



## Melin Primary School Additional Learning Needs Policy

### *Beliefs and Values*

The Additional Learning Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school, we have the responsibility to develop these to the full. The school aims to provide a happy, stimulating and secure environment where each pupil is motivated and given the necessary support to realise their full potential.

We believe that:

- All children are entitled to a relevant and worthwhile education, designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- All pupils should have equal access to a broad and balanced curriculum, irrespective of their ability.
- Pupils who have special educational needs or 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 who have special educational needs should feel equal to their peers and be acknowledged by their peers, as being equal.
- early identification of any difficulties is crucial and seek to link effectively with parents and previous educational establishments.

### *The Management of Additional Learning Needs (ALN)*

The ALN Co-ordinator is Mrs Anwen Asquith and she has responsibility for the day to-day operation of the ALN policy.

It is the responsibility of the ALN Co-ordinator to:

- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.

- Organise and manage her own work, as the ALNCO and the work of the school's teaching assistants, in consultation with the Headteacher.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Maintain the school's Special Needs Register and all the required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Monitor the success rates for IEP targets across the school.
- Ensure annual reviews for statemented pupils are completed.
- Attend SENCo meetings and deliver ADDs cascading information on new developments within the field of ALN and in line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Liaise, as appropriate, with designated learning support team teachers at regular intervals, in respect of special needs issues.
- Liaise with the English Co-ordinator, Maths Co-ordinator and class teachers to ensure the needs of the pupils with special educational needs are met throughout all the subjects of the curriculum
- Liaise with the designated ALN governor on a regular basis.

Class teachers are responsible for the attainment of all their pupils and contribute to the identification and review of pupils with special educational needs. Teaching assistants liaise and work with class teachers, the ALNCO and the Headteacher. They provide support for pupils with special educational needs through in-class support, work with small groups of pupils or one-to-one support in class. They contribute to reviews of pupils with special educational needs.

The ALN Governor is Miss Sacha Worth. She has an overview of pupils with additional learning needs. She is informed of developments concerning ALN, by the ALNCO and forms part of the school team that monitors ALN provision and practice. The Headteacher and ALN Governor informs the Governing Body of developments concerning ALN.

The Headteacher has responsibility for the day-to-day management of all aspects of the school, which includes provision for pupils with ALN. He ensures that the aims of the ALN policy are fulfilled.

Parental involvement is sought and encouraged at all stages of referral for ALN pupils, with parents invited to: initial meetings to discuss concerns; to IEP review meetings; and, to annual reviews of pupils with Statements of Special Educational Needs. Individual

Education Plans (IEPs) are reviewed just before each half term holiday, i.e. October, February and May. Parental views on the support that their child is given is collated annually through the parental questionnaires.

Support from the LEA and other outside agencies is actioned when a child is at School Action Plus and assessments and advice is accessed for that individual. The Learning Support Team may also provide periods of direct intervention and/or supply individualised programmes of work for children, to be administered by teachers and teaching assistants and monitored by the ALNCO.

### *Admission Arrangements*

The school adheres to the admission policy of the LEA. The admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her school placement.

At Melin Primary School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- ◊ Communication and interaction
- ◊ Cognition and learning
- ◊ Behaviour, emotional and social development
- ◊ Sensory and/or physical development
- ◊ Medical conditions.

### *ALN Specialisms*

Melin Primary School does not have a specialised unit, but accommodates pupils who experience a range of difficulties.

### *Access for the Disabled*

The school has a School Accessibility Plan and Strategic Equality Plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors across both sites.

The Key Stage Two site has access for disabled pupils via the front of the building and into the playground through side doors. There is a toilet for disabled persons in the main building and another in the demountable classroom. The Foundation Phase site has limited access for disabled pupils and visitors.

### *Allocation of Resources*

Teaching Assistants are funded from the general school budget. In some cases, a small proportion of one-to-one support for pupils with Statements of Special Educational Needs can be funded by the LEA, but this is in retrospect. Teaching Assistants also lead

individual and small group support sessions to meet the aims of targets within Individual Education Plans.

To include pupils who are designated as having additional learning needs, the school provides:

- ◊ Individual teaching programmes designed to meet the needs of each particular child.
- ◊ Individualised timetables to include specific needs
- ◊ Specialist equipment as required.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

### *Analysis of Best Value*

The ALNCO and the senior leadership team use both quantitative and qualitative data analysis in the evaluation of ALN provision. The following criteria are used to establish best value:

- Pupils on the ALN register having made varying degrees of progress according to staff records and Incerts records.
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Diagnostic data from standardised tests (National Test Progress in Reading and Procedural or Reasoning) is used as guidelines for assessing the pupil's ability in working to their full potential.
- By lesson observation feedback, to assess suitability of curriculum materials, delivery and use of support allocated for pupils with ALN.
- Monitoring of ALN in line with the school's self-evaluation policy, to gather information on provision, practice, resources and outcomes of provision.

### *Future Planning*

Future planning on ALN takes place in accordance with:

- Ongoing evaluation of best value.
- Annual ALN budget allowance.
- Ongoing LEA and government directives.
- Changes to the Code of Practice.

### *Identification, Assessment, Record-keeping and Review*

School Concern Identification

The triggers for 'School Concern' could be the teacher's or others' concerns, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Is starting to show limited or less progress even when the teaching approaches are targeted particularly in a child's identified areas of weakness.
- Annual National tests in Reading and Procedural/Reasoning result in a standardised score of eighty five or less.
- Shows early signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Beginning to show emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- The teacher feels there may be sensory or physical problems and continues to make little or no progress despite the provision of equipment.
- Is displaying early signs of communication and/or interaction difficulties despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's areas of difficulties may be via:

1. Liaison with current and previous teachers.
2. Liaison with parents.
3. Discussion with the pupil.

#### Assessment of Needs

1. Information from feeder provisions/schools initially.
2. Whole-school screen assessments.
3. Class teachers' comments and analysis of progress registered through:
  - class teachers' targets
  - class teachers' ongoing marking/assessment
  - pupil reviews
  - pupil reports

#### Process for Action, Record-Keeping and Review

1. Appropriate information is gathered by the pupil's teacher and any other teacher who is deemed to have a valuable input.
2. Discussion takes place with parents to gather appropriate/relevant information on the child.
3. Normal target setting procedures are used to set short term achievable targets which will improve the pupils' learning and performance.
4. Review/evaluation:  
The teacher will collect information and collate the information, discusses with the pupil, parents and staff. Either an IEP is formulated, a period of extended monitoring is agreed or it is agreed to remove the pupil from the School Concern list.

### School Action Identification

The identification would be with regard to the information outlined in the Code of Practice and the LEA document on entry and exit criteria:

*“The triggers for intervention through School Action could be the teacher’s or others’ concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:”*

- Makes little or no progress even when the teaching approaches are targeted particularly in a child’s identified areas of weakness.
- Annual National tests in English and Maths result in a standardised score of eighty five or less.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil’s areas of difficulties may be via:

1. Liaison with teachers.
2. Liaison with parents.
3. Discussion with the pupil.

### Assessment of Needs

1. Information from feeder provisions/schools initially.
2. Whole-school screen assessments.
3. ALN screen tests.
4. Diagnostic assessment of individuals highlighted from the above three areas.
5. Class teachers’ comments and analysis of progress registered through:
  - class teachers’ targets
  - class teachers’ ongoing marking/assessment
  - pupil reviews
  - pupil reports
6. Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on ALN register.
7. Ongoing assessment, review and record keeping of pupils in line with the school’s organisation of the Code of Practice.

