



Happy, Together, Learning and Caring.

Cwmffrwdoer
Primary School
ALN



**Policy to promote the successful inclusion of pupils with
Additional Learning Needs (ALN)**



At Cwmffrwdor Primary School our objective is to ensure that, through a whole school approach, we address the barriers to learning. We are committed to the process of inclusion and seek to provide full access to the National Curriculum for all. We will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum. We recognise and support the value of the child's view in meeting their need.

Aims and Objectives

The specific objectives of our ALN policy are as follows:

- to identify pupils with ALN and ensure their needs are met;
- to ensure that children with ALN and disabilities join in with all the activities of the school;
- to ensure that all learners make the best possible progress;
- to ensure parents are informed of their child's additional needs and provision;
- to ensure effective communication between parents and school;
- to ensure that learners express their view and are fully involved in decisions which affect their education.
- to ensure that pupils are involved in writing their own targets and evaluating their own progress.
- to ensure that where appropriate interventions are used
- to promote effective partnership and involve outside agencies, when appropriate.

Our policy is a whole school policy where every member of staff shares responsibility for children with Additional Learning Needs. We consider all staff and parents a valuable resource for meeting a child's individual needs.

The Role of the ALN Co-ordinator

Currently the ALNCO is Mrs Jane Jones:

The role involves:

- Day to day operation of the ALN policy;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Providing advice to staff, liaising with them and, where necessary, assisting in the completion of Individual Learning/Education/ Behaviour Plans;
- Compiling positive handling plans where needed.

- Maintaining the school's ALN register and overseeing the records of all children with additional educational needs;
- Liaising with outside agencies;
- Monitoring, evaluating and reporting on the provision for children with ALN to the governing body in conjunction with the designated responsible person, Mrs Ann Morgan;
- Co-ordinating the range of support available to children with additional educational needs;
- Contributing to the in-service training of staff;
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs.

Admissions

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity.

Access

The school has access via a driveway and path. Indoor and outdoor areas are accessible. A toilet has been adapted for wheelchair use and the washbasin is at an appropriate height. Steps have been visually enhanced

The playgrounds and outdoor areas are accessible to all pupils.

Identification, Assessment and Review Procedures

The school is committed to the early identification of additional educational need and adopts a graduated response to meeting these needs in line with the Revised Code of Practice 2002. The schools' system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Foundation Phase and National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

- An existing Statement of ALN
- Assessments by a specialist service, such as an educational psychologist identifying additional needs
- Medical reports
- Another school or LEA which has identified or has provided for additional needs
- Pupils have been identified by other agencies e.g. Health visitors

If these suggest that the learner is not making the expected progress, the class teacher will consult with the ALNCO in order to decide whether additional and/or different provision is necessary. There is no need for children to be registered or identified as having additional learning needs unless the school is taking additional or different action. Children who have disabilities but no additional educational needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all will be recorded in an IEP/IBP. This is a child friendly document, written by the class teacher but always in consultation with pupils, parents/carers, and ALNCO. It may also involve consultation and advice from external agencies.

The IEP/IBP will set targets for the child and will detail:

- the short-term, SMART targets set with the child;
- the teaching strategies to be used;
- the provision to be put in place;
- who will help
- when the plan is to be reviewed;
- success and/or exit criteria.

The IEP/IBP is a working document and will be reviewed regularly and the outcomes will be recorded. Children will participate fully in the review process according to their age and abilities. Parents/carers will also be involved in the review process.

The needs of the majority of the children will be met in the classroom. Teachers are expected to make every effort to ensure children with additional learning needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities or interventions related to their identified needs. This may be delivered by an LSA, in liaison with the class teacher, and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher who will also monitor progress.

School Action

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

A child receiving support at **School Action** will have an Individual Education/behaviour plan.

Monitoring of progress will be carried out on a regular basis and adjustments to the provision will be made accordingly.

School Action Plus

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services. The specialist service will contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at Foundation Phase or National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills

- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment, regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A child receiving support at **School Action Plus** will have an Individual Education/behaviour Plan. Monitoring will take place as for School Action and reviews will be on a termly basis.

School request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Statement of Special Educational Needs

When a child has a Statement of Special Educational Needs the 'School Action Plus' arrangements will continue and additional support will be provided by school, this support may be part funded by the LA.

There will be a multi-agency Annual Review, chaired by the ALNCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made to the Statement or to the provision for the pupil.

The School's Arrangements for AEN and Inclusion In-Service Training

- The ALNCO attends regular cluster meetings to update and revise developments in Additional Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the School Development Plan. In Service training and individual professional development is arranged matched to these targets.

- In-house additional needs and ALN training is provided through staff meetings by the ALNCO or Educational Psychologist, or medical specialist when required e.g. diabetic nurse
- All staff has access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Training for all staff may be undertaken on INSET days if an area for development is identified.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The AENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- For pupils who have a statement of special educational needs or have more complex needs at SA+ introducing a one page profile, and or Person Centered Plan with suggestions on how best to support them. The profiles are written as a result of a 'Person Centered Review' that takes place with parents, school staff and all outside agencies involved with that pupil. The one page profile is reviewed annually and amended as necessary.
- Where appropriate, IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views. IEPs are signed by all parties, copied and sent to parents/carers after meetings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Links with other schools/transition arrangements

The Reception class teacher meets with staff from partner nursery schools prior to pupils starting school, including Brynteg Nursery, George Street Nursery and Pontymoile Under fives. Concerns about particular needs will be brought to the attention of the ALNCO after this meeting. Where necessary the ALNCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an ALN issue the ALNCO will telephone to further discuss the child's needs. At transition to secondary school the ALNCO will discuss individual pupil needs with the receiving school, where necessary a transition plan will be put into place to support the transition.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns may be brought to the attention of the school nurse team by the ALNCO, where parents signposted to other agencies as appropriate. Referrals are also made to other agencies such as speech and language therapy or the child development team.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the ALNCO if there is a concern they would like discussed. The school holds regular review meetings to address attendance issues.
- There are many voluntary organisations supporting ALN. The ALNCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

Inclusion Principles

- Staff at Cwmffrwdoer Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Evaluating the success of the Schools ALN Policy

Every year, vulnerable group data is analysed and interventions are put in place to support pupils where appropriate.

At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining Foundation Phase outcome 5 at the end of Foundation Phase and Level 4 at the end of KS2
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the *Governors Annual Report*. This Annual Report also includes the details of ALN provision.

The ALNCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted.

The Annual Report to parents/carers will include the details of ALN provision.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to ALN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all

pupils takes place daily, termly and within each Key Stage. Samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Phase.

Literacy and Numeracy Frame work 2012

At Cwmffrwdor Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Schemes of work.

Pupils with ALN will be supported in attaining the required skills. The following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.

The LNF focuses on the learners' **acquisition** of, and ability to **apply**, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following **strands**. Within **literacy** the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these language skills should always be **integrated** so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, Developing numerical reasoning underpins the three procedural strands of Using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations

are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' progression in terms of both underpinning techniques and of the skills of application. Each age-related expectation builds on the previous year's expectation to ensure year-on-year progression for each element.

Learners with ALN may be working below age-related expectations for most, or all, of their school career. For example, below Reception, statements reflect incremental progression but are not related to age. These are within the Routes to literacy and the Routes to numeracy components. Learners of higher abilities may well be working above the age-related expectations. Careful planning for appropriate support, stretch and challenge to ensure that progression is maintained is particularly crucial in these cases and needs to be managed through progressive task development matched to learners' needs.

Meeting the needs of the more able pupil

It is recognised that more able and talented pupils should be identified and their needs met.

The following categories of giftedness are recognised -

- physical talent
- artistic talent
- mechanical ingenuity
- leadership
- high intelligence
- creativity

We aim to meet these needs through:

- an awareness amongst all staff of the children involved and the need to make the curriculum challenging (MAT register)
- effective assessment of pupils potential and performance
- monitoring of progress
- a differentiated approach in the classroom
- enrichment and extension opportunities
- partnership-based and inter-school activities where appropriate e.g. Absrsychan Cluster Creative project

Dealing with complaints

Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, found in the school handbook, sets out the steps in making a complaint in more detail.

EQUAL OPPORTUNITIES

Cwmffrwdoer Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Review Date: Summer Term 2018