

Additional Learning Needs Policy

Aims

The aim of Ysgol Y Waun is 'To provide a safe, happy, caring and purposeful environment, to enhance the learning and personal developments of all members of our school so that they can achieve their full potential. To enable children to achieve the best they can by working in a way that suits them personally, whatever their ability.'

(Taken from the Mission Statement of Ysgol Y Waun)

All pupils at Ysgol Y Waun are entitled to a broad and balanced curriculum and all children, regardless of their difficulties, are fully included in the overall life of the school. However, it is appropriate that where necessary, pupils with particular difficulties are supported in specific ways, in order that their individual needs may be best met.

Ysgol y Waun is committed to providing the very best for all its pupils, but those with additional educational needs or identified as More Able and Talented are given additional attention and support or extensions to help them achieve their full potential. This policy outlines how this is planned, organised, funded and delivered.

We are committed to encouraging and supporting parental involvement, offering advice and information, as this is in the best interests of pupils, parents and staff as well as being enshrined in the Code of Practice.

Objectives

Our objectives for all pupils including those with additional educational needs are to:

- be literate.
- be numerate.
- have a wide range of communication skills.
- develop effective social skills to enable them to work and play together.
- develop appropriate behavioural skills and a sense of self-discipline.
- become more independent as learners as they grow and mature.
- have opportunities to work with a range of pupils and adults.
- benefit from suitable resources and appropriate technology to support their areas of need.
- be actively involved in their learning
- have a positive attitude towards themselves, their learning, their peers, the staff and the school as a whole.

Our objectives for teaching and support staff who work closely with pupils are to:

- seek to ensure that all are trained to identify and support pupils with additional educational needs.
- use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class taking into account different learning styles.
- be familiar with resources and technology that can support pupils with special educational needs.
- have access to other specialists from a variety of agencies for expert advice and diagnosis.
- foster effective lines of communication between the class teacher, support staff, ALN teacher and ALN Co-ordinator to facilitate the most appropriate provision and support for pupils with ALN.
- maintain effective links with the Education Psychologist.

Key Staff in the Provision for pupils with ALN

The Additional Learning Needs Co-ordinator (ALNCO) at Ysgol Y Waun is Mrs. Ankers, the Headteacher. (In the event of a long term absence this function will be delegated to the Deputy Headteacher). The ALNCO liaises with all classteachers, the specialist support teacher, Higher Level Teaching Assistant, Teaching Assistants and Learning Support Staff to organise the provision for pupils with additional educational needs and provide the formal link to the LA and other agencies e.g. Educational Psychology Service, Children's Services, Speech and Language Therapy Service, School Nurse and any other relevant agencies.

Ysgol Y Waun currently employs an Additional Learning Needs Specialist Support Teacher for half a morning per week to provide advise, support planning and offer strategies to staff and work with pupils in small groups withdrawn from the classroom, focusing on aspects of pupils' individual education plans (I.E.P.s) which are usually related to literacy or numeracy.

Staff have been trained to deliver Catch Up, RM Maths and a Speech and Language/English and an Additional Language program, also one member of staff holds Dyslexia Friendly Course for Classroom Assistants. We also have a member of staff who is trained in Makaton 1 and 2. (This is a language programme designed to provide a means of communication to individuals who cannot communicate efficiently by speaking.)

If a pupil has a specific need which requires individual support under the terms of a formal Statement of Special Educational Need then this can be provided by the LA either in the form of a Learning Support Assistant at school or at a designated unit within the authority by a Learning Support Teacher (LST). The LSA works closely with the class and additional learning needs support teacher to support the child within the mainstream class setting as well as focusing on particular aspects of the pupil's Individual Education Plan (IEP).

Funding for ALN Staff

The Governing Body allocates a significant proportion of the school's budget to meet Additional Learning Needs. It is the intention of the Governing Body to maintain the present levels of ALN provision for as long as the budget allows, as this plays a significant part in helping the school to achieve its objectives on early intervention, improved pupil performance and the long term reduction of the overall number of pupils on school ALN list, as well as raising overall standards.

Identification Procedures and Admissions Policy

On entry:

Ysgol Y Waun operates a policy of early intervention as it is crucial that pupils who have ALN are identified quickly and the most appropriate support put in place to assist in ensuring a successful school experience. There are excellent links with the Pre-School Playgroup, which operates on the school site so for any pupils already being monitored in line with the SEN Code of Practice (COP) 2002 there will be a smooth transition. When parents visit the school to register their children, they are asked specifically if their child has any additional educational needs, and if so, with parental permission, information about the nature of those needs will be gathered from other agencies.

If pupils transfer into Ysgol Y Waun at other times during their school career information is sought from their parents about the nature of any additional needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make some initial assessments during the first few weeks in their new class. Parents who wish to transfer their children into Ysgol Y Waun with a Statement of Special Educational Need already in place will be referred immediately to the Additional Learning Needs Officer at the LA, before admission can be granted and the provision under the terms of their statement has been approved and finance agreed. As a Community School, Ysgol Y Waun does not operate a policy of selective admission on the basis of academic ability or additional learning need.

At any other time:

The co-ordination of educational provision for pupils within the school begins with the identification of a problem by any of the following:

- the class teacher
- the parent
- the additional learning needs support teacher
- medical services
- Children's Services.

Meetings are held between all of the relevant parties to discuss the nature of the problem and how the pupil can be best supported in school. The pupil is placed

on the Additional Learning Needs List on a continuum of ALN under the Special Needs Code of Practice at the appropriate level. An individual plan is drawn up for the child, identifying priority targets, additional provision, special resources and relevant scores from standardised tests to measure future improvements. This is then shared with the parents and the pupil. Individual plans are formally reviewed at least twice a year and meetings called with the parents to discuss the progress being made. There are also further opportunities to discuss their child's progress through our formal 'parents evenings'. Ongoing assessments are made by all staff working with the pupil to monitor progress during the year. Parents are made aware that teachers can be spoken to at any time of the year and mutually convenient appointments are often made to discuss specific concerns

If a child has an Individual Education Plan or an Individual Behaviour Plan (IBP) we ask parents to sign it as a recognition that they are aware of, and agree with the targets for their child and the provision being made to enable him or her to meet those targets. Where appropriate pupils are also involved in drawing up and monitoring their IEPs/IBPs. When a child has an IBP or IEP it will be shared with all staff.

Organisation

At Ysgol y Waun we believe that everyone has the right to be respected and to feel secure and happy in their teaching and learning. We encourage all children to develop self-discipline and a sense of self-worth, to respect the rights and feelings of others and to take responsibility for their own actions.

Children with additional learning needs are supported, first and foremost, by their Class Teacher, who will provide differentiated work within the classroom aimed at maximising their access to the curriculum. This will be done in a variety of ways that may include modified tasks and or materials, additional adult support and extra time allocation. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum. Pupils are monitored carefully and assessments are made against their individual targets.

Ysgol Y Waun operates a policy of withdrawing pupils from their classes to work in small groups with the Additional Learning Needs teacher/HLTA/TA and / or Headteacher. We also use a wide range of schemes, computer intervention programmes and/or work with their peers on common themes or strategies. This provides an opportunity for an intense focus on an area of difficulty, in a small group setting with a high level of specialist adult support. It also provides a quieter and more private learning environment for pupils to improve their concentration and encourages greater interaction between them and the teacher. On occasions, an individual pupil may be withdrawn for one-to-one support if this is deemed to be the best approach for that particular child.

Pupils are identified for this small group support after discussions between the Class Teacher, the ALNCO and the ALN Teacher. Parental permission is sought

via a meeting where the areas for support are shared. This withdrawal is presented in a very positive light to the pupils (those receiving it and those who do not), so that there is no stigma attached to it.

Reviews of Statements are held annually. These reviews are usually held in school and take place on or before the anniversary of the statement, or earlier if the need arises. The parents, staff, and professionals involved with the statemented pupil are invited to attend the review along with a representative of the L.A. Prior to the review meeting all professionals involved with the child are requested to submit a written report. All information is then shared and discussed with parents. At the review meeting the previous year's targets are reviewed, new targets are set and the level of any additional support is agreed. Copies of the annual review report and all paperwork produced as a result of the meeting are circulated to all invited to attend the meeting. Team meetings are held twice a year following the above format.

Premises and Resources

Ysgol Y Waun can accommodate pupils with certain physical difficulties. However there are no special toilet facilities and not all of the school can be accessed by disabled pupils, as it is on a split level. A Disability Access Plan has been drawn up.

Ysgol Y Waun is constantly updating and improving its resources to support pupils with additional learning needs. If a pupil needs a specific piece of equipment or software then contact will be made with the ICT Unit at the County for specialist support.

All pupils at Ysgol Y Waun, regardless of whether they have additional learning needs or not, are encouraged to be proud of their work by having it displayed around the school. The learning environments for group or individual work, like any other classroom in the school has displays of children's work and materials available. In the mainstream classroom day to day work is completed in exercise books, topic books or folders these are shared with parents and other members of staff. Pupils working with the ALN staff may have an additional book or folder in which they keep the work completed in their small group sessions.

Curriculum Cymreig and Cross Curricular Links

All pupils at Ysgol Y Waun have an entitlement to learn about the heritage and culture of Wales and this is delivered through all areas of the curriculum both by the Class Teacher and the ALN Teacher.

Wherever possible, opportunities are taken for all pupils, and particularly those with ALN, to make the links between what they are learning in one subject and how it can be applied in another. This helps to reinforce and consolidate the learning.

Staff Development

All teaching and support staff at Ysgol Y Waun are committed to their ongoing professional development. Training and development opportunities for enhancing the provision for pupils with special educational needs may take place in a number of ways:

- LA provide in-service training
- school provide in-service training
- advice from colleagues through the twice yearly ALN Team Meetings
- advice from related agencies e.g. Speech and Language, Educational Psychology, Educational Social Worker, Occupational Therapy, Physiotherapy, School Nurse and Social Services.

The school culture is very much based on a team approach and sharing of ideas and good practice. This is particularly supportive of pupils who have ALN.

Recording Progress and Reporting to Parents

Class teachers keep records of pupil progress, as outlined in the school's Assessment Policy. These help to guide them in their planning for the next stage of learning. School based assessments are carried out at specific times of the year alongside standardised tests at a county and national level. All of this information contributes to the annual progress report to parents in the summer term.

All parents of children with ALN are invited to attend two meetings during the academic year, to find out how their child is progressing and discuss what action will be taken. The school makes every effort to ensure that parents understand the nature of their child's difficulties, the role of the school in supporting them and what they can do at home to assist their child. Ysgol Y Waun has an 'open door' policy and positively encourages parents to work in partnership with the staff on the basis of mutual trust and respect.

Pupils at School Action Plus, SAP (or those we feel need to move to this point on the ALN continuum) and statemented pupils are discussed at our ALN review meetings, which are held twice a year. These meetings are attended by our, ALN teacher, HLTA, TA, class teachers, ALNCO and where appropriate the ALNCO from the secondary school. It is at these meetings that decisions to move children from School Action Plus to School Action or vice versa may be taken. Any future action required for the children is also agreed.

Transfer to High School

There is excellent communication between Ysgol Y Waun and Mold Alun High School to aid the transition of all pupils, but especially those with ALN. A senior member of the staff of Mold Alun visits the school early during the summer term to discuss the needs of pupils and those with ALN are highlighted for any necessary action. The ALNCO of Mold Alun attends the Summer Term Team

Meeting. For those pupils with a statement, a Transitional Review will be held by the school with parents and relevant LA representative to outline the provision for the child at High School. For pupils with a Statement the LA Primary ALN Co-ordinator and any other involved professionals will be invited to the review. All paperwork relating to pupils is passed through promptly, including statements, IEPs, medical information, reports by outside agencies and school records. All Year Six pupils are visited by staff of the High School. Pupils also experience an induction day at their new secondary school late in the Summer Term. If a pupil is transferring to another school, the same efforts are made to facilitate a smooth changeover for the pupil and continuity of provision.

Monitoring and Evaluating the Additional Learning Needs Policy

The ALN policy at Ysgol Y Waun is continuously under review in the following ways:

- ongoing discussions amongst all staff with regard to the provision arrangements for ALN within the school.
- regular meetings between the ALNCO and ALN teachers to discuss the ALN list, resources, individual IEPs and pupil progress.
- regular reviews with staff of their professional development needs and in-service training opportunities.
- development of successful and positive partnerships with outside agencies.
- constructive discussions with parents through open evenings and individual ALN meetings.
- detailed and measurable Individual Education Plans for pupils with ALN which are regularly reviewed.
- recording and assessment systems that are meaningful and manageable.
- the ALNCO with the Governor responsible for ALN reports annually to the Governing Body on the implementation of this policy.

Dealing with Complaints

If a parent makes a complaint about the ALN provision within the school they are invited into school for a meeting with the Headteacher to establish the nature of their concerns. The Headteacher will then decide upon the most appropriate course of action to be taken and the ALNCO, ALN teacher and Class Teacher will all be informed. After a period of time, to allow any changes to be implemented, the Headteacher will invite the parent to school for another meeting to review the situation and agree any further action. If the matter remains unresolved, then the Headteacher will request mediation by an officer of the Education Authority.

If a parent has a complaint against or involving the headteacher they will be invited to discuss their concern with the Chair or Vice Chair of Governors.

The Role of the Governing Body and the ALN Governor

The Governing Body at Ysgol Y Waun fulfills its requirements under the Special Needs Code of Practice 2002 and the Education Act of 1996 which requires them to do the following things:

- support the interest of all children in their school, including those with special educational needs, whether with or without a statement.
- do its best to secure that the necessary provision is made for any pupil who has ALN.
- secure that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has ALN, those needs are made known to all who are likely to teach him or her.
- secure that the teachers in the school are aware of the importance of identifying, and providing, for those pupils who have ALN.
- draw up their policy for pupils with ALN and report annually to parents on its implementation.
- monitor whether pupils with ALN join in the activities of the school together with pupils who do not have ALN, so far as is reasonably practical and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

The Governing Body has nominated an Additional Learning Needs Governor to liaise closely with the Headteacher, ALNCO and staff, to assist with the implementation of the ALN policy and to monitor the effectiveness of the provision for pupils through meetings, reviews and monitoring IEP progress. The post is currently held by Mr T Payne.

How this policy was drawn up

This policy was drawn up by the Headteacher in consultation with the following people:

- Mrs L Ankers ALNCO
- the Teaching Staff
- the Governors
- the Additional Learning Needs Support Staff
- Parents

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Chair of Governing Body

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Date of Acceptance

Review Date: October 2016

Appendix

The Special Needs Code of Practice and the ‘Graduated Response’ to ALN

From April 2002 the revised Special Needs Code of Practice came into effect the previous five staged approach has moved towards “a continuum of ALN”.

1. Pre Code – Classroom Action

Children are catered for by the class teacher’s general management of his/her pupils’ individual needs through suitable classroom strategies and appropriate differentiation. The needs of all pupils are taken into consideration in accordance with the school’s Differentiation Policy. Simple targets are set and monitored to assess any progress made. Parents are involved in informal discussions about the child’s difficulties and their help may be enlisted at home. The pupil is monitored carefully over two terms to measure any improvements and the next course of action planned. Pupil progress is monitored by class teachers’ records and end of term assessments. This early monitoring is crucial.

2. School Action (SA)

If after that period the child is still having difficulties and is in need of more intensive school based support, then they are placed on the school’s ALN list. A formal Individual Education Plan is drawn up by the Class Teacher, the ALNCO and the Additional Learning Needs Teacher and the child is withdrawn for small group or individual support depending on the nature of the problem. Very specific targets are set and formal reading and spelling tests are administered to provide a baseline against which future progress can be measured. Again, parents are involved and their formal permission sought for withdrawal from class lessons. The IEP is reviewed twice a year and a decision made about the next steps to be taken. If a pupil has made good progress they can be returned to general classroom support by the Class Teacher. If there is some progress but there are still concerns then the support can continue at the current level but if, after two reviews of IEP targets, the intensive support being provided by the school is not having the desired impact then the pupil will be considered for intervention by an outside specialist, e.g. Educational Psychologist, specialist teacher, Behaviour Support. This will be discussed at the bi-annual team meeting, to which the parents will be invited.

3. School Action Plus (SAP)

As at the previous level, the key element of support for pupils with special educational needs at this point is the revision of their individual education plan. This may involve a change in the nature of the support being provided by the school and will certainly include very detailed and measurable targets for improvement, be they learning or behavioural. Specific resources will be targeted at the pupil and parents will be vigorously encouraged to support their child at home with individually tailored tasks e.g. a structured reading

programme, phonic or spelling activities, etc. It is at this point that advice is sought from the Learning Support Team, the Educational Psychologist or any other specialist service to enhance the provision being made by the school. This advice is then incorporated into the IEP, which is followed by all the staff involved with that child. Again, reading and spelling tests are administered to monitor progress and all of this information is recorded for future reference. After two review periods a decision is made by all parties involved regarding the next action to be taken – whether to return to School Action, to continue at the current level or to move onto the next stage in the process.

3a. Support at School Action Plus (SAPS)

The LA has instituted a new system of offering specialist teaching support to a small number of children who would previously have only had this support via a Statement of Educational Needs. It is called Support at School Action Plus. To qualify for this support the school must demonstrate that the child has a significant level of learning difficulty. It must also show that it has made appropriate provision for the child but that he or she has not made expected progress after two reviews. Requests for this support can only be made ten days prior to a Special Needs team meeting.

If all of these previous measures have been implemented at school and the pupil has had a considerable amount of support from within the school's resources; with specific IEPs designed to tackle problem areas and the advice of the Learning Support Team and Educational Psychologist have been implemented, but yet there is still grave concern about their progress, then the school, with written support from the Educational Psychologist, can request a statutory assessment by the Local Education Authority. It is the responsibility of the school to provide the LA with all of the information about the child being referred and give detailed evidence of how the pupil has been supported to date. The request will then be considered by the LA and if they are in agreement, with parental permission, the child will be formally assessed to ascertain the exact nature of their difficulties and the most appropriate way of supporting them.

4. Statement of Special Educational Need

In the most severe and complex of cases, the LA will issue a formal Statement of Special Educational Need which takes into account all of the information about the child and identifies the way in which they must be supported in the future. It may indicate a different school placement or additional adult support and will certainly outline the key areas that are to be targeted through the child's IEP. The statement is a legal document and must be reviewed annually by all the parties involved in the provision for the child.