



Be Joyful, Learn & Keep the Faith

***ADDITIONAL LEARNING NEEDS
INCLUSION POLICY***

Every teacher is a teacher of additional learning needs



Motto - You have to make a mis~~s~~take to learn.

Every child has his/her own unique gifts. All children in St Therese's Primary School are valued regardless of the attainment, gender, race or background. All the children are given access to a broad, balanced curriculum, which is differentiated to meet the individual, whether they have physical, sensory, emotional, behavioural, specific or general needs. Children with additional learning needs are considered the responsibility of the whole school.

Who are children with Additional Learning Needs?

It may be considered that all children at some point in their education have additional learning needs. There are groups of children at both ends of the spectrum of ability that have further individual requirements. At St. Therese's we recognize the needs and gifts of each individual.

Our school aims to be an inclusive school.

AIMS AND OBJECTIVES

- We aim to enable all children to gain access to learning, success in relationships and in behaviour; to create a stimulating environment in which children are motivated to develop to their potential; to deliver the curriculum through a balanced programme matched to their ability, needs and interests; to involve parents in their child's learning and their behaviour management, to involve and seek help from the outside agencies.
- We aim to provide a secure and structured learning environment with clear standards of acceptable behaviour. (Please refer to the Teaching & Learning policy)
- Our objective is to meet these aims by building children's self-esteem by creating opportunities for praise and success and ensuring each child is valued as a full member of the class/school.

Success Criteria

- All children's needs have been met;
- ALN are identified early;
- The wishes of the child are taken into account;
- Professional and parents work in partnership;
- The views of individual parents are taken into account in respect of their child's needs;
- Interventions are reviewed regularly;
- A multi-disciplinary approach is adopted;
- LEAs make assessments within prescribed time limits;

- Statements are clear, detailed, made within prescribed time limits, specify monitoring arrangements and are reviewed annually.

ADDITIONAL LEARNING NEEDS CO-ORDINATOR (ALNCo)

ALNCo Miss F. Sartori

Co-coordinator responsible for overseeing and assisting the effective implementation of Additional Learning Needs (ALN), including:

1. Day to day operation of the school's Additional Learning Policy.
2. Liaising with all staff members, teaching and non-teaching.
3. Co-coordinating the provision for children with additional learning needs.
4. Maintaining the school's additional learning register and oversee the record on all pupils with additional learning needs.
5. Liaising with parents of children with additional learning needs.
6. Organising in-service training of staff, when necessary.
7. Liaising with outside support agencies including school medical services, education psychology, learning support, education welfare service, child and family service and social services.
8. Co-coordinating the assessment and keeping records for children with additional learning needs.
9. Collaborating with staff in creating Individual Development Plan (IDPs) (school or LA maintained and co-coordinating ALN/PCR reviews.
10. Responsibility for the organisation of support where necessary - individual/groups/class.

The ALNCo has attended a variety of courses to ensure that the school is kept up to date with current policy:

- Grad Diploma in Dyslexia (BDA Accreditation) -Swansea Metropolitan University
- Grad Diploma in SEN Code of Practice - Swansea Metropolitan University

- Developmental Co-ordination Difficulties
- Attention Deficit Hyperactivity Disorder
- Incredible Years
- Teaching Handwriting Reading and Spelling
- Child Protection
- Dysgraphia Awareness
- POPAT
- Speech, Language and Communication Difficulties
- Circle Time
- Autistic Spectrum Disorder
- Multi-sensory teaching
- Write Dance
- Smart Moves
- Language Link/Speech Link
- Lego Therapy
- Sensory Circuits

The ALNco will endeavour to attend the local authority termly meetings for additional learning needs.

GOVERNOR RESPONSIBLE FOR ALN

Responsible Person **Mrs D Evans**

1. Ensures that provision is made for any child that has ALN.
2. Ensures that if the LEA has informed the school that the child has ALN, that all those involved with the child's education are informed of these needs.
3. Ensures that all teachers in the school are aware and carry out all appropriate methods of identifying and providing for pupils with ALN.
4. Consults with the LEA and the governing bodies of other schools, when necessary, for co-coordinating ALN provision.
5. Ensures that pupils with ALN have as much access to the curriculum as possible (ILP)
6. Ensures that the way in which the Code of Practice Wales is being carried out in St Therese's Primary School benefits the pupils with ALN.

The Role of the Class Teacher

Class teachers are aware of the procedures of identifying and making provision for pupils with ALN. They are also aware of the assessment procedures which identify children through initial concern, across all age groups. All ALN children follow a differentiated curriculum and no children are excluded from having equal access to all activities. Pupils receiving ILP/ALP (inclusive learning provision, additional learning provision) are monitored closely by the class teacher, LEA representatives and parents are informed. The class teacher works closely with the child in the classroom context and monitors effectiveness of work.

The class teacher will have a major function in monitoring and evaluating progress, in creating and maintaining, supporting and administering a child's IDP. Working records will be kept of the child's progress in consultation with the ALNCo, LEA, TAs and parents.

Differentiation is part of the role of the class teacher in consultation with the TA. Instructions and questions are differentiated. The less able child requires greater simplification and more reinforcement, with more closed questioning, whereas the more able or talented child requires limited instruction and more open ended questioning. Often the focus for more able and talented children is to give them challenging extension activities, and in order to further develop their thinking skills they are often given problem solving tasks.

IDENTIFICATION & ASSESSMENT PROCEDURES

Children who have an additional learning need are identified through the New ALN Reform Act for Wales. Support is provided at the appropriate level of need. The ALN register contains a list of all children receiving support throughout the school. Children are either supported by means of withdrawal, provision provided in classroom or a Teaching Assistant to support the class teacher within the classroom.

Early Identification

The importance of early identification assessment provision is essential to the effectiveness of the intervention. Assessment is not regarded as a single event, but as a continuing process.

More Able and Talented children

We recognize that more able and talented children have additional needs. We define more able and talented children as those whose abilities or attainments are significantly above average.

The New Curriculum for Wales is our starting point for planning an inclusive curriculum that meets the specific needs of individuals and groups of children. In St Therese's we use teacher assessment and a range of tests, both summative and diagnostic to aid evaluations, also Welcomm Assessment in the Early Years,

progression steps, reading assessments as well as PIRA,PUMA, GL reading processes assessment, Schonell Spelling, Salford Reading tests from Years 3 to 6.

Initially the class teacher is responsible for the identification and assessment of the children in their care, teaching methods will vary according to the needs and developmental stage of individual child, using a mixture of multi-sensory practical activities to develop the child's skills and formal teaching/learning strategies to consolidate their thinking. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with the child's individual needs. Teachers also use information from reading records, anecdotal records, spelling and mental maths assessments and school based assessments to plan for individual needs.

ILP (Inclusive Learning Provision) ALP (Additional Learning Provision)

Children who are identified as ILP/ALP will require extra support other than that of the class teacher such as inclusive intervention programmes or additional support from outside agencies. The ALNCo will support the class teacher, parent and child monitoring and reviewing the child's progress.

School Maintained IDP/LEA maintained IDP

These Children accessing an IDP are supported by specialists outside the school, e.g. educational psychologists and advisory teachers. They and the school work collaboratively ensuring that the IDP is appropriate, monitored and reviewed monitoring the child's progress. Relevant timescales need to be adhered to.

Statemended

IDPs will replace the existing variety of statutory and non-statutory plans for learners. This is currently being rolled out across schools an expected to be in place by Summer 2023, when all statements and IEPs will be converted to IDPs

School Support Teams

- Education Psychology
- Emotional and Behavioural
- Learning Difficulties
- Hearing Impaired
- Visual Impaired
- Speech, Language and Communication
- Wellbeing Team
- OT
- ASDTeam

The school can access the appropriate, when and where necessary.

The ALNCo will support the class teacher in writing and reviewing IDPs for pupils who need additional support.

Annual review of children with a statement of need may involve the ALNCo, support staff (if necessary), educational psychologist, any outside agencies, Headteacher, class teacher, parent and child. Children may be assessed more often if necessary. The ALNCo will have the responsibility to ensure reviews are carried out as and when needed. The ALNCo will liaise with external agencies when required

The ALN Act aims to help children and young people with ALN overcome barriers to learning and reach their full potential with the support of the home and school community.

The school has an LEA trained Emotional Literacy Support Assistant (ELSA) with a Nurture room to support pupils with SEBD difficulties.

In St Therese's Primary school every effort is made to include all children to access a broad and balanced curriculum with the 4 Purposes lying at the front of their learning.

SITE ACCESS

- Ramps to all entrances
- Double doors
- Disabled toilet and parking facilities
- Easy access from car to school

Teaching Assistants as well as withdrawing pupils may:

- reinforce new skills,
- work with the more able and talented pupils.
- support class teacher
- work within the classroom
- support pupils in small/ large groups
- support pupils with individual work
- encourage pupils to work independently

Children are identified according to need and support is given in close union with the class teacher, parent and child. We assess strengths and weaknesses; establish priorities and short-term achievable targets. An IDP is drawn up and we monitor and assess work on a termly basis. A timetable for support of individuals/ groups/ classes is circulated throughout the school. It is changed according to the needs of

the school when necessary.

Anecdotal records are kept for any specific change in the child. The IDP's are well defined and realistic. They enable the teacher to define the child's needs. Sometimes, the timescale has to be altered according to the needs.

Courses regarding ALN organised by the LEA and other relevant agencies are circulated to staff members. All teachers are encouraged to attend mainstream courses on ALN to help them work effectively with differentiation, dyslexia, behavioural problems, etc. Teachers and support staff are also encouraged to attend relevant courses based on the need of the pupils in their class. The ALN link governor is also invited to attend courses.

Please refer to the Behaviour policy for further information.

At St Therese's Catholic School, we aim to provide an inclusive learning environment where all our pupils achieve and reach their full potential. Inclusion is a universal human right. The aim of inclusion is to embrace all pupils irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities to all.

This policy will be updated whenever necessary.