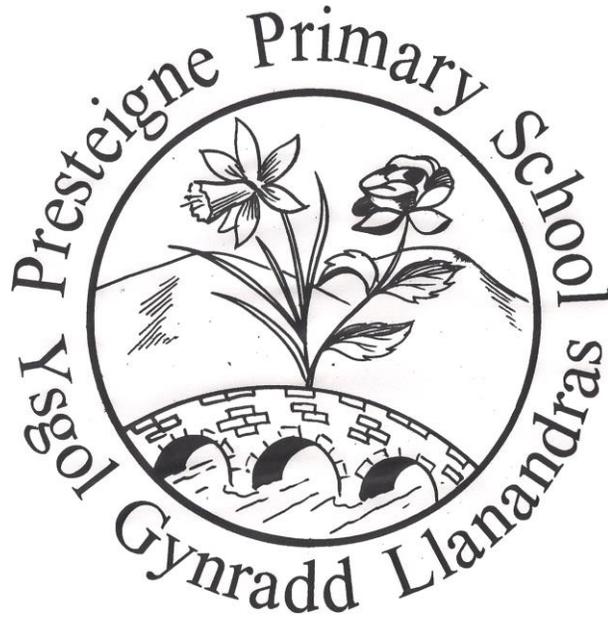


PRESTEIGNE PRIMARY SCHOOL



Policy for

Additional Learning Needs

and

Inclusion

YSGOL GYNRADD LLANANDRAS

PRESTEIGNE PRIMARY SCHOOL/ YSGOL GYNRADD LLANANDRAS

Policy for Additional Learning Needs and Inclusion

Introduction

Presteigne Primary School has a responsibility to provide a broad and balanced curriculum for all pupils and does so through setting suitable learning challenges, responding to individual pupils' diverse social, learning and emotional needs and enabling all children to overcome potential barriers to learning.

We define pupils with **Additional Learning Needs** (ALN) as those:

- with Special Educational Needs (including learning and behavioural difficulties)
- who have Disabilities
- who are More Able and Talented

A person has additional learning needs if he or she has a learning difficulty or disability which calls for additional learning provision.

Our responsibilities extend to pupils with **diverse additional needs** including:

- pupils with medical needs
- minority ethnic groups
- pupils with English as an Additional Language (EAL)
- Gypsies and Travellers
- children of families with refugee status or who are asylum seekers
- children who are looked after by the Local Authority
- children from socially disadvantaged families
- young carers
- school refusers

This policy will show how we aim to meet the needs of all pupils with additional needs and to enable them to be fully included in our mainstream classes.

Rationale

The school's **vision statement** and **aims** support our policy of inclusive education and equality of rights and opportunities for all children:

Presteigne Primary School's Vision Statement

*Our purpose is to appreciate and inspire young minds
in a caring and secure environment and to
develop each child's full potential*

Our school aims include the following statements:

'Together we learn because: we value one another; we respect each other; we care for one another; we believe in fairness.'

'We promise to: create a safe, caring school community; promote a happy and healthy learning environment; nurture a positive and caring ethos throughout the school; develop self confidence and high self-esteem in all members of the school community; meet the needs of all children.'

Aims

At Presteigne Primary School, the aims of our Policy for ALN and Inclusion are as follows:

- To ensure that no child will suffer discrimination because of perceived learning difficulties, behaviour, emotional responses, disability, race or gender;
- To develop a whole-school approach to inclusion by responding to pupils' diverse learning needs and ensuring that all school policy, practice and procedures support the needs of all children;
- To enable staff to identify and provide for the needs of all pupils in a wholly inclusive environment;
- To implement fully the school's Policy for Equal Opportunities and to achieve the objectives of the school's Strategic Equality Plan;
- To implement all aspects of the school's Disability Accessibility Plan and Disability Equality Scheme.

More Able and Talented Pupils

See additional Policy for More Able and Talented Pupils

Access to the Curriculum and Organisation of Learning

We aim to offer each child a suitably challenging curriculum with appropriate resources and support for learning.

All pupils with ALN are taught within mainstream classes alongside their peers.

Only in very exceptional circumstances, and following discussion between parents, staff and the Local Authority, will a child be placed in a class with younger pupils. The child's views would always be taken into account.

Equally, our policy is never to 'promote' pupils who are more able and talented to a higher aged class. It is our view that a carefully differentiated curriculum, the use of a range of learning strategies and the appropriate modification and adaptation of resources and equipment will enable each child with ALN to learn and develop, both socially and academically, alongside his or her peers.

Learning support is made available to all classes and age groups, with classes with the highest percentage of ALN pupils receiving the greatest amount of support.

Pupils with ALN may be withdrawn briefly from their class for 1:1 or small group intervention programmes for reading, spelling and maths, many of which are delivered using ICT resources. Targeted teaching support of this nature is undertaken by LSAs under the close guidance of the class teacher.

