

CYNGOR SIR POWYS/POWYS COUNTY COUNCIL

Inclusion & ALN Policy Statement



ADOPTED MARCH 2014

Chair of Governors: _____ Date: _____

Acting Headteacher: _____ Date: _____

Date for Review: _____

Context

This policy is informed by The Special Educational Needs (Provision of Information by Local Education Authorities) (Wales) Regulations 2002 and the ALN Code of Practice for Wales 2002 (Sections 1.22 and 1.23).

At Knighton our ALN provision works towards

- *promoting high standards of education for children with ALN in our school*
- *encouraging children with ALN to participate fully our school and community*
- *working with other statutory and voluntary bodies to provide support for children with ALN.*
- *communicating clearly with and listening to parents and children*
- *auditing, planning, monitoring and reviewing provision for children with ALN (generally and in relation to individual pupils);*
- *supporting pupils with ALN through School Action and School Action Plus;*
- *securing training, advice and support for staff working in ALN;*
- *reviewing and updating the policy and development plans on a regular basis;*

Principles

Code of Practice: Principles, Practice and Procedures - Code of Practice for Wales 2002: Section 1.5

ALN practice at Knighton is guided by the fundamental principles of the Code that are:

- *a child with special educational needs should have their needs met;*
- *the special educational needs of children will normally be met in our mainstream classrooms but, if the delay is cognitive, and severe enough for the child to be at SA or SA+, the school will seek advice from our Specialist Centre, with parental agreement, for outreach support. In the event of further help being needed, an assessment from the educational psychologist service will be sought with a view to a possible placement in the Specialist Centre.*
- *the views of the child should be sought and taken into account- their comments are included on IEP forms*
- *parents have a vital role to play in supporting their child's education and they are invited to review IEPs, for children at SA or SA+, twice a year. ('Parents' to include all those with parental responsibility including corporate parents and carers);*

- *children with special educational needs will be offered a full, broad, balanced and relevant education, based on the National Curriculum Learning and Skill.*

In addition at Knighton we believe that:

- *our school meets the needs of children with learning difficulties through the totality of learning opportunities that we provide;*
- *appropriate supported inclusion exists in the classroom for the majority of pupils with special educational needs;*
- *our resources are targeted according to need and are assessed as effective and cost effective using the 'Provision Mapping' system*
- *although some resources may be allocated individually, usually it is in the best interest of a child to work with others;*

Aims

Knighton C in W school aims to:

- *nurture positive attitudes, and a greater understanding of special educational needs;*
- *continue to work towards developing inclusive education;*
- *provide special education in the classroom whenever possible, taking account of parental wishes:*
- *work in partnership with parents and partner agencies to achieve the best for all pupils; and*
- *take into account the views of the children and young people when making decisions about education, where possible and appropriate.*

5. Statutory Responsibilities of the Governing Bodies of Schools in Relation to Special Educational Needs

The governing body must:

- *do its best to ensure that the necessary provision is made for any pupil who has additional learning needs;*
- *ensure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the Local Authority that a pupil has additional learning needs, those needs are made known to all who are likely to teach them;*

- *ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs;*
- *consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; and*
- *ensure that a pupil with additional learning needs joins in the activities of the school together with pupils who do not have additional learning needs, so far as is reasonably practical and compatible with the child receiving the additional provision which their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.*

7. Arrangements for Identifying Children with Special Educational Needs

(a) Early Identification - ALN Code of Practice for Wales 2002: Section 5:11 and 5:13

The importance of early identification, assessment and provision for any child who may have *additional learning needs* cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

To help identify children who may have *additional learning needs*, schools can measure children's progress by referring to:

- *their performance monitored by the teacher as part of ongoing observation and assessment;*
- *the outcomes from baseline assessment results;*
- *their progress in reading, oracy, writing and maths sub-levels as recorded on the school's tracking documents.*
- *their performance against the level descriptions within the National Curriculum at the end of a key stage; and*
- *standardised screening or assessment tools. In Knighton these may include: SWST, Nessy sentence reading test, Salford reading test, Sums Up, also National Literacy and Numeracy tests.*

The lead agency for identifying children who are under 5 in pre-school settings with special educational needs is the **Health Service**.

MAT Children

The above list of assessment tools and tracking documents are also used to identify more able and talented children. These children are identified in planning and are encouraged with appropriately challenging work. Special skills, such as singing, are nurtured and celebrated in, for example, class assemblies and Christmas productions. MAT children also help to produce the school newspaper and take part in competitions and help to run the School Council. The wide range of extra-curricular activities available at Knighton provides a broad range of opportunities for our MAT children.

(a) School Aged Pupils

(i) Requirements of the ALN Code of Practice for Wales 2002

Under the ALN Code of Practice for Wales 2002 the following stages have been identified:

- School Action
- School Action Plus
- Statement

In Knighton we also list those children who are at School Concern, (SC) being those pupils who are falling no more than two sub-levels below their expected level. Although these children do not need an individual IEP, the classteacher ensures that provision is made to help them back to being 'on target'. This help may include, working in a smaller group, Catch-Up-Literacy and Numeracy, Rapid Reading and Rapid Maths, Nesy, Springboard.

