

Afon y Felin Primary School

Additional Learning Needs (ALN) Policy

The aim of our school is to ensure that all our children gain access to a broad, balanced and relevant education, irrespective of their gender, race or special need. We aim for every child to feel happy and secure while in our care. We shall seek to ensure that all our pupils will gain access to an entitlement curriculum which:

- provides relevant educational experiences and learning opportunities
- allows the acquisition of knowledge, skills and understanding consistent with individual needs, aspirations and capabilities, and
- provides opportunities to reflect on personal experiences in a manner which enables the development of attitudes and values appropriate to being a member of a modern society.

At **Afon y Felin** we aim to ensure that the needs of **ALL** children are met:

- Children considered above average, below average and of average capabilities
- Children who have physical and mental disabilities
- Children who have emotional, behaviour and social difficulties
- Children who have cognitive or learning difficulties
- Children with moderate or specific difficulties

We aim to work collaboratively with each other as a whole school, along side the children, their parents (carers), school governors and outside support agencies.

We aim to ensure all staff are suitably trained and updated with new teaching methods and computer programs to ensure a high quality of teaching and learning for all children with ALN.

In accordance with the Code, we actively seek to optimise the educational opportunities for children with special educational needs.

OBJECTIVES

Our school has a clear set of objectives for pupils with ALN. Objectives have been considered by all teaching and non-teaching staff and with the School's Governing Body. The objectives listed below are consistent with the principles of the Code of Practice for Wales

- To adopt a policy of inclusion where all children are included in the daily life of the school.
- To ensure early identification of children with ALN.
- To identify strategies, with all concerned, to support the children's learning.
- To monitor provision and review children's progress.
- To maintain and strengthen relationships with all parents of children with ALN.
- To maintain and develop links with outside support agencies.
- To raise the quality of professional knowledge, skills and attitudes of all staff (teaching and non-teaching)

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND SPECIAL EDUCATIONAL PROVISION

A child is considered to have 'ALN' if he or she has a learning difficulty which calls for 'special educational provision' to be made for him or her. A pupil is considered to have a 'learning difficulty' if he or she has:

- a significantly greater difficulty in learning than the majority of other children of the same age, or
- a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for other children of the same age.

Special educational provision is educational provision which is additional to, or different from the educational provision made generally for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

DEFINITIONS IN THE CHILDREN ACT 1989 and the DISABILITY DISCRIMINATION ACT 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of the Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1(1), Disability Discrimination Act 1995

FUNDAMENTAL PRINCIPLES

(as set out in the Code p.2, 1:5)

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream school or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- a child with ALN should be offered full access to a broad, balanced and relevant education, based on the National Curriculum.

CHILDREN WITH ALN

There will be children who will have ALN which will require us to make special educational provision – possibly for a short period of time in some cases, but for an extended period of time in others. There are special procedures in the school for:

- planning special provision
- resourcing the provision in a fair and consistent manner

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- implementing the provision in effective, efficient and equitable manner
- monitoring the progress of individual children and groups of children by keeping appropriate records
- evaluating the progress of individual children and groups of children by carrying out regular reviews, and
- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual child.

Our special procedures will be kept under review by

- identifying key areas for development in our School Improvement Plan
- reviewing progress of ALN Target in SIP
- reporting on ALN provision in the school Governing Body's annual report to parents

Our ALN policy and provision will be developed in a manner consistent with the Bridgend Policy on Meeting ALN and the Bridgend Model of ALN Services Delivery.

The school's ALN Coordinator will coordinate an annual audit of ALN provision (including staff development) in order to gather information to help identify the key areas for development within the ALN Target of the SIP. The ALN coordinator, in liaison with the headteacher and the Link Governor will then recommend the appropriate way forward for developing the ALN provision in the school to the School Governing Body.

REPORTING

The outcomes of the review of and educational plan will be reported to each child's parents/carers (and to the LA ALN administration when statemented provision is involved - at present there are no children with statements in the school).

The outcomes of reviews and annual audit of the school's ALN provision will be reported to the School Governing Body and used to inform the Governing Body's annual report to parents.

The report of the annual review of the school's ALN provision will lead to new issues being identified for development within the next ALN Target in the SIP.

STAFF DEVELOPMENT: In-Service Training

We have recorded relevant qualifications and experience of staff. The annual audit of staff professional development needs will assist in identifying the various training needs of staff in contributing to the school's ALN provision. We have a program for the in-service training of staff in ALN in line with the Code of Practice. Every encouragement is given to staff to seek specialised training and qualifications.

THE MANAGEMENT AND COORDINATION OF ALN PROVISION IN AFON Y FELIN PRIMARY SCHOOL

The School Governing Body will, in cooperation with the headteacher:

- determine the school's policy and approach to ALN provision
- establish the appropriate staffing and funding arrangements, and
- maintain a general oversight of the school's ALN provision

The Governing Body will nominate a governor as its ALN link Governor to liaise with the headteacher and the school's designated ALN Coordinator in monitoring the school's ALN

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provision. The ALN Link Governor, together with the headteacher and ALNCo, will report on a regular basis to the School Governing Body on the school's ALN provision.

The designated ALN Link Governor is Mr N. Burnap

The headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

The designated school ALN coordinator is:

Miss Kirsty Evans Teacher/ALNCO

The role of the ALNCO is:

The ALNCo, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the ALN policy and provision in the school in order to raise the achievement of children with ALN. The ALNCo takes day to day responsibility for the operation of the ALN policy and co-ordination of the provision made for individual children with ALN, working closely with staff, parents and carers, and other agencies. The ALNCo also provides related professional guidance to colleagues with the aim of securing high quality for children with ALN.

Responsibilities of the ALNCO at Afon y Felin Primary School:

- overseeing the day-to-day operation of the school's ALN policy
- coordinating provision for children with ALN
- liaising with and advising fellow teachers
- managing Learning Support Officers (LSO)
- overseeing the records of all children with ALN
- maintaining records of class / whole school ALN registers
- liaising with parents of children with ALN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies on ALN matters
- Managing, coordinating IEPs after review meetings, for class teachers

ADMISSION ARRANGEMENTS FOR CHILDREN WITH ALN:

No child with ALN, living within our catchment area, will be turned away from our school as long as we, as a school, can meet the individual needs of that specific child.

Although we consider ourselves to be an inclusive school, we also accept there would be some circumstances when we would not be able to admit pupils into our school:

Reasons for exemptions could include:

- No physical capacity i.e. The school / Year group is full
- Lack / non-existence of physical resources e.g. hoists / changing beds

Access for disabled:

We have a purpose built ramps for wheelchair access into our school at the rear of the school from the school yard. There is a disabled toilet and sink facilities in KS2. Our corridors are wide and clutter free to ensure optimum use. Step edging is painted yellow/white.

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Inclusion Arrangements:

The staff and governing body has ensured that pupils with ALN are included into all the activities of the school, insofar as it is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children and the efficient use of resources.

Resources:

We have identified the principles governing the school's allocation of resources to pupils with ALN.

The governing body has ensured that funds are used to help them fulfill their duties under the Education Act 1993.

Identification, Assessment and Provision

*“Provision for children with ALN is a matter for the school as a whole. In addition to the governing body, the school's head teacher the ALNCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.” [p.43, 5:2]*

All children with ALN are included in the six mainstream classrooms.

ALN SPECIALISED PROVISION

Within the school, our fully-trained support staff run several learning enhancement schemes including:

- Speech Links (All LSO staff)
- THRIVE (Mrs Elsie Clee)
- ELSA (Mrs Joanne Jones)
- WellComm (Miss Zoe Davies)
- Language Links (Mrs Joanne Jones, Mrs Natasha Jones, Mrs Elsie Clee)
- Lexiauk (All staff)
- Lego Therapy (All LSO staff)

ORGANISATION OF THE SCHOOL ALN PROVISION

Identifying a special need:

At Afon y Felin we display a variety of methods for identifying areas of need within a child:

- All records are passed to each class teacher. Children who were identified as having ALN at FP will already have an IEP. This will be adopted by the Year 3 class teacher and reviewed and updated appropriately in the October review meeting to ensure continuity through the transition period.
- All pupils from Year 1/2 reading abilities are assessed using the National tests and Suffolk reading tests. If a child registers as having a reading age significantly lower than that of his chronological age, a concern arises and appropriate provision will be established.
- If a class teacher identifies a problem, she/he will discuss this first with the ALNCo. Parents would be notified of the concern and to discuss a possible solution.
- It is possible the school's **educational psychologist** (Melanie Collins) will be called in to assess the child. Parent's permission must be sought prior to this step!
- ALN referrals take place fortnightly in the cluster. Concerns regarding Spld, ASD, MLD, MAT, SLCD, CMMI, HI, VI, BESD

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- If it is the child's behaviour which is troubling the teacher then the **school link doctor** could be brought in (Dr. Harris)
- In all of the above scenarios the Bridgend SENIP form will be completed by the class teacher to be sent off with the referral form.

A referral to any of the above can be made either by the teacher or the parent

SCHOOL ACTION

If the concern continues and the child is receiving additional support (**not differentiation**) then he is registered as having an ALN and is placed on the register at School Action.

A child should be placed on School Action if, despite the teacher's interventions and differentiation, no progress has been made.

Under School Action the child will be receiving extra interventions to help his access to the curriculum e.g. one-to-one tuition, an individualised computer program, different learning materials or the use of special equipment...

