

# Saint Joseph's Catholic Primary School Ysgol Gynradd Catholig San Joseff



## Additional Learning Needs Policy

**Date adopted by Governing Body: November 2022**

**Last reviewed: 17<sup>th</sup> March 2025**

**Date to be reviewed: Spring 2028**

**Chair of Governing Body signature: R. Hopkins**

**Date: 17<sup>th</sup> March 2025**

## **Vision Statement**

St. Joseph's Primary School provides a small, caring, nurturing Catholic environment where all pupils receive encouragement and guidance to develop their abilities and talents to the full. This reflects our Mission Statement, "One Family, Many Gifts", whilst living out the Gospel Values.

We aim to create an inclusive environment where pupils become literate, numerate and digitally competent. Whilst at our school, they are developed to become creative, healthy, ambitious and resilient learners. We aim to create a bilingual environment where learners are proud of their Welsh heritage. We challenge and support our pupils to reach their full potential, equipping them with the skills necessary to continue their journey of life-long learning. Above all, we aspire to shape confident learners with strong morals and values, that leave our school with happy memories of their formative years.

## **Curriculum Statement**

Our goal at St. Joseph's is to develop a bespoke curriculum that has our Catholic faith and Gospel Values at its heart; whilst celebrating and nurturing our Mission Statement, "One Family, Many Gifts." The curriculum including RSE will be delivered in accordance with the teaching of the Catholic Church and requirements of the diocesan trust deed.

Our curriculum will be underpinned by Church teaching and informed by the Four Core Purposes of the Curriculum for Wales, to support our pupils to become:

- Ambitious and capable.
- Enterprising and creative.
- Ethically informed.
- Healthy and confident.

Our aim is that all pupils will leave us with a passion and enthusiasm for lifelong learning.

- The curriculum at St Joseph's will;
- underpinned by the teachings of the Catholic Church.
- Be broad, balanced and authentic.
- Be rooted in Welsh values and culture.
- Focus on the six areas of learning.
- Develop pupils' literacy, numeracy and ICT skills.
- Ensure that all pupils reach their full potential.

## **St Joseph's Catholic Primary School**

### **Additional Learning Needs Policy**

This ALN policy takes account of the Education Act 1996, the SEN code of practice for Wales 2002, the Equality Act 2010, the Additional Learning Needs Code of Practice for Wales (2021) policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning.

#### ***Our Philosophy***

Our aims at St Joseph's are fundamentally the same for all of our pupils in that we believe that:-

- ❖ All children are individuals with their own unique strengths and weaknesses and through a Christian environment they should grow an understanding of themselves, their families and their world.
- ❖ Each child should feel valued and encouraged by being able to experience success.
- ❖ Each child should have access to a broad and stimulating curriculum, including the national curriculum, in order to develop a desire to learn.
- ❖ Each child should be encouraged towards attaining a high standard of behaviour.
- ❖ Each child should feel confident to express their own ideas, thoughts and feelings.

#### ***Our Aims***

In order to achieve our aims for children with Additional Learning Needs we:-

- ❖ Recognise that the needs of all pupils must be addressed.
- ❖ Acknowledge that all staff must have an understanding of additional learning needs through an ongoing system of information sharing and training.
- ❖ Acknowledge that all children can learn and make progress, if only in very small steps.
- ❖ Ensuring access to a broad, balanced and relevant education based on the national curriculum.
- ❖ Understand that all teachers need to be responsive to pupils' individual needs and make the school curriculum accessible to them by teaching in a flexible way and by setting realistic and achievable targets.
- ❖ Ensure that support which is deemed necessary over and above what can be provided directly by the class teacher will be available to meet their needs.

- ❖ Realise that children with additional learning needs can often be lacking in confidence and therefore it is important that they be encouraged at all times, emphasising and praising their achievements.
- ❖ Involve parents or carers and children themselves in discussion about any difficulties and plan appropriate action with them.
- ❖ Ensure that provision for children with additional learning needs is organised and moves forward in a co-ordinated way by designating a teacher to take overall responsibility for this area.

### *Success Criteria*

- All children's needs have been met;
- Additional Learning Needs are identified;
- The wishes of the child are taken into account;
- We have a person-centred approach where 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 and monitored;
- A multi-disciplinary approach is adopted;
- LAs make assessments within prescribed time limits;
- Individual Development Plans (IDPs) are clear, detailed, made within prescribed time limits, specify monitoring arrangements and are reviewed annually.

### *The Management of ALN Provision*

The overall management of our additional needs provision is the shared responsibility of the head teacher and the governing body through their designated governor with specific responsibility for Additional Learning Needs (Mrs. Bethan Lee).

