.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Adaptations to the curriculum and learning environment

All pupils have an entitlement to a broad and balanced curriculum. We make the following adaptations to ensure that pupils' needs are met through:

- Differentiating our curriculum to ensure that all pupils are able to access it;
- Differentiating teaching, for example, giving longer processing times, the pre-teaching of vocabulary;
- Adapting resources and staffing;
- Using recommended aids.

Additional support for learning

We have a five teaching assistants who are trained to support pupils through CatchUp Numeracy, CatchUp, Literacy LaunchPad, POPAT, Cumbrian Reading Intervention, ALK, Write Dance, Speech Link, Language Link, Wellcom, ELSA and Thrive.

Teaching assistants will support pupils on a small group basis or individually.

We also work with the following agencies to provide support for pupils:

- Attendance and Wellbeing Service (AWS);
- Education Psychology Service;
- RCT Behaviour Support Team;
- RCT Learning Support Team;
- Neurodevelopment Team;
- Health visitors, school nurse and health professionals;
- Resilient Families;
- SNAP Cymru.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with additional learning needs.

We encourage an active partnership through an ongoing dialogue with parents and carers.

We strive to ensure that:

- Everyone develops a good understanding of the pupil's strengths and difficulties;
- We take into account parents' concerns;
- Everyone understands the agreed outcomes for the child;
- Everyone is clear on what the next steps are.

Notes of early discussions will be added to the pupil's record and form part of the graduated response.

Pupil participation

In our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Phase recognises the importance of children developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their IDPs and in the IDP review meetings. Children are encouraged to make judgements about their own performance against their IDP targets. We recognise success here as we do in any other aspect of school life.

Enabling pupils with ALN to engage in activities available to those in school who do not have ALN.

All of our staff led extra-curricular activities and school visits are available to all pupils, including before and after school clubs.

All pupils are encouraged to go on residential trips to Abernant Hotel.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

All pupils are encouraged to stand for election as school councillor.

No pupil is ever excluded from taking part in these activities because of their ALN or disability.

Assessing and reviewing pupils' progress towards outcomes.

We will follow a graduated approach and the four-part cycle of assess, plan, do review.

The class teacher and Basic Skills Leader will work with the ALNCo to carry out a clear analysis of the pupil's needs. This will draw upon:

- The teacher's assessment and experience of the pupil;
- Previous progress, attainment and behaviour;
- Attendance;
- The pupil's development in comparison to peers and national data;
- The views and experience of the parents / carers;
- The pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, support provided and any teaching strategies or approaches that are required. The ALNCo, Basic Skills Leader and class teacher will regularly review the effectiveness of support and interventions and their impact on pupil's progress.

Complaints about ALN provision.

Complaints about the ALN provision in Llanharan Primary School should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.
The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of educational and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Monitoring Arrangements

This policy and information will be reviewed by the Governing Body every year. It will also be updated if any changes to the information are made during the year.

Signed:

Date: