



Milford Haven Community Primary School

**Additional Learning Needs
Policy Document
September 2019**

Background

Milford Haven Community Primary School have agreed this document in conjunction with the draft Additional Learning Needs Policy 2017 from the Welsh Assembly. The Additional Learning Needs and Education Tribunal (Wales) Act creates a legal framework to ensure that learners' needs are identified early, addressed quickly, and their views, wishes and feelings are at the heart of the planning processes to support them to overcome barriers to learning and achieve their full potential. The Act provides for a Code on Additional Learning Needs (ALN) This Code imposes requirements on the governing body of a maintained school in Wales, or an institution in the further education (FE) sector in Wales, or a local authority in respect of:

- decisions on whether a child or young person has additional learning needs;
- the preparation, content, form, review and revision of individual development plans (IDPs); and
- ceasing to maintain IDPs.

The Code will replace the existing Special Educational Needs Code of Practice for Wales (2004). Until this time the school will follow the LA's advice with regard trialling of IDPs and pupil centred planning, but continue to follow the Statutory guidance set out in the 2004 Code of Practice and outlined in the previous policy providing support at School Action /School Action plus and Statements of SEN.

Milford Haven Community Primary School accommodates approximately 760 pupils. The School's aim is to fulfil all children's entitlement to learning by supporting and enabling them to participate in school life to the best of their abilities, whatever their needs. By adopting a whole school approach to Additional Learning Needs, Milford Haven Community Primary seeks to ensure access for all pupils to a broad, balanced, relevant and differentiated curriculum.

What are Additional Learning Needs (ALN)?

Many children will require additional support, for a variety of reasons, at some stage during their education. Children with ALN include: children with Special Educational Needs (SEN) More able and Talented (MAT) Looked after children (LAC) Children with English as an Additional Language (EAL) Travellers, Refugees and Young careers.

School Aims and Objectives

Aims: -

- To identify, assess and provide for Additional Learning Needs of all children, consistent with the guidance offered in the Code on Additional Learning Needs and guidance from the LA.
- To provide a broad and balanced curriculum for all pupils and ensure equality of opportunity.
- To develop an active partnership with parents, and any relevant agencies including providing access to relevant information and professional guidance.
- To ensure effective transfer of ALN information between Key stages.
- To value each child as an individual and enable them to achieve their full potential.

Objectives: -

- To identify/record children with Additional Learning Needs through observation and assessment as early as possible and provide support through provision mapping/IDPs (SA/SA+/Statement)
- To have high expectations of pupils' progress and set realistic but challenging targets.
- To complete relevant documentation to record concerns, targets and progress.
- To communicate concerns, targets and progress with parents, ALNco and support agencies via TAPPAS (Team Around the Pupil, Parent and School) /multi- agency working.
- To work collaboratively with school based support staff and those from external agencies.
- To provide relevant support within the classroom context where possible.
- To ensure the availability of appropriate resources.
- To carry out regular reviews of pupil progress/IDPs (SA/SA+/Statement)
- To maintain the high profile of ALN through inclusion in the school development plan and address staff development needs in this area when appropriate.
- To motivate children through praise whenever possible.

- To use ICT to support learning where appropriate.

Roles and Responsibilities

The following roles and responsibilities are quoted from the draft ALN code 2017.

‘All teachers and staff are educators of children and young people with ALN. Teachers and staff are all responsible for supporting children and young people with ALN.’

The child’s class teacher will: -

Gather information about the child and make an initial assessment of the child’s needs/ raise concern regarding the child’s progress/development.

Inform and seek advice from the ALNco and consult with the child’s parents.

Provide special help within the normal curriculum framework, exploring ways in which increased differentiation of classroom work might better meet the needs of the individual child.

Monitor and review the child’s progress with the ALNco/support staff.

The ALNco will: -

Update the ALN policy, meet regularly with senior leadership and governors to ensure the education setting is meeting its responsibilities under the Act, the Code and Equality Act.

Co-ordinate provision for children with ALN. By working with Designated HLTA (Higher Level Teaching Assistant) and support staff to identify pupil need with assessments and tracking of outcomes and implement programmes of support, which will be monitored and reviewed to gauge impact.

