



## ***Additional Learning Needs Policy***

Review Date	January 2019
Reviewed By	Miss Faye Evans
Next Review	January 2020
Summary of changes	Adapted with the new ALN framework in mind and new pathways.

Head Teacher ..... Date .....

Chair of Governors ..... Date .....

# Gnoll Primary School

## **Policy for ADDITIONAL LEARNING NEEDS**

*The Additional Learning Needs Policy takes account of the Education Act 1996, the SEN 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 Gnoll Primary School 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 methods of access 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 The Gnoll Primary School*

### **THE MANAGEMENT OF ADDITIONAL LEARNING NEEDS**

The ALN coordinator has the responsibility for the day-to-day operation of the Additional Learning Needs policy with regard to mainstream pupils.

The SEN Coordinator will:

- Oversee the running of the provision for pupils with additional learning needs including in class, small group including Nurture Group (see Nurture Group Policy) and individual pupil support.
- Oversee the work of the Teaching Assistants supporting ALN pupils and organise relevant training and support as required.
- Maintain the school's register of pupils with additional learning needs and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents/carers and outside agencies.
- Ensure annual reviews for pupils with statements are completed
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Liaise with class teachers and subject coordinators to ensure the needs of pupils with additional learning needs are met across the curriculum.
- 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
- Meet regularly with the designated SEN governor.



- Liaise with the Head teacher and teacher in charge of ASD Learning Support Centre to provide an annual report for the designated SEN Governor and 'Governors' Report to Parents'.
- Where necessary, refer pupils to the relevant outside agencies including OT, Educational Psychology, ALN Support Team, School based counselling, CAMHS etc

## **ADMISSION ARRANGEMENTS**

The school adheres to the admission policy of the Authority. The school's 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 Gnoll Primary School we endeavour, in partnership with others, to provide a appropriate support for pupils who experience difficulties.

## **INCLUSION**

The school is committed to inclusion and has a Strategic Equality Plan (2015).

## **MANAGENT OF THE LEARNING SUPPORT CENTRE FOR CHILDREN WITH AUTISTIC SPECTRUM DISORDERS**

The Teacher in charge of the ASD Unit has the responsibility for the day-to-day operation of the Additional Learning Support Centre for children with Autistic Spectrum Disorders.

All pupils in the Learning Support Centre have a statement of special educational needs and have been placed in the provision by the Authority's SEN panel.

Teacher in charge of the Learning Support Centre for Autistic Spectrum Disorders will:

- Oversee the running of the provision for pupils with Autistic Spectrum Disorders including in whole class, small group and individual pupil support.
- Co-ordinate, oversee and provide support and guidance to other teachers in the Learning Support Provision.
- Organise and manage the work of the provision's teaching assistants and learning support assistant/s in liaison with the class teacher they work with.
- Oversee records on all pupils placed in the Support Centre and ensure their progress is regularly monitored and reviewed.
- Organise, co-ordinate and attend Annual Reviews and ensure the timely distribution of reports and invitations to professionals, parents/and carers in line with the SEN Code of Practice for Wales 2002 guidance.
- Liaise with teachers, parents/carers and other professionals.
- Organise meetings as appropriate with mainstream class teachers/SENCO in respect of additional learning needs issues when appropriate for example integration planning.
- Liaise with the SENCO in order to monitor provision and link with the whole school.
- Take part in formal meetings with other professionals regarding individual pupils.
- 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.
- In liaison with the SENCO meet regularly with the designated SEN governor.



- Liaise with the Head teacher and SENCO to provide an annual report for the designated SEN Governor and 'Governors' Report to Parents'.

## **ACCESS TO THE CURRICULUM**

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

- Specialist teachers, teaching assistants and/or learning support assistants to enable appropriate access to the curriculum via in- class, small group or individual support programmes.
- Individual Education Plans (IEPs/Funky Folders), Individual Behaviour Plans (IBPs), hearing Support Plans (HSP), MAT plans and EAL Plan (English as Second Language) are designed to meet the needs of each particular child.
- Individualised teaching programmes to include specific needs as identified (this may include disapplication from statutory curriculum subjects as agreed through formal requests).
- Specialist equipment. 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 learning programmes. The SENCO, class teacher, Parents/carers and pupils 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 SENCO and the school management team use both quantitative and qualitative data in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records/incerts.
- Regular reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress (annual, biannual and termly).
- Comparative data from standardised tests i.e. NFER English and Mathematics and Schonell Spelling tests are used as guidelines for assessing the pupil's ability and potential. In addition to this, a short term reading intervention (Rapid Reading) is monitored after an intensive twelve week.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
- Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place.

## **FUTURE PLANNING**

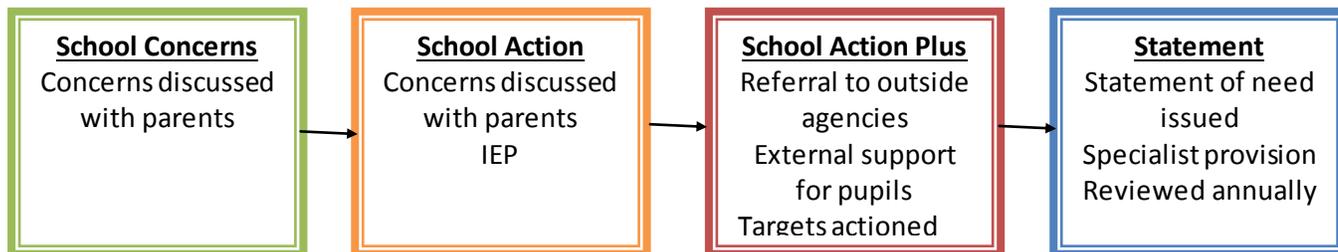
Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

- Monitoring of Individual Education Plans (IEPs)
- Ongoing tracking of pupil progress using incerts and standardised tests.
- Ongoing evaluation of best value
- Annual ALN budget allowance
- Ongoing Authority and government directives



## IDENTIFICATION, ASSESSMENT, RECORD-KEEPING and REVIEW

At Gnoll Primary School we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the LEA's SEN Code of Practice for Wales 2002 Entry/Exit Criteria A Graduated Response and Guidelines for School Requests for Statutory Assessment.



### *School Action*

### Identification

'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 teaching approaches are targeted particularly in a child's identified areas of weakness
- 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 additional learning need is done by:

1. Liaising with parents/carers
2. Liaising with teachers.
3. Liaising with previous schools.
4. Liaising with other professionals where pupils may have been known to their service e.g. Health Visitors, Speech and language therapist, other health professionals etc.

*N.B. Gnoll Primary School benefits from pre-school nursery provision which provides opportunities for early identification of need and involvement of the SENCO. This in turn provides for the implementation of Early Years Action and Early Years Action Plus as laid out in the SEN Code of Practice for Wales 2002. This is invaluable when gathering information in respect of a pupil's Additional Learning Needs.*

### Assessment of Need

1. Information from previous schools.
2. Whole-school assessments. e.g. NFER tests in maths and reading , CATS.
3. Specific screening tests e.g. CDAP baseline and language link at reception.



4. Diagnostic assessment of individuals highlighted from the above three areas including, Speechlink, AFASIC checklists, Schonell spelling tests etc can all be completed when appropriate as well as checklists to assess children's ability to write and spell letter names, sounds and high frequency words.
5. Class teacher comments and analysis of progress registered through:
  1. Class teacher targets
  2. Class teacher ongoing termly assessment of progress in maths, English, science and ICT
  3. Pupil reviews
  4. Pupil reports
5. Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register.
6. Ongoing assessment, review and record-keeping in line with the School's Assessment Policy.

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

1. Upon consultation with the SENCO, an assessment of the pupil may be undertaken to identify the nature and severity of the need.
2. Appropriate information is gathered from staff teaching the pupil, support staff and any other member of staff who may have further information.
3. Discussion takes place with parents/carers to gather appropriate/relevant information on the child/young person.
4. Individual Education Plan:
8. From the collated information, the SENCO discusses the pupil's needs with the child/young person and parents/carers and, where appropriate, upon agreement, issues the first IEP. The support to be provided for the child will be indicated on the IEP. (Where an IEP is not required, the child will continue to be monitored by the class/subject teachers)
5. Review/evaluation:
9. SENCO collects information from pupil's reports, IEP's and staff comments, collates the information, discusses with the pupil and parents. Either the next IEP is formulated or it is agreed to remove the pupil from the register maintained for pupils with additional learning needs. This is done termly.
6. Class Teacher with advice from SENCo issues a new IEP and either continues with the cycle or proceeds to ask for advice from other professionals.
7. School asks for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing/possible action to be taken as part of School Action.

### ***School Action Plus*** **Identification**

The triggers for School Action Plus could be that, despite receiving an increased level of support at 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 mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an IBP
- 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 to learning. The gathering of information in respect of the pupil's continuing will be through:
  1. School Action reviews
  2. Liaising with parents/carers
  3. Liaising with teachers.
  4. Liaising with previous schools.
  5. Liaising with other professionals where pupils may have been known to their service e.g. Health Visitors, Speech and language therapist, other health professionals etc.

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

1. SENCO gathers information on the pupil from teachers, parents/carers, the child/young person and other professionals prior to formulating an action plan of support/provision.
2. **Individual Education Plan (IEP)**  
From the collated information, the SENCO discusses the pupil's needs with the child/young person and the parents/carers and, where appropriate, upon agreement, issues an IEP at School Action Plus to staff and parents/carers which is shared with the child/young person. The support to be provided will be indicated on the IEP. (Where it is not necessary for the child to be placed at School Action Plus the child will continue to be supported at School Action.)
3. **3 Review/evaluation**  
SENCO collects information from pupil's reports and requests comments from staff and other professionals, collates the information and discusses the outcomes with the pupil and parents. Depending on the progress made, either the next IEP is formulated at School Action Plus, or it is agreed to move to School Action.
4. In the liaison with the SENCO and other agencies, the class teacher issues a new IEP.
5. Targets on reports from outside agencies are used on new IEP's and any programs recommended are implemented.

### **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 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 mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,
- Views of the parents/carers and of the child,
- Involvement of other professionals.
- Any involvement by social services or education welfare service.



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

Following a Statutory Assessment a pupil will either have a placement in a Learning Support Centre or a statement of special educational need outlining mainstream placement with or without support

1. On receipt of a statement of special educational needs the SENCO will liaise with the class teacher to formulate an action plan of support/provision.

2. Individual Education Plan: From collated information and advice from other professionals, the SENCO and /or class teacher discusses the child's needs with the child/young person and parent/carer. An using the objectives outlined on the statement to inform IEP targets. The support to be provided is indicated and set within short-term, quantifiable and achievable targets. (Where a statement is not issued, the child reverts to School Action or School Action Plus).

3. Review/evaluation:

For an interim review the SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents/carers and either the next IEP is formulated to continue until the next review or if necessary an annual review is initiated early.

4. Annual Review:

SENCO collects information from staff, parents/carers, pupil and other professionals and collates the information prior to the annual review, at the annual review, progress is discussed and a decision is made whether to:

- maintain the statement and to continue at point 2, a continuation of process within school setting
- request an amendment to the statement
- request ceasing the statement and revert back to School Action Plus.

## **EVALUATING SUCCESS**

### **Record keeping**

The school records for pupils with additional learning needs 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:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Individual Education Plans and reviews.
- Records of support requested from external agencies
- Reports from all other professionals involved.

## **MONITORING PROVISION**

The following information is available within school in respect of the effectiveness of the support available for pupils with identified; it is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.



- Use of differentiated teaching/resources/specialist equipment.
- Practical use of IEPs.
- Target setting.
- Pupil progress.
- Staff training needs identified through self-assessment and performance management reviews.
- SEN provision will be monitored by LEA and ESTYN inspectors

## **VALUE ADDED**

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

- IEP targets met
- Progress through and within termly national curriculum levels
- NFER reading and maths scores
- school's award schemes
- extra-curricular activities

This information provides a valuable insight into the progress of pupils with additional learning needs.