(ii) Collection of Evidence

Detailed systematic objective evidence of the child's level of functioning and of their progress against identified targets are kept as required. Also, all communication from outside agencies, details of provision and relevant communication with parents.

The average attainment at each stage is at the following level:

Age	Level
7	Teacher Assessment 2
11	Teacher Assessment 4
14	5-6

A child performing at two levels below that expected for their age group would indicate a significant concern. The Baseline Assessment, introduced in October 1998, is also a measure used for early identification of pupils with special educational needs.

(vi) Support at School Action

The provision made for pupils with special educational needs is wholly based on evidence identified through school-based assessment at School Action of the Code of Practice

(vii) Support at School Action Plus

Following consultation with schools and the Educational Psychologists the Authority introduced a consultative model in October 1999 which involves ALN Cos or other representatives of a group of primary schools meeting to discuss anonymised cases at School Action Plus. The ALN consultation is a process in which concerns are raised and a collaborative process is initiated. The aim is to engage schools co-operatively at School Action Plus in joint problem solving. This includes dialogue about children in the construction and evaluation of Individual Education Plans.

(viii) Request for Statutory Assessment

The most frequent route for a statutory assessment will be a referral from the school. However, requests for a statutory assessment of special educational need may be made by the parent of a child for whom a Local Authority is responsible under Section 329 of the Education Act 1996. On receipt of a request from the parents, the LA will seek information from the school to ascertain if there is evidence to support the request for statutory assessment.

Statutory assessment involves

'consideration by the local authority, working co-operatively with the child's school and parents and, as appropriate, with other agencies, as to whether a statutory assessment of the child's special educational needs is necessary;'

ALN Code of Practice for Wales 2002: Section 7.2

and if so

'conducting that assessment, again working in close collaboration with parents, schools and other agencies.'

ALN Code of Practice for Wales 2002: Section 7.2

To enable them to reach a decision as to whether a statutory assessment is necessary, the LA will require detailed information such as evidence of:

- parental involvement;
- Individual Education Plans;
- reviews; and
- appropriate use of external specialists.

(x) Statements

Once a statutory assessment has been carried out, the LA will determine whether to issue a Statement or Note in Lieu of a Statement. The LA will provide statements of special educational needs or Notes in Lieu of a Statement that can be easily understood and are unambiguous.

The role of schools is to identify and meet the needs of pupils. The role of the LA is to support schools in this task.

Where there is evidence that the needs of a pupil cannot be appropriately met with additional support within a Powys school, the LA will assess the suitability of placing a child in an appropriate independent or non-maintained special school.

(b) ALN Register

The LA in Powys requires schools to maintain a data base of all children with special educational needs.

(c) Audit of *additional learning needs*

The Code of Practice for Wales, Section 1.23 indicates that *the LA should audit, plan, monitor and review provision for children and for ALN generally.*

In Powys, detail of all children on its schools' ALN registers is collected from the completed Pupil Level Annual Schools Census (PLASC) return. This provides the LA with baseline data to inform decisions about funding allocations; with data for self-evaluation and planning for improvement; the identification of emerging trends including gaps in provision; gender trends and the monitoring and evaluation of the outcomes of initiatives and interventions for pupils with different types of ALN.

In Knighton, to ensure accurate, up-to-date ALN information, the following information is reviewed annually.

See appendix A) for instructions to class teachers re ALN.

Support Services

At Knighton, we liaise with the following agencies to support individual pupils with special educational needs:

- Educational Psychologists
- School Effectiveness Team
- ALNsory Impairment Support Service – Hearing Impairment; Visual Impairment and Multi-ALNsory Impairment
- Action for Children- providing counselling work with children and families. We now have a family room that is used for this intervention so that children can remain on site and have the minimum impact on their school day. This also allows for work with both parents and children.
- Gypsy/Traveller support
- EAL support

Access Strategy

The LA is required to have in place a written Access Strategy and Plan, for all schools, which outlines action to improve, over time, accessibility for disabled pupils to:

- The physical environment

- The curriculum
- Written communication

Looked After Children

Our school will liaise closely with social workers in respect of the educational needs of children who are looked after by the Local Authority (Powys County Council) to ensure their needs are met and effective and appropriate provision made for these pupils.

Gypsy/Traveller support

Our school has and will continue to liaise closely with the Gypsy/Traveller support as and when it is needed.

EAL support

At the moment we have very small numbers of EAL pupils. Their needs are assessed when they start school and they receive support within the classroom as needed.

Appendix A)

What Every Class Teacher Needs to Know About And Do For ALN in Knighton (2013).

