

## Ysgol Glan Gele Infants



### Additional Learning Needs (ALN) Policy Document

Ysgol Glan Gele is committed to developing the abilities and achievements of all its pupils and endeavours to provide for each pupil, the best possible environment for learning. The school will have due regard for the Additional Learning Needs (formerly known as Special Educational Needs or SEN) Code of Practice for Wales when carrying out our duties towards all pupils with ALN needs and ensure that parents are notified when ALN provision is being made for their child.

The Code lists the following critical success factors:

- The culture, practice, management and deployment of resources in a school or setting are designed to ensure **all children's needs are met**
- Education Services, schools and settings work together to ensure that any child's Additional Learning Needs **are identified early**
- Education Services, schools and settings exploit best practice when devising interventions
- Those responsible for Additional Learning provision take into account the **wishes of the child** concerned, in the light of their age and understanding
- Additional Learning Needs professionals and **parents** work in **partnership**

A child has Additional Learning Needs if he or she has:

1. Significantly greater difficulty in learning than the majority of children of the same age.
2. A disability which either prevents or hinders him or her from making use of educational facilities available within the school.
3. Is under compulsory school age and falls within the definition above or would do so if special educational provision was not made for the child.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

#### AIMS AND OBJECTIVES

- Identifying and assessing pupil's needs thoroughly and as early as possible.

- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- Endeavouring to secure the necessary provision needed for a child with ALN.
- To ensure all pupils take a full and active part in school life.
- Education of pupils within the school adheres to the approach described in the Code of Practice for Wales, giving all pupils access to a broad and balanced curriculum.
- Working with all relevant members of staff in providing for the identified child.
- Involving parents in the ALN process, both formally and informally and ensure they are kept fully informed of their child's progress and attainment.
- Collaborating with all external providers of support as and when it is deemed necessary.
- To ensure that pupils with ALN are involved, where practicable, in decisions affecting their future ALN provision.
- All children grow in their confidence, independence and self-reliance to become confident, capable learners.

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. 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. We also support more able children in Ysgol Glan Gele by providing them with small group support to meet their needs and to ensure they are given opportunities to 'be the best that they can be'.

## **STAFF ROLES AND RESPONSIBILITIES**

### **THE ROLE OF THE ALNCO**

The ALNCO plays a crucial role in the school's ALN provision. In Ysgol Glan Gele the ALNCO is **Rebecca Thompson**. This role involves working with the other teachers, outside agencies and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Co-ordinating the provision for pupils with ALN.
- Work with school staff to analyse and assess pupils' needs.
- Liaising with and giving advice to fellow teachers.
- Monitoring the quality of teaching and standards of pupil achievement.
- Helping to establish Individual Education Plans in line with School Action/School Action Plus.
- Developing and maintaining working relationships with parents.
- Making a contribution to INSET.
- Keeping the Headteacher and Governing Body informed of developments as and when necessary and at least annually.
- Liaising with external agencies, Education Services, Health and Social Services and voluntary bodies.

## THE ROLE OF TEACHERS/SUBJECT LEADERS

All class teachers/subject leaders have a responsibility to ensure that the ALN policy is put into practice. Class teachers'/subject leaders' responsibilities include:

- Liaising with the ALN Coordinator
- Monitoring and recording progress
- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- Working with the ALN Coordinator and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning and delivering appropriate IEP's
- Recording on the IEP that which is different to or additional from the differentiated learning opportunities provided
- Accepting LSA's as team members in the classroom
- Opportunities to attend review meetings

## THE ROLE OF THE GOVERNORS

The named Governor for ALN is **Joan Barker**.

- To ensure that provision of ALN is of a high standard
- To have regard to the Code of Practice
- To report annually to parents on the effectiveness of the ALN policy
- To have in place a designated person with responsibility for ALN
- To have in place a strategy to monitor the ALN policy.
- In Ysgol Glan Gele the Governor with responsibility for ALN is Joan Barker.

## **THE ROLE OF THE HEADTEACHER**

- To ensure that the daily management of ALN provision is effective
- To work closely with the small group support teacher and teaching and support staff
- To keep Governing Body informed of all matters relating to its responsibilities for the provision of ALN

## **THE ROLE OF SMALL GROUP SUPPORT TEACHER /HLTA**

- To be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them
- To support target setting in IEP's for pupils with ALN in conjunction with ALNCO/Class teacher and support staff
- To deliver the individual programmes as set out in IEP's during small group support sessions.
- To annotate IEP's and date when targets have been achieved

## **THE ROLE OF PARENTS**

- To work closely with the school in order to develop a partnership that will support pupils with ALN.
- To have knowledge of their child's termly targets and IEP and to support them at home.

## **THE ROLE OF PUPILS**

- To participate in the delivery of the IEP by helping to set their own targets (where possible) and being actively involved in their individual learning experiences.

## **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 for Wales.

Placement for pupils with statements of Additional Learning Needs will be discussed and decided by Education Services.

## **INCLUSION**

This Policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broadly based curriculum. Our ALN Policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision will be made for all pupils with ALN.

## **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 / assessment - standardised and on going school assessments.
- Their performance in the Foundation Phase judged against outcomes.
- Pupil progress in relation to skills in the Foundation Phase.
- Standardised screening or assessment tools.
- Analysis of Education Services data.

## **PROVISION**

The main methods of provision made by the mainstream school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum
- Periods of withdrawal to work with a small group support teacher/ALNCO/TA
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme

### **Resourced Provision**

- EY/KS1 Speech and Language Provisions based at Ysgol Deganwy
- Early Years Social Inclusion Service based at Ysgol Ffordd Dyffryn, Llandudno
- Welsh and English Outreach Speech & Language Service, Rhyl Alexandra Hospital
- EY/KS1 Resourced class based in Ysgol Penmaenrhos, Ysgol Glan Y Mor

### **Special Schools**

- Ysgol Gogarth

## **MONITORING PUPIL PROGRESS**

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

Progress is the crucial factor in determining the need for additional support.

Adequate Progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Ensures a pupil is stretched to reach his or her true potential.
- 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

Where teachers decide that a pupil's learning is inadequate, the ALNCO is the first to be consulted. The ALNCO and class teacher and small group support teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years Plus/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each 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 and review the steps taken to meet pupils' individual needs. The Class teacher/Small group support teacher will maintain the records and ensure access to them. The ALNCO will oversee this process and ensure that additional documentation is included. In addition to the usual school records, the pupil's profile may include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from Health/Social Services
- Information from other agencies

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having ALN, the school will intervene through the 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 in spite of receiving differentiated learning opportunities
- Works at levels significantly below others of a similar age
- 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

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Class teacher, in collaboration with the small group support teacher and ALNCO, will support the assessment of the pupil and have an input in planning the future support. The class teacher/small group support teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## **NATURE OF INTERVENTION**

The class teacher in collaboration with the small group support teacher and ALNCO 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/special equipment/Catch up with TA/LSA
- Small group support- ALN/Booster/Extension/Nurture/Narrative Therapy
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

- Access to Education Services support services for advice on strategies, equipment, or staff training

## **INDIVIDUAL EDUCATION PLANS**

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) or IPP (Individual Play Plan for the Foundation Phase) 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 three or four individual targets that closely match the pupil's needs. The IEP's will be discussed with the pupil and the parent.

## **REVIEWING IEP's**

IEPs will be reviewed termly. 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**

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.

A trigger for School Action Plus is where...

- A pupil makes little or no progress in spite of receiving an individualised programme under School Action;
- Action at this stage will always involve consultation with specialists who will need to see the pupils records
- The ALN Coordinator is responsible for coordinating this consultation process
- The IEP should record fresh strategies which are being implemented
- Delivery of interventions is the responsibility of the class teacher

## REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the Education Services 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's
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Attainments in Literacy/Numeracy
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

**A Statement of Special Education Need will normally be provided where, after a Statutory Assessment, the Education Services 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
- Established through parental/pupil consultation
- Set out in an IEP
- Delivered by the class teacher/subject teacher with appropriate additional support where specified

## REVIEWS OF STATEMENTS/SCHOOL ACTION PLUS CONTRACTS

Statements/School Action Contracts must be reviewed at least annually. The Education Services will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent

- The child if appropriate
- The relevant teacher
- The ALNCO
- A representative of the Education Services. The School's inclusion teacher is Amanda Sissons
- Any other person the Education Services 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 Foundation Phase and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement/Contract in relation to the pupil's performance during the year, and whether to cease, to continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the headteacher will forward a report of the annual review meeting and send it, with any supporting documentation, to the Education Services. The school recognises the responsibility of the Education Services in deciding whether to maintain, amend, or cease a Statement of ALN.

## **Transition to Key Stage 2**

During the year 2 reviews, which will take place during the Autumn Term prior to transfer, a representative of the Junior school will be invited to attend (ALNCO in Ysgol St Elfod is Ann Burgen). This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with junior colleagues.

## **ALN INSET**

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

## **PARTERSHIP WITH PARENTS**

Ysgol Glan Gele firmly believes in developing a strong partnership with parents and that this will enable children 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.

The school considers parents of pupils with ALN as valued partners in the process. Depending on age and appropriateness, pupils with ALN 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 Education Services.

## **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with ALN.

When it is considered necessary, colleagues from the following support services will be involved with pupils with ALN:

- Educational psychologists
- Specialist Teachers
- Medical officer
- Speech therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Primary Mental Health (CAMHS)

## **INTER SCHOOL LINKS**

Ysgol Glan Gele is a member of the Vale Consortium and maintains close links with neighbouring schools. The ALNCo is a member of the Communication Forum.

## **ALN POLICY REVIEW**

The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

## COMPLAINTS PROCEDURE

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

Headteacher Mrs Julia Buckley Jones

ALN CO - Mrs Rebecca Thompson

Small group support teacher - Mrs Delyn Woodhouse.

Nurture Group - Mrs Rose Dodd.

ALN Governor -Joan Barker

Ysgol Glan Gele 01745 823584

E-mail pennaeth@ysgolglangele.conwy.sch.uk

## CRITERIA FOR SUCCESS

The following criteria to be used to evaluate the success of the policy:

- That everyone knows about the policy and is using it
- The pupils with ALN are identified quickly
- That parents are informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- That provision is matched to pupils' needs
- That there is close support with the Additional Learning Needs Teacher and other external support services

This policy was updated and agreed by all members of staff in July 2014 and passed by Governors in September 2014.

Signed:..... on behalf of governors.

## Contact Names:

Headteacher - Mrs Julia Buckley Jones

ALN CO - Mrs Rebecca Thompson

Small group support teacher - Mrs Delyn Woodhouse.

ALN Governor -Joan Barker

Nurture Group - Mrs Rose Dodd

LEA Inclusion Teacher - Amanda Sissons

Educational Psychologist - Kate Aldale

Education Social Worker - Anwen Davies

YPHA - Nurse Lesley

Social Inclusion Services—Karen Owen

LEA Learning Support Co-ordinator—Mark Peters

Speech and Language Therapist: Heather Cartwright

Sensory support - Steve Boothby

EAL Teacher -

## Information to be reported in the Annual Reports to Parents

No of pupils on register

No of pupils receiving School Action

No of pupils receiving support at School Action Plus

No of pupils with Statements