### *Process for Action, Record-Keeping and Review*

1. Upon referral to the ALNCO, an assessment of the pupil is undertaken to identify the nature of the need and the severity.
2. Appropriate information is gathered by the pupil's teacher and any other teacher who is deemed to have a valuable input.
3. Discussion takes place with parents to gather appropriate/relevant information on the child.
4. Individual Education Plan – from the collated information the teacher and the ALNCO discusses the child's needs with the child and parents and where appropriate, upon agreement, issues IEP number 1, to the staff, parents and child. The support to be provided for the child will be indicated on the IEP. (Where there is deemed to be no ALN, the child will continue to be monitored by the class teachers.)
5. Review/evaluation:  
The teacher and ALNCO collect information from pupil's reports and collate the information, discusses with the pupil, parents and staff. Either next IEP is formulated or it is agreed to remove the pupil from the SEN register.
6. The teacher and ALNCO issues IEP number 2 and either:
  - reverts to 5 above as part of a continuous cycle or
  - proceeds to 7 and asks for advice from external agencies.
- 7 Advice in school:  
School asks for advice from external agencies in respect of the nature of the ALN and appropriate resourcing / possible action to be taken as part of School Action.  
Revert to 5 using information gathered in continuation of process.

#### School Action Plus Identification

As for school action, the trigger for School, Action Plus has regard to the Code of Practice:

*"The triggers for School Action Plus could be that despite receiving an individualised programme and/or concentrated support under School Action. The child.."*

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interferes with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers for learning.

The gathering of information in respect of the pupil's continuing special educational needs may be via:

- Information gathered from School Action reviews.
- Liaison with parents.
- Liaison with outside agencies.

### *Process for Action, Record-Keeping and Review*

- The teacher and ALNCO gathers information on child from teachers, parents, the child and outside agencies prior to formulating an action plan of support/provision.
- Individual Education Plan:  
From the collated information, the teacher and ALNCO discuss the child's needs with the child and the parents and where appropriate, upon agreement issues IEP number 1 at School Action Plus to staff, parents and the child. The support to be provided will be indicated on the IEP. (Where it is deemed there is not enough evidence for the child to be placed at School Action Plus, the child will continue at the level of School Action.)
- Review/Evaluation:  
The teacher and ALNCO collect information from pupil's reports and request staff comments, collate the information, and discuss with the pupil and parents. Either next IEP is formulated or it is agreed to move back to School Action.
- The teacher and ALNCO revert to IEP on a continuous cycle and issues next numbered IEP.

### **Statutory Assessment/Statement of Special Educational Need 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 evidence from:

- The school's action through School Action and School Action Plus.
- Individual Education Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, for example, from an specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.

- Any involvement by Social Services or Educational Welfare Service.

### *Process for Action, Record-Keeping and Review*

- On receipt of a Statement for Special Educational Needs from the Local Authority, the ALNCO will formulate an action plan of support/provision.
- Individual Education Plan:  
From collated information and advice from external agencies, the teacher and the ALNCO discusses the child's needs with the child and parent and issues IEP No. 1 at statemented level, to staff, parents and child. The support to be provided is indicated and set within short-term targets. (Where the LEA does not issue a statement, the child reverts to School Action Plus.)
- Review/ Evaluation:  
Interim reviews: ALNCO and teacher collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents.  
Either:
  1. Next IEP formulated to continue to next review, or
  2. Annual review initiated early.
- Annual Review: The teacher and ALNCO collects information from staff, parents, child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:
  1. Maintain the statement and revert to IEP, a continuation of process within the school setting.
  2. Request an amendment to the statement.
  3. Request ceasing the statement and revert back to School Action Plus.

### *Access to the curriculum*

To accommodate pupils who are designated as having a special educational need, the school provides:

- Increased support from the teacher and teaching assistants enable appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Specialist equipment.

The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will always be involved in discussions when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

### *Evaluating Success*

#### ALN Records

The school ALN records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Special Needs Register
- Provision map
- Description and nature of pupil's difficulty
- Strategies to be adopted
- Individual Education Plans with evaluations
- Reviews
- Reports from outside agencies.

### *Monitoring of Provision*

The effectiveness of the support available for pupils with identified special educational needs is measured through the monitoring of ALN in accordance with the school's self evaluation procedures together with observations of pupils in whole class, group and individual teaching situations and use of assessment data.

### *Value Added*

The notion of 'value added' is an important one to Melin Primary School and is monitored by pupil achievements in relation to assessments and results in the following ways:

- assessment tests, both school based and external
- school award schemes
- measurement against Fischer Family Trust predictions
- the school's tracking system
- listening to learners procedures
- extra curricular activities.

This information provides a valuable insight into the progress of pupils with special educational needs.

### *The Role of Governors*

The governor with responsibility for ALN is Mrs Jane Davies. She will liaise regularly with the ALNCO and form part of the monitoring team. The whole governing body has a responsibility to produce an annual report which will state the number of pupils with special educational needs in the school and comment on the school's effectiveness in the implementation of the ALN policy in respect of:

- identification of needs
- notification to parents of a child who is deemed to have special educational needs

- assessment of need
- provision for meeting special educational needs
- provision of an inclusive environment for all
- methods of monitoring, recording and reporting
- ALN funding and spending
- deployment of equipment, personnel and resources
- the use made by school of the outside agencies and support services
- ALN as an integral part of the school development plan.

### *Parent Partnership*

#### **Contact with Parents**

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have special educational needs will be:

1. ALNCO and teacher to issue invitations to parents to discuss child's needs and provision.
2. ALNCO and teacher meet with parents to discuss pupil's placement at School Action and School Action Plus levels.
3. ALNCO to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. ALNCO to meet with parents where a request for formal assessment is to be made.
5. In addition to the reviews/parents' evenings, those parents who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator where requested by parents, or deemed necessary by the ALNCO, to ensure partnership in developing strategies to help an individual pupil.

#### **More Able and Talented (Mat) Pupils**

The term 'More Able and Talented' is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. The top few percent may be considered to be exceptionally able. Ability and talent may be shown in many different ways including academic, practical, creative, social, musical and in sports. By improving the quality of learning and opportunities for more able and talented pupils we raise standards of achievement for all pupils.

Strategies to enhance opportunities for all pupils which benefit more able and talented pupils

These will vary depending on individual, class and curricular needs but may include the following:

- ◊ Classroom organisation and grouping;
- ◊ Opportunities to focus on particular activities to develop knowledge and skills;
- ◊ Independent and resource-based learning opportunities;
- ◊ Extension and enrichment learning activities;
- ◊ Appropriate resourcing including reference materials and ICT;
- ◊ Encouraging thinking skills, skills-based learning, creativity and different learning styles;
- ◊ Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.

### ***Queries and Complaints***

Parents and partners with the school and are welcome to query decisions made by the school. In the first instance complaints should be addressed to the Headteacher. If the issue is not resolved to the parents' satisfaction, they are invited to take the complaint to the Governing Body. If on pursuing complaints, the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the school's and LEA decision, they have a right to appeal to the authority's ALN tribunal.

### ***In-Service Training***

In-service training for staff, is available in respect of ALN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Staff Development Policy. It will be delivered by one of the following:

- ALNCO
- Individual members of staff within the school who have a designated specialism.
- LEA support services.
- External consultants/trainers.

### ***External Agencies / Facilities and Support Services***

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services are available to /involved with the school:

- Educational Psychologist
- Sensory and Physical Impairment Teams
- Speech, Language and Communication teams
- Well-being Support Service
- School Based Counsellor

- ASD Team
- Education Welfare Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations (SNAP / Barnardos)

Pupils transfer to Cefn Saeson Comprehensive School at the end of Year 6. Information is passed on from the Headteacher to the ALNCO and Head of Year at this school and at exchange of information meetings in the case of pupils with a statement of special educational need.

*Monitoring, Evaluation and Review*

This policy will be reviewed annually.

T Richards  
January 2016

Approved by the Governing Body on .....

Chair of Governors .....

Reviewed January 2018 by A. Asquith