The day to day operation of the ALN policy is the responsibility of Mrs. Philippa Brooks who is the Additional Learning needs co-ordinator (ALNCo). Mrs. Brooks is the point of reference for enquiries from parents, external agencies etc. In addition, the ALNCo has specific statutory responsibilities as listed below:

- ❖ Attending termly LA ALNCo meetings.
- ❖ Liaising with and advising fellow colleagues both teaching and non-teaching.
- ❖ Co-ordinating provision for children with additional learning needs.
- ❖ Maintaining the school's ALN register and overseeing the records on all pupils with additional learning needs in collaboration with all staff.
- ❖ Regularly reviewing and monitoring provision for pupils with ALN within the school.
- ❖ Liaising with parents of children with additional learning needs.
- ❖ Contributing to the in-service training of staff.
- ❖ Organising in-service training of staff, when necessary.
- ❖ Implementing relevant elements of LA's ALN policy.

- ❖ Ensuring that our practice is in line with the responsibilities placed upon us by more recent legislation (Additional Learning Needs Code for Wales 2021, Equalities Act 2010, Local Authority's (LA) policies etc.)
- ❖ Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and other voluntary bodies and organise in school support from these agencies for individual members of staff.

In addition to the above statutory duties, the ALNCO in our school:

- ❖ Meets with class teachers for planning and reviewing children's progress as well as liaising with parents to ensure their child's needs are being met.
- ❖ Has responsibility for liaising with the class teacher, teaching assistants and other support staff who work with children with ALN.
- ❖ Has responsibility for coordinating, drawing up and reviewing Health Care plans for relevant pupils.
- ❖ Reports on new developments within the field of ALN and in line with the schools professional development policy, identify and provide access to in-service training to meet the current and anticipated needs on the school and individual members of staff.
- ❖ Meets termly (or when the need arises) with designated ALN governor.

### ***The Role of the Headteacher***

- ❖ Has responsibility for the day to day management of all aspects of the school's work, including provision for children with additional learning needs.
- ❖ Will keep the governing body fully informed about such work and provision.
- ❖ Acts as designated teacher for "Children who are looked after" (CLA) ensuring that personal education plans (PEPs) are in place and reviews regularly for submission to CLA reviews.

### ***The Role of the Governing Body***

The governor with the responsibility for additional learning needs will report to the whole governing body as and when appropriate. The whole governing body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the schools effectiveness in the implementation of the additional learning needs policy in respect of:

1. Additional Learning Needs as an integral part of the school development plan.
2. Identification and need.
3. Notification to parents/carers of a child who is deemed to have ALN.
4. Assessment of need.
5. Provision for meeting.
6. Provision of an inclusive environment for all.
7. Methods of monitoring, recording and reporting.
8. Additional learning needs funding and spending.
9. Deployment of equipment, personnel and resources.
10. The use made by our school of other professionals and support services.

## ***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 identified as having emerging ALN needs are monitored closely by the class teacher and parents are informed. The class teacher works closely with the child in the classroom context and monitors effectiveness of work. The class teacher has responsibility for ensuring all their students make progress. Working records will be kept of the child's progress in consultation with the ALNCo, TAs and parents.

Differentiation is part of the role of the class teacher in consultation with the TA. Instructions and questions are differentiated. Differentiation for pupils with ALN can come in different forms depending on their need. Examples of this are simplification of activities and instructions, additional positive reinforcement, more closed questioning etc. Teachers will also differentiate for pupils who present as more able or talented through extension activities, more complex questioning and are challenging the pupils' higher order thinking skills.

## ***Identification, Assessment, Record-Keeping and review***

At our school we adopt a graduated response to meet our responsibilities for identifying pupils with ALN. We follow the guidance as outlined in the document Additional Learning Needs Code for Wales 2021.

## ***Involvement of the child***

We realise that for any assessment or intervention to be effective the involvement and interest of the child must first be obtained whatever the age of the child. Positive involvement doesn't just happen and to promote this we:

- ❖ Work to create a listening atmosphere where children are given time to express opinions, feelings etc. and can feel that what they say is valued.
- ❖ Seek to enhance the self-esteem and confidence of all pupils.
- ❖ Help the child to recognise their own strengths and weaknesses through discussion and recording of their student views as well as help them to understand how they can create more good days in school through their 'good day/bad day views' (some younger children may not be self-aware enough to be able to do this but can be led towards it by being given the opportunity to make choices, express preferences, give opinions etc.)
- ❖ Teach children to evaluate their own work by providing them with feedback about what they do; what is good and what needs improving. Once they are able to do this encourage them to make suggestions about how they can improve their own performance and what they need to work on next.
- ❖ Make sure the child understands the purpose of what he/she is being asked to do and that outcomes are made achievable.
- ❖ Help the child towards greater independence in learning by direct teaching of strategies for reading, spelling etc., and skills of personal organisation.
- ❖ Celebrate achievements with verbal praise, merit certificates, notes home etc.

### ***Initial Identification Procedures***

Children with additional learning needs should be identified as early as possible so that appropriate provision can be made straight away. All teachers in the school are aware of their responsibility to closely observe and monitor the progress of all the children under their care and particularly to note any children who are giving cause for concern. Once the teacher has decided that a child is experiencing difficulty in any areas they should then follow the referral process by passing this information onto the ALNCo. The ALNCo will assist the teacher to initiate school based provision and who will arrange further diagnostic assessment if required.

### ***Initial Assessment***

Once a child has been identified as having an additional learning need then the exact nature of the difficulty needs to be determined in order that appropriate intervention can be arranged. In many instances the class teacher is able to observe the child while engaged in some activity or look at the outcome of some activity and see where the child is having difficulty and then monitor their progress in relation to their perceived needs (“identification stage” the referral process). Sometimes the reasons for a child’s difficulties may not be so obvious or maybe the progress hoped for is not happening even with a flexible, differentiated approach. At this point the class teacher would consult the ALNCO to either carry out or suggest a diagnostic assessment to further explore the exact nature of any particular difficulty. This more “in-depth” assessment could later become the basis for developing a child’s IDP.

The gathering of information in respect of identifying the pupil’s additional learning need is done by:

- Liaising with parents/carers
- Liaising with staff
- Liaising with pre-school provision
- Liaising with other professionals services.

### ***Inclusive Learning Provision***

Using the graduated response, the school will identify the child’s main areas of need and aim to meet that need within our inclusive provision. This provision is available to all children at St. Joseph’s who require support that is in addition to, or different from the universal support given to children of that same age. All interventions are monitored and progress is recorded through entry and exit assessments.

### ***Additional Learning Provision***

This level of provision is characterised by a request for help that is beyond the current inclusive provision being offered at the school. This can be in the form of extensive intervention within school that requires specialist training or equipment/technology. This could also involve external services such as the Wellbeing and ASD team following a referral made on by the ALNCo behalf of the School, Parents and child.

Pupils receiving either inclusive learning provision or additional learning provision will:

- ❖ Receive inclusive teaching from their class teacher with the support of a TA.
- ❖ Receive a bespoke One-Page Profile that outlines what pupils like about themselves, their hopes and dreams, what is important to and for them and strategies for the teachers and TAs to support the learner in class.
- ❖ Receive targeted interventions either 1 to 1 or in a small group with a TA and have their progress tracked and recorded using a range of tools such as Wellcomm, Language link, intervention trackers etc.
- ❖ Have opportunities to meet with the ALNCo throughout the year, this includes parents' evenings.

If the pupil is requiring extensive learning provision and has a recognised learning need the school will then look to hold a person centred review (PCR) with the parent, external agencies and child (where appropriate) to assess the progress of the pupil and to decide on next steps. This could constitute a change in additional learning provision, a change of outcomes or engaging another external agency. However, if it is agreed, between all parties that the pupil is requiring further support that is beyond our inclusive provision the school will look to pursue either a School maintained or LA-maintained individual development plan (IDP).

When gathering evidence for a PCR or IDP review the ALNCo will use:

- Assessment data.
- Intervention data.
- Feedback from the class teacher, TA and any other members of staff involved with the child.
- External agencies reports and any other relevant information to the pupil.

### ***Individual Development Plans (IDPs)***

It may be necessary for the school, in consultation with the parents and any external agencies already involved to consider whether a School or Local Authority maintained IDP is required to support the pupil's learning need.

For an IDP to be considered a person centred review (PCR) must first be held with all the major stakeholders. Prior to the PCR, the ALNCo will have collected evidence from the school, parents and any external agencies to be considered during the meeting. During the PCR, the decision will be made as to whether the child's learning needs require either a school maintained or LA-maintained IDP.

When a school-maintained IDP is required, a school has 35 working days from the day of the PCR to create an IDP for that child. The School will take all reasonable steps to secure ALP called for by child's ALN whilst IDP is being developed. During this time, we will give the family or carers 7 days to respond to a draft of the IDP. Any concerns will be considered by school and acted upon.

The Final IDP will be provided to parent along with notification letter, which meets the requirements as set out in paragraph 12.23 of Code.

When a LA-maintained IDP is required, the school will submit all the relevant documentation to the local authorities who then have 12 weeks. During week 1 to 6 the Liaison officer will contact the family and case worker and request advice before completing a draft of the IDP. In

weeks 6 to 8, the draft IDP will go to panel LA inclusion panel and a decision will be made if the criteria for an LA-maintained IDP are met. Following this, another PCR meeting will take place where the draft IDP is discussed and collaborative decisions are made regarding actions and next steps. Priority areas and outcomes will also be developed along with the additional learning provision (ALP) required. Finally, the IDP will be finalised following another draft being sent to the family or carers. If concerns are raised the LA must consider them and act upon them appropriately. The final IDP will be provided to child and parents along with notification letter, which meets the requirements as set out in paragraph 12.76 of Code.

### ***School Support Teams***

Below are examples of some of the services available to the school:

- ❖ Educational Psychology
- ❖ Behavioural and Wellbeing Team
- ❖ Learning Difficulties Service
- ❖ ASD Service
- ❖ Neurodevelopmental Disorder Team
- ❖ Hearing Impaired
- ❖ Visual Impaired
- ❖ Speech, Language and Communication
- ❖ Occupational Therapists

### ***Emotional Literacy Support Assistant (ELSA)***

The school has an LEA trained ELSA to support pupils with emotional, behavioural and social difficulties. Pupils are identified through informal gathering of information amongst all members of staff. The designated ELSA is Mrs Angela Adams.

### ***More Able and Talented (MAT) pupils***

The term ‘more able and talented’ is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. Ability and talent may be shown in many different ways including academic, practical, creative, social, musical and in sports. By improving the quality of learning and opportunities for more able and talented pupils we raise standards of achievement for all pupils.

### ***Identification***

- The identification process is ongoing. It begins when the pupil joins our school and is monitored via the school’s internal tracking system.
- Pupils undergo the Wellcomm Assessment within the first six weeks of joining our Nursery Class. This gives information about their developing skills and aptitudes across the areas of learning and we use this information when planning for individual needs. Language skills of Nursery pupils continue to be assessed termly using the Wellcomm programme. Where required, an intervention will be put in place to meet the needs of the learner. If further support is needed, referrals are made to the Speech & Language/ ASD advisory team to discuss the needs of the learners.

- We use the National Numeracy and Literacy tests from Year 2—6 to inform our judgement when identifying pupils. We identify pupils as more able and talented when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- Teachers also make regular assessments of each child’s progress in all subjects of the National Curriculum.
- Teachers discuss the children’s progress with parents at the termly consultation evenings, and report annually on each child’s progress in July.

### ***A whole school approach***

Our ethos promotes high self-esteem and aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences.

Our school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

### ***Curriculum for Wales***

Detailed planning takes place to enable all pupils to be challenged through differentiated activities and learning outcomes. Work in ability linked groups is used whenever appropriate. Extension and enrichment work is provided to extend the more able and pupils are monitored and assessed to ensure progress is being made. Our pupils are encouraged to explore different learning styles to develop skills-based learning and independent learning skills. These can be particularly beneficial for our more able pupils.

### ***Teaching and Learning***

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:

- a common activity that allows the children to respond at their own level,
- an enrichment activity that broadens a child’s learning in a particular skill or knowledge area,
- a differentiated activity within a common theme that reflects a greater depth of understanding and higher level of attainment,
- the opportunity for children to progress through their work at their own rate of learning.

***Strategies to enhance opportunities for all pupils which benefit more able and talented pupils.***

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and groupings.
- Opportunities to focus on particular activities to develop knowledge and skills.
- Independent and resource-based learning opportunities.
- Extension and enrichment learning activities.
- Appropriate resources including materials and ICT.
- Encouraging thinking skills, skills-based learning, creativity and different learning styles.
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- Marking and feedback.

The children will also have the opportunity to experience a range of educational experiences that further enrich and develop learning.

***Monitoring and Review***

The school recognises that provision needs to be flexible to meet changing needs of all our learners. Therefore, we review our interventions termly based on the most recent evidence from classroom assessments and intervention entry and exit data. This policy will be reviewed and updated as appropriate in the light of feedback from teacher, pupils and parents.

***EAL***

If a pupil in our school is on the English as Additional Language (EAL) register and support is required, we seek advice from the Minority Ethnic Achievement Support (MEAS) team. We identify what stage the pupil is on using the Welsh Assembly Stages of English Guidance (WAG) toolkit. Each stage allows staff to be aware of a pupils specific language needs and if requires the MEAS team can support pupils within their learning environment.

***Welsh Assembly Stages of English Guidance (WAG):***

- A – New to English
- B – Early Acquisition
- C – Developing Competence
- D – Competent
- E - Fluent

***Links with other schools***

Our partner schools, St. Therese's, St. Joseph's Infants, St. Joseph's Juniors and St. Joseph's Comprehensive, are supportive and welcome contact. The ALNCO meets when required, and always in the summer term, to discuss the pupils who will be transitioning between schools. During this process, all relevant ALN information will be transferred to the new school.

### *Queries and Complaints*

Parents/ Carers are partners with the school and are welcome to query decisions made by the school through the school designated channels as laid down in the school prospectus and Complaints policy.

If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the Local Authority. If at this point they do not agree with the schools and Authority's decisions, they have the right to appeal to the Tribunal for Wales.