

# Additional Learning Needs Policy

## 1. Philosophy

In our school, all pupils are considered to be of equal worth. We aim to provide each child with a broad, balanced, relevant and differentiated curriculum. Both lower attaining pupils and exceptionally able learners have special needs and every effort is made to provide additional support to help them realise their full potential.

## 2. Principles

The following principles have been agreed by governors and staff as the basis for adopting a range of procedures which supports our philosophy and provides for the individual needs of children in the school.

- ❖ There is an acceptance that **all** pupils are the responsibility of **all** staff.
- ❖ The staff accept that each child is an individual and should have every opportunity to develop his/her potential.
- ❖ There is an accepted form for identifying children with additional learning needs.
- ❖ The staff accept the need to have a more detailed system of recording progress for the child with additional learning needs.
- ❖ A named co-ordinator for children with additional learning needs will have clear responsibilities for the direct support of teaching staff.
- ❖ All parents are encouraged to be fully involved with decisions made concerning their child.
- ❖ All parents are encouraged to play a role in the education of their child.
- ❖ Children with additional learning needs are part of the mainstream school and in general their needs will be met within their peer group class.
- ❖ Additional support will be given to children with additional learning needs where possible.

## 3. Procedures

### Admissions

The school's general admissions policy is applicable to children with additional learning needs. Acceptance of any child into school will occur as long as the necessary resources are available and adequate provision can be made for that child without adversely affecting the present arrangements.

With regard to the Learning Support Centre (LSC), separate and specific arrangements are made. In consultation with the school, the LA determines the number of available places and makes provision for the appropriate funding. Exceeding the number of planned places will only be considered if the criteria outlined in (Appendix 1) are applicable. The number of places allocated under special criteria will not, in any case, exceed 10% of the total intake.

## Learning Support Centre

Catwg has, as part of the school, a Learning Support Centre (LSC) which supports children with sensory impairment. Visually impaired pupils are taught in mainstream classes with the support of the LA sensory team. There are currently two teaching groups for hearing impaired pupils, one for infants and one for junior pupils, situated in acoustically treated classrooms which are adjacent to the mainstream provision. Each class is appropriately resourced with the necessary specialised equipment to meet the needs of the hearing impaired children. Inclusion of the children is an important aspect of the school's organisation. A detailed indication of how the special needs of our hearing impaired pupils may be met is at appendix 2.

## General Facilities

Our school provides an environment which is conducive to effective learning for all pupils. The single storey structure is situated within attractive spacious grounds, and there is easy access into the main building. The classrooms are large and airy, and adaptations have made the school fully accessible for physically handicapped pupils.

There are disabled toilets at both ends of the building, a wheelchair lift to gain access from the junior section to the hall, wheelchair ramps outside the two main entrances and flashing fire alarms for our hearing impaired pupils.

Soundfield systems have also been installed in mainstream junior classes and the hall to facilitate the inclusion of our pupils with hearing impairment.

## Identification and Assessment

Having regard to the new Code of Practice and the 2001 Disability Act, the school's strategies for dealing with identification and assessment of children with additional learning needs are based upon the following approaches and arrangements.

- ❖ Early identification of an individual child with additional learning needs is essential so that all involved with the child's learning can be approached and remedial action taken as soon as possible.
- ❖ Outside agencies, such as clinics, hospitals, doctors or health visitors, will contact the school directly, or through the LA's Additional Learning Needs Panel, where early diagnosis of additional need has been identified.
- ❖ The teacher will observe each child as an individual and make representation to the ALN Co-ordinator (SENCo/ALNCo) Headteacher, parents and other school staff, if they feel a child has any specific problems.
- ❖ Outside agencies will be called in for advice and assistance, after consultation with parents, when a child shows persistent problems.
- ❖ Early intervention programmes will be designed for those children who have moderate difficulties and acted upon, chiefly by the classroom teacher.
- ❖ Internal advice can be sought from the ALN Co-ordinator.

- ❖ First assessment will be made by the class teacher based on his/her own observations and recordings supported, when available, by data and other reports.
- ❖ The continuation or development of learning difficulties with a child will require his/her inclusion on the additional learning needs register and necessitate involvement in the school's action/action plus programme (Appendix 3).
- ❖ Good working relationships among teachers, combined with time for discussion, ensure that problems can be kept to a minimum.
- ❖ In-service time is used for staff training in providing for the child with additional learning needs

### Monitoring and Review

Each class teacher has the responsibility for monitoring the learning needs of pupils in his/her classroom. The ALN Co-ordinator has specific responsibilities (Appendix 4) that aim to provide an overview of the school action/action plus process and support for the class teacher. Through consultation, and where appropriate, individual education plans or individual play plans are drawn up for pupils with additional learning needs by the ALN co-ordinator and the class teacher. Targets are set and reviewed for those children on the action/action plus programme in October, February and June of each year. An annual review of all statemented pupils is held during the months of February / March.