Liaise and advise fellow teachers and support staff, by providing guidance on identification of need and in-class support.

Oversee records of ALN ensuring IDPs (IEPs) are developed and reviewed.

Liaise with parents and external agencies including the LA Inclusion service, Health and Social Services and Voluntary bodies by attending TAPPAS meetings.

Contribute to in-service training both for staff and parents by providing information workshops.

Promote inclusion within the education setting.

The Headteacher will: -

Oversee the day to day management of provision for children with ALN, including deployment of the delegated budget and staffing for ALN.

Determine the school's policy and approach to provision for children with ALN in co-operation with the ALNco and Governing body.

Be informed of any children being discussed at TAPPAS meetings.

Ensure ALN is a priority by utilising the School development plan to ensure systems and processes are in place to identify the professional learning needs of the workforce and provide appropriate support to meet those needs.

School Based Support Staff will: -

Support and communicate with teachers to achieve effective teaching and learning for children with Additional learning needs.

Support children on the ALN register or identified for provision mapping.

The Governors will: -

Ensure the development of the ALN policy in line with the Code and Equality Act and LA guidance.

Nominate a Governor with special responsibility for ALN.

Be aware of the number of pupils supported for ALN.

Maintain ALN as a 'standing item' on the agenda of Governing Body meetings.

Named Headteacher, ALNco and Governor: -

Headteacher- Ms Mandy Paish

ALNco- Mrs Rachel Thomas

Governor – Mrs Suzanne Picton-Evans

Admissions-

Admissions to the school follow the Code and LA's Admissions Policy.

External Agencies

External Agencies will be contacted for advice or support for children with ALN.
Visiting support personal include: -

Termly TAPPAS meeting with LA representative from Educational Psychology Service, Behaviour Support Service and Language and Communication Service.

Speech and Language Therapist

Emotional Health team

Physiotherapist

Occupational Therapist

Social Communication Team

Advisory teachers for Hearing Impaired, Visually Impaired, Spld, Speech and Language, Physical and Medical Difficulties, Behaviour Social and Emotional Difficulties.

Health visitor

School nurse/Doctor

Education welfare/attendance officer

Social worker

Pupils included on the ALN register

The Act defines the term Additional Learning Needs as a person who has 'a learning difficulty or disability which call for additional learning provision'.

A child has a learning difficulty or disability if he/she

'Has a significantly greater difficulty learning than the majority of others the same age or

Has a disability for the purpose of the Equality Act 2010 which prevents or hinders them from making use of the facilities for education of a kind generally provided for others of the same age in a mainstream school.'

Pupils recognised on the register will meet the above criteria and therefore require additional learning provision.

There will be clearly recorded evidence of how the pupil's difficulties significantly impede or disrupt his/her access to the curriculum and his/her ability to take part in particular classroom activities or aspects of school life. In order to achieve this all children are screened using the LA early identification screening tool, hands on literacy, speech and language checklist, baseline, National test scores in addition to other available assessments and teacher observations. School will use provision mapping to meet the majority of pupils needs, children identified will have access to Lexia, ELSA (Emotional Literacy Support) and other appropriate programmes, progress is tracked, if sufficient progress is not made then individual ALPs (IEPs) will be used for pupils who required longer term intervention strategies whilst IDPs will be used for pupils whose needs were previously met via the statementing process. At all levels of intervention parents' permission is sought and engaged with review meetings.

Pupils who have involvement with other agencies i.e. speech therapy, occupational therapy, physiotherapy, child and family services or social services will only feature on the schools ALN register if they have Additional Learning Needs and professional advice includes school resourcing implications. When necessary further advice will be sought via the TAPPAS meetings. (Currently this group may feature on the ALN register as SA+ following the current statutory guidance)

More Able and Talented children

The term More Able and Talented is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. At Milford Haven Community Primary More Able children are those pupils who demonstrate a higher than average ability for the class and who require differentiated tasks and opportunities to learn through open ended enquiry based challenges. The children are tracked on the electronic tracking system and staff have guidance regarding appropriate curriculum provision.

