



Additional Learning Needs Policy

Reviewed	Spring 2020
Signed	
Date of next Review	Spring 2021

St. Mary's Church in Wales Primary School provides a broad and balanced curriculum for all children. Some children have barriers to learning that mean they have specific or additional needs and require particular action by the school, which may include additional support.

St. Mary's Church in Wales Primary School

- creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

Rights Respecting Schools

As a school we are a Rights Respecting School and recognize the importance of children's rights. We regularly remind the children of the Articles of the 'UN Convention Rights of the Child'. Pupils are reminded of the importance of these rights and they are made aware they have a right to learn and go to school, to enable them to be the best they can be.

This policy sits within the context of the **SEN Code of Practice** for Wales (2002) further supported by the ALN Act 2018 (statutory from 2020) and adopts a 'graduated response'. This approach recognises that there is a continuum of additional learning needs and where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

This document is a whole school policy and endeavours to promote a Universal Provision, whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school climate that strives for the right of pupils with special educational needs not to stand out from their peers.

The Fundamental Principles of the Special Needs Code of Practice for Wales (2002), including recommendations from The Donaldson Report, are that:

- A child with special educational needs should have their needs met;
- The special educational needs of children will normally be met in mainstream schools or settings;
- The views of the child should be sought and taken into account;
- Parents carers and children and young people will have key roles to play in the development of learning programmes (Donaldson, 2015);

- Children with special educational needs should be offered full access to a broad, balanced and relevant education,
- Multi-agency support will need to be integrated into all planning for children and young people who have the most complex learning needs (Donaldson, 2015).

The *'purpose of education for all children is the same..... but the help individual children will need will be different.'* (Warnock 1978)

Aims and Objectives

- To identify and assess a child with Additional Learning Needs as early as possible.
- To promote an atmosphere of encouragement, acceptance and respect or achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning difficulties and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/ or emotional problems.
- To produce a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take account of the wishes of the child relevant to their age and comprehension.

Children with additional needs include those with learning difficulties, physical disability, medical, social, emotional and/ or behavioural problems, or just a different level of achievement than their peers.

Arrangements for coordinating provision

The school has appointed two Additional Learning Needs Co-coordinators, one for FP (Foundation Phase) and the other for KS2, who are responsible for the co-ordination of the additional learning provision within the school. They will support, monitor and offer advice to staff, liaise with parents, the LEA and external agencies and develop additional needs provision.

The ALNCo is responsible for:

- The day to day operation of the school's ALN Policy;
- Liaising and advising colleagues working within the school;
- Coordinating provision for pupils with additional learning needs;
- Collating reports for outside agencies, LEA Panel meetings and Annual Review processes;
- Keeping the management board and Governors fully informed of all relevant ALN information;
- Maintain the ALN register;
- Monitoring and reviewing an ALN child's One Page profile or IDP;
- Organising and chairing Annual Review meetings for School Action Plus and Statemented pupils;
- Liaising with parents and carers of pupils regarding their child's Additional Learning Need;
- Managing work with external agencies including the Educational Psychology Service;
- Attending ALN training and sharing good practice.
- Monitoring ALN files half termly and ensuring all information is kept up to date.
- Tracking Interventions across the school.
- Maintain provision mapping.
- Ensuring all ALN information is current for PLASC.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with ALN.

Additional Learning Need (ALN)

The term 'Additional Learning Needs' continues to be used for those learners who have a learning difficulty which calls for an additional educational provision to be made for them. Under the Education Act 1996 (Section 312) and the SEN Code of Practice for Wales (2002) and further supported by the ALN Act 2018 (statutory from 2020) a child is seen to have Special Educational Needs if he/she:

- Has significantly greater difficulty in learning than the majority of children his/ her age.
- Has a disability which may prevent him/her from making effective use of the educational facilities provided for children of the same age.

- Is under five years of age and falls within the definition of the first two statements or would do so if special educational provision were not made for that child.

Admission

The school's admissions policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs.

Graduated Response

The Code of Practice for Wales requires schools to adopt a 'Graduated Response' to an Additional Learning Need. This refers to the process of identification, assessment and provision for pupils with Additional Learning Needs in all Primary Schools.

