

Archdeacon Griffiths CIW VA Primary School

Additional Learning Needs Policy

The Additional Learning Needs Policy takes account of the Education Act 1996, the ALN Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning 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. At Archdeacon Griffiths, we believe that:

- All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

With regard to these beliefs, the following document outlines the provision available at Archdeacon Griffiths CIW School.

Aims

We aim to:

- Provide a happy, caring and supportive community where every child is valued and supported to achieve their full potential.
- Ensure all children have full access to a broad and balanced curriculum both in and outside the classroom.
- Ensure that the individual special educational needs of children on the special needs register are identified assessed and provided for.
- Develop and deliver appropriate programmes to provide a suitable level of support and challenge.
- Work in close partnership with the child's parents to support their child's learning.
- Work in close partnership with outside agencies, to ensure suitable provision.
- To address the views of the child and to ensure that this is taken into account when planning provision.

Key Objectives

Appropriate provision is made to provide children with full curriculum access through well-considered and differentiated planning by classroom teachers and support staff.

- Children with special educational needs will be educated alongside their peers in the classroom through a policy of inclusion.
- School support staff will be deployed effectively to ensure children with ALN receive appropriate levels of support.
- Provision Maps will be developed to ensure targeted interventions are appropriate to meet the needs of the learners. These will be assessed and reviewed on a termly basis.
- Individual Education Plans (IEPs) will be developed and reviewed for all children with statements of special educational needs to ensure individual needs are met and attainable targets for children with ALN are provided.
- Systems will ensure that effective liaison between class teachers, the ALNCo and support staff is established.
- Staff knowledge and understanding about issues related to ALN and implications for individual children at the school will be developed.
- Good relationships with all children and families will be secured through a ALNsitive, supportive and empathetic approach.
- Confidentiality is respected at all times.

The Identification, Assessment and Provision for Children with ALN

The early identification, assessment and provision for any child who may have ALN are of paramount importance. The following strategies and procedures are followed to ensure this early identification occurs:

- Meetings take place regularly between ALNco and class teachers to identify any children causing concern.
- Class teachers understand their responsibilities when they identify possible ALN with their pupils.
- Comparative data from standardised tests (All Wales Reading Test, Single Word Spelling Test, WNTs) are used as guidelines for assessing the pupil's ability and potential.
- Initially the child will be identified as a *School Concern* and will be monitored closely.
- The ALNCo has compiled a resource bank of assessment tools to support early identification
- If appropriate children with ALN are discussed at termly Local Authority Consultations to provide further assessments and advice.

- If deemed appropriate the Speech and Language Team are asked to make an assessment.
- Parents or Guardians are invited to a meeting to discuss concerns with the Class teacher and the ALNCo.
- The child is placed on the Special Needs Register at School Action or School Action Plus and an Individual Education Plan produced and updated termly, identifying the appropriate interventions and the progress made. A copy of the child's IEP is ALNt to the parents.
- **Statutory Assessment/Statement of Special Educational Needs Identification.** 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 appropriate evidence to the LEA. On receipt of Statement an IEP with specific targets will be written. A copy of the child's IEP is ALNt to the parents.

Pupils with ALN are included on a register which identifies a range of needs:

- Communication and Interaction.
- Cognition and Learning.
- Behavioural, Emotional and Social development.
- ALNsory and/ or Physical.
- Medical

Triggers for School Concern could be:

- Little progress despite targeted teaching.
- A standardised score of below 85.
- Difficulty in numeracy and literacy leading to poor attainment in some areas.
- Emotional and behaviour difficulties which do not respond to usual school behaviour management techniques.
- Communication and interaction difficulties.

Triggers for School Action could be:

- Little progress despite targeted teaching.
- A standardised score of below 80.
- Difficulty in numeracy and literacy leading to poor attainment in some areas.
- Persistent emotional and behaviour difficulties which do not respond to usual school behaviour management techniques.
- ALNsory or physical problems and making little progress despite provision of specialist equipment.
- Communication and interaction difficulties and making little progress despite a differentiated curriculum.
- A medical need.

An IEP is written for all children at School Action and small group or individual teaching is carried out by support staff and reviewed termly.

All children on the special needs register at School Action are monitored by the class teacher, support staff and the ALNCo.

If a child fails to make progress, or the advice of an Outside Agency is needed, the Child is moved to School Action Plus.

Reports are made and information is distributed to all parties and recommendations are acted upon. Regular review meetings are held between class teachers, parents, the child, the ALNCo and these agencies.

Triggers for School Action +

The pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at NC levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has a standardised score of below 75.
- Has emotional or behavioural difficulties which regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has ALNsory or physical needs, and requires additional specialist advice or equipment.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.

Triggers for Extended School Action +

The pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at NC levels substantially below that expected of pupils of a similar age.
- Continues to have severe difficulty in developing literacy and numeracy skills.
- Has a standardised score of below 70.
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has ALNsory or physical needs, and requires additional specialist advice or equipment.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Individual Education Plans

The class teacher, ALNCo and support staff will decide together on the action necessary to help the child progress in the light of all assessment information available.

The IEP will:

- Identify short term targets set for or by the child.
 - Identify the provision/intervention to be put in place.
 - Detail initial data and end data.
 - Identify assessments to be used.
 - Provide a review of progress, taking into account the views of the learner as appropriate.
- Each term a review will be made of the learner's progress and further action/intervention will be identified.

Statement of Special Educational Needs

If sufficient progress is not made through School Action, School Action Plus, Extended School Action Plus or a child preALNts a serious cause for concern, after consultation with the parents, the pupil will be referred to the LEA and a request made for a full assessment

of the child's needs. The ALNCo will liaise with all relevant professionals within the school, including the headteacher before preparing the relevant documentation and evidence required of the Review and Provision.

Children issued with a Statement of Special Educational Needs may receive additional provision from the LEA. School and the LEA work in partnership to develop and implement an appropriate IEP. In line with the school's commitment to inclusion, such children will be fully integrated and have full access to all elements of school life. Each statemented child's needs are reviewed annually in a meeting of parents and professionals, convened in order to consider advice from all concerned parties. Provision to meet the needs of the child may continue or be reconsidered by the Provision Panel in light of this information.

ALN register and IEPs

The special needs register is reviewed at the end of every term and the PLASC returns completed for the Welsh Assembly every January. A Whole School Register, showing provision for every child on the special needs register is completed every September and this is reviewed every term.

Teaching and Learning

Children who are identified as having special education needs are taught using a variety of methods. Some examples of these strategies are auditory and aural, target setting, thinking skills and maps, collaborative learning, partner learning, intervention programmes, visual ('show me and I'll remember') and kinaesthetic. All pupils have access to ICT. Equipment will be modified to allow access for pupils with visual impairment when appropriate and with advice from Pupil Support.

Learners with English as an Additional Language (EAL)

The identification and assessment of special educational needs of children whose first language is not English is a complex issue. It is essential to consider the child within the context of his/her cultural and linguistic background. A lack of competence in English will not necessarily be equated with learning difficulties as understood by the Code of Practice. Additionally, a child with EAL who is making slow progress may have special educational needs which are distinct from their level of language acquisition. It is imperative, therefore, to monitor learners with EAL so that the child's needs are accurately assessed and identified.

More Able and Talented (MAT)

Children are identified as MAT through the use of standardised tests and from teacher observations in consultation with ALNco. (See MAT policy)

Staff Roles and Responsibilities

All staff are aware of their responsibilities towards pupils with special educational needs.

Additional Learning Needs Coordinator:

- The ALNCo is a member of the senior management team.
- Work with the SMT to write and review the school's ALN Register.
- Overseeing the day-to-day operation of the School's ALN policy.
- Liaising with and advising fellow teachers.
- Managing the ALN team and learning support assistants.
- Managing and monitoring the training and delivery of the intervention programmes, including Catch Up Literacy and Numeracy, WAVE 3 maths, Letters and Sounds.

- Co-ordinating provision for all pupils with ALN.
- Overseeing the records of all pupils with ALN and maintain an ALN register.
- Contributing to the in-service training of staff.
- Liaising with external agencies including LEA's support and educational psychologists services, health and social services and voluntary bodies.
- Organising annual reviews of children's statements of needs, obtaining and distributing advice from parents, LEA representatives and external agencies as appropriate, and submitting reports on outcomes from the review meeting.
- Liaising with parents of children with ALN and ensuring they are involved in any decision making regarding their children's needs.
- Monitor the school's ALN policy and report to the Governing Body on its success.
- Liaise with the Children in Care (LAC) team.

Teachers:

- Identifies a child's special needs.
- Collect together initial information.
- Informs the ALNCo.
- Meets with the ALNCo and the parents.
- Ensure they are aware of their responsibility to provide a differentiated curriculum for children with ALN.
- Keep classroom notes and observations.
- Liaise with the ALNCo or support teacher to write and review IEPs.
- Staff create a secure and stimulating environment in which all children feel valued and have the opportunity to experience success through differentiated work.
- All staff are committed to following the school's Equality Policy.
- Teachers ensure that each child understand the progress they are making and how to make further improvements
- Staff help children with ALN to enjoy their progress, and feel that education is worthwhile.

Teaching Assistants

A programme of professional development ensures that a high number of teaching assistants are trained in a number of intervention strategies that include Catch Up Literacy, Catch Up Numeracy, WAVE 3, Springboard, Letters and sounds, Guided Reading. This programme is reviewed and updated in response to changes in staffing, the needs of pupils and local and national initiatives related to ALN provision.

- Provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.
- Plan, prepare and deliver learning activities for individuals/groups and assess, record and report on pupils' achievement, progress and development.
- These early intervention and basic skills strategies are planned and organised at a strategic level by the senior leadership team.

Headteacher:

- The headteacher has responsibility for the day-to-day management of the school's work, including provision for children with special educational needs.
- He or she will keep the governing body fully informed.
- The head teacher will have regular meetings with the ALNCo to review and evaluate the school's provision for ALN.

The Role of the Governing Body:

- To ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure staff are kept informed by the ALNCo of pupils with ALN, what their needs are and how they can be met.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LEA as appropriate
- Report annually to parents on the school's policy for pupils with special educational needs.
- Ensure that pupils with ALN have equal access to all curricular and extracurricular activities and are supported with an efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs.
- Ensure that a named governor has responsibility for ALN.

Evaluation and Review of Policy and Procedure

In order for the Governing Body to evaluate the success of the school's ALN policy, the ALNCo will report to the Governing Body once a year and will report on:

- Children registered as having special educational needs.
- The nature and severity of these needs and the resources or adaptations required to meet these needs.
- Use of Outside Agencies.

Partnerships with Parents

- The school operates an open-door policy so that parental concerns and anxieties are dealt with promptly.
- Two formal parental consultation meetings are held for parents to discuss their child's progress with teachers.
- Parents of pupils on the special needs register are kept informed of the additional learning programmes their child may receive and of the progress they subsequently make.
- Copies of IEPs are sent home.
- The ALNCo keeps parents informed of any liaison with outside agencies and copies of reports are forwarded to the parents.
- Permission is always obtained before the advice of these agencies is sought.

External Links

- The school has regular links with the ALN Advisory Service through termly consultation meetings.
- The ALNCo regularly attends cluster consultations to share and update knowledge.
- Links with feeder secondary schools are developed. Summary records of a child's ALN provision, and copies of the IEPs are included in the transfer records.
- A liaison meeting is arranged at the end of the year to discuss the transition of individual pupils with ALN to KS3.
- A meeting for children who are statemented or those on Extended School Action Plus is held when the child is in Year 5 to discuss KS3 provision. (Parents, Educational Psychologist, KS3 ALN staff, and any other appropriate external agencies are invited)
- The ALNCo regularly liaises with the school nurse. Concerns made by parents or staff are followed-up promptly between the ALNCo and School Nurse.

- It is occasionally necessary to liaise with other agencies in respect of a child's ALN. These include Health, Education Welfare or Social Services, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Welfare Officers, Cluster Schools.

Health and Safety

Health and safety concerns play a very important part in the teaching of special needs at Archdeacon Griffiths Primary School particularly for those children whose special needs are physical. Children are made aware of potential hazards from an early age. The school is easily accessible for children and adults who use a wheelchair.

Admission Arrangements

In line with the Disability Discrimination Act (DDA), the arrangements for pupils with ALN are the same as for all pupils, details of which can be seen in the school's Admission Policy.

Complaints Procedure.

All parents have the right to complain to the Governing Body using the school's complaints procedure.

Approved by the Chair of Governors and Head teacher

Signed: _____ (Chair of Governors)

Date: _____

Signed: _____ (Head teacher)

Date: _____