

Y Bont Faen Primary School



A.L.N. Policy **Polisi A.D.Y.**

October 2017

DOCUMENT INFORMATION – MANYLION DOGFEN

Created by: Creuodd gan:	A staff member to complement LA policy guidance	Date: Dyddiad:	30 September 2017
Reviewed by: Adolygodd gan:	Governor – H. Harbour; Head Teacher – J. Adams		
Review cycle: Proses adolygu:	Every 2 years or sooner as directed by LA		
Next review: Adolygu nesaf:	October 2019		
Accepted by F.G.B.: Derbyn gan Ll.Ll.:	October 2017		
SIGNATURES – LLOFNODION			
Chair Governors: Cadeirydd:	of	T. Williams (electronically signed)	
Headteacher: Pennaeth:	J. Adams (electronically signed)		

AIMS

- 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 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

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Key staff within the school are:

- Head Teacher – Julia Adams (SENCo Certificate)
- Additional Learning Needs Co-ordinator (ALNCo) – Eileen Miller.
- A.L.N. Link Governor – Carolyn Lyons.

DEFINITION OF ADDITIONAL LEARNING NEEDS

Children have Additional Learning Needs if they require additional educational provision which is additional to and different from that of their peers.

A child requires provision if he/she:-

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Is performing at pre-school level, or would be if special educational provision was not made for the child
- Requires additional extended opportunities in order to develop their potential in one or more areas.

Additional Learning Needs provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

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

Y Bont Faen Primary will have due regard for the Special Educational Needs Code of Practice for Wales 2002 when carrying out our duties towards all pupils with additional learning needs, and ensure that parents are notified when ALN provision is being made for their child.

ADMISSIONS

The Governing Body believes that the admissions 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 with already identified 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 applicants for admission". (CoP 1:42)

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 need for teaching that is fully inclusive. The Governing Body will ensure that provision will be made for all pupils with ALN.

EVALUATING THE SUCCESS OF OUR ALN POLICY

The Governing Body will discuss ALN at all of its meetings.

In evaluating the success of the provision the school will consider the views of:

- Teachers
- Parents
- Pupils
- External Professionals
- Governing Body ALN Representative

Pupil 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 provision mapping targets and IEP targets

- Use of standardised tests and NFER data
- Evidence generated from IEP review meetings ‘
- Catch Up’ Numeracy and Literacy data
- LNF Assessments

ALLOCATION OF RESOURCES

School receives an allocation in the budget for ALN provision but the amount spent exceeds this allocation. The Governing Body monitors that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. Funding is sought from Pupil Support for some children on School Action Plus.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Y Bont Faen Primary 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 Special Educational Needs for Wales Code of Practice 2002 makes it clear that all teachers are teachers of pupils with additional learning 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, and assessment (including their performance in the National Curriculum as judged against Foundation Phase Outcomes and Level Descriptors).

ASSESSMENT TOOLS USED

- Screening diagnostic tests
- Reports or observations
- Records from previous schools, etc.
- Information from parents
- National Curriculum results
- Pupil Tracking (INCERTS)

ALN PROVISION

On entry to the Nursery each child’s attainment will be assessed within the first six weeks. This will help to inform the school of a child’s aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Where appropriate, children will be visited in their pre-school setting in order to assess particular needs.

In Foundation Phase Baseline Assessments are used. At the end of Foundation Phase, after continuous assessment, levels of achievement are teacher assessed and passed on to Key Stage 2 and reported to parents.

This process is repeated at the end of Key Stage 2 and the results are also shared with Secondary schools. Throughout the school, children are tested annually with NFER standardised tests and reading and spelling assessments.

The NFER results are processed through the LEA and teachers/ALNCo study them and intervene when appropriate. When children transfer from other schools all records are requested. These 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/extension within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/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 teacher or subject teachers through a differentiated curriculum
- Periods of withdrawal to work with support in either small groups or one to one
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme e.g. Behaviour Support/EMAS

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 their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

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
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- 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 improvements in the pupil's behaviour
- Ensures that more able children are appropriately challenged

Where teachers decide that a pupil's learning is not progressing, 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 School Action.

If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. 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 school will record the steps taken to meet pupils' 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 previous school/phases
- Information from parents/School Medical Register
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Behaviour Support team, medical specialists e.g. Speech Therapy, Occupational Therapy, etc

Teaching ALN pupils is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests.

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 or 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
- Would benefit from opportunities for enrichment and extension.

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.

USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

Support staff work on both a one to one and group basis under the direction of the ALNCo/class teacher.

NATURE OF INTERVENTION

The ALNCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials and special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

SCHOOL ACTION

Strategies for pupils' progress are outlined at wave 2 on the school provision map. These are regularly monitored and updated by class teachers.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made by the ALNCo after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

All children at SA+ have a Person Centred Plan which they, their parents/guardians, teacher and LSA contribute to. This outlines their likes, dislikes and needs and is reviewed annually by all parties concerned.

INDIVIDUAL EDUCATION PLANS

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

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three SMART (specific, measurable, achievable, realistic targets) targets that closely match the pupil's needs. The IEP will be discussed with the pupil and the parent.

REVIEW OF IEP

IEPs will be reviewed twice yearly, one of them coinciding with a Parents' Consultation. 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 pupils in this 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 their 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 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 and 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 LEA considers the child requires provision beyond what the school can offer. However, 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
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LA 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
- 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 to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.

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/ALNCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of ALN.

THE ROLE OF THE ALNCo

The ALNCo plays a crucial role in the school's ALN provision. This involves working with the staff and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with ALN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for ALN pupils
- The commitment required by staff to keep the ALNCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about ALN pupils

- What exactly constitutes a ‘level of concern’ by placing child on the schools’ ‘concerns’ register and at which point School Action is initiated.

Mechanisms that exist to alert the ALNCo to such ‘levels of concern’ include liaison with ALN support teacher and referral to ALNCo or adding to ‘concerns’ register. Parents are informed of concerns verbally via class teacher/ALNCo and the child’s subsequent ALN provision. Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body’s responsibilities to pupils with ALN include:

- Ensuring that provision of a high standard is made for ALN pupils by nominating a ‘responsible person’ to inform on the support throughout the school
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing ALN policy
- Reporting to parents on the school’s ALN Policy including the allocation of resources from the school’s devolved/ delegated budget.

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for, ALN pupils.
- Collaborating with the ALNCo to decide the action required to assist the pupil to progress.
- Working with the ALNCo to collect all available information on the pupil.
- In collaboration with the ALNCo, develop IEPs for ALN pupils.
- Working with ALN pupils on a daily basis to deliver the individual programme set out in the IEP.
- Developing constructive relationships with parents

THE ROLE OF THE HEADTEACHER

The head teacher has responsibility for the day to day management of all aspects of the schools’ work including ensuring provision for children with ALN. The Headteacher should keep the Governing Body fully informed.

ALN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with ALN pupils. Part of the ALNCo’s role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with ALN pupils. As a routine part of staff development, INSET requirements in ALN will be assessed. LSA requirements in supporting pupils’ needs will be considered frequently. The School’s INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS

Y Bont Faen Primary School is firmly committed to developing and sustaining a strong partnership with parents which enables children and young people 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 view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of ALN pupils as valued partners in the process. Depending on age and appropriateness, ALN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with ALN, details of the parent partnership service available through the LEA. The ALN Code of Practice outlines that 'LEAs should work in partnership with local parent and voluntary organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school policy. The ALN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents.

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
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- CAMHS
- Occupational Health Services

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

- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- PTA
- SNAP Cymru
- NACE