### Access to the National Curriculum

All children with additional learning needs will have access to the National Curriculum and the school curriculum.

Disapplication from any subject, or part of a subject, may occur following statutory procedures. This process will be considered by all appropriate agencies should the needs arise. For example, disapplication from the learning of Welsh may be considered where a child's acquisition of the English language is extremely disadvantaged. This is certainly applicable to hearing impaired pupils, and if such a decision is reached, it must be achieved through the panel meeting procedure and the child's statement amended accordingly.

The school accepts that for children with additional learning needs to succeed they must have clearly differentiated work planned for them. Suggested differentiated procedures are listed in (Appendix 5).

### Resources

The LA's allocation of monies for pupils with additional learning needs is generated through formula and the school uses these specific resources accordingly. The funding for the LSC is targeted directly towards providing appropriate staffing and resourcing for hearing impaired pupils.

Meeting the needs of statemented and other children with additional learning needs within mainstream classes may be achieved either through the employment of a part-time teacher assistant to provide additional specific support or teaching assistants who can offer more general class-based support. The best use of resources in the mainstream situation is reviewed on an annual basis by the governors. Equipment needs have to be met by the school, but in special circumstances, application may be made to the LA to provide specific items for individual pupils.

## Inclusion

The school operates a successful inclusion policy, this is detailed at Appendix 6. This includes current arrangements for inclusion of our LSC pupils.

## Particular Difficulties

All staff are made aware of procedures for dealing with a wide range of problems associated with pupils with additional learning needs. Approaches for dealing with academic difficulties are highlighted within subject policy documents, and the action/action plus process supports these arrangements. Strategies for meeting the physical, social and emotional needs of children will require the intervention of the SENCo, Headteacher and the use of external agencies as appropriate.

### **4. Provision/Partnership**

All teachers are expected to identify children who have learning difficulties and make appropriate provision for them.

Appropriate in-service training for additional learning needs is arranged for all staff within the school situation when necessary. In addition, the LA provides a limited range of ALN courses which are available to the co-ordinator, and staff in the LSC. Opportunities to receive in-service from outside the LA are considered.

## External Support Services

A range of support services are available to all ALN pupils, and referral can be made to provide advice and guidance. Services include -

- Educational Psychological Service
- Speech Therapy Department
- Physiotherapy Department
- Childcare (Disability) Team
- School's Clinical Medical Officer
- Learning Support Department
- ALNST (administration)
- Education Development and Inclusion Service
- Education Welfare Service
- Cochlear Implant Team
- Outreach Team for Sensory Impairment
- Mobility Officer

## Links with other schools

Links with the local comprehensive school are well established in discussing ALN requirements of mainstream pupils prior to transfer. A secondary colleague will discuss in detail with the Y6 teacher aspects of the child's development which require attention. Liaison with hearing impaired departments in other schools is excellent, with regular contact at all times and not just when a transfer is imminent. A much closer working relationship has been developed, with both pupils and staff visiting appropriate schools in order to gain a better understanding of how different departments operate and to share knowledge and expertise.

## Parental Involvement

The school endeavours to ensure a close working partnership with all its parents, and especially with those who have children with additional learning needs. Informal contact is frequent, and any concern of the parent or a teacher for a child's needs is generally dealt with immediately. If necessary, the child will be included in the ALN register and regular contact with parents will be arranged to ensure the development of a partnership and shared responsibility for meeting his/her needs. The school action/action plus process, as operated by the school, requires this level of contact and parents are directly involved in supporting Individual Education Plans and Individual Play Plans.

Arrangements for liaising with parents of statemented pupils are well established. Annual review meetings are held when parental representation can be made along with recommendations from other panel members. Parental views are central to the provision made for the child with additional learning needs.

## Governor Responsibility

The school's governing body has responsibility for ensuring that the needs of all children are being met. The Code of Practice details the arrangements that governors must make to fulfil their statutory obligations (Appendix 7).

There is a named Governor responsible for Additional Learning needs within the school.