Within the classroom, and for some curriculum subjects, pupils with ALN may be grouped with pupils with similar learning needs for organisational purposes and for increased access to learning support; this usually applies to literacy and numeracy sessions. At other times, pupils with ALN are encouraged to learn with pupils without additional learning needs, a practice which is supported by the whole-school policy of changing 'talking partners' on a regular basis.

An important element of our policy is that responsibility for teaching pupils with ALN lies with the class teacher and that he/she will undertake direct teaching sessions for ALN pupils as frequently as possible. The class teacher will also be responsible for the planning, preparation and assessment of all pupils' work, in close consultation with members of the learning support staff.

Identification of pupils with ALN

The school may be alerted to pupils with learning or behavioural needs before they are admitted to the school. In such circumstances, the ALNCo will liaise directly with relevant staff before the child starts school e.g. the Pre-School Assessment Unit at Ysgol Cefnlllys, the Playgroup, Local Authority advisory staff, local Health Workers and, if possible, the child's parents. Information will be sought to enable the school to prepare for the child's arrival and, as far as possible, put support measures in place.

For pupils who transfer from another school or Local Authority, every attempt will be made to liaise with relevant staff from the previous school and to ensure that ALN records arrive as soon as possible, again to ensure smooth transition.

Class teachers will identify pupils with learning and behavioural needs, from the earliest age, from a range of first-hand evidence:

- failure to make progress in general
- difficulty acquiring literacy and numeracy skills (as seen in day-to-day lessons, ongoing assessments and mid-year tests)
- persistent and spiralling behavioural problems
- communication and interaction difficulties
- worsening sensory or physical problems
- concerns expressed by the child and/or its parents

We have adopted the policy of using Nessy Online to screen all pupils who may have Dyslexia, so that Dyslexia-Friendly strategies and programmes may be put into practice. This may be followed up with ALN consultation and referral using the PIP system.

Action following identification

Following discussion between the child's class teacher and the ALNCo, individual pupils will be placed on the following stages of the school's ALN register, in line with the ALN Code of Practice:

'School Monitoring'

Where the teacher is concerned about progress, achievement and attainment, the child will be placed on 'School Monitoring'. Work will be differentiated appropriately and a close eye will be kept on the child's progress. He/she may be included in learning support groups for basic skills work.

'School Action'

If the child is placed on the 'School Action' stage, the class teacher will use a range of strategies, including carefully differentiated and/or modified tasks. If the child shows signs of Dyslexia, approaches suggested by Neil Mackay will be used e.g. use of coloured acetate sheets or rulers to guide with reading and writing and Dyslexia Pathways will be followed. This action will be done in full consultation with the ALNCo and the child's parents/carers.

The child's class teacher, in consultation with the child's parents and learning support staff, will produce an Individual Education Plan (IEP) detailing the specific targets, actions, success criteria and resources needed to help the child improve; the child will also provide a personal target. IEPs will be reviewed at the start of the Autumn term and midway through the year, with the involvement of pupils and parents, and the whole process will be monitored and managed by the ALNCo. Responsibility for delivering all aspects of the IEP remains with the class teacher.

'School Action Plus'

The trigger for 'School Action Plus' could be that, despite receiving an IEP at 'School Action', concentrated support in class and a modified or differentiated curriculum, the child continues to make little or no progress in specific areas; the child may also have a disability such as communication, sensory or behavioural difficulty which necessitates intervention support. IEPs are reviewed termly. Help and advice may be sought from external services. External help in assessing pupils, identifying needs and organising intervention work usually comes from the following services:

- Educational Psychologist
- Behaviour Outreach officers (Brynlywarch or Penmaes); Powys Mediation Teams
- Local Authority advisory staff - Powys Occupational Therapists and Physiotherapy service.

Teaching staff are invited to attend the half-termly ALN Consultation sessions held at Knighton Primary School to discuss individual pupil cases and, in many cases, to begin the process of acquiring help from external services.

'Statements of ALN' have been mostly phased out for pupils with moderate learning and behavioural difficulties, but have been retained for pupils with profound disabilities, EBD and severe medical conditions. Where pupils are in receipt of ALN statemented-funded support, the ALNCo will ensure that the terms of the statement are met and that the Policies of Inclusion and Equal Opportunities will apply fully to the individual children involved. Provision for statemented children may not be funded by the local authority. IEPs are reviewed termly.

An annual review is arranged during the summer term for all pupils who receive additional ALN funding. The meeting, which is organised by the ALNCo, is attended by the child's parents, class teacher and LSA, external advisory staff and, in Y5 and 6, by the ALNCo from John Beddoes Campus. Pupils may also be invited to attend. All recommendations are collated by the ALNCo and sent in the form of a detailed report to the Local Authority ALN Co-ordinator.