It is the class teacher's responsibility to assess and identify children and notify the Additional Learning Needs Co-ordinator (ALNCo) with any concerns. The ALNCo and class teacher review the information gathered and decides what 'Action' is needed to help the child progress. The ALNCo may conduct further assessment and will support the teacher in setting up appropriate strategies and programmes of work. Specific targets will be written up in a One Page Profile or an Individual Development Plan (IDP), depending on their position on the CoP. The support required falls into three different categories: 'Universal Provision' (all pupils), 'Targeted Provision' ('School Action pupils') and 'Specialised Provision' ('School Action Plus' or 'Statemented pupils').

Early Years School Action/ School Action

A decision to place a pupil at Early Years or School Action will be informed by evidence that, despite use of an appropriate differentiated opportunities, a child/ young person is making little or no progress, even when teaching responses are targeted, especially in the pupil's identified area of need, including educational achievement, medical, social, emotional or behavioural difficulties, sensory or physical problems, communication or interactional difficulties. Interventions offered at a Universal level. (See appendix attached for detailed information of these Interventions).

Responsibilities at School Action

The class teacher is responsible for:

- Working with the pupil on a daily basis.
- Planning and delivering individual/group programmes.
- Devising strategies and identifying appropriate methods for accessing the curriculum.

The ALNCo is responsible for:

- Facilitating further assessment.
- Coordinating the provision available to children and young people in each year group.
- Collection of information.
- Liaising, informally (if appropriate) with an Educational Psychologist or external specialist concerning strategies for the pupil.

Early Years Action Plus/ School Action Plus

The decision to place a child or young person at School Action Plus will normally follow a review of the school's Intervention at School Action over time, approximately 2 – 3 terms. The principle underpinning School Action Plus is that having identified a pupil in need of support, interventions are provided that are additional to or different from those provided as part of the school's usual differentiated curriculum (see appendix for ALN Interventions offered at this level). Interventions at Specialised Provision are characterised by advice from external agencies. Schools can make request for professional advice and/or support and for additional non-teaching support through the relevant referral forms.

Responsibilities at School Action Plus

The class teacher is responsible for:

- Working with the pupil on a daily basis to carry out Interventions, support suggested by outside agencies.
- Planning and delivering individual/group programmes as advised.
- Ensuring any suggested equipment, strategies and utilised in the classroom and school environment.
- Providing up to date information and progress to the ALNCo.
- Completing reports relevant to the child, when requesting support from outside agencies.

The ALNCo is responsible for:

- Facilitating further assessment.
- Coordinating the provision available to children and young people in each year group and ensuring that the advice given from outside agencies is being utilised within the classroom and school.
- Collection of information and monitor progress.
- Liaising formally, with an Educational Psychologist, external specialist and parents or carers, concerning strategies for the pupil.
- Carry out PCP review meetings annually, or when required.

Statutory Assessment

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.' Only in a small minority of cases will a child or young person have special educational needs of a severity or complexity, which requires a statement of special educational needs. Where the Local Authority (LA) determines special educational provision through a Statement of Specialist Educational Needs, such provision will be clearly specified, and arrangements will be established to ensure that it is appropriately implemented.

Annual Reviews

ALNCoS and class teacher carry out an Annual Review of all School Action Plus children with parents or carers and with the child as the central focus. These PCP meetings review and monitor the effectiveness of the arrangements made to meet the needs of the child or young person and include discussion for progression. An Annual Review/PCP is also undertaken for all Statemented children. This includes the Educational Psychologist and any other relevant outside agencies.

Panels

The Local Authority (LA) Panels meet on a regular basis to discuss referrals for statutory assessment, specialist placement and provision and the allocation of additional support.

Outside Agencies Support Services

Contact is made with external agencies and their involvement is valued. These include:

- Educational Psychology Service;
- Advisory teachers ALN;
- Speech and Language Therapy;
- SpLD;
- Social Services;
- School Nurse;
- ISCAN;
- Primary Mental Health Service;
- SPACE Wellbeing;
- Outreach;
- Occupational Therapy;
- Paediatrician/Health care;
- EWO;
- SENCOM;
- EAL Support.

Partnership with Parents

The school recognises the importance of effective dialogue between teachers and parents. Parents are consulted and kept informed of their child's progress at every stage of the 'Graduated Response' and are welcomed into the school to support their child's learning. They are also encouraged to support their child at home.

For certain children, home-school diaries are set up to inform parents, on a more regular basis, of their child's progress. Parents are always invited to review their child's progress with the class teacher and the ALNCo and to be involved in target setting.

