

Ynysfach Primary School Policy for ALN

# Ynysfach Primary School



## Policy For Additional Learning Needs

Autumn 2022

## Ynysfach Primary School Policy for ALN



**YNYSFACH PRIMARY SCHOOL**

**Ysgol Gynradd Ynysfach**

### **Additional Learning Needs Policy**

#### **POLICY STATEMENT**

At Ynysfach Primary School each child's special educational needs are considered within the whole school perspective, irrespective of whether the need is transitory or of a permanent nature through the full continuum, ranging from a little to an intensive degree of support. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum including the National Curriculum. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

#### **Statement of Intent**

*"All pupils, irrespective of ability are entitled to full access to a broadly based, balanced curriculum including the National Curriculum"*

(Education Reform Act, 1988)

*"The purpose of Education for all children is the same, the goals are the same but the help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy, for others it is fraught with obstacles". (Warnock Report, 1978)*

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### **AIMS**

- To recognise that all children are of equal worth, with individual characteristics, interests and abilities.
- To ensure that each child with ALN is identified at an early stage and has access to a curriculum matched to their needs.
- To provide a broad, balanced and differentiated curriculum, including the National Curriculum where each child can experience a level of success and enjoy equality of opportunity.
- To support children and staff to develop their full potential.
- To provide for all the needs of the child whilst encouraging integration in class and school activities.
- To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1 work, group, whole class, within the class or withdrawal where appropriate.
- To recognise that all children are the responsibility of all staff within the school, irrespective of their need.
- To provide positive attitudes in a caring, non-threatening and stimulating environment, enabling all children to participate fully in the life of the school and the community, whatever their needs may be.
- To ensure that all staff have the necessary skills to identify and support children with ALN.

### **OBJECTIVES**

- To have due regard to the Code of Practice for Wales when considering pupils with additional needs.
- To identify and assess pupils with additional needs and devise Individual Education Plans (I.E.P.) as appropriate.
- To facilitate the use of a wide and differentiated range of human and material resources to meet the needs of individuals.
- To provide a clear system of record keeping and review.
- To involve the child in the planning and review as is appropriate and to have due regard to their views and contribution.
- To foster good home/school links and encourage parents to become active partners in the learning process.
- To report annually on the effectiveness of the school's policy for A.L.N.

### **The Management of Additional Learning Needs (ALN)**

The ALN Co-ordinator is Mrs Elise Groth and she has responsibility for the day to day operation of the ALN policy. It is the responsibility of the ALN Co-ordinator to:

- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.

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- Organise and manage her own work, as the ALNCO and the work of the school's teaching assistants, in consultation with the Headteacher.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Maintain the school's Special Needs Register and all the required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Monitor the success rates for IEP targets across the school.
- Ensure annual reviews for statemented pupils are completed.
- Attend SENCo meetings and deliver ADDs cascading information on new developments within the field of ALN and in line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Liaise, as appropriate, with designated learning support team teachers at regular intervals, in respect of special needs issues.
- Liaise with the English Co-ordinator, Maths Co-ordinator and class teachers to ensure the needs of the pupils with special educational needs are met throughout all the subjects of the curriculum
- Liaise with the designated ALN governor on a regular basis.

Class teachers are responsible for the attainment of all their pupils and contribute to the identification and review of pupils with special educational needs. Teaching assistants liaise and work with class teachers, the ALNCO and the Headteacher. They provide support for pupils with special educational needs through in-class support, work with small groups of pupils or one-to-one support in class. They contribute to reviews of pupils with special educational needs.

The ALN Governor is Mrs Donna Stroud. She has an overview of pupils with additional learning needs. She is informed of developments concerning ALN, by the ALNCO and forms part of the school team that monitors ALN provision and practice. The Headteacher and ALN Governor informs the Governing Body of developments concerning ALN.

The Headteacher has responsibility for the day-to-day management of all aspects of the school, which includes provision for pupils with ALN. He ensures that the aims of the ALN policy are fulfilled.