ON YOUR CLASS ALN PAGE INCLUDE:

- standardised scores in spelling, reading and maths, new reading and maths tests.
- level of intervention and area, eg SC, reading, Catch-Up-Literacy
- (Fill in tracking document and use all this information. Check the 'flow chart', to decide at what level of need (School Concern or School Action) the child is at. (School Action Plus -at this level you will need input from Ed Psych/ Judith or other outside agencies eg SALT, physiotherapy, counselling- you may need to liaise with them (Some children at the centre may have added problems resulting in SAP.)
- Put the completed page/s in Mary's ALN tray in the office.

DATE EVERYTHING!

If at any time during the year the level of intervention for any child changes, you will need to check that these records are up-to-date. **This page provides the school with a quick overview of how many and what level of ALN support we are providing.**

When provision changes for SA and SAP children, you need to see Sarah and fill in a new level of need form so that she can input data into Integris.

Please give a copy of your tracking document (x 3 yearly) to Kirsty, who will pass on a complete set to Mary.

If the child is at SA or SAP, you will need to write an **Individual Education Plan** to outline what 'additional to and different from' provision the child will be getting, signed by the parents, at the start of the year and which must be signed and reviewed by yourself and the child's parents before the end of the year.

There must be at least two IEPs per year. Forms are on teacher server.

If the child is SAP you will need to read the information provided by other agencies- the Educational Psychologist, Judith, Speech and Language Therapist, Teacher of the Deaf etc.- before you write an IEP. This information will be in the child's folder (in the office.) NB Judith will be responsible for IEPs for the ***specific*** subject that child is attending the centre for. Another IEP may be necessary for problems not at SAP, which must be written by the class teacher.

At School Action or School Action Plus you may want to apply to take part in a group problem solving session with the Educational Psychologist (SEN Consultation Meeting). For information or an application form see Judith or Mary. **If you think that a child needs extra help this is the first step.**

NB! If you receive any additional information about any ALN child a copy should be left for Mary in her ALN tray in the office so that it can be copied and added to the current ALN folder and the child's own folder. **Also any information about children who attend the Specialist Centre must be shared with Judith.**

At School Concern or School Action you might ask if a child can benefit from-

- **Nessy (dyslexia-friendly spelling and reading programme) (ask Judith or Mary)**
- **Catch Up Numeracy (ask Tom)**
- **Catch Up Reading (ask Sally E., Edith W.,...)**
- **Springboard Maths (Mary)**
- **At School Action you may want to use Rapid Reading or Rapid Maths (see Judith)**

Remember to get permission from parents (see permission letter.)

Appendix B

There are three funding streams that support pupils with ALN in primary schools:

i) LMS/ALN Funding

This is delegated within the Authority's LMS Formula.

The formula for allocating this resource is as follows:

10%	Pupil Numbers (April)
20%	The number of pupils not achieving core subject indicators at KS1 and KS2 (averaged over 3 years)
30%	The number of pupils entitled to free school meals (January)

10%	The number of pupils scoring under 82 on CATs tests in Year 4 (averaged over 3 years)
20%	ALN weighted units (January PLASC return)
10%	All Wales Reading Test results in Year 2 and Year 4 (averaged over 3 years)

This funding is to be used to meet the needs of all pupils on the school's ALN Register. It is the Authority's expectation that pupils at School Action should have a standardised score of no higher than 80, pupils at School Action Plus a standardised score of no higher than 75 and pupils with statements a standardised score of no higher than 70 and, therefore, this funding should only be used to meet the needs of pupils with a standardised score of no higher than 80.

NB: children with behaviour problem, sensory impairment, ADHD or Aspergers may need support, due to the impact of their condition on other aspects of school life, even though their standardised scores may not be below average.

Devolved Core Funding

During the 2010-11 financial year, the Authority has introduced a process of devolving the bulk of its statementing budget to schools. The following formula is used to devolve the funding but the Authority has also included an element of protection to ensure that the funding allocated to a school, via the formula, is sufficient to meet the current support needs of the school.

The funding formula used to allocate support is as follows:

10%	Pupil Numbers (April)
20%	The number of pupils not achieving core subject indicators at KS1 and KS2 (averaged over 3 years)
20%	The number of pupils entitled to free school meals (January)
10%	The number of pupils scoring under 75 on CATs tests in Year 4 (averaged over 3 years)
30%	ALN weighted units (relating to number of pupils on School Action Plus and Statements)
10%	

	All Wales Reading Test results in Year 2 and Year 4 (averaged over 3 years)
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This funding is intended for use to support pupils with Statements of Special Education Needs and pupils who are at School Action Plus, but who require additional resourcing. This funding must not be used for pupils with a standardised score of higher than 75 and priority must be given to meeting the requirements of any statemented pupils within the school because of the legal requirement to provide the support identified within the statement.

In relation to children whose primary need is behaviour or ALNsory impairment, their attainments may fall outside of the above standardised scores but they should still be accessing devolved core funding.

ii) Additional Top-up Funding

The Authority has retained a small sum centrally to provide top-up funding for children with the most complex needs. The following criteria have been set to access this funding:

Pupils with significant physical factors, significant medical factors, ALNsory needs, complex social and communication difficulties, social emotional and behavioural difficulties, and significant learning difficulties.