



Additional Learning Needs Policy

Agreed by the Governing Body:

Review date:

Signed:

Chair of Governors:

POLICY FOR ADDITIONAL LEARNING NEEDS - GWENFRO CP

Introduction

Our Additional Learning Needs (ALN) policy has been developed through a whole school approach to ensure that children with ALN are consistently identified and provided for and that all staff, parents and governors are aware of the current policy and can play an active part in its development. The current policy has been written in response to the Code of Practice for Wales and should be seen as part of a process of change. It seeks to provide a clear and consistent base line for the development of an effective education programme, building on existing good practice, to meet the needs of children experiencing learning difficulties.

The ALN Policy is not an isolated document but is contained within existing school policies and is complementary to them. At the heart of the work of every class lies a cycle of planning, teaching and assessing. These arrangements take account of the wide range of abilities, aptitudes and interests that children bring to school and the majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have ALN.

All children have a right to be educated alongside their peers. At Gwenfro Community Primary School, we are fully committed to meeting the needs of all children including those pupils with ALN so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Gwenfro Community Primary School has due regard to the Code for Wales 2002 and the Disability Discrimination Act 2001.

Definition of Special Educational Needs

Gwenfro Community Primary School follows the Code for Wales (2002) definition:

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

At Gwenfro Community Primary School, we recognise that children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 schools within the area of the local education authority.

Special educational provision means:

- a) "For a child over two, educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
- b) For a child under two, educational provision of any kind."

Child's Entitlement

Gwenfro Community Primary School ensures that the needs of all children including those with specific disabilities are treated appropriately and sensitively in all circumstances. We are fully committed to ensuring that each child succeeds in an environment which is free from prejudice and which meets their needs accordingly.

Current Arrangements

In Gwenfro Community Primary School, the majority of children considered to have ALN will be taught within a mainstream class, accessing additional support as and when appropriate. Guidelines laid down in the Code of Practice are adhered to at all times.

For children with more complex and significant needs, the school has two Resourced Provisions for pupils with a range of ALN from within the whole of Wrexham Borough County. These admissions are driven by a Statement of ALN under the 1996 Education Act or Agreements. Sometimes, pupils at the School Action Plus stage of the Code of Practice may be admitted into the Resourced Provision for further assessment if there is capacity to do so. Pupils are taught in a small class, by a specialist class teacher who is supported by teaching assistants. This means that they are able to access a high level of adult support. A differentiated curriculum is provided for these children in order to meet their needs.

The Headteacher and Governing Body are committed to integrating these pupils wherever possible - e.g. collective worship, socially (playtime and in the dining room) and curriculum integration. Pupils are supported by teaching assistants as they integrate into mainstream classes as and when appropriate. All members of teaching staff are aware of each pupil's difficulties and meet their needs accordingly.

Objectives

1. To ensure that the statutory and non-statutory parts of the SEN Code of Practice for Wales 2002, are implemented in Gwenfro Community Primary School
2. To ensure children with ALN are included within the mainstream classroom providing experience of learning within groups of mixed ability, race and gender
3. To ensure that all children have access to a relevant broad and balanced education including the National Curriculum, differentiated by their teachers to meet their individual needs; Children with ALN will experience plans of work specific to their needs

4. To ensure the responsibility for educating children with ALN lies with the whole staff
5. To ensure that ALN are identified and assessed as early as possible
6. To ensure pupils' needs are met as soon as is practicable
7. To work in close partnership with parents/carers and encourage pupil participation
8. To work proactively with the Local Authority and other external agencies in identifying, assessing and meeting special educational needs
9. To maintain and develop a range of expertise within the school
10. To monitor, review and evaluate policy and provision on a regular and systematic basis

Roles and Responsibilities

The role of the Governing Body

In recognising the aims and objectives within the school the *Governing Body at Gwenfro Community Primary School* will:

- ensure that the necessary provision is made for any child with ALN
- ensure that, where the 'responsible person' - the head teacher or ALNCO has been informed that a pupil has ALN, those needs are made known to all who are likely to teach him or her.
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have ALN
- report annually to parents on the implementation of the school's policy for pupils with ALN [Section 317, Education Act 1996].
- ensure that a pupil with ALN joins in the activities of the school together with pupils who do not have ALN, so far as is reasonably practical
- have regard to the *Code of Practice for Wales* when carrying out their duties towards all pupils with ALN [Code for Wales 2001]

In addition to the above, the *Governor* with responsibility for ALN should be kept informed of current legislation, identification and assessment procedures, provision for pupils with ALN and the number of children within the school with ALN. S/he should ensure that the remainder of the *Governing Body* is provided with this information.

The role of the Headteacher

The Head teacher has the overall responsibility for the daily management of the ALN policy. The Headteacher's role includes:

- ◆ making appropriate provision within the school budget for ALN and reporting to *Governors* on the allocation of funds
- ◆ the provision of school staff, material resources and INSET
- ◆ presenting the school's ALN policy to the *Governors* for approval

- ◆ monitoring the implementation of the policy and keeping the Governors informed of its effectiveness
- ◆ informing the Governor with responsibility for ALN of:
 - current legislation
 - levels of provision
 - the number of children in receipt of statements within the school
 - how the needs of all children with ALN are met within the school
- ◆ staff development through INSET
- ◆ liaising with the ALNCO and staff to discuss the effectiveness of the policy
- ◆ liaising with outside agencies
- ◆ supporting and advising parents and staff
- ◆ being aware of any formal documents sent to, and received from outside agencies
- ◆ the legal responsibility for ensuring the child's needs are met and ensuring the recommendations and additional provision provided by the LA are carried out; being the 'named person' on the formal statement of S.E.N. issued under section 7 of the 1981 Education act

The role of the ALNCO

The ALNCO's responsibilities and key tasks include:

- contributing to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- supporting all staff in understanding the needs of ALN pupils and ensuring that objectives to develop ALN are reflected in the school development plan;
- regularly monitoring progress of objectives and targets for pupils with ALN from teachers' plans
- analysing and interpreting relevant school, local and national data and advising the head teacher on the level of resources required to maximise achievement;
- liaising with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- supporting the identification of, and disseminating the most effective teaching approaches for pupils with ALN
- collecting and interpreting assessment data to inform practice
- working with pupils, class teachers and senior managers to ensure realistic expectations of pupils
- monitoring the use of resources, teaching activities and target setting and developing a recording system for progress
- contributing to the professional development of staff

- advising the head teacher, S.L.T. and governing body of priorities for expenditure and deployment of staff, and utilising allocated resources with maximum efficiency
- maintaining and developing resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and ALN policies
- taking on any additional responsibilities, which might from time to time be determined

Mr. Gareth Jones is the current ALNCO with responsibility for the day to day operation of the school's ALN policy. He has an appropriate amount of non-contact time per week to execute his duties as listed above.

The role of the class teacher

Class teachers at Gwenfro Community Primary School work in close collaboration with all parties concerned with the child with ALN and play a vital role in providing for the child's needs and in ensuring the child experiences the curriculum, accessing activities through levels suitable to the child's abilities. The class teacher is to be aware of the child's needs and difficulties and must continually assess the social, intellectual, physical and emotional needs of the child and provide accordingly for him/her. The class teacher has overall responsibility for all pupils in his/her class including pupils with ALN.

The class teacher's role includes:

- differentiating tasks to ensure all abilities are catered for and relevant skills developed
- providing a variety of resources and teaching methods to cater for the children's individual needs
- identifying through continual assessment, children with ALN and informing the ALNCO of any relevant observations
- placing pupils on School Action/School Action Plus when s/he believes it is necessary (following school procedures relating to Code of Practice for Wales)
- completing support documentation and planning for the provision of children.
- involving the help of the ALNCO to develop an individual education plan (I.E.P.) when classroom strategies are insufficient and advice is required
- being involved in decisions to involve outside agencies
- liaising regularly with ALNCO on behaviour modification
- fostering good working relationships with parents
- maintaining records of children with ALN

The role of the teaching assistant/support worker

The support assistants work in close collaboration with the class teacher and ALNCO to promote inclusion of children with ALN.

This role may include:

- contributing to the preparation of Individual Education Plans in collaboration with the class teacher and the ALNCO
- liaising with the ALNCO & class teacher about any child experiencing learning difficulties
- being aware of a range of learning strategies that can be used to help the children
- maintaining records for the monitoring of children's progress
- supporting children with ALN in a variety of situations e.g. in small groups, individually, withdrawn and in-class support
- matching materials to the child's requirements
- helping and supporting individual children with learning difficulties in a variety of situations including activities off site
- liaising with parents to encourage their participation
- liaising with the Headteacher

Pupil Involvement

As a school, we involve pupils in setting targets on their IEPs when appropriate. When an IEP is formulated, the targets are discussed informally with the children with their views being taken into account.

Early Identification

At Gwenfro Community Primary School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has ALN before they enter school, Foundation Phase staff along with the ALNCO will liaise with the early education setting and any other relevant agencies to grasp a good understanding of the child's needs.

Gwenfro Community Primary School is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

More Able and Talented (MAT)

From time to time, a child may be recognised as being 'More Able and Talented'. This is where the usual differentiation to target high achievers within the day to day classroom activities is insufficient in meeting his/her needs and does not provide a suitable level of challenge. The child may be considered MAT in one area, more than one area or across all areas of learning. In this instance, the child will be identified by the

class teacher who will inform the ALNCO & Assessment Co-ordinator. They will then liaise with the appropriate professionals to seek advice on how to extend the child's learning further. Parents will be kept informed at all times.

English as an additional language

The identification and assessment of the ALN of children whose first language is not English requires careful consideration. The lack of competence in English must not be equated with learning difficulties as understood by the Code of Practice for Wales on the identification and assessment of ALN. Care is taken to consider the child within the context of his/her home, language, culture and community. The EAL team have a baseline assessment which they carry out in the child's home language. This can be useful in identifying any concerns or issues. Support staff from this service, if available will ensure that pupils and parents fully understand the measures that the school is taking.

At the same time it should not be assumed that the language status is the only reason if children who have English as an additional language make slow progress; they may have learning difficulties.

Record-keeping

At Gwenfro Community Primary School, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class
- ◆ The ALNCO is responsible for ensuring that comprehensive records are kept properly and available as needed
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the ALNCO, including IEPs (where appropriate)
- ◆ Copies should be kept in the school for future reference

Arrangements for Identification of ALN

Our arrangements for identification and assessment of ALN are based on the Local Authority requirements as stated in the Code of Practice.

In the first instance, children considered to have ALN will have been recognised and identified by the class teacher. Initial evidence of ALN may include teacher observation, standardised test scores, examples of work or class based assessments. Sometimes, a class teacher may have concerns about a child which are not prevalent enough to place them on the ALN register straight away. In this case, the teacher (in collaboration with the ALNCO) will fill out an 'Initial Concerns' form, highlighting the reasons for the concerns and what further assessments if any, need to take place. The child will then be monitored and reviewed in due course (usually within 6 to 12 weeks). A

decision will then be made regarding next steps - 'No Further Action' or 'Move to School Action'. Parents will be kept fully informed of this process.

The Code of Practice for Wales outlines the two Action model as follows:

SCHOOL ACTION

The class teacher identifies a child's ALN and, consulting the school's ALNCO, lists the child and takes initial action. This will usually, but not always result in providing additional support and the involvement of Learning Support staff/Teaching Assistants. Sometimes it will involve the use of additional strategies by the class teacher alone. A School Action Planning Form and Individual Education Plan (IEP) will be drawn up specifically for a child, outlining targets and strategies to achieve those targets. The IEP will record only what is different from or additional to, the differentiated curriculum. It will focus on three or four targets that match the child's needs.

A review date will be set with parents when progress can be discussed, giving rise to the success and appropriateness of the strategies to the child's needs and/or learning styles. The identification of pupils for inclusion in School Action programmes is most often made by the class teacher on the basis that the child:

- makes little or no progress even when teaching approaches are targeted to identified areas of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curricular areas
- presents persistent emotional or behavioural difficulties that are not helped by the behaviour management techniques usually employed by 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

Identification will be due to an area of concern: e.g. progress across the curriculum; learning/visual/ hearing/ speech and language/ behavioural by; parent and carer/ social services/ health services/ school staff.

We do not regard School Action necessarily as a precursor to School Action Plus. Some children will receive the provision offered through School Action and not progress to School Action Plus.

Parents will be invited in to school 3 times a year to discuss IEP targets - in January, April and July. The review meeting will be organised by the ALNCO. Parents are invited to the IEP reviews and their views on the child's progress should be sought. One extra review in October will coincide with a 'Meet the Teacher' evening where parents are invited to look at their children's work. Where possible the child will also take part in the review process and be involved in setting targets. If a child is not at the review,

their views will be considered in any discussion where appropriate. If parents/carers do not attend the review, a copy of the decisions taken and the IEP will be sent home to the parents.

SCHOOL ACTION PLUS

School Action Plus is triggered when the pupil still does not make appropriate progress after School Action. The basis for School Action Plus in Gwenfro Community Primary School is that despite receiving an individualised programme and/or concentrated support under School Action the pupil:

- continues to make little or no progress in specific areas over long periods
- 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 regularly interfere with the child's own learning or that of the class, 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

School Action Plus involves external support services, both those provided by the Local Authority and by outside agencies. These outside agencies include the Educational Psychologist, Educational Social Worker (ESW), School Nurse, Speech and Language Service, Physiotherapy, Occupational Therapy, Advisory teachers, School Literacy Support team.

Should the child not progress satisfactorily at School Action Plus, outside specialists will help the school consider whether the child is likely to meet the criteria for further assessment by the Local Authority. [Code of Practice for Wales].

Statements/Agreements of Special Educational Needs

The school may wish to apply to the Local Authority to provide the pupil with an 'Agreement' of Special Educational Need/Extended Resources at School Action Plus (ESAP). If it is felt that a pupil will require long term support but will continue to be taught within a mainstream school (even if this involves part of the day being taught in a Resourced Provision), this is often the next step that will be taken.

However, if it is deemed that the child will require an intensive long term support package with the possibility of attending a more specialist provision, the ALNCO will request a statutory assessment leading to a statement of Special Educational Need, when it has been demonstrated that all the required documents are in place and the necessary actions have been effectively carried out. These include information on:

- the School Action and School Action Plus programmes
- 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 of attainment including those 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; (Code for Wales 5:64)
- any involvement by the social services or educational welfare service

A statement gives access to extra resources. It provides a detailed account of the needs. Parental preferences must be taken into account and arrangements made for review.

If parents/carers have requested a statement this stage should last for no longer than 6 months.

If the Local Authority decide not to issue a statement or agreement of need the child will revert to School Action Plus, if outside agencies remain involved, or School Action if there are no outside agencies involved.

Whilst any assessment is being made - the child will continue to be supported through School Action Plus.

Where a child has been given a Statement or Agreement, it will specify clearly the provision necessary to meet the needs of the child.

Gwenfro Community Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the Foundation Phase/National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

Where the Local Authority declines to provide a Statement the school may request a reassessment after six months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

All Statements and Agreements are reviewed annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review reflects the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- ◆ to assess the child's progress towards meeting the objectives specified in the Statement/Agreement
- ◆ in the case of the first annual review, to assess the child's progress towards the targets in the IEP
- ◆ to review the special provision made for the child
- ◆ to consider the appropriateness of the Statement/Agreement in the light of the child's performance
- ◆ to consider if the Statement/Agreement is to be maintained.

If possible the older pupils will be involved, attending all or part of, the review.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Gwenfro Community Primary School, such immediate referrals are made as the need arises. Parents will be kept fully informed at all times.

Partnership with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as responsible parents.

At Gwenfro Community Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

The parents of all pupils are informed of the child's targets and asked to support in specific ways. The contribution is especially important for pupils with ALN and teachers will be glad to help and advise.

At Gwenfro Community Primary School, we endeavour to support parents so that they are able to:

- ◆ recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- ◆ have knowledge of their child's entitlement within the ALN Framework
- ◆ understand procedures and documentation

- ◆ make their views known about how their child is educated
- ◆ have access to information, advice and support during assessment and any related decision-making process about special educational provision

The school informs parents when ALN are first identified and will keep parents informed of any progress, encouraging them to participate from the outset and throughout their child's educational time at the school.

At Gwenfro Primary School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide extra support as the child goes through this process.

Equal Opportunities

Gwenfro Community Primary School provides a balanced and broadly based curriculum, to which all children have equal access, regardless of race, gender or disability. All children who are identified as having ALN have access to the Curriculum in accordance to their year group requirements with appropriate differentiation to meet their individual needs.

Information Technology

At our school, we have appropriate hardware (PCs, netbooks, ipads, interactive whiteboards) and software packages to enhance the learning of all our pupils. Additional resources may be provided to meet the needs of individual pupils with ALN if appropriate.

Curriculum Cymraeg

Pupils will be given opportunities, where appropriate, to develop and apply knowledge and understanding of the environmental characteristics of Wales.

Review of the Policy

This policy will be reviewed bi-annually.

The implementation of this policy is the responsibility of all teaching staff and will be monitored by the Headteacher, ALNCO and ALN Governors.

This document was written by Mr G. Jones (ALNCO) in 2018 to reflect current procedures in ALN documentation in consultation with the Chair of Governors.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of ALN are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to the ALN provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.

Current developments due to pending Additional Learning Needs and Education Tribunal (Wales) Act 2018 (Full implementation 2023).

Under the proposed Additional Learning Needs and Education Tribunal (Wales) Act 2018, there will be a new Additional Learning Needs Code of Practice. The Act, in conjunction with the Code and regulations made under the Act, provides a legal framework to ensure that learners' additional learning needs (ALN) are identified early and addressed quickly. It places the learners' views, wishes and feelings at the heart of the process of planning the support required to enable them to overcome their individual barriers to learning and achieve their full potential.

At Gwenfro CP we are committed to developing and preparing procedures and protocols in line with the new Act, in order to be fully compliant by the 2023 full implementation timeline.

Actions to date include:

- ALNCO appointed and working within ALN Cluster to develop procedures and keep updated with latest developments
- School ALN audit updated via GWE
- ALN transformation presentation delivered to staff and governors
- ALN transformation letters sent to parents
- A range of staff across key stages have received training in Person Centred Planning practices (PCP)
- Reviewing current ALN register to identify some changes that could be made (Ongoing)
- New annual review procedures being discussed and developed (Ongoing)
- Development of new early teacher concerns procedures discussed
- Development of Individual Development Plans (IDP's) discussed, including transferring existing ARSAP agreements and Statements of Educational Need to IDP's
- Classroom practices and monitoring procedures developed to ensure effective teaching and differentiation allow pupil led learning experiences