



Clyro Church in Wales  
Primary School

# CLYRO CHURCH IN WALES PRIMARY SCHOOL

## ALN Policy 2019

### **BASIC INFORMATION**

It is our aim at Clyro to provide all children with the opportunity to reach their full potential physically, morally, socially and intellectually. In order to achieve our aim this policy sets out to make all our classroom teachers aware of the additional educational needs of children, of the requirements placed on them by the “SEN Code of Practice” (2002).

Our aim is to provide a caring environment in which pupils are provided with experiences, opportunities, activities and challenges. These are designed to encourage the development of each individual.

The National Curriculum provides a framework, which ensures a broad, balanced and relevant education for all children. Children with special needs are a significant minority group within a school and provision must be made to cater for their needs. The Warnock Report (1978) stated that up to 20% of children will have “special needs” of some kind during their school lives. Approximately 2% will require provision beyond that of Mainstream and the other 18% will be educated in “ordinary schools”. The Education Acts of the last decade, including “Every Child Matters – Change for Children” (2004) require that the needs of these children are met.

### **ADMISSIONS ARRANGEMENTS**

Children are admitted to Clyro School at the beginning of the term of their fourth birthday. From September 2017, in line with admission changes in Powys, there will be one admission in the September following a child’s fourth birthday. Linked to the school is a Pre-school Specialist Centre and admission here is from the September before they are due to begin Reception class. The admission arrangements for the unit are by referral from the following: GP, Health Visitor, Social Worker, Educational Psychologist and have to be passed by the Specialist Centre Admission Panel at Powys County Council.

### **CLYRO SCHOOL – THE BUILDING**

The school is newly-built, modern and purpose built, designed to include wheelchair access to the building, playgrounds and classrooms. A toilet for the disabled is situated near the main entrance and a first aid room is available for use by physiotherapists, school nurse and other visiting agencies. This room could also be

made available for pupil use, in order for them to administer their own medication if necessary.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Early identification, assessment and provision for a child who may have ALN cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be and the more effective the delivery of the curriculum for that child. If the difficulty is transient the child will progress normally but if the difficulties prove less responsive to provision made by the school, then an early start can be made in considering further provision to support the child.

Assessment of any child must also take into account the child's home background, language, culture and the community in which he/she lives. In addition the views of the parent and the child when possible must be sought.

The teachers and LSA's are responsible for the day to day operation of the ALN Policy while the collation of the ALN register is the responsibility of Miss R Long in conjunction with the Head teacher Mrs. S. Groves and the ALN Governor, Ms. J. Lloyd.

### **School Concern**

This descriptive is not part of the Code of Practice but has been retained by Powys from the previous document.

Children with ALN will firstly be identified by the class teacher, parent, Health or Social Services who will be aware of the difficulties in pupil's progress. At this stage parents views will also be sought. Relevant information will be gathered and the ALN Co-ordinator will register the child's ALN. Differentiated work and progress will be monitored by the teacher. The review for this level would be informal; the date recorded and will take place on a half term or termly basis. At Clyro these children may also receive input in small groups led by LSA support within the classroom, as part of an early intervention policy.

### **Early Years School Action/ School Action**

A child is placed on this stage when he/she has made little or no progress despite the provision of structured and focused differentiation. This stage is characterised by close consultation between the class teacher, parents and ALN Co-ordinators. Relevant information is gathered including information from sources beyond the school. An individual work programme is drawn up and children receive regular help on an individual or small group basis where appropriate within the class situation. . Pupil progress is monitored and there is regular consultation between the teachers, LSA's and parents.

### **Early Years Action +/ School Action +**

A child who has made little or no progress despite I.E.P. at EYA/SA for at least 2 reviews may be placed on this stage, also taking into account the Powys criteria for placement of a child on the Code of Practice stages. At this stage children with

specific difficulties may be referred for advice to outside specialists, where expertise is not available within the school.

There is close liaison between the Headteacher, class teacher, ALN support staff, ALN co-ordinators and Agencies who will advise on the strategies needed to meet the ALN of the pupil concerned. These strategies will be central to the content of the child's educational programme. Parental involvement will continue to be important in devising provision. At School Action + provision will certainly contain differentiated programs of work, curriculum modification, special materials and equipment. Additional learning needs in the school is resourced through the funding formula devised by Powys Education Committee, the ALN support is funded from the School's ALN Budget, with additional monies also being made available from the school budget. It is possible that at this stage the child's name will go forward to the consultation meeting with the Area Educational Psychologist. It is at this stage a decision can be made to refer the pupil to agencies such as the Learning Inclusion Support Team, Sensory services or Educational Psychologists for further advice and assessment. This is done by submitting a Joint Notification Form to ALN services.

If existing programmes and strategies have not delivered the expected outcomes, schools are able to make a request to the LA for additional funding. This request must be supported by evidence of intervention at School Action and School Action plus stages. This request will be evaluated by the Authority's ALN Moderation Panel. (The ALN Moderation Panel includes Head teachers, ALN Co-ordinators, the Head of the Service and service representatives including the Educational Psychology team.

