



Additional Learning Needs Policy

INTRODUCTION

Maesybryn Primary School is an inclusive school which caters for children with all abilities and styles of learning. We believe that all children have a right to be educated in their local school until such time as a more specialist provision is required and agreed upon by parents and professionals. All children should be helped to reach their full potential in all areas of the curriculum.

Children have Additional Learning Needs(ALN) if they have a learning need which requires provision to be made for them which is not normally provided within a well differentiated classroom setting.

This learning need may take various forms. It may be that;

- They have a significantly greater difficulty in learning than the majority of children.
- They have a disability or medical condition which prevents or hinders them from making use of education generally provided for children of the same age in schools within the area.
- Their behaviour inhibits their ability to learn or socialise with their peers
- They display outstanding abilities in one or more subject e.g. performing well above their chronological age in tests or in comparison with their peers.
- Any other condition which requires additional resources to be used in order that they may reach their full potential.

Additional Learning Needs provision means;

Education provision which is additional to, or otherwise different from the education generally for a child of their age in schools monitored by the L.E.A.

In Maesybryn school we are of the opinion that: *children must not be regarded as having a learning difficulty solely because the language in their home is different from the language at school, although this may result in additional needs in order to access the curriculum or to further specific language skills*

BROAD OBJECTIVES OF THE GOVERNING BODY.

1. Children with additional learning needs will have their needs met and these will be identified as early as possible in their school careers.
2. A Governor namely Mrs Helen Hayward is responsible for additional learning needs within the school.
3. The additional learning needs of pupils in the school will managed and monitored by an Additional Learning Needs Co-ordinator (ALNco) who will report to the Headteacher and Governing Body on a regular basis.
4. Children will receive additional help individually or in groups e.g. support staff and outside agencies.
5. The views and needs of the child will be addressed and taken into account when planning for their individual needs.
6. Parents are informed and involved at every stage of the interventions.
7. Children with additional learning needs will be offered full access to a broad education based on national requirements.

KEY OBJECTIVES OF THE ADDITIONAL LEARNING NEEDS POLICY.

1. Additional learning needs will be identified as early as possible. A register will be kept and updated regularly.
2. All children's needs will be met and resources directed to these children as planned in the school budget setting process and the current Provision Map.
3. Children's wishes will be taken into account in light of their age and understanding.
4. All professionals working with the child will work in partnership with parents.
5. Interventions will be reviewed regularly to assess their impact on the child's progress with their teachers, parents and other professionals
6. There will be close cooperation between all agencies concerned and a multidisciplinary resolution of issues.
7. Individual Education/Behaviour Plans (IEP/IBP) will be written and reviewed for all pupils on the ALN register on a termly basis and these will impact upon provision and planning

In Maesybryn Primary School the ALNco is Mrs Rebecca Price and she will be entitled to regular management time and training. She will also receive an SEN allowance as per her job description.

ARRANGEMENTS FOR THE COORDINATION OF PROVISION.

Responsibilities of the ALNco.

- Overseeing the day to day operation of the school's ALN policy.
- Coordinating provision for children with additional learning needs.
- Liaising with and working with fellow teachers.
 - Ensuring that appropriate IEP's are in place and reviewed regularly. Organising the annual reviews of all Statemented and SA+ pupils in the school.
- Maintaining the register and overseeing the records of children with additional learning needs.
- Liaising with parents/carers of children with additional learning needs.
- Involving the child as much as possible in decision making.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational and social services, and voluntary bodies. Completing all relevant forms and letters for graduated provision in response to the needs of the child.
- Maintaining links with the ALN Governor and adding to the Self Evaluation Report of the school, where it relates to ALN.
- Assessing children identified by class teachers or parents in need of help.
- Line manager for all intervention staff working with children through withdrawal or individual sessions, including their performance management each year.

Responsibilities of the Head teacher.

- Overall management of the ALN policy in school. This includes resource allocation, recruitment of staff and monitoring impact of provision.
- Keeping the governing body fully informed.

Responsibilities of the Mainstream teachers.

- Being responsible for the implementation of the ALN policy in their class.
- Identifying children with ALN needs at the earliest point and communicating this to the ALNco.
- Collecting and maintaining assessment information on ALN children in their care.
- Writing, in collaboration with the ALNco, all IEPs/IBPs for pupils in their class
- Providing appropriate differentiated work to support I.E.P. targets.
- Implementing IEP's in the classroom and liaising with support staff to ensure work in class is continued in withdrawal sessions and visa-versa.
- Involving parent and child throughout all stages of support.

Responsibilities of the governing body.

- Ensuring that necessary provision is made for ALN children through budgetary and resource mean.
- Reporting annually to parents on the implementation of the school's ALN.Policy and critically analysing the standards achieved by pupils along with the school's challenge adviser.
- Designating an ALN link governor. The link governor is Mrs Helen Hayward.

Special facilities/adaptations.

All additional provisions are detailed in the "Provision Map". However there are specific adaptations to the school as detailed in the Access and Disability Plan.

- Wheelchair access to all classrooms including outdoor classrooms.
- Toilet facilities suitable for the disabled.
- Two special needs classes with staff expertise in relation to Communication Disorders and Autistic Spectrum Disorders. The school ALNco is not responsible for these provisions but works in a close relationship with both teachers in these local authority resource bases (LRB)

ADMISSION ARRANGEMENTS.

The Admissions Policy can be found in the School Brochure, which is updated and available at the school. All children who wish to apply for a place in the school whose additional learning needs can be met by the school, should apply for available places(procedures outlined in the School Brochure apply).

Application of resources for Additional Learning Needs.

The principles governing the school's allocation of resources for ALN are decided by the Governing Body with the Head teacher and the provision is outlined in the annual provision map.

IDENTIFICATION, ASSESSMENT AND PROVISION.

Preschool.

It is our policy to identify children with ALN as soon as possible, using;

- Information from parents /nurseries or playgroups when the child starts school.
- Information from Medical or support agencies which is communicated to all involved then kept in the child's individual records.

Early Years/Foundation Phase/Key Stage 2.

A general medical check- up and vision check are made during the Reception year. Where there are concerns about hearing, a parental referral may be made by the GP.

A Register is kept of all children with epilepsy, asthma, eczema or allergy related conditions that require emergency assistance. This is available in the main office.

When children transfer to a new class or school, care is taken to ensure that the procedures and medical needs are passed on and attention is drawn to this.

The school requests all information from parents and any previous school when pupils start at Maesybryn Primary School at a different point to Nursery or Reception.

Identification of children with ALN.

In school, staff undertake the following methods of identifying pupils with ALN.

- Continuous assessment through classroom observation of the physical and intellectual development of pupils.
- Consideration of the child's learning characteristics and the learning environment style.
- Comparison of progress compared with expected National Curriculum levels. The analysis of all school and national testing.
- Use of parental concerns voiced during Consultation evenings or at other meetings concerning the child.

Assessment of learning.

Whole school.

Children are continuously assessed in all subjects or areas of learning using the Incerts package and SIMS tracker.

Neales Analysis, Salford Reading test, Catch-up testing, WELCOM and CLIC literacy tests, National Literacy and Numeracy tests, SWSS spelling and NGRT reading as required.

Foundation Phase and KS2.

Foundation Phase Planning and Assessment File.

Annual reading assessments

End of Key Stage assessment.

Formative teacher assessment using Incerts Assessment programme.

Formative teacher assessments as an optional assessment for Years Two and Six.

CATEGORISATION OF ADDITIONAL LEARNING NEEDS

The school follows the guidelines of the Code of Practice.

Class Action/Basic Skills.

Children whose progress is causing concern, and who have been discussed. They are placed on this stage by the class teacher who provides the child with differentiated work. The progress is carefully monitored and needs discussed with parents.

More Able and Talented (MAT)

Children who excel in school in one or more area or who show potential will be regarded as More Able and Talented (MAT) e.g. pupils with standardised scores over 115 in national tests or those who play sport to a county level. These pupils will be placed on the register and provision made through the use of group sessions or through reference to the Cluster MAT policy and guidance (Appendix 1).

School Action Stage of the Code of Practice for SEN.

The triggers for school action include;

Annual testing using NFER tests shows a standardised score lower than 85.

Teacher/parent concerned that despite appropriate differentiation; little or no progress is made.

The child presents persistent emotional or behavioural difficulties.

The child has communication/interaction difficulties or sensory or physical problems.

Class teacher provides ALNco with appropriate information and ALNco places child on ALN Register. Class teacher and ALNco draw up an I.E.P. with 3 smart targets.

The IEP describes;

The child's learning difficulties,

Action to be taken,

Staff /resource involvement,

Time/frequency of support,

Advice for help at home,

Views of the child.

IEPs are monitored by class teachers and ALNo and reviewed termly with parents.

The class teacher is responsible for the implementation of the IEP. Additional support can be given in the form of small group withdrawal. In class support may be provided.

The child is encouraged to monitor his/her own progress against targets set.

The IEP and pupils progress are reviewed termly together with class teacher.

The child will remain on the register following IEP until sufficient progress is made.

If a child is removed from the register, progress will continue to be monitored in case of regression.

Should little progress be made at School Action then it may be necessary to proceed to School Action Plus.

Triggers for School Action Plus Stage of the Code of Practice.

When a pupil continues to have difficulties and everybody involved feels a need to involve outside agencies.

When work levels are substantially lower than expected.

When the work fulfils the descriptors in the LEA Guidelines Criteria

When EBD substantially and regularly interferes with the child's learning

School Action Plus.

Class teacher, ALNco and parent discuss the situation at a review meeting.

Views of the pupil are sought and noted.

Class teacher and ALNco collect all relevant information and ensure a graduated response has been evidenced thus far.

Help is sought from appropriate outside specialities.

Advice received is used to plan a new IEP with class teacher, ALNco, parents and appropriate targets and strategies discussed and documented.

Termly reviews are set with parent/child/class teacher/ALNco to review, discuss and set future targets.

Additional support is given in class or through withdrawal.

If insufficient progress is made then statutory assessment is considered.

Triggers for Statutory Assessment for a Statement of Special Educational Needs.

A parent may at any time request a review of their child for statutory assessment and apply to the local authority.

If a child continues to have significant problems and they meet the LEA guidelines schools can request the LEA to make a statutory assessment.

Evidence of School input through School Action and School Action Plus and relevant reports are sent to the LEA.

The LEA decides if the child should receive a Statement of Special Educational Needs and the process can take a maximum of six months as described in the Code of Practice.

If a Statement is issued additional provision may be provided or named by the Authority.

The school continues to take responsibility for an Individual Education Plan with provision/support/advice.

An Annual Review of progress is arranged by the ALNco to include the class teacher and involved professionals, taking into account the child's point of view.

When a child is about to move from KS2 to KS3 the review takes place in the Autumn Term and transition is discussed in the Year Five review.

Leadership and Monitoring

- The policy will be monitored on a regular basis with SMT meetings and termly reports to the Governing Body.
- The policy will be reviewed when changes in procedure take place or in two years' time, whichever is the sooner.

Signed

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Chair Governors

Head teacher

Date: - March 2016