

Ysgol Penmorfa

Additional Learning Needs Policy

Ysgol Penmorfa is committed to developing the abilities and achievements of all pupils and will provide for each pupil, the best possible environment for learning. The additional learning needs of pupils are referred to in individual subject policy documents. All staff are committed to addressing the needs of children with additional learning needs. Many factors contribute to the range of difficulties experienced by some children and much can be done to overcome them by parents, pupils and staff working together.

ALN aims of the 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 rapid identification of all pupils requiring ALN provision as early as possible in their school career
- To have in place systems whereby teachers are aware of such pupils
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, external agencies and the Local Authority
- To ensure that 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

Roles and Responsibilities

The Governing Body's ALN Sub-Committee are responsible for the overseeing of additional learning needs in the school. The Chairperson ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. At Ysgol Penmorfa the role of Chairperson for the ALN Sub-Committee is undertaken by Mr. Jamie Woodmansee. Minutes from the ALN Sub-Committee meetings, held half termly, are then shared and discussed with the full Governing Body.

The Additional Learning Needs Coordinator (ALNCo)

The role of the ALNCo is:

- To provide professional leadership and management for pupils with additional learning needs throughout the school
- To improve standards and promote high quality teaching and learning for pupils with additional learning needs
- To monitor and evaluate the implementation of the curriculum and assessment policies and schemes of work for pupils with additional learning needs
- To participate in the monitoring and evaluating of the quality of teaching and standards of achievement of pupils
- To create and maintain an effective partnership with parents and external agencies to improve children's achievement and personal and social development
- To ensure efficient and effective use of resources, and manage and organise accommodation efficiently and effectively to meet the needs of pupils with additional learning needs
- To co-ordinate the deployment of support staff to ensure appropriate classroom support for pupils
- To attend internal and external meetings regarding additional learning needs
- To complete referral forms for pupils with additional learning needs
- To provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, and improve standards of achievement and for achieving efficiency and value for money
- To contribute to the presentation of regular reports on the schools performance to Governors, Local Authority, local community and ESTYN
- To contribute to the establishments and monitoring of systems that keep parents well informed about the curriculum support strategies, children's achievements and progress, and encourages parents and other family members to make a contribution to achieving challenging targets for their children
- To work alongside the Assessment Co-ordinator using a range of data sources to set realistic yet challenging targets for pupils on the ALN Register, analysing outcomes for individuals and groups. Use this information to implement appropriate curriculum and intervention programmes and identify priorities for the school development plan

All teaching and non- teaching staff are responsible for differentiating the curriculum for pupils with additional learning needs and will monitor their progress. All teachers are responsible for creating

Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) or any other document necessary to best support pupils with additional learning needs. All staff will work closely with the ALNCo.

Staffing

David Edwards – Head Teacher

Claire Carter – Additional Learning Needs Coordinator (ALNCo)

Liane Gregory Roberts- Higher Level Teaching Assistant (HLTA) – Nurture Group Supervisor

Teaching Assistants and HLTAs use their knowledge, training and expertise to also support the additional learning needs of pupils within Ysgol Penmorfa.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with additional learning needs and has due regard for the practice advocated in the Code of Practice for Wales, 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 SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission.’ (Code of Practice for Wales 1:42)

Inclusion

The Governing Body and staff at Ysgol Penmorfa are wholly committed to ensuring that our school is fully inclusive. The Governing Body will ensure that appropriate provision will be made for pupils with additional learning needs.

Resources

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

Identification, Assessment and Provision

At Ysgol Penmorfa we have adopted a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, as far as 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 for Wales 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 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 intervention and/or provision.

Early identification

Early identification of pupils with ALN is a priority. The school uses a variety of screening and assessment tools and ascertains pupil progress through:

- Evidence obtained by teacher observations/assessment
- Their performance related to the level descriptors in the National Curriculum for Wales 2008
- Analysis of data

Reference to assessments used in school

- Screening/ diagnostic tests
- Reports or observations made by the class teacher
- Information from parents
- Assessments conducted by external agencies

The range of provision provided for pupils with ALN

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by the class teacher through a differentiated curriculum
- Support from specialists within class or as part of a withdrawal programme
- In-class support from Teaching Assistants
- Specialist teaching e.g. Additional Learning Needs Support Team, Behaviour Support Service, Sensory Team, Speech and Language Therapy

Resourced Provision

- Foundation Phase Language Provision based in Ysgol Melyd
- Outreach Speech and Language Service
- Behaviour Support Service based at Ysgol Plas Cefndy, including Dinosaur School and Stepping Stones

Specialist Educational Establishments

- Ysgol Tir Morfa, Rhyl
- Ysgol Plas Brondyffryn, Denbigh

Monitoring Pupil Progress

Teaching pupils with ALN is a whole school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the range of pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvement in the pupil's behaviour

Where a teacher decides that a pupil's learning is unsatisfactory, the ALNCo is the first to be consulted. The ALNCo and teacher will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through Early Years Action/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years Action Plus/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each level of intervention. Each of these intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The ALNCo, along with the Class Teacher, will record and review the steps taken to meet pupils' individual needs. The ALNCo will maintain the records and ensure access to them. The ALNCo will oversee this process and ensure that any additional documentation is included within each individual child's file which is held in the ALN room.

Early Years Action/ School Action

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed.

Indicators of inadequate progress may include:

- Making little or no progress
- Working at a level significantly below that of pupils of a similar age
- Showing persistent emotional/behavioural difficulties which are not affected by behaviour management systems
- Having sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experiencing communication and/or interaction problems, and making little progress despite experiencing a differentiated curriculum

The teacher and the ALNCo will consider the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. Formal observations of the child in the classroom or playground may occur at this stage, alongside specialist assessments, via a referral process.

Individual Education Plans (IEP) and Individual Behaviour Plans (IBP)

An IEP/IBP is written by the class teacher, overseen by the ALNCo, in consultation with the parents/guardians and pupils. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP/IBP is given to the parents. Copies of the IEP/IBP are also held by the ALNCo and class teacher

The IEP/IBP will set targets for the child and will detail:

- the short-term target,
- how they will achieve the target,
- who will help them,
- how they will know they have achieved the target (success criteria),
- when the plan is to be reviewed.

The IEP/IBP will be reviewed three times a year and the outcomes will be recorded – with comments from the teacher. The ALNCo will then maintain records in order to monitor progress made.

Early Year Action Plus/School Action Plus

If, despite significant support and intervention at the School Action stage, the school has evidence that the child is not making the expected progress, or has additional needs, the school will take advice from a relevant professional or external agency.

Indicators of inadequate progress may include:

- Still continuing to make little or no progress in specific areas over a period of time
- Continuing to work at levels considerably lower than expected for a pupil of a similar age
- Continuing to experience difficulty in developing Literacy/Numeracy skills
- Has emotional/behavioural difficulties that impede on the individual's learning and that of his/her peers, despite having an individualised behaviour management programme
- Has sensory or physical needs requiring additional specialist equipment or visits from specialists
- Has communication or interaction problems that impede the development of social relationships, thus preventing barriers to learning

Professionals and external agencies will be invited to contribute to the monitoring and review of progress, including the IEP process. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, the school may request a 'Statutory Assessment' in order for the Local Authority to determine whether it is necessary to issue a "Statement of Special Educational Needs". This will always be with the agreement of parents and guardians. The school recognises that a request for Statutory Assessment does not inevitably lead to a Statement of Special Educational Needs.

If the Local Authority agrees with the school, it collects information from all the people who have been involved with the child. From this, the Local Authority ALN and Inclusion Officer decides whether the child meets the criteria for a Statement of Special Educational Needs.

A Statement of Special Educational Needs is a legally binding document which sets out the provision the child must receive to meet his or her additional learning needs.

Each year the school must hold an 'Annual Review' with the parents/guardian, ALNCo, relevant members of staff and other external agencies that may be involved with the child. The aim of the Review is to:

- Assess the pupil's progress in relation to the pupil's targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in English and Mathematics
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue or amend the pupil's Statement
- Set new targets for the coming year

Year 6 reviews will take place in the Autumn term, prior to the pupil transferring to their chosen Secondary School. A representative from the Secondary School will be invited to attend, thus enabling the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with the Secondary School staff.

With due regard for the time limits set out in the Code of Practice for Wales, the ALNCo will forward a report of the annual review meeting, with any supporting documentation, to the Local Authority.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions, may already have a Statement of Special Educational Needs when they start in the Early Years. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

If a child makes sufficient progress, a Statement of Special Educational Needs may be discontinued by the Local Authority.

Partnership with Parents

Ysgol Penmorfa firmly believes in developing a strong partnership with parents and that this will enable pupils with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared views of a child's needs and the best ways of supporting them.' (Code of Practice for Wales 2.2)

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
- Speech Therapists
- Physiotherapists
- Specialist Teachers
- School Nurse
- Occupational Therapists
- Sensory Team
- Primary Mental Health Team
- ALN Team

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

- The Local Authority
- Education Welfare Officer
- Social Services
- The Bridge Project
- Team Around the Family

Complaints Procedure

The school's complaints procedure is outlined in the school's prospectus. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

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.

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 practice each year. The outcomes of this review can be used to inform the School Development Plan.

This policy was prepared by Claire Carter (ALNCo), March 2014.

Policy approved by the Governors of Ysgol Penmorfa on _____ and will be reviewed in _____.