

Additional Learning Needs Policy  
2016-2017

Ysgol Talacharn  Laugharne School

Ysgol Wirfoddol Rheoledig  Voluntary Controlled School

Additional Learning Needs Policy  
2016-2017

Signed	<u>Jane Freeman</u>	Chair of Governors	Date	<u>25 October 2016</u>
Signed	<u>K Perry</u>	Headteacher	Date	<u>13/10/16</u>
Signed	<u>A. John Bowen</u>	Policy Committee	Date	<u>14/10/16</u>
Signed	<u>P.R. Jones</u>	Policy Committee	Date	<u>18/10/16</u>

Review Date 13<sup>th</sup> October 2017

**Ysgol Lacharn/Laugharne School**  
**Ysgol Gynradd Gwirfoddol Rheoledig/Voluntary Controlled School**



**Policy on Additional Learning Needs (ALN)**  
**(see also Basic Skills Policy)**

**Statutory Documentation:-**

**The Special Educational Needs (Information) (Wales) Regulations 1999**

**The Special Educational Needs (Provision of Information by Local Education Authorities) (Wales) Regulations 2002**

**Handbook of Good Practice for Children with Special Educational Needs, Welsh Government**

**Special Educational Needs Code of Practice for Wales**

**WAG Guidance on Promoting Disability Equality in Schools. Dec 2007. Par 2.8-2.13 of introduction to WAG Circular Inclusion & Pupil Support 2006**

**This policy reflects a whole school approach towards Additional educational Needs here at Laugharne VCP School. All the people involved in the school have a collective and an individual responsibility for meeting the needs of all the pupils.**

**1 Introduction**

- 1.1 This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have additional learning needs and require particular action by the school.
- 1.2 Teachers take account of these additional learning needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.3 Children may have additional learning needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional learning needs takes account of the type and extent of the difficulty experienced by the child. It is our aim to provide each child with the best education possible.
- 1.4 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have additional learning needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **2 Aims and objectives**

2.1 The aims and objectives of this policy are:

- to create an environment that meets the additional learning needs of each child;
- to ensure that the additional learning needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's additional learning needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **3 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **4. Additional Learning Needs**

4.1 Children with additional learning needs have learning difficulties that call for special provision to be made. All children may have additional needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed using the On Entry Profile when they enter our school, so that we can build upon their prior learning. This information also provides us with a baseline against which to measure the child's

development throughout School, and to ensure that we 'add value' to that child's educational life.

- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Additional Learning Needs Coordinator (ALNCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The ALNCO will then take the lead in further assessments of the child's needs.
- 4.4 We will record, in an Individual Education Plan (IEP)- Key Stage 2/Play Plan – Foundation Phase, the strategies used to support the child. The IEP/PP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.5 If the IEP/PP review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP/PP. The new strategies in the IEP/PP will, wherever possible, be implemented within the child's normal classroom setting.
- 4.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the LA depending on an initial assessment by the Educational Psychologist. A range of written evidence about the child will support the request.
- 4.7 In our school, the ALNCO:
- manages the day-to-day operation of the policy;
  - co-ordinates the provision for and manages the responses to children's special needs;
  - supports and advises colleagues;
  - oversees the records of all children with special educational needs;
  - acts as the link with parents and carers;
  - acts as the link with external agencies and other support agencies;
  - monitors and evaluates the special educational needs provision, and reports to the governing body;
  - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
  - contributes to the professional development of all staff.

## **5 The role of the governing body**

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having additional learning needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with additional learning needs. The governing body ensures that parents or carers are notified of any decision by the school that ALN provision is to be made for their child.

- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of additional learning needs are aware of the nature of the statement.
- 5.4 The ALN governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1 The ALNCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7 Assessment**

- 7.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 Teacher observations, any records from previous nurseries/schools and information from parents provide an overall picture of a child's problems and subsequent needs.
- 7.3 The class teacher and the ALNCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.4 The ALNCO works closely with parents/carers and teachers to plan an appropriate programme of support.
- 7.5 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.6 The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

## **8 Access to the curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's additional learning needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 Individual Education Plans/Play Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus levels have an IEP/PP.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask

the children to work in small groups, or in a one-to-one situation outside the classroom. Our staff will always be positive in their attitude towards learning, and the support needed.

8.5 Pupils with ALN may be under achieving or not progressing as well as might be expected due to :-

- MLD – Moderate Learning Difficulties, characterised by low attainment across the curriculum.
- SpLD – Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.
- Behavioural/Adjustmental Difficulties, where learning is interrupted as a result of behavioural patterns.
- Sensory impairment
- Physical disability
- Autism
- Other medical problems

Some children will fall into more than one category of ALN. It is the teacher's professional judgement, in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the ALN provision offered here at Ysgol Llŷs Hywel.

## **9 Partnership with parents and carers**

- 9.1 The school works closely with parents and carers in the support of those children with additional learning needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with additional learning needs.
- 9.2 The school prospectus contains details of our policy for additional learning needs, and the arrangements made for these children in our school. A named governor takes a particular interest in additional learning and is always willing to talk to parents and carers.
- 9.3 We have regular meetings each term to share the progress of additional learning needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with additional learning needs.

## **10 Pupil participation**

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Phase recognises the importance of children developing social as well as educational skills.
- 10.2 Children are involved at an appropriate level in setting targets in their IEPs/PPs and in the termly review meetings. Children are encouraged to make judgements about their own performance against their IEP/PP targets. We recognise success here as we do in any other aspect of school life.
- 10.3 Each child has an individual one page profile which they contribute to or complete themselves to ensure that everyone involved in working with them understands their likes/dislike and what is important to them and for them.

**11 Monitoring and review**

- 11.1 The ALNCO monitors the movement of children within the ALN system in school. The ALNCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The ALNCO is involved in supporting teachers involved in drawing up IEP/PPs for children. The ALNCO and the headteacher hold regular meetings to review the work of the school in this area.
- 11.3 The ALNCO is required to attend the termly ALNCO Forum, providing feedback to staff and governors on new initiatives and legislation in the specialist area.
- 11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The ALNCO reports the outcome of the review to the full governing body.

**Additional Learning Needs Coordinator: Mrs Kimberley Perry**

**Additional Learning Needs Link Governor: Mrs Pamela ~~Mcintosh~~ Jones**

Signed: P.R. Jones Link Governor Date: 13/10/16

Signed: Jan Trevelth Chair of Governors Date: 13<sup>th</sup> October 2016

Signed: K Perry Headteacher Date: 13/10/16