

# **St Aidan's Church in Wales VA School**



## **ADDITIONAL LEARNING NEEDS POLICY**

**HEADTEACHER:**

**MRS S JAMES**

November 2018

## **ADDITIONAL LEARNING NEEDS POLICY**

### **AIMS OF THE SCHOOL**

1. Ensure that all pupils, regardless of ability and disability, have access to a broad, balanced, relevant and differentiated curriculum.
2. To share the responsibility of meeting Additional Learning Needs throughout the whole staff.
3. To ensure identification of all pupils requiring ALN provision as early as possible in their school career.
4. To provide an individual education in a normal a setting as possible.
5. To encourage and develop attitudes of self-worth in pupils with additional learning needs so that they may reach their highest realistic goals.
6. To identify additional learning needs through a clearly defined process of early identification, monitoring and assessment in all curriculum areas.
7. To involve parents at every stage in any plans made to meet a child's additional needs.
8. To ensure that pupils who have additional needs are involved, where practicable, in decisions affecting their future provision.
9. To maintain appropriate provision for those pupils with a statement.

We will have due regard for the **Special Needs Code of Practice for Wales** when carrying out duties towards all pupils with special educational needs, and ensure that parents are notified when Additional Learning Needs provision is being made for their child.

### **ADMISSIONS**

The Governing Body believes that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in that,

*“All schools should admit pupils already identified with special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.... Pupils with special needs but without statements must be treated as fairly as all other applications for admission.” (Code of Practice 1:33).*

### **STAFFING**

ALN Co-ordinator: Mrs W MacGarvie

SEN Link Governor: Mrs B Burns

We recognise that many pupils will have Additional Learning Needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **INTRODUCTION**

The National Curriculum provides a common framework for all schools and for all children including those with special educational needs.

The Education Act (1981) defined Additional Learning Needs in terms of learning difficulties which prevent some pupils from being successful in the work which is provided for pupils of a given age range. The 1993 Education Act builds upon the principles and practices set out in the 1981 Education Act.

The Additional Learning Needs Policy has been drawn up taking into consideration the Code of Practice issued by the Secretary of State and the operational guidelines suggested by Pembrokeshire County Council. The definition of special educational needs has not changed since the 1981 Act.

The main principles of the Code are as follows:

- A continuum of Additional Learning Needs.
- A continuum of provision partnership with parents.
- Early identification and assessment.
- Provision in the mainstream whenever possible.
- Time limits for statutory assessments.
- Access to the National Curriculum.
- Close co-operation between all agencies.
- The wishes of the child should be taken into account.
- Evaluation of the effectiveness of schools policies and practices.

## **ALN CO-ORDINATOR**

Mrs W MacGarvie has taken on the role of Additional Learning Needs Co-ordinator (ALNCo). Her duties are as follows:

- Implement a stages process of assessment and action planning for individual children and support class teaching in drawing up Individual Education Plans (IEP's)
- Work closely with the class teachers at the monitoring and review stages.
- Maintain an up-to-date ALN Register.
- Refer children to the LA for statutory assessment if required.
- Work closely with the Head teacher and nominated Governor in reviewing the efficiency and effectiveness of the provision made.
- Work closely with parents, involving them and recording their views at each stage of their child's assessment and review.
- Make referrals and attend TAPPAS meetings to liaise with outside agencies.
- Produce and update ALN pupils' personal records.

## **WHOLE SCHOOL POLICY**

We aim as a school to provide access to the whole curriculum for all pupils and recognise that this will require support for staff to develop appropriate strategies and resources as well as support for individual pupils. We believe that the school should respond by establishing a whole school approach to Additional Learning Needs and systems of support for staff and pupils.

The responsibility for ensuring supported integration for pupils with statements is with all staff, whole access to separate facilities will be necessary. One of our objectives is to enable pupils to be taught within mainstream classes.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

Care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## **PARTNERSHIP WITH PARENTS**

We firmly believe in developing a strong partnership with parents, as this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and this gives them a key role in the partnership.

*"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting" (C.o.P 2.2).*

The school considers parents of ALN pupils as valued partners in the process. Depending on age and appropriateness ALN pupils will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to all parents of pupils with ALN details of the parent partnership service available through the LA. The SEN Code of Practice outlines that:

*"LEA's should work in partnership with local and parent organisations as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice" (2.14)*

## **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the school prospectus. The ALN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **PROCEDURE FOR IDENTIFYING/ASSESSING ADDITIONAL LEARNING NEEDS**

1. Pre-school liaison teacher along with the Health Visitors and playgroup leaders will inform us of any concerns or difficulties which have been identified.
2. Foundation Phase Profiles and DEST2: Children are assessed within the first six weeks of entering the Reception Class, using the Foundation Phase Profile. DEST2 is used with reception children. Those identified as needing support are provided with appropriate activities and pupils are later re-assessed.
3. Class teachers are responsible for monitoring progress within the class. If the class teacher is anxious about the progress of a child the concern and need is discussed with the ALNCo and Headteacher.

### **INDIVIDUAL EDUCATION PLANS (IEP's)**

Strategies for pupils' progress will be recorded in an IEP, containing information on:

- Short term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- The success and/or achievement criteria.
- The outcomes recorded at review.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two to five individual targets that closely match the pupils' needs. The IEP will be discussed with the pupil and the parents.

### **REVIEWING IEP'S**

IEP's will be reviewed termly. The school will endeavour to hold the reviews and parents' views on their child's progress will actively be sought and recorded. Wherever possible or appropriate the school will involve pupils in this process.

### **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

A Statement of Special Educational Needs will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the Statement.
- Established through parental/pupil consultation.
- Set out in an IEP.

- Delivered by the class teacher/LSA with appropriate support where specified.

### **REVIEWS OF STATEMENTS**

Statements must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parents.
- The child if appropriate.
- The relevant teachers.
- The ALNCo.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the Headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement in relation to the pupils' performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

### **EMOTIONAL/BEHAVIOURAL DIFFICULTIES**

Many pupils with emotional/behavioural difficulties have a very low self-esteem. The school has an ELSA who is able to cater for emotional needs of individual pupils.

We try to involve children in monitoring their own behaviour, together with parental support, working together towards improvement; trying to give them some responsibility for themselves. Support within a small group situation is sometimes the way forward, enabling the child to have the individual attention they need. Please also see the school behaviour policy.

Records are kept of pupil behaviour by each member of staff. These are used in TAPPAS meeting when required.

### **MORE ABLE AND TALENTED PUPILS**

More Able and Talented is the term 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.

Our aim is to improve the quality of learning and opportunities for More Able and Talented pupils and therefore raise standards of achievement for all pupils.

### **ADDITIONAL TEACHING SUPPORT**

Some children receive additional one to one support within their classroom or within sight of the class teacher. Also, there are occasions when several children with similar needs can be supported within the class for specific curriculum areas; this also helps to economise on limited support time. In all such situations we monitor carefully the children's responses and any effects it may have on their self-esteem.

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