

# Ysgol Acrefair



## Additional Learning Needs Policy

# Policy Development at Ysgol Acrefair

## Additional Learning Needs Policy

### Introduction

This document was initially written as a result of an identified need within the school development plan and the introduction of the revised Code of Practice for Special Needs. This revised policy has been updated with relevant changes made within the school's Additional Learning Needs provision since the original policy was written.

The original document was approved by the Governing Body on 21.5.14 and was due for a formal review in May 2017. However, following changes to the school's Additional Learning Needs provision, an early formal review in October 2016 was agreed by the Head Teacher, School Governor for ALN, and the Additional Learning Needs Co-ordinator (ALNCO).

This policy will be reviewed regularly to take into account relevant changes within ALN provision.

This policy contains are three specific phases:

Basic information about Additional Learning Needs at Ysgol Acrefair.

Information about the policy for identification, assessment and provision for all pupils with Additional Learning Needs at Ysgol Acrefair.

Information about the School's staffing policies and partnership with external agencies.

Basic information covers the objectives for the Additional Learning Needs Policy.

### **School's Mission Statement - 'Every Child Matters, Every Day Counts'**

Our aim is to develop each child to his/her full potential. To that end the aims cited in the curriculum policy statement acknowledge the variations of our pupils' intellectual, physical, social and emotional development. As a result staff have always aimed to ensure that the tasks set for pupils match their abilities. Also within this policy we acknowledge the following specific objectives:-

- The governing body and the teaching staff will set clear procedures for identifying and assessing pupils in order to determine who has a special education need requiring special educational provision.

- The governing body and teaching staff will provide support for children with Additional Learning Needs as fully as possible.
- The governing body and teaching staff will regularly monitor/review the identification procedures, resourcing and individual progress of children with Additional Learning Needs.
- The governing body will also undertake to report to the parents on the implementation of our Additional Learning Needs policy in the annual report.

The Additional Learning Needs policy will be summarised on our 'information for parents' booklet.

### **Definition of Additional Learning Needs**

Children have additional learning needs if they have a learning difficulty which calls for additional educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Additional educational provision means:

For children of two or over, educational provision which is additional to, or other wise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

### **The role of the ALNCO in mainstream primary schools**

The key responsibilities of the school's ALNCO at Ysgol Acrefair include:

- Overseeing the day-to-day operation of the school's Additional Learning Needs policy
- Coordinating provision for children with special educational needs/additional learning needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with additional learning needs
- Liaising with parents of children with additional learning needs
- Contributing to the in-service training of staff

- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

## **The Duties of the Governing Body**

The Governing Body must:-

- Ensure that the necessary provision is made for any pupil who has additional learning needs.
- Ensure that when the 'responsible person' - the Head Teacher or the appropriate Governor - has been informed by the LEA that a pupil has Additional Learning Needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have additional learning needs.
- Report annually to parents on the school's policy for pupils with Additional Learning Needs.
- Ensure that the pupils with Additional Learning Needs have the opportunity to access the activities of the school, so far as that is reasonably practical and compatible with the pupil receiving the necessary Additional Learning provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with additional learning needs.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Resources - during the summer term of each year the Governing Body will consider the resources for pupils with Additional Learning Needs in the ensuing academic year. The Governing Body will consider the level of teacher support for Additional Learning Need children; this will be made available through the funding formula devised by the LEA. The Head Teacher will ensure that monies will be available from the budget to enable the Additional Learning Needs Co-ordinator and staff to purchase basic materials.

All curriculum post holders are expected to consider Additional Learning Needs children when reviewing educational materials/resources for their curriculum area.

## Identification, Assessment and Provision in Early Years Education/Primary Phase

At Ysgol Acrefair we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be. Assessment is not regarded as a single event but rather as a continuing process.

To help identify children who may have additional learning needs, we measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress in literacy and numeracy (NFER standardisation tests)
- Their performance against the level descriptions within the National Curriculum at the end of a key stage.
- Standardised screening or assessment tools.

Ysgol Acrefair is also open and responsive to expressions of concern by parents, and takes account of any information that parents provide about their child.

If the child's teacher identifies a child with additional learning needs, they will initially discuss this with the ALNCO and the child's parents. The child will then be placed on the school's Monitoring Status, unless it is deemed appropriate for the child to be placed at School Action status without a further period of monitoring. The ALNCO and class teacher will devise additional interventions to support the child's learning and monitor the child's progress closely for up to two terms.

If following Monitoring Status interventions the child is considered to require support at School Action status, then interventions that are additional to or different from those provided as part of the setting's usual curriculum and strategies will be introduced. Strategies employed to enable the child to progress are recorded within an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP); this will include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is reviewed, and the outcome of the action taken. The IEP will only record that which is additional to, or different from, the differentiated curriculum plan that is in place as part of normal provision. Each child in receipt of IEP provision will also have a One Page Profile which aims to celebrate the child's strengths and provide holistic information about the child to enable school staff and parents to support the child as fully and best as

possible. One Page Profiles are developed in collaboration with pupils, parents and Class Teachers and are reviewed termly alongside the child's IEP.

IEP's are continually kept 'under review' and are formally reviewed every term. Parents are consulted about their child's IEP at least once a term and are invited to review their child's IEP along with the Class Teacher and ALNCO. Opportunities for consultation are offered at Parents Consultation Meeting and SEN Review Meetings. SEN Review Meetings with parents take place twice a year.

If the child fails to make satisfactory progress the ALNCO may need to seek advice and support from external agencies. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. School Action Plus is characterised by the involvement of external support services who can help our teachers with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. An IEP at School Action Plus will identify new and/or additional strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP will usually be implemented within the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be responsibility of the Class Teacher.

### **School request for an ARSAP Agreement (Additional Resources at School Action Plus) or Statutory Assessment**

ESAP and statutory assessment are a detailed assessment of a child's additional learning needs undertaken by a local education authority.

Where a request for ARSAP/statutory assessment is made by our school to the LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried.

The description of the child's learning difficulty and progress together with information about the additional learning provision made will form the basis on which the LEA can consider whether ARSAP/statutory assessment is necessary. If the LEA's support services and, in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether ARSAP/statutory assessment is necessary.

## **More Able and Talented pupils**

Although more able children do not meet the definition of Additional Learning Need as set out in the code of practice, pupils at school may also be considered to have Additional Learning Needs if they are identified by their Class Teacher as achieving, or having the ability to achieve, at a level significantly in advance of the average for the year group in their school. These pupils are defined as being 'More Able' (academic) or 'Talented' (art, music, sporting ability). As such, they may also require additional learning provision to be made for them.

The school does not maintain a formal register of More Able and Talented children as there is not an obligation to maintain such a register. The school does maintain a regularly reviewed informal register of children identified by class teachers as More Able and/or Talented to ensure that these children's needs are met consistently and that provision and progress is monitored regularly by the Class Teacher and the MAT Coordinator.

The following methods may be used by class teachers and the school to meet the needs of gifted and talented pupils:

- Individual projects
- Mastery activities
- Extension group work (with or without adult support)
- Mentoring fellow pupils
- Leading areas of lessons and learning

## **Working in Partnership with other Agencies**

Additional Learning support services also play an important part in helping us to identify, assess and make provision for children with additional learning needs. These include Specialist Teachers of children with hearing, visual, and speech and language impairments, teachers in more general learning and behaviour support services, Educational Psychologists and advisers of teachers with a knowledge of information technology for children with additional learning needs. At Ysgol Acrefair, we are aware of the important part that outside specialists can play in the early identification of additional learning needs and in advising schools on effective provision.

## **Access to the Curriculum**

All children have an entitlement to a balanced curriculum, which is differentiated to enable children to:-

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers' use a range of strategies to meet children's Additional Learning Needs. Lessons have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a 'small-steps' approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into graded steps and targets, we ensure that children experience success. All children at School Action (SA), School Action Plus (SA+), ARSAP and Statement have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, where appropriate in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Integration**

As a general principle it is our intention to continue to ensure that all Additional Learning Needs children who are withdrawn for extra tuition are integrated into their classroom settings alongside their peers at all other times. Children with physical disabilities will be fully integrated with their peers with their carers constantly aware of their needs.

### **Partnership with parents**

The school has always aimed to consult honestly with all parents. Hence consultation with parents of children with Additional Learning Needs will be no different. The school will continue to encourage the early notification and involvement of parents when the school first becomes concerned about a pupil's learning development. Also parents are invited to attend review meetings to discuss and contribute to their child's progress, IEP and One Page Profile. If unable to attend, parents will be informed of the outcome. If a child is to be referred to the LEA for a statutory assessment, the parents will be consulted in person.

### **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Phase recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level setting targets in the IEP's and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## **Criteria for Evaluating the Success of the Additional Learning Needs Policy**

As one of its objectives, the governing body earlier stated that the school will evaluate the success of its Additional Learning Needs Policy. The criteria for measuring success will consider several factors:-

- Having effective systems for identifying and assessing pupils
- Keeping accurate records of all pupils with Additional Learning Needs
- Creating a school atmosphere in which pupils' individual differences are recognised and valued.
- Ensuring parents are regularly informed of their child's progress.

## **Complaints Procedure re: Additional Learning Needs within the School**

It is hoped that we will always consult parents in an honest manner from the outset when a child may be identified as having an Additional Learning Need. Likewise we hope that we will listen and act sympathetically to any concerns expressed by parents about their child's education needs that have not been noted in school. However, we acknowledge that there may be occasions when a parent wishes to lodge a complaint. It has been agreed that should the Head Teacher receive any complaints then the governors for Additional Learning Needs and the Chairman of Governors should be informed. In many cases it is likely that the complaints will be resolved within School. However, if this is not possible, they in turn may seek the advice of the LEA inspector/advisor for Additional Learning Needs via the Director of Education. It is also acknowledged that the parents may liaise directly with the Director of Education.

## **INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES.**

### **Arrangements for Additional Learning Needs In-Service Training**

The school has its own in-service budget and hence any arrangements for Additional Learning Needs in-service training will be made with due regard to the budget and the school opportunities will need to be supported from time to time:-

- Whole school involvement/training on Additional Learning Needs Policy and related issues.
- Personal and professional development for the Additional Learning Needs Co-ordinator
- Training for non-teaching staff

It is not expected that the Co-ordinator will provide all Additional Learning Needs in-set training within the school. It is anticipated that external agencies will also have a role to play in ensuring that the co-ordinator is professionally supported and given access to appropriate training opportunities.

### **Use of Support Services**

The school enjoys good support from the various support services. We will call upon their support when a need is identified in any review of the child's progress.

Such support will come from teachers in a learning or behaviour support service, teachers of the hearing or visually impaired, the educational psychology service, child health services and social services.

Educational Psychologist consultative meetings are held regularly with the ALNCO and Class Teacher where children causing concern are discussed and future action proposed.

From November 2016, Speech and Language Services will provide a school-based service where Speech and Language staff and school staff will work closely together to support children with speech and language difficulties within the school environment.

### **Education Links**

Our main links with other education establishments are close liaison with Ysgol Rhiwabon and Ysgol Dinas Bran on the transfer of Year 6 children.

Strong transition links have now been established, with the following provision in place:

- Close liaison between secondary ALNCO's and Ysgol Acrefair ALNCO to discuss children with additional learning needs, and their future provision.
- Additional transition projects for children with additional learning needs to ensure the transition process is as smooth as possible.
- All available records are sent to the child's Secondary School at the end of the summer term.

## **Links with Health, Social Services, Education, Welfare and Voluntary Agencies.**

The main contacts for our school are:

- School Nurses based at Plas Madoc Clinic
- E.S.W at Ysgol Rhiwabon and Ysgol Dinas Bran
- Educational Psychology Service
- CAMHS
- Other Area Health Services such as Speech and Language Services.

Contact with any of these services should be made by the Head Teacher or the ALNCO.

From time to time, contact may be made with other agencies. Information regarding these agencies should only be issued to parents by the Head Teacher or ALNCO.

## **Behaviour**

See Behaviour Policy

## **Review of Code of Practice**

Once yearly the Governor for Additional Learning Needs and the ALNCO will review the progress and effectiveness of Additional Learning Needs provision at the school.