



Additional Learning Needs Policy

Created
CREATED BY
CONFIRMED BY THE GOVERNING BODY
REVIEW DATE

10/2018
C PRYDERI
09/10/18
By 12/2020

Additional Learning Needs Policy

Head of Inclusion/Additional Learning Needs Co-Ordinator (ALNCo): Mrs. Cei Pryderi

Governor responsible for ALN: Mrs. N. Jardine

1. Introduction

1.1 The aim of this document is to contribute to the effective delivery of the curriculum at Ysgol Bro Teifi enabling all pupils to participate in all aspects of the curriculum, achieve their full potential and promote their self-image. All teachers should be making appropriate provision for all pupils by understanding and following discriminatory learning principles.

A pupil has additional learning needs if he or she:

- a) Has a learning difficulty that is significantly greater than most of his/her peers.
- b) Has a physical disability which prevents him/her from having full access to the school curriculum.
- c) Has emotional or social needs that prevent him/her from accessing the curriculum fully.

A pupil has exceptional learning ability if he or she:

- a) Has a learning ability that is significantly higher than most of his/her peers.

1.2 The school favors a 'Whole School Policy' for pupils with additional educational needs, and will provide:

- i) high quality education for all pupils.
- ii) equality of educational opportunity for all pupils.

Equality is defined as:

- a) the right for pupils to receive their education with their peers.
- b) the right to receive differentiated education in order to meet individual needs.
- c) the right for the child's contribution to be considered on an equal basis with others.

1.3 "Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them."

"Special educational provision means ... educational provision which is additional, or otherwise different, to the educational provision normally made for children of their age in schools ... in the area." (Section 312, Education Act 1996)

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that assessment and planning for children with special educational needs take fair account of the nature and extent of the child's difficulty.

1.4 The policy ensures that the voice of the child, according to their age, maturity and ability, is heard in all planning undertaken on their behalf.

2. Aims and Objectives of the Department.

The policy takes account of the Code of Practice and the Special Needs and Disability Act 2001. (From 1st October 2010, the Equality Act replaced the disability discrimination act. We are also aware of the partnership with children and young people with additional learning needs 2012). However, parents of a child with mobility problems are encouraged to contact the education department in good time from the child's start date in the primary or secondary school in order to hold meetings with the school.

2.1 Goals.

- The Department encourages and works closely with the senior management team to try to ensure a curriculum and timetable that suits pupils' needs. Provision is regularly reviewed for current and future pupils.
- Most provision will be met within the classes, but for some, if this is deemed appropriate, children will be taught individually or within small groups. At times it will be appropriate to take some individuals out of the normal learning class to follow an intervention programme, with the consent of the pupil and parents in order to meet their individual needs.
- The department informs all teachers about pupils' needs, on an INSET day at the beginning of each year, then on the school intranet and in morning meetings.
- Advise and suggest INSET opportunities for teachers and ancillary staff on discrimination and the delivery of an inclusive curriculum.
- Ensure high quality education within a broad, balanced, relevant and appropriate curriculum to give pupils every opportunity to reach their full potential and improve their self-image.
- Create an atmosphere that meets the requirements of pupils' additional educational needs in order to promote their emotional and social development. To teach them skills and principles that will enable them to develop into full members of the school community and the wider community in the future.
- Ensure that children's additional educational needs are identified and assessed.

- Meet the children's educational and emotional requirements by ensuring that the provision for them is suitable and makes use of appropriate resources.

2.2 Objectives.

The following objectives explain how the structure within the school ensures that the above Aims are implemented.

- The ALNCo is a member of the senior management team and works alongside other members to ensure that the timetable for pupils with additional educational needs is balanced and gives them the opportunity to develop skills across the curriculum. The curriculum will suit the needs of all pupils to ensure that all children can experience success.
- The ALNCo will raise subject teachers' awareness of the educational, physical, emotional or behavioural difficulties of new pupils by providing information about them to all departments. The teachers who will teach them will therefore be able to adapt their approach to learning and/or differentiate their resources at a suitable level for them. The assistants will be aware of the needs of the pupils in their care and will be able to support the children in order to promote their understanding of the content of their lessons. They will also be aware of the resources available in the school for pupils with additional educational needs.
- The ALNCo will assess and monitor new pupils to ensure that those with additional learning needs are placed on the school's ALN register and given appropriate attention.
- The ALNCo will advise individual teachers and departments on suitable methods and resources for pupils with additional educational needs and this information will be on the school intranet.