Parental involvement is sought and encouraged at all stages of referral for ALN pupils, with parents invited to: initial meetings to discuss concerns; to IEP review meetings; and, to annual reviews of pupils with Statements of Special Educational Needs. Individual Education Plans (IEPs) are reviewed on a termly basis.

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Support from the LEA and other outside agencies is actioned when a child is at School Action Plus and assessments and advice is accessed for that individual. The Learning Support Team may also provide periods of direct intervention and/or supply individualised programmes of work for children, to be administered by teachers and teaching assistants and monitored by the ALNCO.

### **IDENTIFICATION, ASSESSMENT AND PROVISION**

The identification of children with Special Educational Needs would be with regard to the information as outlined in the Code of Practice for Wales. Children will have needs and requirements which may fall into at least one of four areas - many children will have inter-related needs.

The areas of need are: -

- \*communication and interaction
- \*cognition and learning
- \*behaviour, emotional and social development
- \*sensory and / or physical
- \*medical

At some point during their time in school, any child may have A.L.N., for example, social and domestic problems, medical problems, undue pressure from home. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

Provision also needs to be made for talented and gifted children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children may be More Able or Talented and that this is very much an Additional Learning Need. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level as their peers.

Refer to the More Able and Talented Policy for further details.

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child.

### **School Concern Identification**

The triggers for 'School Concern' could be the teacher's or others' concerns, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Is starting to show limited or less progress even when the teaching approaches are targeted particularly in a child's identified areas of weakness.

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- Annual National tests in Reading and Procedural/Reasoning result in a standardised score of eighty five or less.
- Shows early signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Beginning to show emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- The teacher feels there may be sensory or physical problems and continues to make little or no progress despite the provision of equipment.
- Is displaying early signs of communication and/or interaction difficulties despite the provision of a differentiated curriculum.

At any point during the year when a teacher becomes concerned about an individual, a Cause for Concern sheet is completed by the class teacher. The cause for concern is then discussed with the child's parents and their views are recorded on the cause for concern sheet. These concerns are shared with the ALNCO who collects relevant information, monitors and reviews the child's progress within the classroom situation, before deciding whether or not the child needs to be placed on the Special Needs Register.

### **STAGED APPROACH**

A clear and defined system for identifying and acting upon A.L.N. is set out in the Code of Practice for Wales on the identification and assessment of special educational needs; this establishes a Graduated approach and recognises that there is a continuum of special educational needs and that where necessary increasingly specialist expertise should be brought to bear on the difficulties that a child may experience. The stages are: -

- **School Action**
- **School Action Plus**
- **Statutory Assessment**
- **Statement of Special Educational need**

### **SCHOOL ACTION**

The basis for intervention through School Action could be the teacher's or others' concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities:-

- Makes little or no progress even when teaching approaches are targeted particularly with a child's identified areas of weakness.

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- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- 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 provision of a differentiated curriculum.

#### **PROCESS FOR ACTION, RECORD KEEPING AND REVIEW**

1. Upon identification of a particular need, the class teacher and the A.L.N.C.O. liaise to discuss the child's development.
2. Appropriate information is gathered.
3. Discussion takes place with parents.
4. Using collated information the A.L.N.C.O and the class teacher devise an I.E.P. for the child.
5. The I.E.P. is reviewed and evaluated regularly. Either the next I.E.P. is formulated or it is agreed to remove the pupil from the A.L.N. register.
6. If a child does not make significant progress whilst on School Action, advice might be sought from outside agencies. The child then moves on to School Action Plus.

#### **SCHOOL ACTION PLUS**

As for School Action, the trigger for School Action Plus has regard to the Code of Practice for Wales, that despite receiving an individualised programme and/or concentrated support under School Action, the child:

- 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 children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

#### **PROCESS FOR ACTION, RECORD KEEPING AND REVIEW**

1. The class teacher and the A.L.N.C.O. liaise to discuss the child's development and continuing difficulty.
2. Appropriate information is gathered.

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3. Discussion takes place with parents.
4. Liaison with outside agencies
5. Using collated information the A.L.N.C.O and the class teacher devise an I.E.P. for the child on School Action Plus.
6. The I.E.P. is reviewed and evaluated regularly. The next I.E.P. is formulated or it is agreed to revert back to School Action or the child is referred for statutory assessment.

The above is a graduated response of action and intervention when a child is identified as having special educational needs but must not be regarded as steps on the way to statutory assessments as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

#### **STATUTORY ASSESSMENT/STATEMENT OF SPECIAL EDUCATIONAL NEED**

As outlined in the Code of Practice for Wales, "Where a request for statutory assessment is made by a school to an L.E.A. the child will have demonstrated significant cause for concern." The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- I.E.P.s for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health/ medical history where relevant.
- National Curriculum Levels and/ or attainment in literacy and mathematics
- Educational and other assessments.
- Views of the parents and if possible of the child.
- Involvement of other professionals including Social Services or Education Welfare Service if applicable.

#### **PROCESS FOR ACTION, RECORD KEEPING AND REVIEW**

1. On receipt of a Statement for A.L.N. from the L.E.A., the A.L.N.C.O. will liaise with the class teacher to discuss support/ provision.
2. Using collated information the A.L.N.C.O and the class teacher devise an I.E.P. for the child.
3. The I.E.P. is reviewed and evaluated regularly.
4. A review of the statement will be held each year. At the annual review progress is discussed with staff, parents, outside agencies and if possible the child. Decisions are made to either:
  - Maintain the statement and continue with a reviewed I.E.P.
  - Request an amendment for the statement.
  - Request ceasing the statement and revert back to School Action Plus



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### Individual Education Plan

An I.E.P. should be used to plan the interventions for individual pupils made through:

- ❖ School Action and School Action Plus
- ❖ and for pupils with statements of SEN.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An I.E.P. should focus on up to three or four key individual targets and should include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes (to be recorded when I.E.P. is reviewed)

Current I.E.P.'s are working documents. They are kept in individual Pupil Files which are able to be accessed and commented in regularly by any member of staff who works with the child on their specific targets and also by the child themselves.

### Monitoring and Reviewing IEPs

Ideally I.E.P.'s should be continually kept under review. However the success of all I.E.P.'s will be evaluated three times a year (Sept/Oct, Dec/Jan/Feb, April/May). This applies equally to School Action, School Action Plus and Statements.

Parents are encouraged to be involved in the setting and reviewing of I.E.P. targets and are invited by letter to meet with the class teacher to discuss their child's progress. When a new I.E.P. is agreed, the child, parents, class teacher and sign it - a copy is then made for the parents to keep at home and they are asked to sign to say they have received it. If parents do not attend the I.E.P. review meeting, a copy is made and sent home with a letter offering another opportunity to discuss its contents with the class teacher.

### Graduated Response

Interventions as described at School Action and School Action Plus will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their needs

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- ❖ there should be regular recording of a child's special educational needs, the action taken and the outcomes.

### Class Additional Learning Needs Folder

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within their class. It contains relevant information on individual children, records of children taking part in specific programmes (such as Rapid Reading) and previously reviewed I.E.P's. Sections within the file also contain relevant articles and information about specific SEN topics, INSET notes and a selection of blank proformas which may be needed by the class teacher. There is also a medical information sheet about the children within the class. This is confidential. If the teacher is away, this information should be offered to the supply teacher.

### Individual ALN File

Each child has their own file which is kept by the A.L.N.C.O in the ALN cupboard. These files contain everything that concerns that child, including I.E.P's, and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which will be kept in the child's folder in class.

### The "small steps" Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. Ynysfach Primary School will endeavour to build on what a child already knows in a 'small steps' approach. It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child's ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are:

- |           |   |  |
|-----------|---|--|
| Real      | - | relating to the child's needs                      |
| Relevant  | - | so that the child sees the purpose of the activity |
| Realistic | - | so that the child can achieve success              |

This means - differentiation of work by:-

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.

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3. More attention to the child's point of entry.
4. More variety between practical and written tasks.
5. Making use of computers, concept keyboards and cassettes.
6. Building on a child's strengths and interests, rather than dwelling on his weaknesses.
7. Modifying of worksheets and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.
9. Praising and enhancing self-esteem.
10. The setting of achievable targets.
11. Effective use of additional staff, parents and other children.

### **ACCESSING THE CURRICULUM**

- All pupils have a right to the full range of curriculum opportunities including the National Curriculum and extra-curricular activities.
- The school endeavours to ensure that all pupils, including those with A.L.N. join in all school based activities alongside their peers in so far as is reasonable practical and compatible with the effective education and safety of other pupils.
- Aids or adapted equipment are provided to allow access to practical activities within and beyond school. Off site venues are vetted for accessibility and disabled facilities.
- Materials may be selected from earlier or later key stages where it is necessary to enable individual pupils to progress and demonstrate achievement.
- Teaching styles are matched to a child's needs.
- Staff collaborate to devise, prepare and deliver an appropriate curriculum.
- Progress is evaluated to inform future planning.
- Record keeping demonstrates progress in small achievable steps that enables a pupil to succeed.
- Support staff are available at break/meal times.

### **MODIFICATION AND DISAPPLICATION**

At present no pupil has been disappplied from the curriculum.

Consideration may be made for modifications and disapplications to the National Curriculum for individual pupils as stipulated in the Education Reform Act 1988.

- An assessment of the pupil's current status is held to include all those involved with the pupil and also the pupil if appropriate.
- The L.E.A. and Governing Body are informed of any modification or disapplication.

In the event of modification or disapplications being applied, those involved with the pupil plan a differentiated curriculum. Targets and time limits are set for monitoring and evaluating. Every effort to be made for the pupil to rejoin the prescribed curriculum at the appropriate time.

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### **THE ANNUAL REPORT**

The Annual Report offers the opportunity to reflect on the success of the school's policy within the terms of its objectives and statutory obligations thus enhancing the learning of all its pupils.

### **PROCEDURE FOR PARENTS CONCERNS**

- Parent expresses concerns to class teacher/ Headteacher, A.L.N.C.O./non- teaching staff.
- Headteacher arranges interview with parents.
- Verbal discussion of outcome and/or brief written account of discussion noted.

Having followed this procedure, if the parents feel that their concerns have not been resolved then they should follow the L.E.A.s complaints' procedure.

Parents are also made aware that complaints concerning a child's statement of A.L.N. should be addressed to the L.E.A.

### **OUTSIDE AGENCIES**

The school has a Service Level Agreement with the L.E.A. to provide support services, which may be in the form of advice or practical support. This may involve:

1. Working with individual children.
2. Advising of strategies for targeted children.
3. Collaboration with class teacher/ A.L.N.C.O.
4. Assessing, Monitoring and Reviewing pupils.

Generally requests are made for intervention by support services at School Action Plus.

All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services are available to /involved with the school:

- Educational Psychologist
- Sensory and Physical Impairment Teams
- Speech, Language and Communication teams
- Well-being Support Service
- School Based Counsellor
- ASD Team
- Education Welfare Service
- Social Services
- Health Services

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- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations (SNAP / Barnardos)

### **PARTNERSHIP WITH PARENTS**

The school acknowledges parents' rights and responsibilities and recognises the unique knowledge that they have of their child. The relationship between school and the parents of any child is crucial to the child's educational progress and the effectiveness of any school action.

- Parents will be informed at all stages of proposed interventions designed to support their child's learning.
- Parents are encouraged to take an active part in their child's learning and staff liaise with pupils, parents and support services if necessary. A Home/ School book may be used in this process.
- Parents are encouraged to express any general concerns about their child to the class teacher or the head teacher.
- Parents are encouraged to meet with the relevant staff to discuss their child's needs.
- Parents are invited to attend meetings by letter or telephone.
- Information and advice is made available to parents on issues relating to their child's needs.
- Parents have a written invitation to open evenings, Review and annual review meetings.

### Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

### **LINKS WITH OTHER SCHOOLS**

In the event of a cross-school transfer, records and information of pupils with A.L.N. are shared to ensure the smooth transition and continuity, and appropriate provisions. Exchange visits may also be arranged for pupils, parents and staff.

Pupils transfer to Llangatwg Community School at the end of Year 6. Year 6 pupils take part in a number of transition visits to their future school, and taking part in organised

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activities. Those pupils making transfers to various other establishments are also catered for.

Information is passed on from the Headteacher to the ALNCO and Head of Year at Llangatwg Community School and at exchange of information meetings in the case of pupils with a statement of special educational need.

### **RIGHTS RESPECTING SCHOOLS AWARD**

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

We believe that being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. All of our classes now have a learning and rights and responsibilities charters which ensure our young people are continuously reminded about how their actions contribute to a positive learning environment for everyone.

### **CONCLUSION**

"A Whole school policy is only as good as the practice it initiates, develops and sustains..."

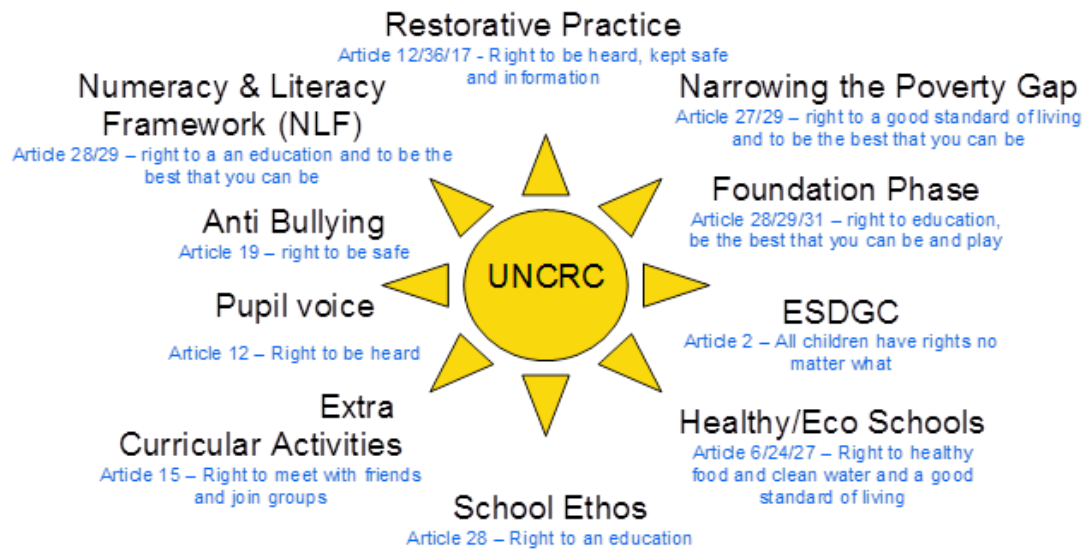
The process of writing, reviewing and updating a policy document for additional learning needs automatically initiates an audit of provision and practice within the school. Through consultation and discussion with all concerned, it is hoped to provide a working document that ensures a whole school approach that enhances the quality of learning for all pupils and provides appropriate compensatory education for those pupils with additional needs.

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of the targets achieved against those set out in the IEP.
3. Early identification of SEN.
4. Improvements in standards of achievement by individual children as determined by formal and informal assessment.
5. Staff / governor development with In Service training.

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### **Ynysfach Primary School is a Rights Respecting School**



### **MONITORING AND REVIEW**

The implementation of this policy will be monitored as part of the school's internal monitoring cycle.

**Signed: (Chair of Governors) Mr Paul Doyle**