Resources

The Local Authority devolves the majority of its ALN budget to schools to provide learning support for pupils on 'School Action' and 'School Action Plus'. Each year the ALNCo, in consultation with teaching staff, will decide where delegated ALN support will be targeted; all decisions will be taken to ensure that pupils with the highest level of need will receive the most support. The situation will be monitored regularly and reviewed annually.

The Pupil Deprivation Grant and the Education Improvement Grant are used to support children with ALN.

PDG: The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Children Looked After (CLA). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

EIG:

- improving the quality of teaching and learning
- addressing learners' barriers to learning and improving inclusion
- improving the leadership of educational settings
- improving the provision for learners and the engagement of learners.

Learning support staff will be deployed in a way which ensures maximum benefit for ALN pupils; this may be through providing 1:1 or small group support for the basic skills subjects, or for delivering focused intervention programmes such as 'Nessy', 'Inference Intervention', 'Toe by Toe', 'Catch Up', 'Accelerated/Accelerate', 'Precision Teaching', 'Springboard Maths', 'Catch Up Numeracy' etc.

Provision Maps

Provision maps are produced, in consultation with staff, for each class from Year 1 upwards. They identify the intervention programmes to be used, the children who will receive the intervention, also the named staff delivering the programmes. Provision maps are reviewed termly to ensure that intervention work is targeted at the right pupils. Provision maps identify children in receipt of free school meals.

Links with Parents

The school's 'Home-School Agreement' emphasises the importance of partnership with parents; this is particularly important for parents of children with special educational needs and disabilities. Staff discuss IEPs with parents at formal Parents' Evening meetings but many informal 'meetings' take place throughout the year. The ALNCo makes every attempt to be available to meet parents and to deal promptly with any concerns they may have.

Equal Opportunities

Under the terms of the Disability Discrimination Act, the school will admit pupils regardless of disability and will make reasonable adjustments to enable the child to be included in all aspects of school life. Any decision to recommend that a child be educated in a special school, where facilities will be better for the child, will be taken following advice from the Local Authority and in full consultation with the child and his/her parents.

As stated elsewhere in this policy, the school's Policy for Equal Opportunities will apply fully to all pupils with additional learning and diverse needs.

Assessment, Recording and Reporting

The school's policy for A.R.R. will apply to pupils with Additional Learning Needs; however, adjustments may be made where appropriate:

- Formative assessment and Assessment for Learning strategies will be undertaken with all pupils, albeit in a supportive and sensitive way to meet individual needs.
- Pupils will not be disapplied from summative tests unless they have disabilities which prevent them from working in more formal test situations; in most cases, an LSA will be assigned to pupils who have the highest level of need, to guide and assist them.
- Unless in exceptional circumstances, ALN pupils will not be disapplied from the following:
 - Foundation Phase Profiles on entry to the Reception Class;
 - National Reading and Numeracy Tests;
 - Cognitive Assessment Tests (CATs) in Year 4;
 - Teacher Assessments at the end of Year 2 and Year 6.
- Targets will be set for all pupils from the Reception Class - Year 6.
- The ALNCO will test the reading of pupils on the ALN register using the Salford Reading Test. Class teachers will be given information on progress since the previous test. Children in receipt of free school meals will also be assessed.

Parents of all pupils will receive a written Annual Report; pupils will also write their own report for parents.

Roles and Responsibilities

The Governing Body, with the **Headteacher**, is responsible for:-

- determining the school's policy and provision for pupils with additional learning needs;
- determining the level of funding delegated for ALN learning support (including EIG and PDG spending);
- Ensuring School level data is up-to-date on the school's management system;
- Liaising with the ALNCO about data, progress of individuals and groups of learners;

- Carrying out assessments including SALFORD reading;
- Children Looked After (CLA) and associated ePEPs;
- reporting to parents on the effectiveness of the school's provision for ALN in the Governors' Annual Report to Parents.

Governors with designated responsibility for ALN are Mrs K Roberts and Mrs R Davies.

The ALNCO is responsible for:

- implementing, monitoring and reviewing the school's Policy for ALN and Inclusion in consultation with the Governing Body;
- professional guidance and advice for staff;
- updating staff following attendance at meetings and ALN courses;
- overall management and administration of ALN work in the school;
- managing the delegated budget for ALN;
- ensuring that ALN resources are updated to meet the needs of all pupils;
- collating information to update the annual PLASC data collection;
- managing ALN learning support staff;
- liaising with teaching and learning support staff;
- contributing to the in-service training of staff;
- managing and monitoring the school's ALN register;
- preparing a 'provision map' for each class in consultation with teaching staff, and revising the 'map' on a termly basis;
- management of IEPs, provision maps and one page profiles;
- monitoring provision for and progress of pupils with ALN –by analysing attainment data at regular intervals during the school year; by monitoring progress of IEPs; by regular discussions with pupils, staff and parents;
- undertaking reading assessments with individual pupils;
- liaising with external services, Powys LIST and ALN staff at secondary schools;
- organising ALN Annual Reviews and reporting to the Local Authority;
- preparing ALN Consultation Forms in consultation with the class teacher and parents;
- reporting to the Governing body on all aspects of the Policy for Inclusion and ALN as appropriate.

2019-2020 The role of ALNCO is being shared between the Headteacher and Mrs Cook, Asst. Headteacher.

2020-2021 Mrs Cook will be ALNCO.

The role of **Teaching Staff** is to:-

- ensure that their planning, teaching and assessment meet the needs of all pupils with additional learning needs;
- ensure that all aspects of the school's Policy for ALN and Inclusion (including Equal Opportunities) are implemented and monitored on an ongoing basis;
- produce One Page Profiles for statemented and School Action+. (to be extended to School Action from September 2020).
- prepare and review IEPs in consultation with the ALNCo, support staff, parents and pupils; also, monitor the child's progress in meeting targets;
- identify pupils who should be screened for Dyslexia; this applies mostly to Y3 pupils;
- deploy classroom learning support staff effectively to support all aspects of learning for

- pupils with ALN;
- work effectively and collaboratively with LSAs;
- liaise effectively with Local Authority advisory staff and implement any recommended strategies;
- liaise effectively with colleagues before ALN/ALN pupils transfer to the next class or to the secondary school;
- update their own professional development to teach ALN pupils effectively – by attendance at courses or meetings and implementing in-house guidance on effective strategies;
- monitor the progress of all pupils on the ALN register;
- maintain appropriate records for pupils with ALN, including those on the ALN register, and monitor progress carefully;
- report to the Headteacher/ALNCo on progress of pupils with ALN;
- discuss any concerns with the Headteacher/ALNCo about individual pupils who are failing to make progress;
- prepare reports for, and attend, Annual Review meetings;
- report to parents during Parents' Evenings and in the annual end of year report;
- maintain a close and supportive partnership with parents of pupils with ALN.

The role of **Learning Support Staff** is to:-

- ensure that all aspects of the school's Policy for ALN, ALN and Inclusion (including Equal Opportunities) are implemented and monitored on an ongoing basis;
- assist the class teacher in preparing and reviewing IEPs, and monitor child's progress in meeting targets;
- work effectively and collaboratively with the class teacher;
- keep teachers informed of progress with intervention strategies and pupil progress;
- discuss any concerns with the class teacher about individual pupils failing to make progress;
- contribute to Annual Review meetings;
- where appropriate, liaise effectively with Local Authority advisory staff and implement any recommended strategies;
- where appropriate, liaise effectively with colleagues before ALN/ALN pupils transfer to the next class or to the secondary school;
- liaise with the ALNCo on a regular basis;
- update their own professional development to support ALN pupils' learning – by attendance at courses or meetings and implementing in-house guidance on effective strategies;
- contribute to records for pupils with ALN and share with the class teacher;
- report to the ALNCo on progress of pupils who receive Local Authority funded support;
- maintain a close and supportive partnership with parents of pupils with ALN.

Transition to Year 7

Arrangements are in place to ensure the smooth transition for pupils with Additional Learning Needs from Y6 to the secondary school. Receiving schools will be given detailed information on individual pupils' attainment and their specific needs and, where appropriate, staff will endeavour to place them in tutor groups with pupils who will be supportive to them. For pupils with severe disabilities, planning and visits to the secondary school will begin well before the child moves to Y7. Pupils may also meet staff who will be supporting them before the transfer takes place.

Evaluating Success

The Policy for ALN and Inclusion will be kept under regular review and the success of ALN provision will be monitored using the following criteria:

- Pupils' awareness of their targets and how to achieve them (AfL);
- Pupils' awareness of their strengths and achievements;
- Achievement of IEP targets and momentum with targets;
- Improved attainment (*See above A.R.R.*) showing increased value-added;
- Movement of pupils from 'School Action'/'School Action Plus' to 'School Monitoring' (which is off the ALN register);
- Increased participation by pupils with ALN in all aspects of school life, especially extra-curricular activities;
- Improved attendance, where this has been an issue;
- Improved confidence and self-esteem in pupils with ALN;
- Positive feedback from parents who recognise the good progress that has been made;
- Positive feedback from staff and governors on progress that has been made.

Complaints

Parents are encouraged to contact the school to make an appointment to discuss concerns with the Headteacher/ALNCo and/or class teacher. All issues will be dealt with confidentially and as promptly as possible.

Review of Policy for Additional Learning Needs and Inclusion

This policy was revised and adopted by the Governing Body in March 2020.

It will next be reviewed in March, 2022.

Signed:..... (Chair of Governors)

Signed:..... (Headteacher and ALNCo)

Date,.....