Identification and Assessment

Early identification, assessment and provision for any child is essential as early identification will enhance the child's future progress. The earlier action is taken the more responsive the child is likely to be, and the more readily an intervention can be made. Assessment should enable staff to gather information in order to build a picture of the child's strengths and needs thus helping provide a relevant, differentiated curriculum and help in the planning of additional learning provision. To assist early identification an admission profile is completed between school and parents as well as accumulative and specific assessments and screens are made, these include FPP baseline, DEST, VR, NVR, CATS and National tests in reading and maths. Other individual assessments may be made as required. Identified pupils' progress is then tracked and monitored with progress shared with parents, and intervention programmes provided until targeted outcomes are achieved.

Reviews

ALN reviews will be carried out at least termly by the class teacher, support staff, parent and pupil or more frequently if needs demand (SA/SA+ IEPs are reviewed termly). Regular review meetings are held to discuss the child's progress and to decide the next steps to be taken. For children with IDPs who hold statements and have multi agency support, annual reviews will be held as directed by the LEA. In line with current statutory requirements.

Record Keeping

The school keep a register of all pupils with additional learning needs, detailing levels of need. This record is updated by the ALNco.

All pupils have a record folder kept in each of the classrooms in a locked cupboard. Pupils identified with ALN have a recorded chronology which is accessible by all concerned staff. This keeps a record of meetings, support programmes and multi-agency reports, all staff are responsible for keeping records updated. Provision mapping outlining pupils supported by additional learning programmes and IDPs (SA/SA+ IEPs) outline programmes additional to and different from the differentiated curriculum. These programmes are reviewed and updated termly. All teachers have a copy of these to share with parents and work on strategies within the classroom. An additional copy is kept in the child's folder in the library.

Partnership with parents

Parental involvement plays a crucial part in the child's progress. Parents are always involved in decisions concerning their child's education, providing knowledge, views and experiences about their child which are vital for effective provision. In addition to regular parental meetings we provide regular parent information workshops such as dyslexia, anxiety, fine and gross motor development and visual skills.

Multi-agency working

School are supported by health, social services and the LA in order to deliver specific support to meet pupil needs.

Resources and facilities

Milford Haven Community Primary offers good facilities and resources to ensure ALN children are fully included into mainstream classes. Changing and toilet facilities and ramps to classrooms are available. The school holds a bank of resources and extensive staff knowledge and expertise in order to support a range of ALN.

In-service training

The school uses the LA in service training programme and Hwb to enable staff to improve their existing skills and expertise to help them work more effectively with the range of ALN pupils might have.

Success criteria

Improvement in the progress and performance of pupils with ALN will not only be measured by movement of pupils down or off the ALN register, but also by increased attainment of pupils who remain on the register. Baseline assessments, outcome levels, N.C levels, teacher assessment and other standardised tests may also be used to measure the success of the ALN policy.

Provision

Within Milford Haven Community Primary provision is made for all children identified with ALN. Provision mapping enables the school to provide a graduated support response with classroom differentiation and in-class ICT/targeted activities for pupils who require additional support. This is followed by additional learning programmes targeted by support staff for pupils identified as having ALN. For pupils who have IDPs targets are set by

external agencies, support staff and ALNco. An example of provision mapping, ALPs and IDPs can be seen in the appendix.

Further Information/References

Further Information to support the ALN policy is available in the Welsh Assembly Revised Code and Disability Equality Act and LA Inclusion Support Service.

WAG- Draft Additional Learning Needs Code –February 2017

WAG- Inclusion and Pupil Support guidance 203/2016- March 2016

Date adopted: 11 December 2018

Date reviewed: September 2019

Date of next review: October 2020

Signature of chair of governors: *Adrian Armstrong.....*

12 November 2019.....

Appendix

Provision Map



School Provision — **New provision**

School Provision - New provision - Milford Haven Community Primary School

Wave:	Area of concern: Cognition and Learning Needs		
Start date:	End date:	Session length:	Session frequency: 1 time per day

Assigned pupils

First name	Last name	Year	Tutor group	Notes
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Assigned staff

Full name	Position	External	Notes
Mrs Rachel Thomas	Alco	No	

IDP template

Individual Development Plan for 1

Individual Development Plan for

Date of birth: Gender: Female Tutor group: 1RH Year group: 1
 Teacher: Start date: 20/12/2018 Review date: 20/3/2019 Plan number: 1



Who is responsible for my IDP?

This plan was completed on: Who is responsible for maintaining my IDP? (setting or LA): Who is responsible for preparing my IDP? (setting or LA): Who is responsible for coordinating my IDP?:

Persons present (Role/Relationship)	Who has previously been involved with my IDP?	
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Information About Me

NHS Number: School start date: Language spoken at home: Correspondence language: Tick if learner is a LAC?: N If LAC which LA has parental responsibility?: Tick if learner has ever been a LAC?: N PLASC code / Primary Need: Person parent responsibility:

Home address	Names parents / carers	Parents / carers tel numbers
If ever been a LAC, please list dates and Local Authorities with parent responsibility	Communication and Access requirements relevant to child, young person or family.	

My views, wishes and feelings

Views, wishes, feelings 1	Views, wishes, feelings 2	Views, wishes, feelings 3
Views, wishes, feelings 4	Views, wishes, feelings 5	Views, wishes, feelings 6

Information that was used to help write my IDP

Tick if relevant files are uploaded to this plan: N

Attainment information	Additional information
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Information about my ALN and what they mean to me

ALN2 - diagnosis, need and impact	ALN1 - diagnosis, need and impact	ALN3 - diagnosis, need and impact
ALN4 - diagnosis, need and impact	ALN5 - diagnosis, need and impact	

My additional learning provision

Area of need	Long term objective	Success criteria	Steps to success	Who will do this?
Summary (displayed above targets)				
Parent / Guardian contribution			Parent / Guardian signature: _____	

Pupil contribution

Pupil signature: _____

Additional information for my ALP

Tick if ALP to be delivered through medium of Welsh: N Tick if disappled from NC subjects: N Tick if exam arrangements are in place: N

If disappled then please list subjects, disappled date and reason

If exam arrangements are in place then please list exams and details of arrangements (eg. extra time)

Healthcare Plan (HCP)

Tick if HCP completed: N HCP start date: HCP last review date: HCP next review:

Reason for HCP

Risk Assessment (RA)

Tick if RA completed: N RA start date: RA last review date: RA next review date:

Reason for RA

Pastoral Support Plan (PSP)

Tick if PSP completed: N PSP start date: PSP last review date: PSP next review date:

Reason for PSP

Manual Handling Plan (MHP)

Tick if MHP completed: N MHP start date: MHP last review: MHP next review date:

MHP next review

Positive Holding Plan (PHP)

Tick if PHP completed: N PHP start date: PHP last review date: PHP next review date:

Reason for PHP

Personal Emergency Egress Plan (PEEP)

Tick if PEEP completed: N PEEP start date: PEEP last review date: PEEP next review date:

Reason for PEEP

My Dream

Tick if PATH or PCP tool uploaded: N

What do I want to achieve?

What do I need to help me achieve this?

When do I want to achieve this by?

Transition

Pupil will

Parents will

School will

Others will

Timeline of important dates

Date of next IDP meeting: _____ Date by which IDP must be reviewed under sections 21 & 22 of the act: _____

Dates and organisers of recent previous IDP meetings

Record of education settings attended since first IDP

Important dates events 1 (please enter date, event & organisation/person responsible)

Important dates events 2 (please enter date, event & organisation/person responsible)

Important dates events 3 (please enter date, event & organisation/person responsible)

Important dates events 4 (please enter date, event & organisation/person responsible)

Important dates events 5 (please enter date, event & organisation/person responsible)

Important dates events 6 (please enter date, event & organisation/person responsible)

Signatures

Child/Young person

Signed

Date

____/____/____

IDP Coordinator

Signed

Date

____/____/____

Parent / Carer

Signed

Date

____/____/____