



Ysgol Gynradd Gymraeg Penderyn.

Policy for: Additional Learning Needs (ALN)

Approved by Governing Body: Spring 2023

Signed (Chair of Governors): Mrs P Oliver

Signed (Headteacher): Mr A Wood

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All teachers are teachers of children with additional learning needs.

Teaching Additional Learning Needs children is therefore a whole school responsibility. The principles of Additional Learning Needs permeate into all our school policies and practice.

AIMS AND OBJECTIVES OF THE SCHOOL

It is the policy of Ysgol Gynradd Penderyn to actively encourage the involvement of staff, pupils and parents in the education of children with Additional Learning Needs (ALN). The learning difficulties, children may have, are assessed and provided for as outlined in the current Welsh Government Legislation.

Children with ALN will have the opportunity to develop to their full potential with the guidance and support of the class teacher, Additional Needs Coordinator (ALNCO) and Learning support staff. (LSA'S). The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities.

Ysgol Gynradd Penderyn aims to provide equality of opportunity for all pupils with Additional Learning Needs within the Curriculum for Wales. This principle will apply regardless of gender, race, language or additional need.

This also applies to more able and talented children, both in terms of identification and supplying a suitable curriculum.

The school promotes a partnership approach through its involvement with other schools, parents and outside agencies

The ALN pupils will be identified, recorded, assessed and reviewed regularly. Parents will be involved in the process of identification and assessment of their child's additional learning needs.

We are committed to the principle of inclusion for all pupils. The majority of children with additional learning needs in our school will continue to be educated within our own resources and will not require the involvement of the LA to determine how their needs are best met. 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 ALN. The school complies with Welsh Government Statutory Procedures and work closely with ALN departments within RCT and CSC.

COORDINATING EDUCATIONAL PROVISION FOR ALN PUPILS

All children with additional learning needs will be identified and assessed as early as possible. We believe in support and intervention to be implemented as soon as possible as a part of our graduated response.

Within the code four areas of Additional learning Needs are outlined:-

1. Communication and interaction.
2. Cognition and learning.
3. Behavioural, emotional and social development.
4. Sensory and/ or physical.

When a child is identified as having Additional learning Needs they usually have needs that fall into at least one or more of the above areas.

PROVISION FOR ALN- IDENTIFICATION AND ASSESSMENT / ROLES AND RESPONSIBILITIES

A clear and defined system for identifying and acting upon ALN has been established at Ysgol Gynradd Penderyn. We use a One Page Profile for all pupils which can inform us of pupil and parent voice issues and we use a rigorous tracking system to monitor academic progress. We rely on the professional judgements of teachers, other professionals and diagnostic assessments.

The teacher will inform the ALNCO when a pupil displays:-

- Consistent signs of difficulty in literacy/ numeracy skills resulting in poor attainment.
- Difficulties identified in the schools tracking system, in a progress meeting, school assessment, national tests, teacher observations, parental concerns or teacher assessments.
- Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Sensory or physical problems with little or no progress still made despite the provision of specialist equipment.
- Communication and/ or interaction difficulties with little or no progress despite a differentiated curriculum.

Initially pupils who are underachieving despite robust differentiation can be placed onto our concern register where support is provided by Learning Support Assistants.

Following further assessments and investigation, the ALNCo will ask staff to complete a pupil concern form, collect evidence and provide simple additional differentiation or intervention ideas to support pupil needs for 2 terms. If satisfactory progress is not made the ALNCO may decide to refer the child to an outside agency for further assessment.

If the child can be provided for by action within the class or school, through universal provision their progress is carefully monitored by staff, parents and the ALNCO.

EARLY INTERVENTION.

After a first time referral the class teacher will begin to collect evidence of a pupils needs or level of attainment. Parents are notified and invited to the school to discuss the progress of their child. This is usually carried out at one of the twice yearly parents' evenings.

At this stage the class teacher will take responsibility for:-

- Ensuring that the ALN targets receive sufficient teaching time and resources for the pupil to be able to achieve them.
- Ensuring that every ALN pupil has an action plan outlining additional learning provision.
- Liaising with the ALNCO about dates of reviews and evaluating.
- Differentiating the curriculum in all subject areas, where appropriate.
- Monitoring the progress of pupils and update any assessments.
- Informing the ALNCO of any problems/ changes that might arise between reviews.
- Close contact between pupil's parents informing of any changes.

The ALNCO will take responsibility for:-

- Administering informal assessments, specifically designed to investigate the needs of pupils with learning difficulties.
- Gathering additional information from class teachers, through discussion, test results and any other appropriate sources.
- Completing relevant LEA paperwork.
- Liaising with class teachers
- Monitoring pupil progress via the review notes and on class trackers.
- Making decisions in liaison with all concerned whether instigate further ALN procedures.
- Entering all ALN pupil information onto the school SIMS administration system.
- Keeping a school ALN register.
- Compiling paperwork for pupils who require a one to one special needs support assistant or applications for statements.
- Keeping updated on proposed ALN changes, attending training, training staff and updating school policies and procedures as applicable.
- Ensuring 1 page profiles for pupils are completed and updated.

The Parents will take responsibility for:-

- Helping their child at home with the specified ALN targets where appropriate.
- Offering support and encouragement to their child.
- Attending necessary review meetings (usually parents evenings)
- Informing the class teacher/ ALNCO of any problems that might occur between the review meetings.
- Cooperating with any arrangements made with out of school professionals.
- Completing one page profiles with their child and returning it to school.

Throughout all stages they will also receive feedback from the review meetings and if appropriate will be invited to attend.

Following the above intervention, if after a prolonged period of time (usually at least 2 terms), the pupil is not making the anticipated progress, the school may need to consider moving the child onto the next stage. The following information provides guidelines for this:-

- Continues to make little or no progress in specific areas over a long period of time.
- Continues to work at Curriculum stages significantly below those expected of children of a similar age.
- Continues to have difficulties developing literacy and numeracy skills.
- Has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of others.
- Has sensory or physical needs and requires additional specialist equipment or regular advice and 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.

Next Steps

At this stage class teachers and the ALNCO refer pupils to outside agencies. They are then supported by specialists who may act in an advisory capacity, provide an assessment, or may provide teaching support from outside professionals. Agencies may include, speech and language therapists, local authority SPA sessions, behaviour support, educational psychologists, learning support advisory teachers, resilient families, neurodevelopment team, school nurse, etc.

Additional class teacher responsibilities:-

- Continue to support the pupil as on the previous graduated response.
- If the pupil has LSA support, provide a timetable and involve the LSA in the planning.
- Ensure the LSA completes written or verbal record sheets/ evaluations of any work carried out with the pupil and places a copy in the teacher's planning file (evidence for requesting extra support).
- Ensure pupils have effective one page profiles.

- Attend PCP meetings along with ALNCO, parents, LSA's and outside agencies.
- Write pupils IDP along with the ALNCO.

Additional ALNCO responsibilities.

- Ensuring that all ALN pupils have an up to date action plan.
- Informs the parents of the decision to initiate support on behalf of the pupil.
- Works in close cooperation with the outside agencies selected to provide advice and support for the pupil, class teacher and parent.
- Continue to support the class teacher with ALN in cooperation with outside agencies and parents.
- Complete all relevant paperwork.
- Ensure register and SIMS ALN information is up to date.
- Compiling paperwork for pupils who require a one to one special needs support assistant.
- Attend all local authority training regarding the new Additional Learning Needs and Educational Tribunal Act (ALNET) Bill and subsequent changes coming into force regarding ALN.
- Feedback all the changes to SLT, Governors and staff.
- Make recommended changes to ALN policies and procedures as advised in cluster and local authority meetings.
- Keep parents informed as appropriate, including updating the website.
- Use Pupil (PCP) centred planning methods for ALN reviews.
- Review numbers of pupils on the current ALN register under new legislation.
- Individual Development plans (IDP's) as advised by Local authority. These will be for all pupils on ALN register from Nursery to year 6 and will include pupils who used to have statements. The IDP will go forward with them until they are 21 unless they no longer require one.
- Provide all pupils with one-page profiles.
- Work with the cluster to adapt to ALN changes adapting ALN procedures in stages with the staff to make us a Pupil centred planning school. (PCP)

STATUTORY ASSESSMENT

At this stage the school, parents, social services or any other agency concerned can make the request for statutory assessment. While this takes place and the LEA consider the request the pupil should continue to be supported through school based ALN procedures. When making a request to the LEA the ALNCO, in conjunction with the Head Teacher needs to submit the following information.:-

- The views of the parents recorded at each stage.
- The ascertainable views of the child
- Copies of all ALN action plans and reviews.
- Evidence of progress over time. (Teacher assessments, progress tests, etc).
- Copies of advice where provided from health and social services.
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting.
- Evidence of the extent to which the school has followed the advice provided by professionals with relevant specialist knowledge.

STATEMENTED PROVISION

At this stage there are additional responsibilities for the class teacher and ALNCO.

At this stage the class teacher will take responsibility for:-

- Continuing with the procedures outlined in school.
- Prepare a written report to present at the pupil's annual review meeting, including input from LSA's working with the pupil.

The ALNCO will take responsibility for:-

- Inviting all relevant people to the pupil's annual review meeting and conduct the meeting using PCP procedures.
- Request prior to the date of the review written advice from the child's

parents and any other person who has been involved with the child by a specified time (at least 3 weeks prior to meeting)

- Prior to the meeting circulate copies of all written advice received, to all parties invited to the annual review (at least 2 weeks before the date of the meeting)
- Ensure that review meetings are held within the time specified by the LEA.
- Monitor the progress of the pupil (via ALN files)
- Support class teachers and LSA's with advice and resource suggestions.
- Ensure that LSA's record progress of pupils they are working with, liaising closely with the class teacher.
- Ensure that any LSA's working with Statemented pupils receive adequate training and guidance to carry out their role effectively.
- In conjunction with the head teacher submit the final report (Annual review forms issued by LEA) with received advice attached, no later than 10 school days after the annual review meeting or end of school term, whichever is the earliest.
- Send copies of the final report to all concerned in the review, including parents and any other relevant professionals.

REVIEW PROCEDURES

All pupils with ALN at Ysgol Gynradd Penderyn are monitored and reviewed in accordance with current procedures.

At the Parent evening reviews all discussion on progress should be recorded.

Pupils with Statements of Educational needs or IDPs will be subject to an annual review of their statement, with the full involvement of parents, outside agencies and school staff. This will be held through a PCP meeting.

This school and its Governing body will monitor, evaluate and review its ALN policy and procedures, the ALN register and the support given to pupils with ALN annually. The school has a Governor subcommittee for ALN.

INTEGRATION/ INCLUSION

Ysgol Gynradd Penderyn has a positive attitude towards children with ALN, enabling them to participate in a broad, balanced curriculum and social life of the school, hopefully leading to the highest possible level of achievement. It is recognised that support within the classroom has its place as does withdrawal of the child for one-to-one or small group support. We aim for integration in all areas as far as is reasonably practicable, whilst remaining mindful that regular withdrawal could affect access to the curriculum.

Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with ALN in the classroom.

ALN RECORD KEEPING AND ASSESSMENT

It is the responsibility of all teachers to keep ALN strategies for their class updated and the focus group files and any reports/ support documents relevant to their pupils.

Information about the progress of individual pupils is passed on from teacher to teacher and parents in conjunction with the ALNCO.

The ALNCO:-

- keeps an Additional Learning needs register.
- Updates all ALN information onto SIMs admin system.
- Keeps records of all referrals to outside agencies as appropriate.
- Attends training and keeps abreast of all ALN changes, feeding back to SLT, training staff and updating school policies and procedures accordingly.

The school uses a range of assessments that we use. These assessments give us a starting point on which to base the ALN targets and a way of monitoring progress.

COMPLAINTS ABOUT ALN PROVISION

Concerns and complaints relating to special needs will be considered in informal discussion with the teachers, ALNCO and the Head teacher. Where concerns / complaints cannot be resolved informally the formal complaints procedure should be followed.

Parents can also contact SNAP, an Independent Parental support service that offers information and support to parents and carers of children who have or may have additional learning needs.

PARTNERSHIP WITH PARENTS

Parents are encouraged to become active participants in the education of their children. Where pupils are experiencing learning difficulties parental involvement is vital. Parents are fully informed of their child's progress via written progress reports and review / panel meetings usually held within parent/teacher interviews. Parents are extended an open invitation to contact the school with any queries or concerns at any time.

OUTSIDE AGENCIES

The school welcomes the support, advice and expertise of health and social services, psychology, learning support services, child and family services, speech and language services, social services, Team around the family (TAF), Resilient families, School nurse, Neurodevelopment team and the education welfare service. We use standard referral forms to initiate contact but thereafter, we stay in close regular contact.