Role of the Governing Body

The Governor with responsibility for Additional Learning Needs will provide termly reports to the whole governing body and will provide an annual report to parents on the success of the school's policy for children with Additional Learning needs. This report will state the numbers of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the additional learning needs policy.

Training

In-service training is available in respect of additional learning needs for the whole school, department or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the School's Development Plan.

Rights Respecting School

At St Mary's Church in Wales Primary School, we follow and keep the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child in our school has the right to the 42 Articles. The Articles relevant to this policy are: - Articles 1, 2, 3, 12, 13, 15, 23, 28, 29, 30, and 31.

Monitoring and Review

The monitoring of this policy is the responsibility of Head Teacher, ALNCos & the Governing Body. This policy will be monitored annually and reviewed in line with the policy cycle review.

Signed:

Head Teacher

Signed:

Chair of Governors

Appendix One – Interventions offered in St Mary’s Church in Wales Primary School

COGNITION AND LEARNING	
Universal Approach	ALN support
High expectations of children and appropriate challenge for all	1:1 reading
Clear learning objectives and differentiated outcomes, clear instructions	Phonics (group and 1:1)
Clear feedback and next steps in their learning – children involved in the process and given time to respond	Writing intervention
Behaviour for Learning at the heart of lessons/school ethos	Numicon and concrete maths activities
Learning walls to support key learning points	Maths Catch Up Groups
Time to talk things through with a Talk Partner before feeding back to class	RWI Small Group and 1:1
Access to ICT in particular iPads to help reduce barriers to learning	RWI Fresh Start
Writing frames or alternatives to written recording when writing is not the primary objective	Additional Maths Support (1;1, 1;2 or small group)
Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals	Support for word building and high frequency word recognition
Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.	In class support from TA
Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place	Spelling practice groups
Personalised and differentiated teaching, including questioning	Additional individual reading
Learning presented in small chunks.	Memory skills training

Mini plenaries throughout session to ensure pupils are making good progress. Intervention given to overcome misconceptions	
Differentiated curriculum planning, activities, delivery and outcome	Computer programmes: 1:1 and small group (Please name programs)
Visual timetables	Precision Teaching
Illustrated dictionaries	
Use of writing frames	
TA in class support	
Use of symbols	
Structured school and class routines	
Maths Intervention	
Comprehension Intervention	

COMMUNICATION AND INTERACTION	
Universal Approach	ALN support
Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language	In class support with focus on supporting speech and language (daily, 1:4 approx., TA)
Increased visual aids / modelling etc.	ICT – e.g. Clicker 4 (As appropriate)
Visual timetables	Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
Use of symbols	Input from Outreach Team
Structured school and class routines	Visual organiser
PALS	Talkabout
	Socially Speaking
	Social Stories

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	
Universal Approach	ALN support
Circle Time	Small group Circle Time
House Points Reward System	Social Skills group
Assemblies: Achievement Assembly once a week	Individual reward system
Celebration Assembly at the end of every term	Home – school record (daily) Parent link via Dojo Messenger
Golden Time	Peer mentoring (as appropriate)
	Year 6 transition support
	ELSA

SENSORY AND/OR PHYSICAL NEEDS	
Universal Approach	ALN support
Flexible teaching arrangements	Fine Motor Skills group
Staff aware of implications of physical impairment	Gross Motor Skills group
Pencil grips	Additional handwriting practice
Writing slopes	Individual support in class during PE and lunch time
	Reasonable adjustments to environment to support access e.g. bobbly cushion
	Chewlery

School Council Policy Review/Audit

At St. Mary's Primary School, we are a Rights Respecting School and understand the importance of children's involvement in all aspects of decision making at our school. We regularly remind the children of the principles outlined in the UN convention of the Rights of the Child.

Article 12 (Respect for the views of the child): *When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.*

- At our school, the School Council are given time to consider School Policies. Pupils have the opportunity to be actively involved in any amendments to policies and procedures decided.
- The policies details are discussed using 'child friendly' vocabulary at the meetings and the information is clarified to a point of understanding.
- The Grand School Council Members, usually from Year 6 are asked to sign the policy following discussion.
- At the end of the meeting, this form is used to make comments if required.
- The points raised by the School Council are considered by the Head Teacher and Governing Body of the school before the policy is signed and put into place.

Policy:
Comments (If required):
Signed:
Grand School Council Member:
Signed:
Grand School Council Member: