



Creunant Primary School

Policy for Additional Learning Needs for Years 2, 4 & 6

January 2022

CREUNANT PRIMARY SCHOOL

POLICY FOR ADDITIONAL EDUCATIONAL NEEDS

All learners are entitled to be educated alongside their peers. Creunant Primary School is fully committed to meeting the needs of those pupils with Additional Learning Needs so far as is reasonably practicable and compatible with the provision of the efficient education of all learners within the school. In meeting these responsibilities, Creunant Primary School will have due regard to the SEN Code of Practice 2001, the Equality Act 2010 and the Graduated Response Policy of the Local Education Authority (LEA). Work is currently underway in readiness for the Additional Learning Needs and Tribunal (Wales) Act 2018, for a smooth transition to this new legislation for a transitional period of 3 years beginning January 2022. Further information regarding this can be found on our school website, and links to the relevant documentation can be found in the 'useful documents and resources' section of this document. This policy is specifically focused upon those learners in Year 8, 9 and 11 who are currently identified as having additional learning needs; these learners are **not** undergoing transition to the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 in the academic year 2021 – 2022.

Definition of Special Educational Needs

Creunant Primary School accepts the Special Educational Needs Code of Practice 2001 definition: 'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Learners have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that 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.

Learners should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means educational provision that is additional to, or otherwise 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].

Principles and Values

In providing for those pupils defined as having Additional Learning Needs (ALN), we seek to:

- ◆ Ensure that all pupils are valued equally
- ◆ Ensure that all pupils make progress
- ◆ Work in close partnership with parents/carers and learners in a pupil centred (PCP) way (more information about PCP is available in the ALN section of our school website)
- ◆ Ensure that Additional Learning Needs are identified and assessed as early as possible
- ◆ Ensure pupils' needs are met as soon as is practicable
- ◆ Ensure that all learners have access to a relevant, broad and balanced curriculum
- ◆ Work proactively with the LEA and other agencies, including Social Services, parent/carer support groups, education psychologists and medical services in identifying, assessing and supporting Additional Learning Needs
- ◆ Maintain and develop a range of expertise within the school for all staff
- ◆ Monitor, review and evaluate policy and provision on a regular and systematic basis.

Partnerships

We believe that to successfully meet the needs of learners with ALN, strong partnership between all those involved is required. This includes, but not limited to, learners, parents/carers, staff, the LEA and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication that can be easily understood by all.

Partnership with Parents/Carers

When a learner is in care, the carers are accorded the same rights and responsibilities as parents.

At Creunant Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities, and strongly considering their views and wishes. Parents/carers are encouraged to work with the school and other professionals to ensure that the learner's needs are identified and met as early as possible. In order that parents/carers play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home. This will be through the use of an Individual Education Plan (IEP), however other information and support might also be provided.

We endeavour to support parents/carers so that they are able to:

- ◆ Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- ◆ Have knowledge of their child's entitlement within the SEN Framework
- ◆ Understand procedures and documentation
- ◆ Make their views known about how their child is educated
- ◆ Have access to information, advice and support during assessment and any related decision-making process about additional educational provision
- ◆ Have a clear understanding of the changes in legislation regarding ALN by providing information sharing sessions and key documentation, and provide opportunities to discuss and ask any questions that they have (more information about this can be found in the ALN section of our school website)

Parents/carers are strongly encouraged to speak to the school in the first instance about concerns they have regarding ALN, so that the concerns that they or their child has can be addressed in a timely manner appropriate to the needs of the learner and in a pupil-centred way. Parents/carers are encouraged to seek help and advice from the LEA's Additional Learning Needs Support Service (ALNSS) if this is required, who should provide support, information and relevant training.

The school informs parents/carers when additional learning needs are first identified, providing information and data on how the needs have been identified, and will keep parents/carers informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

Parents/carers can face difficulties when their child is going through Statutory Assessment. Therefore, we endeavour to provide extra support to parents/carers as their child goes through this process. In cases where a parent/carer feels that a learner might need to go through the statutory assessment process, parents/carers have the legal right to request this from the local authority, however discussion with the school

before this is always highly preferable. More information about requesting statutory assessment can be found on the NPTCBC website.

Parents/carers are informed of the Additional Learning Needs Policy implementation and any changes to the policy in the Annual Governors' Report. This policy is available to parents/carers on request.

Roles and Responsibilities

Provision for pupils with Additional Learning Needs is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, Additional Learning Needs Coordinator (ALNCo) and all members of staff have important responsibilities [please see Appendix 1].

Early Identification

We believe that learners are entitled to have their needs identified, assessed and addressed at the earliest possible stage. [Please see Appendix 2]

Resources

Funding for ALN is received through the LEA budget and from the Better Schools Fund. The separate budget allocated for those learners with Statements is used to provide teaching, specialist teaching assistants and materials for the individual learners. ALN funding is reviewed annually.

The school is also assisted by Teaching Assistants who support pupils in their lessons and also work with small groups of pupils to improve their literacy and numeracy skills. Some teaching assistants have interests in particular aspects of ALN and have become lead personnel in these areas of intervention.

Communication

The Additional Learning Needs Coordinator maintains detailed records of all pupils on the ALN Register. All teaching staff have a copy of this ALN Policy and access to the ALN register in a secure way. Copies of IEPs and other relevant information are available to all teaching and support staff, and there are clear lines of communication between all staff and the ALNCo so that additional support and guidance can be provided in ensuring that all learners have the best possible support.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, ALNCo, ALN Governor, teaching and non-teaching staff. It will be reviewed regularly by the Governing Body, and reflects the most recent documentation that is relevant to those learners specified on the front page of the documentation; learners who have been identified as having Additional Learning Needs before January 2022 in Years 2, 4 & 6.

Complaints Procedures

In the first instance, parents'/carer' complaints about the provision or organisation of ALN are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to the ALN provision, the LEA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to an ALN tribunal at any stage, and information regarding this can be sought from the LEA.

More detailed information can be found in the Code of Practice 2001 which the school is currently working towards. More detailed information regarding Additional Learning Needs from September 2021 can be found in the Additional Learning Needs and Education Tribunal (Wales) Bill 2018. Supporting information can also be found in the ALN section of the school website.

Appendix 1

Roles and Responsibilities within Creunant Primary School

The Governing Body

The Governing Body, with the Head Teacher and staff at Creunant Primary School, has agreed this policy and the procedures for meeting the needs of those pupils with Additional Learning Needs, with or without a Statement of Special Educational Needs. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governing Body via its ALN Governor ** monitors the school's work closely on behalf of the learners with ALN. The Governing Body reports annually to parents/carers on the school's policy on ALN.

The Governing Body of Creunant School endeavours to follow the guidelines as laid down in the Education Act 1996 and included in the Code of Practice 2001 in order to:

- ◆ Do its best to ensure that the necessary provision is made for any pupil who has Additional Learning Needs
- ◆ Ensure that where 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 those who are likely to teach them
- ◆ Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Additional Learning Needs
- ◆ Ensure that a pupil with Additional Learning Needs joins in the activities of the school, together with pupils who do not have additional needs, so far as is reasonably practical. This should be compatible with the learner receiving the provision their learning needs call for, and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for learners with Additional Learning Needs. The Head Teacher will keep the Governing Body fully informed on Additional Learning Needs issues. The Head Teacher will work closely with the Additional Learning Needs Coordinator.

Additional Learning Needs Coordinator (ALNCo)

The ALNCo, with the Head Teacher, 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 learners with ALN.

The ALNCo takes day-to-day responsibility for the operation of the ALN policy and coordinates the provision for individual learners, working closely with staff, parents/carers and external agencies. The ALNCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for learners with ALN.

Through analysis and assessment of learner's needs, by monitoring the quality of teaching and standards of pupils' achievements, effective target setting and implementing appropriate intervention, strategies and reasonable adjustments, the ALNCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The ALNCO collaborates with Heads of Areas of Learning and Experiences (AOLEs) so that the learning for all learners is given equal priority.

The principle responsibilities for the ALNCo include:

- ◆ Overseeing the day-to-day operation of the ALN policy
- ◆ Co-ordinating provision and additional support for learners
- ◆ Liaising with, and advising, teachers
- ◆ Managing teaching assistants
- ◆ Overseeing the records of all learners with Additional Learning Needs
- ◆ The administration of reviews, IEPs and the ALN Register
- ◆ Liaising with parents/carers of learners with ALN regarding learners' ALNs
- ◆ Contributing to the in-service training of staff
- ◆ Liaising with external agencies, including the LEA/other Advisory Body support and Educational Psychology Services, Health and Social Services and voluntary bodies
- ◆ Overseeing the strategically planning and implementation of the new Additional Learning Needs and Education Tribunal (Wales) Act 2018.

All Teaching and Non-Teaching Staff

All staff should be involved in the development of the school's ALN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with ALN.

Class teachers are fully involved in providing for the needs of the learners in their care in the School Concern, School Action and School Action Plus Categories, in contributing to the writing of IEPs and collecting additional information for the ALNCo and other agencies. Class teachers are also responsible for providing supporting information and evidence for statement reviews.

Class teachers are responsible for setting suitable learning challenges, appropriately differentiated to suit the needs of all learners, responding to learners' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

A teaching assistant, employed to support a learner with Additional Learning Needs, has appropriate responsibility for the learner's specific needs during their time with that learner. The teaching assistant should liaise with the class teacher and ALNCo on planning, pupil response and on progress that the learner is making. Teaching assistants are also fully involved in the statement reviews for the learners that they support.

Appendix 2 Identification and Staged Intervention

Identification

If the school is aware that a learner has Additional Learning Needs before they start at Creunant, the ALNCo will liaise with the previous school or childcare setting, so that every learner on the ALN register is effectively catered for upon entry into the school.

If a learner is identified as having an Additional Learning Need after Baseline Assessments (including, but not limited to, National Tests and Language Link screening), the school will endeavour to:

- ◆ Use information from the learner's previous educational experience to provide starting points for the development of an appropriate curriculum for the learner
- ◆ Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class
- ◆ Use curriculum and baseline assessment processes to allow the learner to show what they know, understand and can do, as well as to identify any learning difficulties that the learner has
- ◆ Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the learner's achievements and experiences and that these form the basis for planning the next stages of learning, integrated into the IEP process within the school
- ◆ Involve learners and parents/carers in developing and implementing a joint approach at home and in school.

We are open and responsive to expressions of concern by parents/carers, and take account of any information that parents/carers provide about the learner to take a holistic approach to the planning of support for the learner.

Record-keeping

Creunant Primary School acknowledges the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class, passing these concerns to the ALNCo and other key staff members using the school's referral system
- ◆ The ALNCO is responsible for ensuring that Primary records are kept properly and available as needed, and that these records are kept in a secure way
- ◆ If the school refers a learner for Statutory Assessment to the LEA/other Advisory Body, a record of the learner's work, including the resources or reasonable adjustments already in place are made available
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school. Such records include all the information held by the ALNCo, including IEPs (where appropriate), scores from baseline testing and information about reasonable adjustments and intervention that was in place for the learner whilst they were at Creunant Primary School.

Monitoring Learners' Progress

The progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work, if appropriate. Where the teacher is concerned about a learner's progress, the following procedures should be followed.

School Concern (Pre-ALN Category): Teacher Concerns

In order to meet the needs of individual learners and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the learner.

The learner's parents/carers should be kept informed of the teachers' concerns and be encouraged to contribute their knowledge and understanding of the learner and raise any concerns they may have.

Detailed records of observations, knowledge of a learner's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the learner learning as effectively as possible. In these circumstances, the class teacher should consult with the ALNCo for further input.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through School Action.

At this point, the school has a duty to inform the learner's parents/carers that additional learning provision is being sought for the learner because the learner might have ALNs.

Progress

The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or alternative, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- ◆ Closes the attainment gap between the learner and the peer group
- ◆ Prevents the attainment gap growing wider
- ◆ is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- ◆ Matches, or betters, the learner's previous progress
- ◆ Demonstrates an improvement in self-help, social or personal skills
- ◆ Demonstrates an improvement in the learner's behaviour.

School Action Category

When the ALNCo identifies a learner with ALN, the ALNCo and class teachers should provide interventions that are additional to, or alternative from, those provided as part of the school's usual differentiated curriculum.