The school's Annual Report to Parents will contain the relevant information with regards to additional learning needs provision as outlined by the new Code of Practice. The report will include information on:

- the effectiveness of the ALN policy
- provision made for its implementation
- the allocation of resources
- any significant changes to the policy

## Policy Review

The writing of the annual report offers governors appropriate and regular opportunities to reflect upon the success of the school's policy for additional learning needs. Consideration will be given to the effectiveness of the school's systems for identification, assessment, provision, monitoring and recordkeeping, and the use of outside support services and agencies. In the light of this evaluation, amendments to the policy will be considered as appropriate.

## **Appendices**

1. Criteria for exceeding the number of planned places in the Learning Support Centre
2. Hearing Impaired Provision
3. School Action/Action Plus Programme
4. SENCo Job Description
5. Differentiation for pupils with additional learning needs
6. Policy Statement for Inclusion
7. Governing Body statutory responsibilities

## **Appendix 1**

### **Criteria for exceeding the number of planned places in the Learning Support Centre**

- If deafness is the main need, due consideration will be given to the allocation of a place
- The needs of all the children in the hearing impaired resource will be considered
- The age profile of the existing group will determine the effect an additional child will have
- The ratio of adults/pupils will be a consideration
- The operation of the school's inclusion policy will be taken into account
- The availability of extra resources and appropriate amplification to accommodate an additional pupil
- The impact on transportation costs

## Appendix 2

### **Specialist Provision for Hearing Impaired Pupils**

The school currently makes provision for 3-11 year old hearing impaired pupils in two separate classes. The children are admitted from the local authority but we also receive admissions from the neighbouring authorities of Swansea, Powys and Carmarthenshire. Placement in the resource base is sought from the ALN Advisory Team based in the civic centre after the necessary advices have been received from professionals and parents, and a draft statement drawn up. Placement is occasionally sought for older hearing impaired children who are found to be under-achieving in mainstream because of their disability. The suitability of continued placement is thereafter considered at an annual review meeting, and alternative provision will be sought if the current provision is deemed inappropriate.

The children in the hearing impaired resource suffer from bi-lateral sensori-neural hearing losses ranging from moderate to profound. They require the expertise of Teachers of the Deaf who are trained in language and speech development, and audiological management. In the mainstream setting, most pupils need a high degree of support, particularly where help with communication is necessary. The majority of pupils on entry require the total communication approach, and some have additional disabilities when extra support is made available. The increasing number of cochlear implanted children has added an extra dimension to our provision.

The aims of our provision are :

- To provide a calm, friendly and caring environment offering equal opportunities for all pupils
- To enable hearing impaired pupils to have full access, if appropriate, to the National Curriculum
- To endeavour to provide an IEP geared to meet their special needs as identified on the statements
- To initially implement the programme of work through the various aspects of the total communication approach
- To offer opportunities to hearing impaired children to develop social skills which will enable them to be part of a hearing world
- To ensure the children have the appropriate specialist equipment and gain maximum benefit from it

The following principles and arrangements apply in the teaching of our hearing impaired children :

- A variety of methods and approaches will be employed to teach language depending on the child's needs
- Inclusion of the pupils is a key feature of how we operate, but each child will have his/her own personal programme planned and monitored by the teachers involved
- The reversed inclusion of mainstream pupils into the hearing impaired resource base will also be encouraged, with careful thought and consideration given to all the children involved
- The total communication approach is used to facilitate the development of receptive and expressive language skills
- Visits, both local and further afield, will be encouraged, as these are excellent stimuli for the acquisition of language
- External support agencies, such as the speech and language therapy department and the cochlear implant team, assist in the development of language
- The LA has responsibility for the provision of radio aids and their repair and upkeep. An audiological technician regularly visits to maintain the equipment by using a test box
- An auditory training unit is used within the resource bases to give the child a wider band of sound amplified more accurately to greater levels
- There are well-developed links with hospitals to ensure best aiding for post-aurals and cochlear implants, and a technician provides new moulds as required

- The responsibility of the aids is ultimately with the parent and families are encouraged to visit the hospital regularly
- Updating or providing appropriate specialist equipment will be discussed at annual review and recommendations made to ALNST
- We will endeavour to maximise the use of residual hearing by working closely in conjunction with all the above
- All adults working in the school receive an element of training in deaf awareness
- All staff directly involved in the resource base are encouraged to develop their sign language skills further by attending courses held at the school or in local colleges. This will lead to qualifications at Stage 1 & 2 in BSL.
- A member of staff with signing skills will always be available as a facilitator in situations such as assemblies or whole school activities
- Staff members work closely with parents and there are many opportunities for liaison. Home-school books are used with younger children to aid the communication process.
- IEPs are written and updated regularly and termly target set, all through discussion and agreement with parents
- Disapplication from the National Curriculum is rarely considered, but there will be a need to consider the limitations of teaching Welsh to a severely or profoundly deaf child who has very limited skills in English
- Interagency review meetings are held annually to keep professionals abreast of all issues and developments with regard to each child. Comprehensive reports will be written on each individual and circulated before the meeting to make the discussion more meaningful.
- A decision on pupil transfer to secondary provision is made in consultation with the child and parent. The child will be asked about the provision he/she would personally like and this is recorded. The child's views are then discussed at annual review with parents and professionals
- Our enhanced resource bases provide a stimulating environment with qualified support which is available to both hearing and hearing impaired children.

### Appendix 3

#### **School Action/Action Plus Programme**

The following guidelines describe arrangements for our School Action/Action Plus programme.

In October/November each year, IEPs are completed for every child considered to have additional learning needs. Reference must, of course, be made to previous individual records within the programme if they exist. A copy of the IEP must be completed with, or sent to, the SEN co-ordinator, so that the name of the child can be included on the ALN register.

There will be opportunity for colleagues to briefly amend or update IEPs prior to whole school consultation with parents in the Spring Term, but annual reviews will take place during

February / March. These reviews will involve the classteacher, the SENCo, the Headteacher and the parent, as appropriate. It is the classteacher's responsibility to continuously monitor each IEP's progress, and, if necessary, discuss the situation with the SENCo or Headteacher at any time.

Updated IEPs are completed by the end of the Summer Term, and will continue to apply until the next review unless alterations have to be made in light of an SEN audit, a parental request, or a significant change in a pupil's progress.

The SENCo is available to formally discuss the progress of any child on the ALN register, while the Headteacher has the responsibility for mainstream statemented pupils.

The guidelines are intended to make the process of referral and monitoring manageable for the teacher and beneficial for the child.

## Appendix 4

### **Job Description - Special Educational Needs Co-ordinator**

- To act as part of the management team in curriculum planning, allocation of resources, and co-ordination of the school's response to additional learning needs
- In conjunction with the Headteacher, to monitor the school's ALN policy, and co-ordinate provision for all children with additional learning needs
- To liaise with colleagues and offer support where necessary
- To monitor the implementation of the School Action/Action Plus Programme, and maintain an ALN register while overseeing the records of all pupils with additional learning needs
- To supervise the correct administration of appropriate testing procedures as part of a comprehensive screening and monitoring programme
- To initiate and contribute to staff development programmes concerned with additional learning needs
- To attend relevant courses to maintain and develop the level of knowledge and expertise required for the role
- To undertake liaison with parents, other schools, external agencies and the community at large for the benefit of children with additional learning needs
- To work closely with representatives of the learning support team to plan a coherent and effective programme of involvement for the benefit of children with additional learning needs
- To be responsible to the Headteacher for the arrangement of formal parental consultation meetings and to take appropriate minutes
- To advise the governing body, when necessary, of arrangements for children with additional learning needs

This job description may be amended at any time after consultation with the Headteacher, and will be reviewed, in any case, on an annual basis.

## Appendix 5

### **Differentiation for pupils with additional learning needs**

- All children with additional learning needs will have access to the National Curriculum and the Foundation Phase curriculum
- Disapplication of any subject will be considered by the agencies involved only if the need arises, e.g. disapplication from Welsh as a second language may be considered where a child's acquisition of the English language is extremely disadvantaged
- The school accepts that for children with additional learning needs to succeed there is a need for them to have clearly differentiated work. This may take the following forms:
  - a. Differentiation by interest – selection of topics/themes should motivate the additional learning needs child
  - b. Differentiation by task – the work set should be at an appropriate level for the child to succeed
  - c. Differentiation of materials – texts/worksheets should be at a reading level suitable to the child with additional learning needs. Specialist equipment should also be used, as appropriate, e.g. use of a word processor for certain writing tasks
  - d. Differentiation by approach – liaison with the SENCo/support teacher can create joint planning for the benefit of the child. Paired/guided reading, for example, will benefit the child with additional learning needs
  - e. Differentiation by outcome – colleagues can insist upon a realistic amount of work from the child, but care should be taken that this goal is appropriate and achievable while retaining an element of challenge which will motivate the pupil
  - f. Differentiation by recording – systems are employed which demonstrate progress in small steps for a child with additional learning needs. Emphasis is placed on recording what the child has achieved.