## **THE INVOLVEMENT OF ALL STAKEHOLDERS: PUPIL PARTICIPATION**

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the Child/young person. All IEP have been adapted into child speak (Funky Folders) and Pupils are included in annual reviews and LAC reviews and are involved when decisions are taken to:

- Review IEP targets
- Write new IEP targets
- Increase/decrease the level of support
- Choose a new school

## **PARENT/CARER PARTNERSHIP**

Parents/carers are partners in their child's education and are kept fully informed. 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/carers in respect of pupils who have additional learning needs will be:

1. Class teacher to meet with parents/carers to discuss pupil's progress and support at School Action. SENCO, class teacher and/or any relevant other agencies involved to discuss pupil's progress, support and where appropriate, placement, at School Action Plus.
2. Part of the cycle of reviews to take place at scheduled parents' evenings
3. SENCO and /or class teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress and sign relevant paperwork.



4. SENCO and class teacher to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with a statement of special educational need will be invited to an annual review meeting.
6. Further to this, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times.
7. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.
8. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the SENCO and/or class teacher to ensure partnership in developing strategies to help an individual pupil (contact MEAS)

## **THE ROLE OF THE GOVERNORS**

The governor with responsibility for additional learning needs, Mrs Helen Richards, will provide reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits. The whole governing body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the additional learning needs policy in respect of:

1. Additional learning needs as an integral part of the school development plan
2. Identification of need.
3. notification to parents/carers of a child who is deemed to have Additional Learning Needs
4. assessment of need
5. provision for meeting
6. provision of an inclusive environment for all
7. methods of monitoring, recording and reporting
8. additional learning needs funding and spending
9. deployment of equipment, personnel and resources
10. the use made by school of other professionals and support services

## **OTHER PROFESSIONALS AND SUPPORT SERVICES**

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

The following services/agencies are available to the school:

- Curriculum support
- Educational Psychology
- Education welfare service
- Emotional and Behavioural support
- Health services
- Hearing Impairment
- Home Education
- Pupil parent support
- SENAAT
- Social services



- Speech Language and Communication
- Visual Impairment
- Ethnic Minority Learning Achievement Service (EMLAS)
  - Voluntary organisations such as SNAP, Barnados Parenting Matters, National Autistic Society, RNIB, RNID and NCH.

## **TRAINING**

In-service training is available in respect of additional learning needs for whole school or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the School development Plan. It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have a designated specialism e.g. ALN, Autism and nurture
- Local Education Authority's support services
- External consultants/trainers

## **LINKS WITH OTHER SCHOOLS**

Our partner comprehensive schools are supportive and welcome contact. Liaison takes place via the SENCO and / or year 6 teachers in the primary and assistant Head / SENCO in the comprehensive in order to have a smooth transition between the primary and secondary phases of education for pupils and to establish a welcoming environment in the comprehensive school. Visits are made prior to transition in order to familiarise pupils with their new environment.

Liaison with schools takes place via the SENCO/teacher in the LSC who are involved in extensive two-way information sharing regarding any individual pupil and their particular needs. On transition all documentation is passed on to the comprehensive school and a copy retained and filed by the school. The staff of the receiving comprehensive school are invited to attend an information exchange meeting in the Gnoll prior to transition, for pupils with a Statement of Special Educational Need.

Links with other LSCs are established as part of the school's drive towards an inclusive society. This involves:

- shared teaching and learning experiences
- exchange visits as part of the everyday curriculum programme
- shared staff expertise
- shared resources.

## **QUERIES AND COMPLAINTS**

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school's complaint procedure documentation.



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 Local Authority. If at this point they do not agree with the school and Authority's decision, they have a right to appeal to the SEN Tribunal for Wales. (SENAT)

This policy will be reviewed annually or in line with other technological changes