Code of Practice Triggers for School Action

The triggers for intervention through School Action could be teachers' or others' concerns. This must be underpinned by evidence about a learner who, despite receiving differentiated learning opportunities:

- ◆ Makes little progress even when the teaching approaches are targeted to areas of weakness
- ◆ Shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some Curriculum areas
- ◆ Presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques
- ◆ Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- ◆ Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If a learner's class teacher, in consultation with the ALNCo and parents/carers conclude the learner might need further support to make progress:

- ◆ The teacher, together with ALNCO, considers the reasons for concern, referring to any information already in school
- ◆ Additional information is sought from the parents/carers
- ◆ The school liaises with other agencies, for example, Health or Social Services, if they are involved with the learner
- ◆ The ALNCO should take a lead in:
 - Assessing further the strengths and weaknesses of the learner
 - Planning future support for the learner in discussion with colleagues
 - Monitoring and reviewing subsequently the action taken
- ◆ The learner's class teacher should remain responsible:
 - For working with the learner on a daily basis
 - Delivering the planned actions outlined on the learner's IEP
- ◆ parents/carers are always consulted and kept informed of the action taken to help the learner, and the outcome of this action
- ◆ The information collected about the learner and details of extra help given should be incorporated in the learner's records, and should be outlined on the learner's IEP.

Nature of Intervention

It is the responsibility of the school to provide any support at the School Action stage.

The ALNCo, along with class teachers, should decide on the action needed to help the learner to make progress, consulting the Head Teacher if extra resources are required.

Intervention strategies could include:

- ◆ Deployment of extra staff to enable one-to-one tuition (this will depend on the financial resources and staff availability)
- ◆ Provision of different learning materials or specialist equipment
- ◆ Intervention sessions within the area of the need the learner has (such as literacy or numeracy intervention in a small group)
- ◆ Staff development and training
- ◆ ALNCo time spent on devising the nature of planned intervention
- ◆ One-off or occasional advice from the LEA/other support services.

Individual Education Plan

All learners on the ALN register at the School Action stage must have an Individual Education Plan (IEP).

There is a shared responsibility between the learner's class teachers, ALNCo and any other staff who work with the learner in the writing and reviewing of the IEP at this stage.

Strategies employed to enable the learner to make progress should include information about the short-term targets set, the teaching strategies to be used, the provision to be put in place, the review date for the plan, success and/or exit criteria, and outcomes (recorded at the review).

The IEP should record only what is different from, or additional to, the differentiated curriculum. It should be written concisely, and focus on three or four targets that match the learner's needs. This plan should be written in a way that is easy to understand to all who read it and are involved in using it.

Where a learner is at serious risk of disaffection or exclusion, the IEP should reflect appropriate strategies to meet their needs, and these targets should be written with due consideration to information given by all who work with the learner, as well as the use of any appropriate data that the school holds.

IEP Review

IEPs should be reviewed at least twice a year, though certain learners might benefit from more frequent reviews. The review meeting should be organised by the ALNCo or class teacher. Learners and parents/carers are invited to the IEP reviews and their views on the learner's progress should be sought. One review could coincide with the Parents' Evening. If there are reasons that a learner or parent/carers are not able to attend an IEP review meeting then their views should be sought, and these should feed into the review with the same weighing as if they were to attend. Views from learners and parents/carers should be sought in a person-centred way.

School Action Plus Category

School Action Plus is the next stage in ALN support and assessment process, when external services become involved in supporting the learner.

At an IEP review meeting the school and parents/carers might decide to request help from the external services. Creunant Primary School approaches external agencies when it acts on behalf of a learner through School Action Plus. External agencies usually see the learner in school, if that is practicable, so that they can give advice to teachers on new IEPs with more specific targets and accompanying strategies. In addition, external agencies will have information provided to them from the school and from parents/carers. Where it is not practical for a school visit to take place then the learner's views will also be sought in a person-centred way, and this will be shared with the external agency. The support could also include assessment and writing reports or advice. The kinds of advice and support vary according to the needs of the learner. Where information is shared with external agencies parental consent will be asked for, in order to ensure that the information being shared is agreeable to the parents/carers and the learners, and in compliance with GDPR.

Code of Practice Triggers for School Action Plus

The triggers for School Action Plus could be that, despite receiving an individual programme and/or concentrated support under School Action, the learner:

- ◆ Continues to make little or no progress in specific areas over a long period

- ◆ Continues working at National Curriculum levels substantially below that expected of learners of a similar age
- ◆ Continues to have difficulty in developing literacy and mathematical skills
- ◆ Has emotional or behavioural difficulties that interfere, substantially and regularly, with the learner's own learning, or that of the class group, despite having an Individual Behaviour Management Programme
- ◆ Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service
- ◆ Has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External Support Service Intervention

Where the school seeks help from external support agencies, the following points are taken into consideration.

- ◆ The support agencies need to see the learner's records to establish which strategies have been employed and which targets have been set and achieved; this usually involves 2 reviewed IEPs specifying the outcomes to the targets that have been set
- ◆ The support agencies can advise on new and appropriate targets for the learner's IEP and accompanying strategies
- ◆ The targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, Educational Psychologists could be required for this
- ◆ The ALNCo, class teachers, year leader and any other member of staff who work with the learner, along with the external specialists, consider a range of teaching approaches, appropriate equipment, and teaching materials, including the use of ICT and assistive technology
- ◆ The external specialist might act in an advisory capacity, assess the learner or be involved in teaching the learner directly
- ◆ In some instances, improved management, based on advice from health professionals, might reduce the learner's ALNs considerably
- ◆ The IEP will be drawn up by the ALNCo with the help of the external specialist and input from other staff within the school who work with the learner
- ◆ The strategies specified in the IEP should be implemented as far as possible in the classroom setting, and any concerns with the implementation of any of the targets should be discussed with the ALNCo
- ◆ The delivery of the interventions drawn up in the IEP are still the responsibility of the class teacher, unless otherwise stated on the IEP.
- ◆ If the ALNCo and the external specialist consider that the information gathered about the learner is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents/carers is sought
- ◆ The ALNCo should note in the learner's records:
 - What further advice is being sought, and the purpose of seeking this advice
 - The support to be provided for the learner pending receipt of the advice.

Statutory Assessment Category

The Additional Learning Needs of the majority of learners in Creunant Primary School should be met effectively through School Action and School Action Plus. However, in

a small number of cases, where the progress of a learner remains a significant cause for concern after intervention at School Action Plus level, the school will ask the LEA for a Statutory Assessment. It is also possible for a parental referral for statutory assessment, and information regarding this is available on the LEA website. It is strongly advised, however, to speak to the school in the first instance so that this can be discussed.

Statutory Assessment constitutes consideration by the LEA, working co-operatively with parents/carers, the learner's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the learner's educational needs is necessary. If so, the assessment is conducted in close collaboration with all involved with the learner. The school is aware that Statutory Assessment does not always lead to a Statement.

The LEA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LEA will require information about the learner's progress over time and clear documentation on the learner's Additional Learning Needs and the action taken to support with these needs.

Evidence Needed for Statutory Assessment

Creunant Primary School should provide:

- ◆ The school's action through School Action and School Action Plus
- ◆ Individual education plans for the pupil
- ◆ Record of regular reviews and their outcomes
- ◆ The pupil's health, including medical history where relevant
- ◆ National Curriculum Levels
- ◆ Evidence of progress over time
- ◆ Attainments in literacy and numeracy from National Tests
- ◆ Data from any other testing or screening that the school has carried out (such as National testing or screening using Language Link)
- ◆ Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- ◆ The views of the parents/carers and learner
- ◆ Evidence of the involvement of other professionals
- ◆ Any involvement of Social Services or Education Welfare Service.

The description of the learner's learning needs and progress, with information about the specialist provision made, forms the basis on which the LEA can consider whether a Statutory Assessment is necessary.

If the LEA support services, in particular the Educational Psychologist, have been involved, the LEA should be able to make a decision relatively quickly on whether a Statutory Assessment is necessary, and the outcome of this decision is given to parents/carers and to the school.

Whilst any assessment is being made, the learner should be supported through School Action Plus, and the intervention strategies and support that is outlined on their IEP should still be followed by those who work with the learner.

Immediate Referrals

Within the SEN Code of Practice (2001), provision has been made for immediate referrals for those learners who demonstrate such significant difficulties that the school considers it inappropriate or impractical to carry out in full the chosen assessment

procedures. A learner, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning needs. At Creunant Primary, such immediate referrals will only be made to the LEA as the need arises, and these decisions will always be discussed with parents/carers and with the learner.

Statements

When the LEA has completed its assessment of a learner, it will decide whether to issue a Statement of Special Educational Needs (statement). The Statement should specify clearly the provision necessary to meet the needs of the learner.