## Appendix 6

### **Policy Statement for inclusion**

It is a statutory requirement that the school Governing Body makes provision for the inclusion of pupils with additional learning needs, so that they can access all that school life has to offer. The inclusion process within the school is an important part of the school day, and seeks to be appropriate for the specific needs of each child. We aim to provide an environment which prepares each individual for lifelong learning.

All mainstream pupils with statements of additional learning needs are placed within their respective year groups. The school is able to cater for physically disabled children as it has wheelchair access and disabled toilet provision.

### **Aims for inclusion**

- To enable pupils with ALN to access the broadest possible curriculum at a level appropriate to their age, aptitude, ability and additional learning need.
- To provide equal opportunities for each child within the school.
- To encourage the inclusion of children with ALN into the full social life of the school to ensure the development of self-confidence and self-esteem.
- To encourage communication in structured and less structured situations.
- To ensure the children participate in the daily experiences of the mainstream class.
- To involve the children in practically based lessons which helps promote communication in a variety of situations.
- To encourage self-motivation and to fulfil the expectations of the teacher in the mainstream class.
- To encourage all the children to work confidently with a variety of teachers, especially at Y6, in order to prepare them for their secondary education.

### **Specific Strategies for inclusion of LSC pupils**

- Throughout the school, LSC and mainstream staff work closely together where inclusion is taking place. This ensures the successful and effective inclusion of each child.
- Deaf awareness training is provided for mainstream staff on a regular basis.
- Inclusion begins at nursery level and is developed appropriately through each year group to Y6. By Year 6 some children may be working with mainstream peers for the greater part of the school day.
- The Teachers of the Deaf will explain the basic needs of each individual child and the principles for the mainstream teacher to remember when s/he has a hearing impaired child within her/his class.
- Each child will have his/her own programme for inclusion, flexibility is essential.
- Inclusion is continuously planned and carefully monitored by the teachers involved.
- Pupils should be enabled to hear correct language and speech patterns around them, ensuring a higher linguistic input for each child.
- In the mainstream setting, most of the pupils need some degree of support, provided by the Teacher of the Deaf, or specialist teaching assistant. This support may incorporate mainstream pupils who would also benefit from small group tuition.
- The school seeks to provide the appropriate staffing and equipment needed for successful inclusion, and will approach the LA, when appropriate, for additional resources.
- Social inclusion occurs daily, i.e. at meal times and break times, for all children with special needs. There are always trained members of staff on duty to support this process.
- Junior teachers wear transmitters during lessons.
- Reversed inclusion occurs when children from a mainstream class come in to work with the LSC children. This is encouraged with careful consideration given to all pupils involved.

## **Individual inclusion of Hearing Impaired Pupils**

Before a plan for inclusion is determined for each child, LSC and mainstream teachers discuss the following:

- How much inclusion the child needs
- How much support will be needed from specialist staff
- How each child can be given the same opportunities as the other children in the class
- In which areas of the curriculum the inclusion should take place
- Whether the child will be able to cope with the task in a large or small group situation
- How the work needs to be adapted or reinforced to meet the specific needs of the child
- Which area of the topic is to be covered, as some children will need experience of this before inclusion in the mainstream lesson
- Whether technical aids are required to be used to support individual children

Inclusion is reported on and discussed at review meetings to ensure that parents are satisfied with the involvement of their child. Parents are advised of any change to the inclusion plans and reasons why are discussed.

Our programme for inclusion has evolved over many years and requires a commitment on the part of all staff within the school. The level and style of inclusion may vary from year to year, but the complex nature of each programme and the support it is given, affords all pupils the opportunity to access everything the school has to offer.

## **Appendix 7**

### **The duties of Governors with regard to Additional Learning Needs**

Governing Bodies should, with the Headteacher, decide the school's general policy and approach to meeting pupils' additional learning needs for those with and without statements. They must set up appropriate staffing and funding arrangements and oversee the school's work. The Governing Body may appoint a committee to have specific oversight of the school's arrangements and provision for meeting special educational needs.

#### **The Governing Body must:**

- 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 Headteacher) has been informed that a pupil has additional learning needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs

#### **Members of the Governing Body should make sure that:**

- they are fully involved in developing and monitoring the school's ALN policy
- they are kept up-to-date and knowledgeable about the school's ALN provision, including how funding, equipment and personnel resources are deployed
- ALN provision is an integral part of the school development plan
- the quality of ALN provision is continually monitored
- the ALN policy is reviewed on a regular basis
- they report to parents on the effectiveness of the school's work with regard to ALN on an annual basis.