If the request is agreed, a sum of money, to support additional action, will be provided to the school. How this funding is used is at the discretion of the school, subject to making effective provision for the child or group of children the request was made for. The provision is subject to Termly / annual review, depending on what is deemed necessary by the ALN Moderation Panel. It must also be stated that actions and resources provided are intended to supplement **not** replace existing school resources.

### **Statement**

This constitutes the assessment and "Statement of Special Educational Needs". The school submits a request for statutory assessment to LA statementing panel that makes the decision whether to continue and from this point to a final statement being issued is now 26 weeks.

Statements will be reviewed annually with the parents and this should be attended by all agencies involved with the child.

### **School Provision**

For the academic year 2018 – 2019, it has been decided that pupils will continue to be supported by Learning Support Assistants, in close liaison with the ALN Co-ordinator and class teachers. Pupils are supported in the areas of literacy and numeracy using a number of intervention strategies, for example, 'Nessy', 'Brain

Aches', Procedural and Reasoning intervention groups, as well as reading intervention groups. Pupils are targeted and selected for these programmes through analysis of assessment data and in consultation with individual class teachers. The programmes are delivered by trained Learning Support assistants, through a carefully structured timetable.

## **ASSESSMENT**

Formal statutory assessment takes place within the school at Reception (Baseline) and Y2 and Y6 in the form of Teacher assessment.

Other assessment regularly undertaken is the:

NFER Literacy and Maths reading test	Y1-6
Golden 100	KS2
Phonics Screening	Y1
Letters and Sounds	FP
Graded Word Testing	KS2 (Summer)
Single Word Spelling Test	KS2

Other tests available in the school include:

All pupils from Y2-6 undertake the Welsh National Tests in Maths Procedural and Reasoning, and in reading.

On going records are kept by all staff in Maths, English and Science in accordance with the school's Planning, Assessment and Records of Achievement Policies using INCERTs.

The co-ordinating procedure for the educational provision for pupils with ALN will be through informal and formal meetings between the class teachers, ALN Co-ordinators, support staff, Head teacher and Parents, in whichever combination is appropriate to a particular child. These will take place on a regular basis, at least termly, as dictated by the needs of the particular child. Time will be provided at the end of each term for discussion with ALN Co-ordinator, class teacher and Learning Support Assistants in order to update information relating to individual children.

The importance of parental involvement is recognised and close links with parents are encouraged. Parents are invited to attend termly review meetings. At Clyro we also recognise the importance of the involvement of the child and his/her views. Termly reviews and target setting takes place from reception upwards. Pupils will be invited to meet with the ALN Co-ordinator each term in order to review their IEP.

## **THE ROLE OF THE ALN Co-ordinator**

The role of ALN Co-ordinator is one of a facilitator and co-ordinator. While keeping up to date with changes in ALN and understanding definitions of terms used within a ALN context, it is important that this information is disseminated to staff. Liaison with staff, agencies and parents are also part of the role as is the co-ordination of provision, overseeing reviews for both termly IEP's and annual statements.

It is the responsibility of the ALN Co-ordinator to review the ALN policy annually and work with the Governor designated for special needs. The ALN Policy will be updated and reviewed as part of the whole school policy review system.

In liaising with staff, the ALN Co-ordinator are the first point of reference when a child is felt to have a special need in any way and it is important that the ALN Co-ordinators has additional knowledge and understanding of ALN to advise.

The ALN Co-ordinator works closely with the class teacher and Learning Support Assistants so that in class support is appropriate.

## **INCLUSION**

Children are seen as children first in Clyro School and every one has special needs and is taught to achieve their potential. Pupils with ALN are taught as an individual, a small group or supported in class where appropriate. Some pupils may be withdrawn for ALN tuition but all are integrated with mainstream for the majority of the day.

## **STAFFING**

Miss R Long – ALNco  
Mrs S Groves – Head teacher  
Miss S Griffiths – Deputy Head teacher  
Mrs C Phillips  
Mrs E Kenchington  
Miss E Morgan  
Miss J Lloyd  
Miss J Barnett-Thomas  
Mrs A Carlisle  
Mrs J Lewis

## **INSET**

The range of special needs is often vast and complex, specialist advice is vital. Powys Schools Psychological Service and the curriculum development officer (ALN) are available if advice or assistance is required in assessing diagnosing ALN. Staff are encouraged to attend county run in-service courses.

## **PARTNERSHIPS**

The school acknowledges and emphasises the importance of parental involvement. Parents are actively involved in the day to day life of the school and this involvement is further encouraged when making provision for pupils with ALN. Parents are involved at every stage of identification and assessment.

## **LIAISON**

Liaison with outside agencies is made through contact with the Educational Psychology Service, the medical service, school nurse etc. The Learning Support Department at Gwernyfed High School is involved with pupils who are close to secondary transfer.

## **MORE ABLE AND TALENTED**

As a final note it must be mentioned that children with special needs are not only those who have learning difficulties but also those who are exceptionally gifted. The procedures for identifying, assessing and providing are essentially the same but we must be aware that some gifted children often enter school with behavioural problems born out of frustration.

Strategies for these children are devised as and when required.

The School operates a policy for More Able and Talented, which can be referred to for further information.