

BERRIEW CP SCHOOL



Additional Learning Needs Policy

This policy was reviewed on _____

by _____ (Gov.) _____ (teacher)

and approved by the governing body on _____.

Signed _____ Chair _____ Head

Date of next review: _____

Amendments made see appendix for details

Purpose

This policy sets out :

How staff at Berriew CP School will help pupils with learning difficulties

What action the school will take to help the pupils with additional learning needs

Introduction

We believe that Children have additional learning needs if they have a learning difficulty, which calls for special provision to be made for them.

- a) Children have a learning difficulty if they:-
- b) Have significantly greater difficulty in learning than the majority of children of the same age: or
- c) 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
- d) Are under compulsory school age and fall within the definition at (a) or (b) above or would
- e) do so if additional learning provision was not made for them.

Additional learning provision means:-

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) for children under two, educational provision of any kind (Education Act 1996).

Statement of Intent

1. It is the aim of Berriew CP School to provide every child with the best education possible. Our objective in setting out the school's ALN Policy is to make everyone aware that we want all pupils to benefit as fully from the education provided within the school.

We cater for pupils who experience difficulties in:-

Communication and interaction

Cognition and learning

Behaviour, emotional and social development

Sensory and / or physical and medical conditions

2. The School has full provision for pupils who are disabled.

Aims and Objectives

We aim:-

- a) To identify pupils with ALN as early as possible and that their needs are met.
- b) To have in place systems whereby teachers are aware of such pupils.
- c) To provide all our children with a broad and balanced curriculum which is differentiated to the needs and ability of the individual.
- d) To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LEA and outside agencies.
- e) To ensure all pupils make effective progress and realise their full potential.
- f) To ensure all pupils take a full and active part in school life.

Admissions

We will:-

- a) Treat all applications equally and we will not discriminate against pupils with additional learning needs.
- b) Admit those children with additional learning needs but do not have a statement.
- c) Not refuse admission to children with additional learning needs because we feel that we will be unable to provide the necessary support.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of additional learning needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The LEA must have in place arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the additional learning needs provision made for their child (ALN Code of Practice).

Curriculum

The School aims to provide for pupils:-

- a) A broad and balanced curriculum.
- b) A curriculum which is differentiated to their need.
- c) A range of teaching strategies to meet their needs.
- d) Individual Education Plans, which set a small number of targets, closely matched to the pupils needs.

Range of Provision

Berriew CP School aims to provide a variety of provision by way of:-

- a) In-class support either individually or in small groups with specialist teachers and/or learning support assistants.
- b) Withdrawal support either individually or in small groups with specialist teachers or learning support assistants.

Roles and Responsibilities

People in the Process	Responsibilities
Special Needs Co-ordinator (ALNCo)	<p>To work with the Headteacher and class teachers to oversee the day to day provision for the pupils with additional learning needs within the school.</p> <p>To make sure that where it is known that a pupil has an additional learning need, those needs are made known to all who are likely to teach him or her.</p> <p>To notify parents when the school feels that their child has an additional learning need.</p> <p>To work closely with and supervise the work of support staff.</p> <p>To keep the Governing Body informed of all matters relating to its responsibilities for the provision of additional learning needs.</p> <p>To inform parents when additional learning needs provision has been made for their child.</p>
The Governing Body	<p>To ensure that provision of additional learning needs is of a high standard.</p> <p>To have regard to the Code of Practice when undertaking its</p>

	<p>responsibilities.</p> <p>To report annually to parents on the effectiveness of the school's Additional Learning Needs Policy.</p> <p>To have in place a designated person.</p> <p>To have in place a strategy to monitor the school's Additional Learning Needs Policy.</p>
The Headteacher	<p>To ensure that the daily management of additional learning needs provision is effective.</p> <p>To work closely with the SENCo and the teaching and support staff.</p>
The Class Teacher	<p>To be aware of the school's policy for the identification and assessment of pupils with additional learning needs and the provision it makes for them.</p> <p>To deliver the individual programme for each additional learning needs pupil as set out in their Individual Education Plan (IEP).</p> <p>To develop IEP's for additional learning needs pupils by working closely with the SENCo and support staff.</p>
Parents	<p>To work closely with the school in order to develop a partnership that will support additional learning needs pupils.</p>
Pupils	<p>To make pupils aware that they can be a partner in the delivery of their programme as set out in their IEP.</p>

Identification, Assessment

a) Early Identification

We feel it is vital that pupils with additional learning needs are identified at an early stage. Every teacher in Berriew CP School is responsible for identifying pupils with additional learning needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate additional learning provision has been made for their child.

b) Assessment

It is essential that all teachers in the school have the necessary observational skills to identify pupils with additional learning needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

Berriew CP School has also established a procedure for on-going diagnostic assessments and standardised tests.

Graduated Response to Pupil's Needs

Once pupils have been identified as having additional learning needs the School will intervene through either Early Years Action, Early Years Action Plus, School Action or School Action Plus as advocated in the Code of Practice (COP).

Early Years Action Intervention can be triggered through concern that despite providing opportunities or using alternative approaches to learning, pupils:-

Make little or no progress

Work at levels significantly below others of a similar age

Show persistent emotional/behaviour difficulties

Have sensory or physical problems which hinders progress

Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The SENCo will:-

- Consult with parents
- Advise and support the class teacher
- Ensure an appropriate IEP is in place
- Ensure relevant background information is in place

Early Years Action Plus - on review of the IEP, advice and support will be sort from external agencies only if the child has shown no or limited progress.

School Action intervention can be triggered through concerns that despite receiving differentiated teaching, pupils:-

- Make little or no progress
- Show difficulty developing literacy or numeracy skills
- Have sensory or physical problems, which continue despite the use of specialist equipment
- Have communication and/or interaction problems, which continue despite curriculum differentiation.

The SENCo will consider an appropriate approach such as:-

- Providing different materials or equipment
- Using extra staff to work closely with the pupil
- More effective strategies via staff development or training
- Group support
- Devising interventions and monitoring their effectiveness by providing extra adult time
- LEA support for advice on strategies and equipment or staff training.

An Individual Education Plan will:-

Record strategies for pupils progress by concentrating on three or four individual targets that closely match the pupil's needs.

IEP Reviews should:-

- Take place termly or at least twice a year
- Record the extent to which targets have been met
- Set new targets, outline new strategies and the provision to be made.
- If at an IEP review it is considered the pupil has not made progress then the pupil should move to

School Action Plus.

School Action Plus intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils:-

- Have made little or no progress
- Are working at National Curriculum levels well below that expected of a child or a similar age
- Still face difficulties in developing literacy and numeracy skills
- Present persistent emotional and behavioural difficulties
- Have sensory or physical problems, which require additional specialist equipment and advice from specialists
- Have communication or interaction problems which prevent the development of social relationships.

A Statutory Assessment may be requested from the LEA if the child still remains a cause for concern and a Statement of Additional Learning Needs will be provided if the LEA feels that the child requires provision beyond what the school can offer.

A Statement of Additional Education Needs will:-

Outline details of the LEA's assessment of the child's additional education need

State the additional education need which will be made to meet those needs

Identify the type of school which the LEA believes would be appropriate to make such provision

Identify either the school which it considers to be suitable or the school for which the parents have expressed a preference

State where the special provision is to be provided otherwise than at school

The Annual Review will:-

Assess the progress of the pupil in relation to the IEP targets

Review the provision made for the pupil

Consider ending, continuing or amending the existing Statement

Set new targets for the following year.

A Transitional Review is when pupils leave the Primary to Secondary phase, enables the receiving school to plan provision for the child.

Partnership

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with Additional Education Needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for Additional Education Needs at Berriew CP School will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

In-Service Training

Identified in-service training will be undertaken in line with the School's Professional Development Policy.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the School's monitoring policy.

Evaluation and Review

The effectiveness of the Additional Education Needs provision provided by the School will be undertaken annually by the Governing Body and reported to parents in the Annual Governors' Review.

A review of the Additional Education Needs Policy is undertaken every year. The Additional Education Needs Policy is a working document and is kept under constant review.

APPENDIX of Amendments