3. Identification, Referral, Assessment and Reporting.

3.1 Identification and reference

a) It is vital that pupils' difficulties are identified as soon as possible. In the main, the ALNCo will base assessment of pupils with additional educational needs (and the provision for them) on prior knowledge, which usually comes through nursery/primary/secondary transition meetings. The catchment primary schools will liaise with the ALNCo to arrange transition meetings for year 6 pupils at Bro Teifi school in the Christmas term. The meetings and preparation as well as the induction days will enable the transfer to be as smooth as possible.

b) Nursery/primary/secondary transition teachers and local primary headteachers will pass on information about pupils with additional needs, to ensure appropriate provision.

c) Pupils, parents or teachers may refer a pupil to the ALNCo for further assessment of the child. This will be in addition to the tests being carried out in the nursery/reception/Yr1 classes where there will be a class teacher assessment through observation and also a baseline for nursery and reception pupils (PAD). We track the Foundation Phase using the tracking tool 'The reading journey'. The National tests are a standard and statutory assessment tool from the end of year 2 to year 9. Based on the results, further assessments may be conducted by the ALNCo or external agencies. Close links will be established with the Education Authority's support service and other external services to ensure that Ysgol Bro Teifi plans the best provision for our pupils with additional learning needs. Where contact with external agencies is required, the ALNCo will make the appropriate arrangements and discuss with parents/guardians as required. The services that can be contacted are listed below:

- Educational Psychologist
- Senior County Officers
- Speech and Language Service
- Ceredigion Behaviour Team
- Ceredigion youth service
- Physiotherapy service and occupational therapist
- Ceredigion youth justice recovery service (Restorative Justice)
- Children's services
- Young Carers Service
- Team Around the Family
- Amethyst Project
- Health: - school nurse, diabetic nurse, doctors, physiotherapist,
- CAHMS
- Cruse
- CHOICES
- Disabled Children's Team
- Sensory Team (hearing and visual)
- Careers Wales
- Flying Start
- SEBSA
- SALTSA

3.2 Assessment.

All pupils will be assessed during their time in Bro Teifi. Class teachers assess through observation in the nursery, reception and year 1 classes. There will also be a baseline for nursery and reception pupils (PAD). We

track the Foundation Phase using the tracking tool 'The reading journey'. The National tests are a standard and statutory assessment tool from the end of year 2 to year 9. In May, National Tests will be held which screen reading comprehension in both languages and also numeracy. Pupils will be placed on the appropriate stage on the additional needs register during the Christmas term. The school will follow Ceredigion County Council's Education department's criteria. After the screening process and discussions between the ALNCo and the heads of phase and classteachers in the primary sector and core subject teachers in the secondary sector, all pupils who have not reached a specified standard score within their year will receive intervention in order to improve their score. In addition to the literacy and numeracy tests, all pupils will sit Cognitive Ability Tests (CAT) at the beginning of year 7.

3.3 Recording.

Pupils with additional educational needs are placed on the correct stage on the school's ALN register, based on LEA criteria. In accordance with the SEN Code of Practice for Wales, the school will respond to pupils' additional educational needs at the appropriate level:

Ceredigion graduated response

GY/SA - School Action

GYM/SAP - School Action Plus

GYMCA/SAPRA - School Action Plus Resourced Agreement

STATEMENT /Statement

- School Action: the ALNCo plays a leading role in assessing and gathering evidence, sharing the information with staff and co-ordinating provision in the School.
- School Action Plus: the pupil will receive the support of the class teacher and at times a learning support assistant in literacy and/or numeracy, or emotional and behavior, or through strategies provided in class on the recommendation of the ALNCo/external agency;
- School Action Plus Resource Agreement: provision for the pupil will vary according to need/ability in either mainstream or smaller classes. There may be an assistant in the classroom. A literacy, numeracy or social use of language specialist can support the child in timetabled sessions.
- Official Assessment for Statement/School Action Plus Resource Agreement: if the LEA considers the need for a statutory assessment it may require a multidisciplinary assessment which may lead to the publication of a formal Statement of special educational needs. This can lead to differentiated learning resources and the support of a classroom assistant. The ALNCo will need to gather evidence from the pupil, parent, staff and other agencies on the effectiveness of historic and existing provision. If a pupil has a statement or School Action Plus Resources

Agreement, all agencies involved with the child will be invited to the pupil's annual review. From year 9 onwards, a 14+ transition plan will be completed to ensure a smooth transition to key stage 4, to sixth forms, further education colleges, residential colleges, or to the world of work.

- Whole range: An individual or group education/behavior plan will need to be created. A review of the ALN provision in line with the County's criteria and an audit of ALN provision will be conducted annually.

4 Human resources.

4.1 The role of the Additional Learning Needs Co-Ordinator, (EDS)

- day-to-day management of the implementation of the policy.
- co-ordinate provision for the children's additional needs and manage the responses to those needs.
- support and advise colleagues.
- carrying out an annual audit.
- completion of the school's ALN register.
- prepare and update the ALN handbook and distribute a copy to all departmental coordinators.
- collect information and prepare for annual reviews.
- contribute to and manage the records of all children with additional educational needs.
- manage the screening process within the school and complete the documentation required by external agencies and the LEA.
- write reports on individuals to ensure special arrangements in WJEC examinations.
- act as a link with parents.
- act as a link between external agencies and other host agencies.
- the maintenance of resources and a range of learning materials that will enable appropriate provision.
- prepare and update individual educational plans.
- monitor and evaluate special educational needs provision and report to the school governor with responsibility for additional educational needs.
- manage a range of human and material resources, linked to children with additional educational needs.
- promote success and a positive self-image.
- facilitate access to the whole curriculum.
- devise individual and group learning programmes that take account of the child's individual needs.
- advise and assist with examination arrangements.

