

Polisi Anghenion Dysgu Ychwanegol a Chynhwysiant



Additional Learning Needs and Inclusion Policy

Ysgol Bro Pedr ALN and Inclusion Policy

“Every child is gifted. They just unwrap their packages at different times.”

Ysgol Bro Pedr values the abilities, achievements and contributions of all its pupils, and is committed to providing each pupil, irrespective of ability, gender and race, with a happy and caring environment in which they can develop their full potential both academically and socially. We recognise that there is a continuum of needs and that children with additional learning needs (ALN) have the right to the greatest possible access to the broad and balanced education set by the National Curriculum. Ysgol Bro Pedr aims to integrate all pupils into every aspect of school life.

School ALNCO: Mrs Bethan Griffiths Payne

ALN HLTA: Mrs Ann Herbert

Governor with responsibility for ALN: Mr Ifor Williams

Definition of Additional Learning Needs (ALN)

The term ALN (Additional Learning Needs) is increasingly used to describe a wider range of needs not traditionally included as part of Special Educational Needs (SEN). ALN can be long or short term and may arise through any of the following:

- Learning Environment
- English as an Additional Language (EAL)
- Family Circumstance
- Disability and Health
- Social and Emotional Factors

Additional support may take a number of forms and may come from health, social work or some voluntary organisations as well as from education.

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.” *

The term Special Educational Needs (SEN) covers a wide range of needs including literacy, numeracy and other learning and thinking (cognition) skills, behavioural, social and emotional skills, communication and interaction skills (such as language difficulties or autism/Asperger’s Syndrome) and physical/sensory skills including visual and hearing impairments.

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”*

(* Education Act 1996)

ALN Department Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum where appropriate. All children are valued and their self-esteem promoted. We work in close partnership with parents/guardians who play an active and valued role in their child’s education.

ALN Department Objectives

The objectives of our department are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability;
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, ensure that the targets set in Individual Education Plans (IEPs) are specific, measurable, achievable, realistic and time related;
- To work in close partnership with, and involve, parents/guardians of children who have additional learning needs;
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional needs.

Roles and responsibilities within the ALN Department

The role of the ALNCO

The ALN Coordinator (ALNCO) responsibilities include:

- overseeing the day-to-day operation of the school's ALN policy;
- maintaining the ALN register which incorporates the SEN, EAL, FSM and LAC registers;
- coordinating provision for children with additional learning needs;
- liaising with and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability;
- managing ALN teachers, learning support assistants and teaching assistants within the department;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- overseeing the records of all children with additional learning needs;
- hosting annual reviews of pupils with statements of SEN and for pupils on the SAPRA stage of the SEN register;
- attending transition reviews of year 6 pupils likely to transfer to Ysgol Bro Pedr and preparing a file for staff on pupils' needs (to be updated at the beginning of each new academic year);
- writing applications for submission to the LA Additional Learning Needs Panel;
- ensuring that parents/guardians are notified of a decision by the school that ALN provision is being made for their child;
- liaising with parents/guardians of children with additional learning needs and ensuring that they are given clear guidance about how they can support their child's educational needs;
- contributing to the in-service training (INSET) of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies;
- liaising with external agencies, support services, health and social services, and voluntary bodies;
- attending reviews for looked after children and reporting on their progress in school including contributing to Personal Education Plans (PEPs) twice yearly;
- working closely with EAL teaching and support staff to ensure effective monitoring and teaching of EAL pupils.

The role of the ALN HLTA

The ALN Higher Level Teaching Assistant responsibilities include:

- Supporting the ALNCO in meeting the objectives set out above. The ALN HLTA is based in the Junior Campus however supports the ALNCO with ALN duties throughout the school.

The role of the Governing Body

The School Governing Body will, in co-operation with the headteacher:

- maintain a general oversight of the school's ALN provision and ensure that a high standard of provision is available for ALN pupils and that the school carries out its duties towards all children in accordance with the Special Educational Needs Code of Practice (2001);
- ensure that ALN pupils are fully involved in school activities.

Identification, assessment and provision

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with ALN is a priority. The school will ascertain pupils' needs through:

- evidence obtained by teacher observation/assessment;
- understanding their ability, attainment and progress as expressed as National Curriculum levels, literacy and numeracy standard scores and Cognitive Ability Test (CAT) scores;
- records from previous schools;
- information from parents/carers.

The main methods used by the school for providing for the needs of SEN pupils are:

- full-time education in mainstream classes, with additional help and support from teachers through differentiated explanations, tasks and expected outcomes;
- periods of withdrawal to work with a Teaching Assistant;
- morning literacy and numeracy workshops;
- in-class support from LSA;
- support from specialists within class or as a part of a withdrawal programme;
- Hafan (nurture group) support;
- Mentoring (package of support is tailored as required)

Action to support a pupil with SEN operates at three levels:

Monitoring

At this level, concerns have been raised and discussed, teachers are aware of the needs of a pupil but no action is required beyond appropriate differentiated teaching. The pupil will remain on the monitoring list and be reviewed during staff meetings / informal discussions until they are no longer cause for concern or until their needs warrant School Action.

School Action

When a class teacher or the ALNCO identifies a child with additional learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is called **School Action (SA)**. The triggers for intervention through *School Action* will be below average scores in literacy and/or numeracy or 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 in a child's identified area of weakness;
- 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 the provision of a differentiated curriculum.

The ALNCO and teachers will review the approaches to be adopted, an Individual Education Profile (IEP) will be created and parents consulted. The IEP will be reviewed on a regular basis depending on need, but in any case no less than once a year. Pupils who have made significant progress may have their IEP removed but remain on the monitoring list of the ALN Department.

IEPs in the Junior School are reviewed regularly by the class teacher, the ALN HLTA and the Intervention Coordinators. Meetings with parents are usually conducted by the class teacher and/or the ALN HLTA in the Junior School with the ALNCO attending where necessary. The role of the ALNCO with regard to Junior School IEPs is to ensure they are being reviewed as agreed and to coordinate a response from the school should there be a need for further screening, advice, the commissioning of an Educational Psychologist report or further support from an outside agency.

School Action Plus

Where a pupil's needs warrant intervention from outside agencies the ALNCO will coordinate this so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the pupil:

- 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 numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Request for a statutory assessment

Where a request for a statutory assessment is made by the school or parent/guardian to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- individual education plans for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history where relevant;
- National Curriculum levels in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement however, in Ceredigion, an additional strand of *School Action Plus*, the *School Action Plus Resource Agreement (SAPRA)* may be deemed to meet the particular needs of the child without requiring statutory assessment (however there are strict criteria for this level of support and it will be reviewed regularly).

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents/guardians and the child and will reflect targets identified in the statement of educational need. These targets will be set out in an IEP and implemented, at least in part and as far as possible, in the normal classroom setting.

Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought where appropriate.

The school ALNCO liaises closely with primary schools that are transferring pupils. The ALNCO attends the Annual Reviews of statemented pupils and those at SAPRA in Year 6 (and, when requested by feeder schools and/or parents, year 5). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis. This programme of visits is tailored to suit the needs of each individual pupil and can include additional bridging visits (these usually occur regularly after Easter in year 6).

Specialist SEN provision at Ysgol Bro Pedr

Canolfan y Bont

Canolfan y Bont is a special educational needs support centre that is part of Ysgol Bro Pedr. Canolfan y Bont caters for learners from 11-19 years with a wide range of needs including those with profound and multiple learning difficulties. It admits pupils from 11 years of age from across the county. Generally pupils transfer to Canolfan y Bont from two centres in Ceredigion that cater for pupils up to 11 years of age (Canolfan y Don, Aberporth and Canolfan Llwyn yr Eos, Aberystwyth).

Life Skills

As part of our SEN department we have a Life Skills Unit which caters for pupils who are unable to follow a mainstream curriculum (or parts of a mainstream curriculum) but do not meet the admission criteria for Canolfan y Bont. Here we offer an alternative curriculum tailored to meet the needs of the individual. Some pupils access the Life Skills Unit for certain lessons while continuing to attend other mainstream lessons and others attend the Life Skills unit on a full time basis. Prior to admission to Ysgol Bro Pedr a transition/planning meeting is held to ascertain the needs of each pupil in order to create a tailored timetable.

Professional Development

Through monitoring and evaluating our provision the ALNCO, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings or department meetings. The effectiveness of such professional development will be monitored and evaluated by the ALNCO, and information provided during the annual evaluation of the school's overall ALN provision. The ALNCO meets on a termly basis with the LA additional needs service and other school ALNCOs.

Links with Parents and Guardians

As a department we feel that input from parents and guardians is crucial to the success of our pupils. We have an open door policy and this is reflected throughout the department (ALNCO, ALN HLTA, Life Skills Unit, Hafan, Ystafell Gynnal). Parents are welcome to phone or visit the school in order to discuss any concerns or progress. Parents are also invited to email the ALNCO (b.payne@bropedr.ceredigion.sch.uk) and ALN HLTA (a.herbert@bropedr.ceredigion.sch.uk). We also have an ALN Facebook page (<https://www.facebook.com/Adran-ADY-Ysgol-Bro-Pedr-ALN-Department-945337362160417/>) and a Hafan Facebook page (<https://www.facebook.com/Hafan-Ysgol-Bro-Pedr-1619923398305462/>) in order to share news and information relating to the department and we can be contacted through the messaging option on these pages.

Links with LA support services and external agencies

Close links are maintained with the LA support services and external agencies in order to ensure that Ysgol Bro Pedr makes appropriate provision for children with additional learning needs. Where it is necessary to contact outside agencies, the ALNCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- Speech and Language Therapy Service
- Ceredigion Educational Psychology Service
- Ceredigion Advisory Service for pupils with English as an Additional Language
- Ceredigion Youth Offending Service (Restorative Justice)
- Children's Disability Team
- Ceredigion Behaviour Support Team
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Ceredigion Advisory Service)
- CAMHS

- Team around the Family
- Careers Wales

Reviewing and maintaining ALN procedures

The ALN procedures will be kept under review by:

- carrying out an annual self-evaluation of our ALN provision;
- identifying key areas for development in our departmental improvement plan;

Complaints procedure

If parents/guardians have a complaint concerning provision for their child they should discuss this with the ALNCO. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Date of review

This policy will be reviewed on **October 2017**

Agreed at the governing body meeting on :

Date

Signed (Chair of Governors)