

St Athan Primary School **Additional Learning Needs Policy**

The Additional Learning Needs policy for St Athan Primary School has been written with regard to the SEN Code of Practice of Wales 2002.

The implementation of this Policy is the responsibility of all staff.

Statement of Intent

St Athan Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

The SEN Aims of St Athan Primary School

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring ALN provision as early as possible in their school career
- To ensure that parents of ALN pupils take as full a part as possible in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision.

How our policy works

- This policy was written and developed by the ALNCo with advice from St Athan Primary School ALN Governing Body Committee
- This policy was written in conjunction with the schools current Behaviour Policy and Inclusion Policy
- All staff are committed to the principles within this document
- Areas for development within SEN are included within the schools Improvement and SEN Action Plan

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parent, teachers and pupils working together.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children the same age, or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

The Disability Discrimination Act 2005 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

(1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

St Athan Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when ALN provision is being made for their child.

Staffing

At St Athan Primary we work as a team to support all children with needs.

- SEN Co-ordinator (ALNCo) currently the Headteacher.

SEN Staff

Mrs S. Bowring (ALN HLTA)

Miss K. Parker

Mrs M. Robinson-Booth

Mrs J. Roberts

Mrs K. Chiplin (Targeted Support/Vulnerable groups)

SEN Committee

Mrs L. Haynes (Head teacher)

Mrs L. Davies (Deputy Head teacher)

Mrs A. Marsh (School Business Manager and Governor)

Mr A. Higgs (Governor)

Roles and Responsibilities

The Headteacher

Holds responsibilities for the day to day management and provision of children with ALN. She keeps the Governing Body fully informed and works closely with the Additional Learning Needs Support Team.

The SENCo - (Currently the Headteacher)

Mrs Haynes plays a key role in developing the ALN policy and provision for the children identified with ALN, in collaboration with the Headteacher and Governing Body, ALNCO responsibilities include:

- Overseeing the day to day operation of the schools ALN Policy
- Co-ordinating provision for children with ALN
- Liaising with and advising fellow teachers
- Managing Learning Support Officers
- Maintaining the ALN register
- Contributing to in school training of all staff
- Liaising with external agencies
- Ensuring regular reviews are completed
- Reporting to Governing Body

Teaching Staff

All involved in the development of the ALN Policy are fully aware of the schools procedures for identifying, assessing and making provision for children with ALN.

The Governing Body

In collaboration with the Head teacher determine the schools general policy and provision for children with ALN and establish the appropriate staffing and funding.

Pupil Participation

In our school, we encourage children to take responsibility and to make decisions. This forms part of the culture of our school and relates to children

of all ages. The work of the Foundation Phase recognises the importance of children developing socially as well as educational skills.

Children are involved at the appropriate stage in setting targets in their IEP's and contributing to their termly reviews. We recognise success here as we do in any other aspect of school life.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

IEP's which employ a small step approach, feature significantly in the provision that we make in the school. All children at School Action and School Action Plus levels have an IEP.

We support the children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one to one situation outside the classroom.

Parent and Carer Partnership

The school works closely with parents and carers in the support of those with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers.

We inform parents and carers of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with ALN.

Complaints Procedure

If parents or carers are unhappy with the provision made for their child, they are encouraged to speak to the class teacher and the ALNCo/Head teacher.

If parents or carers are still not happy then the LA are contacted and Governors informed.

Monitoring the Policy

The ALNCo monitors the movement of children within the ALN system of the school. The ALNCo provides staff and governors, with regular summaries of the impact of the policy, on the practice of the school.

The following criteria will be considered:

- Is a register kept of all children who've been identified with ALN?
- Are records being maintained?
- Is there an up to date contact list for Outside Agencies?

- Is ALN recognised by staff and governors as a vital part of Equal Opportunities?
- Is ALN part of the Annual Report to parents?
- Is the ALN policy part of the school prospectus?
- Do class teachers understand their role with regard to the Graduated Approach of School Action and School Action Plus?

Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in that 'all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having ALN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission'.

Inclusion

This policy builds on our School inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our ALN policy reinforces the needs for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with ALN.

Evaluating the Success of our ALN Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE ALN AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil's progress will provide evidence for the success of the ALN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings

Allocation of Resources

The school receives an allocation in the budget for ALN provision.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in the objectives set out in this policy.

Funding is sought from the pupil support service for some children with a statement or currently on School Action Plus.

Identification, Assessment and Provision

In St Athan Primary School we have adopted a whole school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for ALN provision.

Early Identification

Early identification of pupils with ALN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in N.C. judged against level descriptions
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- Standardised screening or assessment tools
- Diagnostic testing
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results

ALN Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continually in learning. When entering Nursery a baseline score

for each child is determined and these assessments are used as a basis along with the Vale indicators and professional teacher judgement to determine what level of provision each child requires in order to achieve their potential in school. Standardised assessments are also carried out throughout the Foundation Phase and Key Stage 2 and these are closely monitored to ensure all children with SEN are identified and supported appropriately within our school. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified ALN the ALNCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure ongoing observation/assessments provide regular feedback on achievement/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by class teachers/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full or part time
- Support from specialists within class or as part of a withdrawal programme

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from additional learning needs. It will be necessary to assess proficiency in English before planning any additional support that might be required.

Record Keeping

The school will record the steps taken to meet pupil's individual needs. The ALNCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information from previous school
- Information on progress and behaviour
- Pupil's own perception of difficulties

- Information from health/social services

General Learning Difficulties

The SEN Code of Practice defines adequate progress for pupils with *General Learning Difficulties* which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents

Teaching SEN pupils is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having ALN, the school will intervene through School Action and School Action Plus as described below.

School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the ALNCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Individual Education Plans

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- Short term targets - linked to LNF stage where possible
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The evidence/assessments reflecting impact

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEP's will be discussed with the pupil and the parent.

Reviewing IEP's

IEP's will be reviewed termly in October, February and June, with the October IEP coinciding with parental consultations. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupil in this process.

School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Decisions to place a pupil at this level will be made by the ALNCO and ALN LSA, using the Vale of Glamorgan ALN indicator in order to provide consistency. External support services may advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available.

- The action followed with respect to School Action and School Action Plus
- The pupil's IEP's
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the Statement

- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Statements

Statements must be reviewed annually. The LEA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The head teacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The ALNCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation of the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the ALNCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the head teacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

SEN Inset

All staff are encouraged to attend courses that helps them to acquire the skills needed to work with ALN pupils. Part of the ALNCO's role in the school based

INSET is to develop awareness of resources and practical teaching procedures for use with ALN pupils. LSA's requirements in supporting pupils' needs will be considered frequently.

Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, ALN pupils

When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LA
- Pupil Support
- Specialist services
- Educational Welfare Officer
- Social Services
- And other groups or organisations

ALN Policy Review

The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practices each year. The outcomes of this review are used to form the School Improvement Plan

This policy is delivered in conjunction with the More Able and Talented Policy (MAT)