All teachers and ancillary staff should have input into the development of the school's ALN policy and be aware of the school's organization of implementation, by identifying, assessing and provision for ALN pupils.

4.2 Role of Learning Support Assistants.

The Learning Support Assistants are involved on a day-to-day basis in supporting individual pupils or a group with additional needs. The assistants will report to the ALNCo or class teachers. Their duties extend beyond the classroom and include :

- perform duties as specified by the ALNCo and a class/subject teacher.
- work with the pupils and to transfer information to the ALNCo about the effectiveness of work/classroom methods.
- develop an understanding of pupils' needs and ways of working.
- enrich pupils' self-esteem.
- keep records of the pupil's development and progress and any difficulties or problems that will arise.
- support for all pupils within the class.
- attend meetings as required.
- help with administrative work within the department.
- act as a good role model around the school, taking on an overall role of caring for pupils, buildings and resources;
- be prepared to adapt and be flexible in terms of duties and responsibilities as necessary.

In addition to the above duties, the higher level assistants will:

- prepare individual or differentiated work for some pupils led by the ALNCo or subject teacher.

Professional development:

a) By monitoring and evaluating provision, the ALNCo through discussions with inclusion staff in performance management meetings, with the support of the headteacher, will identify the professional development needs of individuals. Staff who have attended and completed courses will report back to the department at departmental meetings.

b) In-house training is available during some departmental meetings and during inset days to raise staff awareness of ALN issues.

c) The ALNCo meets with the education authority's additional needs officers and the County's other school ALNCo's each term.

d) Individual staff can take advantage of opportunities for additional qualifications or training through the job. E.g. SEBSA, ELKLAN, ELSA.

4.3 Role of Governors

The governing body of the school must ensure that provision for pupils with additional educational needs meet the statutory requirements of the Code of Practice for Wales including the following steps:

- Ensure that the necessary provision is available to any pupil with additional educational needs.
- Ensure that where the LEA has notified the 'responsible person' (the appropriate head teacher or governor) that a pupil has additional educational needs, all those likely to teach them will receive information about those needs.
- To submit an annual report on the implementation of the school's policy for pupils with additional educational needs.

5. Finance.

5.1 A planning meeting is held annually and funding provision for pupils with additional educational needs is based on the audit.

5.2 The headteacher will provide the governing body with information on how the funding allocated has been used to support additional educational needs.

5.3 The ALNCo will be responsible for the operational management of the specified resources agreed to provide for additional educational needs in the school.

6. Action.

Provision for pupils with additional educational needs will operate as follows:

- Education in mainstream classes, receiving additional support from teachers and support by differentiating tasks, explanations and expected outcome.
- Within a small group or individually in 'withdrawal' sessions with an assistant, SEBSA, external speech and language staff, or a member of the sixth form.
- Within the mainstream with the support of an assistant.
- During morning interventions for reading, spelling and numeracy schemes.
- Disapplication of a very few pupils out of French, Music, Religious Education or Drama lessons in order to follow an individual structured programme.
- Through regular periods of mainstream withdrawal to work on an individual programme to target literacy and numeracy skills.

- By withdrawing from lessons to receive emotional or behavioural support within the 'Clwb Cwtsh' and 'Hafan' setting.
- Individual life skills programmes.
- By choosing one less option in Years 10 and 11.
- By following the Agored Cymru/'cynnydd' (BTech)
- By following the County's alternative curriculum.
- By having special arrangements in examinations.

7. Pupil voice

- By listening to the pupil's voice when they self-refer for an assessment with parental permission.
- By seeking the pupil's views in writing during the annual review and to attend the meeting if they wish.
- Pupils contribute to setting targets themselves and to thinking about the strategies that work for them.
- By posting their worries in the 'Worry box'.
- Through circle time activities.
- By having representation of pupils with additional needs on the School Council.
- Through self-assessment and peer assessment in lessons.
- By completing paper and online questionnaires.

8. Complaints

If a parent/guardian has a complaint concerning arrangements for their child, they should discuss this with a class teacher or head of phase or the ALNCo. If there is no solution then the matter should be referred to the Headteacher. If there is no solution then the parent/guardian can contact the governors. If there is no solution then the matter can be taken to the Local Authority.

Mae'r polisi hwn yn weithredol yn Ysgol Bro Teifi.

Arwyddwyd:  Pennaeth

Trafodwyd a derbyniwyd y polisi hwn gan y Corff Llywodraethu.

Arwyddwyd:  Cadeirydd

Date: 09/10/2018