Creunant Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum, any modifications to the application of the National Curriculum and any appropriate disapplication from areas of the National Curriculum, and changes needed to maintain a broad and balanced curriculum.

All learners with a Statement should have short-term targets set out in an IEP. These IEPs are prepared by the ALNCo, with support from the external agencies and the class teachers who work with the learner. The IEP that is written at this stage will, as with other stages of the SEN Code of Practice, involve the input from learners and their parents/carers.

Where the LEA declines to provide a Statement the school can request a reassessment after six months. Parents/carers have the legal right to appeal this decision, and information of how this is possible will be shared with parents/carers by the LEA when the decision to not provide the statement is delivered to them.

Annual Review

All Statements must be reviewed at least annually when learners, their parents/carers, the LEA, school staff working with the learner and other professionals involved consider the progress the pupil has made over the previous twelve months, and whether any amendments need to be made to the provision that the learner receives.

The timing of the review should reflect the circumstances of the learner, for example, if leaving Primary school.

The purposes of the review are:

- ◆ To assess the learner's progress towards meeting the objectives specified in the Statement
- ◆ To look at successes that the learner has had throughout since the last statement review
- ◆ In the case of the first annual review, to assess the learner's progress towards the targets in the IEP
- ◆ To review the provision made for the learner
- ◆ To consider the appropriateness of the Statement in the light of the learner's performance
- ◆ To consider if the Statement is to be maintained.

Annual Review Procedures

The Head Teacher has delegated responsibility for the administration of Annual Reviews to the ALNCo. The Head Teacher assists with reviews where appropriate.

- ◆ The LEA notifies the school at the start of each term with a list of those pupils who will require an annual review that term.
- ◆ The ALNCo should provide the LEA with a report following each annual review.
- ◆ The views and wishes of the learner will be sought by the school. This will be completed in a PCP way, using the appropriate documentation as well as in a way that is appropriate to the needs of the learner.
- ◆ The ALNCo seeks written advice from:
 - The learner's parents/carers
 - Anyone specified by the Authority
 - Anyone else the ALNCO considers appropriate.
- ◆ The ALNCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance, unless this is not practical, such as in the case of an emergency statement review.
- ◆ The school's advice should contain commentary on:
 - The learner's progress towards meeting the objectives in the Statement, including any appropriate data relating to this
 - Progress towards short-term targets, including any appropriate data relating to this
 - The application of the National Curriculum
 - The progress in behaviour and attitude towards learning
 - The continued appropriateness of the Statement.

Annual Review Meeting

The review meeting will normally be arranged in the school and are usually chaired by the ALNCo.

The ALNCO will convene the meeting, inviting the learner, the learner's parents/carer (parents/carers are encouraged to attend and contribute their views), a relevant teacher (if appropriate), teaching assistants who work with the learner (if appropriate), a representative of the LEA (if appropriate), any person whom the LEA considers appropriate, and any other person whom the ALNCo thinks appropriate.

Learners are always encouraged to attend the meeting, however if this is not possible then the school takes every appropriate measure to seek the learner's input before the meeting so as this can be heard within the meeting.

Agenda items should consider:

- ◆ Whether the Statement remain
- ◆ Successes that the learner has had since the previous statement review
- ◆ To consider what is working well and what is not working well for the learner, considering viewpoints from the learner, their parents/carers, school staff and from any external agencies
- ◆ What the learner's aspirations for the future are
- ◆ What is important to and important for the learner
- ◆ What the best support for the learner looks like
- ◆ What the priorities are for the learner
- ◆ Whether there are any questions that any who work with the learner have, and look to answer these
- ◆ Whether any amendments to the statement are required

- ◆ Whether the LEA maintain the Statement, or if the LEA should be recommended to cease the Statement and the learner's needs be met in School Action Plus
- ◆ Any new targets to meet the objectives set out in the Statement
- ◆ Whether any additions or amendments should be made to an existing transition plan.

After the annual review, the ALNCo should prepare a report and submit it to the LEA no later than ten school days after the review or the end of the school term, whichever is the earlier.

Further advice on the annual review process can be found in the Code of Practice and the SEN Toolkit, and this information can also be found in the ALN section of our school website.