

YSGOL GYNRADD



**Additional Learning Needs
(ALN)
Policy**

Governor responsible for SEN Ms J Elias
Head Teacher Huw Jones
ALNCo Louise John

Albert values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning.

THE ALN AIMS OF THE SCHOOL

We aim to:

- ensure all children are given equal access to the curriculum and that each child's achievements are valued
- identify and provide support for children with ALN as soon as possible
- ensure staff know procedures for identifying children with ALN
- ensure parents are informed and included in all ALN decisions
- raise staff awareness and expertise through INSET
- provide differentiation within a balanced and broadly based curriculum in a way that supports children with ALN
- ensure children's involvement, where practicable, is encouraged in decisions affecting their ALN provision
- maintain close links with support services other schools and agencies
- ensure records follow children through the school

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

DEFINITION OF SPECIAL NEEDS

A child has special needs if he or she has a learning difficulty that calls for special education provision to be made.

A child has learning difficulties if he or she:

- has significantly greater difficulty 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

Special Education provision means:

- for a child over two educational provision which is additional to, or different from, the education provision made generally for children of the same age in maintained schools (other than special schools) in the area
- for a child under two, educational provision of any kind

(1993 Education Act section 156)

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

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

STAFFING

The SEN team of the school is:

- the governor in charge of special needs is Ms J Elias
- the ALN coordinator is Louise John (ALNCO)
- Additional staff provide support interventions for children with SEN and 'Catch Up literacy', Wave 3'
- A team of Pupil Support LSAs work alongside pupils with Statements and at SA+

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN 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 SEN. Pupils with SEN but without statements must be treated as fairly as all other applicants for admission.(CoP)

INCLUSION

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our ALN policy reinforces the need for teaching that is inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

The Policy is reviewed where there are changing circumstances and at least every two years. SEN needs are reviewed regularly and the outcome of these reviews are used to inform the school improvement plan. The Governing Body report annually to parents on SEN.

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 IEP targets
- use of standardised tests
- evidence generated by IEP review meetings

ALLOCATION OF 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 Albert we have adopted a whole school approach to SEN. The school has adopted a graduated response that recognises there is a continuum of special needs. We aim to identify children with SEN as early as possible. The class teacher in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment and teacher observation is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision. The school 'provision map' outlines provision available to all children. It also details support in Wave 2 and Wave 3, which is additional to or different from the differentiated curriculum on offer to all pupils at our school.

EARLY IDENTIFICATION

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

- screening/ diagnostic tests. (See Assessment policy)
- parental/carers information or/and any other outside professional agent
- evidence obtained by teacher observation/ assessment
- pupil's performance in NC, judged against level descriptions
- pupil progress

On entry into Early Years the Foundation Phase will help to inform the school of a child's aptitudes, abilities and attainments and will be used to inform continuity of learning. On transference to the school from another primary school each child will be monitored allowing appropriate time for that child to 'settle in.' Previous records and assessments will be used to provide help in designing differentiated learning programmes.

ASSESSMENT

Pupils are assessed regularly and data provided is used in consultation with teachers and the ALNCO is used to inform planning and provision for pupils with SEN. Small Steps and P levels (B squared) are used as an assessment tool and to inform target setting for pupils who hold a statement.

PROVISION

The ALNCO, in collaboration with the class teacher will decide the most suitable provision required. Based on the results of previous assessments the main methods of provision made by the school are:

- in class support with adult assistance (LSA)
- withdrawal support with adult assistance (LSA)
- withdrawal support with the support teacher
- withdrawal to work with the LSA on the 'Catch Up Literacy' & Numicon Programme.
- 5 minute programme in Reception and year 1
- Wave 3 intervention in year 2
- attendance at the LEA SpLD unit
- support from external specialists – speech and language, hearing impaired, behaviour support etc

All provision is detailed in the school provision map which is updated throughout the year. This highlights specific interventions which are targeted at pupils who have been assessed as needing additional support to enable them to progress.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care is taken with pupils whose first language is not English. Teachers follow closely their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. The identification and assessment of Special Educational Needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in command of the language that is used there or arise from special education needs.

MONITORING PUPIL PROGRESS

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

- narrows the attainment gap between pupil and peers and prevents the attainment gap widening.
- equals or improves on the previous rate of progress
- shows an improvement in self help and social or personal skills
- shows an improvement in the pupil's behaviour

RECORD KEEPING

Class teachers are kept well informed of any information from outside agencies through the ALNCO. The ALNCO will maintain the records and ensure access to them. In addition to the usual school records, if a pupil is at School Action, School Action Plus or Statemented an individual SEN file will be kept by the ALNCO. Copies of reports are photocopied and stored in individual pupil folders. It will include;

- pupils final Statement(If Statemented)
- IEPs/IBPs
- a record of visits from External Agencies
- information from parents
- information from health/social services
- information from other agencies
- individual programmes provided by external agencies
- Small Steps and P levels (B squared) (Statemented pupils only)

A class 'ALN File' and 'Pupils Individual Files' will follow the pupils through the school. Included in the ALN file is the 'Overview of SEN' which details 'Monitor, School Action , School Action Plus and Statement' pupils. Strategies for intervention.

CONCERNS

Where class teachers have concerns about a child's progress parents/carers will be informed and concerns and a cause for concern sheet is completed and given to the ALNCo. A discussion is then held with the ALNCo and class teacher for the way forward Names will be recorded on the provision map, which is updated each term. Progress will continue to be monitored.

SCHOOL ACTION

Where teachers decide that a pupil's learning continues to be unsatisfactory, after consultation with parents the pupil will be placed at Early Years Action or School Action based on criteria outlined in 'SEN Indicators'. The ALNCo and the teacher will review the approaches adopted and an IEP will be drawn up in consultation with the parents. The ALNCo in collaboration with teachers will support the assessment of the pupil and have an input in planning and delivering individualised programmes. Parents will be kept informed of the action and result. This is reviewed twice yearly. School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum and will be recorded on the school provision map at Wave 2. School Action can be triggered through concern, supplemented by evidence that, despite receiving a differentiated curriculum pupils;

- make little or no progress
- demonstrate difficulty in developing literacy and/or numeracy skills

- show persistent emotional/behavioural difficulties which are not affected by management strategies
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and the involvement of external services. Again we use criteria outlined in 'SEN Indicators'. Placement at this level will be made by the ALNCo after full consultation with parents/carers 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. Provision will be recorded in Wave 2 and 3 of the provision map.

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 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 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 pupil's 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 request direct intervention/ support from a specialist teacher.

REQUEST FOR A 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 IEPs/IBPs

- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- N.C. outcomes and levels, P levels and Small steps
- 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
- any other involvement by professionals

STATEMENTED PUPILS

A Statement of Special Education 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 Statutory Assessment does not invariably lead to a Statement.

A Statement will include 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 mainly in the classroom
- delivered by the class teacher and / or additional appropriate support where specified

REVIEW OF STATEMENTS

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

- the child's parents
- the child where appropriate
- the relevant teacher
- any other representatives that the parent or head teacher consider relevant and appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to 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 forthcoming year

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

INDIVIDUAL EDUCATION PLANS

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

- short term targets
- teaching strategies
- provision
- date for review
- success or/and exit criteria

The IEP will record that which is different from or additional to the normal differentiated curriculum and will concentrate on two to five individual targets that closely match the pupil's needs. The IEP will be discussed with the parent and pupil at the appropriate level.

IEPs will be reviewed on a regular basis. In addition progress will be discussed at parent/carer evenings. The school will endeavour to hold the reviews in an informal manner, and parent's views on their child's progress will actively be sought. Wherever possible the school will involve pupils in the process.

Individual Behaviour Programmes will target emotional, social and behavioural issues. Pupils at SA and SA+ will be reviewed at the end of each year.

THE ROLE OF THE ALNCo

The ALNCo plays a crucial role in the school's SEN provision. This involves:

- developing a policy
- overseeing day-to-day operation of the policy
- coordinating the provision for pupils with SEN
- liaising with teachers and Learning Support Assistants funded by PSS and Catch Up LSAs
- overseeing pupils' records
- liaising with the parents
- making a contribution to INSET
- liaising with outside agencies LEA, support services, health and social services and voluntary bodies

For effective coordination staff must be aware that provision for Special Needs is a matter for the school as a whole. In addition to the governing body, Albert'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 education needs. Teaching such children is therefore a whole

school responsibility. All teachers are responsible for managing the learning of all pupils in their class and this includes those with SEN.

THE ROLE OF THE GOVERNING BODY

The Governing Body's response to pupils with SEN includes:

- ensuring that provision of a high standard is made for SEN pupils
- ensuring that a 'responsible person' is identified to inform about all those involved with teaching and supporting Statemented pupils
- ensuring that SEN pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEN policy
- reporting to parents on the school's SEN policy

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 procedure for the identification and assessment of, and subsequent provision for SEN 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 SEN pupils at SA, SA+ and with a Statement
- working with SEN pupils to deliver the individual programme set out in the IEP
- developing relationships with parents

THE ROLE OF THE HEAD TEACHER

The head teacher's responsibilities include:

- the day-to-day management of all aspects of the school including SEN provision
- keeping the Governing Body well informed about the SEN within the school
- working closely with the ALNCo
- ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

INSET

Part of the ALNCo's role is school-based INSET is to keep staff informed about new SEN initiatives. As a routine part of staff development INSET requirements in SEN will be assessed. The School's INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS/CARERS

Evenlode firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN 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 child's education. They have unique strengths, knowledge and experience to contribute to a shared view of a child's needs and the best way of supporting them. (CoP 2.2)

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN 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 SEN, details of the parent partnership available through the LEA. The SEN Code of Practice outlines that LEAs should work in partnership with local and parent organisations, as well as the parent partnership service..... to ensure that parents receive comprehensive , neutral, factual and appropriate advice. (CoP 2.13)

COMPLAINTS PROCEDURE

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

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- educational psychologists
- medical officers
- speech therapists
- physiotherapists
- hearing impaired services
- visual impairment Services
- behaviour support

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

- local nurseries with the aim of providing continuity of SEN information and provision
- the LA
- Education Welfare Officer
- TBC – School’s Liaison Officer
- EMAS

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