At School Action, the child must have an Individual Education Plan (IEP), or Individual Play Plan (IPP) which is a working document agreed by the pupil, his/her parents and any working professionals outlining his educational provision.

This plan is reviewed twice during the school year (more if necessary). Where progress can be measured, new targets can be agreed with the ultimate target being the pupil's, withdrawal from the register.

Adequate progress can be measured a number of ways:

- *Closes the attainment gap between the child and his peers*
- *Prevents the attainment gap from growing*
- *Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of pupils*
- *Matches or betters the child's previous rate of progress*
- *Ensures access to the full curriculum*
- *Demonstrates an improvement in self-help, social or personal skills*
- *Demonstrates improvements in the child's behaviour.*

[p.51, 5:42]

Where no progress can be measured and the child appears to be slipping further behind his peers then he might be moved onto School Action Plus.

School Action Plus

This stage involves the inclusion of external services e.g. Language support, in the provision for a pupil's education (This does not mean the involvement of specialists cannot take place prior to Action plus. A pupil can be assessed by such a person at the very early identification of an ALN)

At School Action plus external services, both provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable. They can advise teachers on new IEPs and the appropriateness of fresh targets.

The basis for School Action Plus could be that, despite receiving an IEP under School Action, the child:

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- Continues to make little or no progress
- Work at National Curriculum levels are substantially below his peers
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an IBP for his behaviour
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Implementing a Statement of ALN: (Chapter 5)

Once a statement of ALN has been issued it is our duty to ensure all requirements and criteria of the statement are being fulfilled.

As with pupils on School Action / School Action Plus short term targets will be set during the initial IAP meeting. As before the IAP should only include that which is *additional to* or *different from* the differentiated curriculum plan.

All statements must be reviewed annually. It is our duty, as the school to arrange the meeting. Ms. Williams, as head teacher will invite the following to attend:

- The child's parents
- Class teacher
- ALNCo
- A representative of the placing LA
- Any person the LA considers appropriate
- Any other person the head teacher considers appropriate

After the review meeting Ms. Williams will prepare a report, and submit it to the LA **no later than 10 days** after the annual review has taken place. (See 9:32). As stated earlier, at present we have no children with statements on our ALN register.

MONITORING

Recording a pupil's entrance and exit of the school ALN register:

We have a clear system for the transfer of information on pupils with ALN between phases.

We have established registers for recording the movement of pupils with ALN

We have developed a staged approach to identification and assessment which is in agreement with the New Code of Practice.

Any special provision will be monitored using an Individual Education Plan (IEP). The plan will record:

- The appropriate stage of the Code of Practice;
- Participants in the plan;
- The reasons for the provision;
- The child's strengths;
- The overall objectives of the ALN provision;
- Targets;
- How the special provision is to be delivered;

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- The contribution to be made from the child and the parents/carers;
- Any other relevant information eg. Medical or pastoral issues;
- Commence and review dates, and
- Expected outcomes on review

EVALUATION

IEPs will be reviewed at the agreed date twice a year in order to evaluate the progress of an individual child. \On the basis of the review it will be decided whether the objectives have been met and no further special provision is required, or further special provision is still necessary, possibly organized and delivered in a different way with new targets guiding a new education plan.

PARTNERSHIP WITH PARENTS:

At Afon y Felin we recognise the importance of parents in a child's education. We have arrangements for involving parents, recording and acting upon their concerns. We provide them information on the school's policy and support available within the school and LA. All parents are informed of their child's placement on the ALN register and invited in to discuss any queries they may have.

PUPIL PARTICIPATION

We express a desire for pupils to attend their own review meetings especially IBPs. However when this does not happen, the class teacher will go through the IEP with the child the following day, discussing the new targets that have been agreed by the parents.

LINKS WITH OTHER SCHOOLS

We have a good working relationship with our feeder Comprehensive School this helps to ensure a smooth transition period.

The ALNCoS meet regularly with ALNCoS from other local LA schools. During these meetings good practice is shared.

The Year 6 transition period is made as smooth as possible, with all children visiting their chosen Secondary School before the September. All IEPs and records are transferred to allow continuity and adequate provision for the child. A register of pupils receiving support from outside agencies is also passed on with the child.

SUCCESS CRITERIA

All members of staff have contributed to the continued development of this policy. This policy will be constantly evaluated and updated to meet the changing needs of the school, staff and children.

POLICY IMPLEMENTATION AND REVIEW

This policy will be monitored by the governing body and reviewed every two years, or earlier in the light of any changed circumstances, either in our school or in the local area.

Signed: **Mr N. Burnap (Chair of Governors)**

Signed: **Ms N. Williams (Headteacher)**

Date: