



Additional Learning Needs Policy

1. POLICY STATEMENT

At Eyton School we aim to meet the needs of all our pupils and to fully develop their basic skills of numeracy and literacy in order for them to participate in all areas of the school curriculum. We treat each child as an individual and encourage their strengths while supporting their additional learning needs.

This policy was updated following the introduction of the Special Educational Needs Code of Practice for Wales. The ALN/SENCO and the ALN/ SENST have received training from the LEA on the revised orders.

2. AIMS

- To provide the best opportunities for all pupils to achieve their full potential, whether they are identified as high achievers, low achievers or with social or behavioural problems.
- To follow the recommendations of the Special Educational Needs Code of Practice for Wales.
- To enable all teachers to manage the responsibility for meeting the special needs of the children in their class. They will be supported by the ALN/SENCO and ALN/SENST.
- To enable all staff to contribute to regular reviews of pupils with ALN and to enable early identification of special/additional needs.
- To give guidance to staff who are concerned about pupils' progress, and explain procedures for supporting within the class setting or as part of School Action or School Action Plus.
- To encourage informed parental involvement and maintain a meaningful and beneficial dialogue with parents of pupils with ALN. Parents will be invited to meetings where Individual Education Plans are drawn up and the reviews which follow. Where appropriate children will also be involved in this process.
- To enable staff to share in developing appropriate programmes of work.
- To ensure that programmes of work are being properly applied and monitor and evaluate progress at regular intervals.
- To ensure that staff are aware of the help and support available to them from outside agencies

3. STAFFING

- **M. is the A.L.N./S.E.N.C.O.** and she works very closely with the Special Education support teacher .

The ALN/SENCO. and ALN/SENST. are responsible for:

- The day to day running of the School's ALN Policy.
- Liaison with and advising colleagues.



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- Planning and co-ordinating special provision for pupils with ALN.
- Maintaining the School's ALN. List.
- Ensuring I.E.P.s are in place for all children at School Action or School Action Plus stages.
- Planning, preparing and notifying interested parties of review meetings.
- Liaison with parents of pupils with ALN.
- Liaison with external agencies, including the Area Special Needs Team, the Educational Psychologist Service and other support agencies such as Social Services, School Nurse/Doctor and other Health providers eg. Speech and language therapists, occupational therapist, physiotherapist etc.

The role of the Governing Body

- To do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- To ensure that, where the *responsible person* (headteacher or appropriate governor) has been informed by the LA that a pupil has additional learning needs, those needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- To ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the necessary ALN provision, the efficient education of other pupils in the school and the efficient use of resources.
- To report annually to parents on the implementations of the school's policy for pupils with special educational needs.
- To have regard to the Code of Practice when carrying out its duties towards all pupils with Additional Learning Needs.
- **In accordance with the SEN Code of Practice for Wales a child is deemed to have additional needs if: -**
 - S/he has a learning difficulty, which calls for special educational provision to be made for him/her. A child has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of children of the same age.
 - S/he has a disability which either prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in school within the area of the LA.
 - S/he is under compulsory school age and fall within the above definitions or would do so if special educational provision were not made for them.
 - Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.
- Additional Learning Needs Provision is additional to or different from the provision made generally for a child of a particular age.



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4. ADMISSIONS

The LA is the admitting authority for the school. Subject to the availability of places, any child whose parents request placement will be considered, with priority being given to children who live in the traditional school *catchment* area. Any child who is already receiving special needs support would only be considered in consultation with the LA’s Senior Statementing Officer and providing that the school is able to satisfy the educational needs and requirements of that child. This may require additional support and resources from the LA. The school would fully support the admission of pupils with a physical disability, however the age and design of the school building would cause some access difficulties with steps going up to the toilets etc. The school would be happy to liaise with the LA to overcome any obstacles to admitting a disabled child.

5. ALLOCATION OF RESOURCES

We are allocated .1 of teaching time in the School Budget for additional learning education support. This is used for supporting language work. The school also allocates a budget to support special needs maths work for .1 teaching time each week. The school and individual staff have built up a range of general resources for additional learning needs and the LA ALN team also has resources that they loan to school.

6. ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

All pupils are subject to the assessment procedures described in the school assessment policy. In addition, 1 staff meeting each term is set aside for all staff to be involved in the discussion and review of the Additional Learning Needs list with additional learning needs support teachers at the school.

7. ACCESS TO THE NATIONAL CURRICULUM

All pupils are entitled to work from the National Curriculum or Framework for Children’s Learning for 3 to 7-year-olds in Wales. Additional Learning Needs children are also to be taught within the framework of these documents but at the level that is best suited to their ability. Work must be differentiated appropriately to ensure all children have access to the National Curriculum. The class teacher might seek the support of the SENST or the SENCO in planning and advice might also be sought from outside agencies as appropriate.

8. INTEGRATION

All children with ALN will be fully integrated, in order to work and play with their peer group, where ever possible, social development being as important as intellectual development.

9. CRITERIA FOR EVALUATING THE SUCCESS OF THE ALN POLICY

Pupils’ Progress

- Increased confidence
- Improving attitude to work
- Improving relationships with staff and peers
- Increased pupil involvement in setting own targets and assessing progress



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Measurable Progress in Education

- Higher achievement levels in identified areas of weakness.
- Willingness to tackle more challenging tasks.
- End of Year assessment results and other diagnostic test scores improving.

Staff Morale

- Mutually supportive working relationships.
- Satisfaction in knowing pupils are receiving the support and teaching they need.
- Opportunities for professional development.

10. LINKS

With other schools

- Liaison meetings with The Maelor School, Penley, and other secondary schools to discuss year 6 transfers.
- Liaison with the local Toddlers Group who meet weekly at the school.
- Records and all appropriate information sent to new schools when pupils move.

With LA support staff, health and social services, education welfare services and voluntary organisations

- The school has regular contact with the area support teacher and the educational psychologist allocated to the school.
- The area Educational Social Worker has regular contact with school and will respond quickly if the need arises for his/her support. S/He is available to advise on difficulties at home and also with attendance, counselling for children and INSET.
- The school nurse is Mrs Maggie O Sullivan Jones, at the Penley Clinic.
- The school doctor heads the team that conducts medical examinations.

In the event of any concerns regarding child protection all staff have a duty to contact Social Services via the Educational Social Worker. Mrs. Whitgreave is the named person with this responsibility.

11. IMPLEMENTATION

Strategies for identification of pupils with Additional Learning Needs

- *In accordance with Code of Practice for Wales September 2000.*
- Some children will enter the Nursery / KS 1 / KS 2 departments already having been designated as having additional needs. Provision for these pupils will be available for them from the beginning of their first term in school.
- Other children may be identified as possibly having additional needs as early as the Nursery (e.g. medical, behavioural) by teachers, parents or health professionals. Information will be collated on such pupils and their progress monitored. In a small school staff very quickly become aware of the needs of their pupils. There are procedures and tests in place which also help to identify areas where pupils are experiencing difficulty e.g. on entry and baseline assessments, informal school tests for phonics, reading, spelling etc. All Wales Reading Test, NFER tests, National Literacy and Numeracy tests, end of key stage assessments etc.



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- The ALN/S.E.N.C.O. is responsible for keeping a list of those pupils identified at their level.

- Early identification is seen as important.

12. PROCEDURE ADOPTED IN EYTON SCHOOL

- a. If a class teacher has a concern about a child in any area:
 - Literacy
 - Numeracy
 - Communication
 - Behaviour
 - Social Skills

- Monitor for half a term keeping evidence e.g. examples of differentiated work, a diary etc. At the end of this period if adequate progress has been made e.g.
 - Closing of gap
 - Prevention of gap getting wider.
 - Child’s attainment similar to those who started at same baseline.
 - Child matches or betters previous rate of progress.
 - Then the child remains within class support with differentiated work. The situation will be monitored and reviewed again after another half term has passed.

- b. If the concern remains, despite the differentiated work provided by the classteacher, appropriate evidence would be gathered and the child referred to the Additional Needs teacher. A letter explaining the concern and asking for parental permission would be sent home. The LA School Action Record from the Code of Practice would be completed.

- c. Referral to Additional Learning Needs Teacher
 - Child given standardised tests by ALN teacher
 - ALN teacher in discussion with class teacher decides course of action – either Blitz, Catch Up or Special Needs teaching
 - IEPs are written and reviewed regularly and supported with evidence.
 - IEPs need to be SMART and have no more than 3 – 4 targets.
 - Need to detail
 - Specific intervention delivered.
 - Specific teaching strategies used.
 - Criteria for success.
 - Method used for monitoring
 - Review date.
 - If concerns still exist collect evidence
 - Reviewed IEP’s with clear targets and progress measured against them
 - Relevant scores

- d. School Action Plus



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- On the strength of these IEPs, with supporting evidence and in consultation with the Additional Learning Needs Teacher and ALN/SENCO, external support is requested. The area support teacher then becomes involved.
- Keep School Action Record
- Should a child's needs be specific and not be able to be addressed solely by school or the support teacher a request for statutory assessment may be made.

13. PARTNERSHIP WITH PARENTS

We consider our parents to be equal partners with us in the education of their child. The school hopes to work especially closely with the parents of children with special needs and maintains regular contact through parents evenings and review meetings as well as informal contact before and after school. Parents are also made aware of the Parent Partnership scheme offered by the Citizens Advice Bureau, when school initially discusses their child's special needs.

14. INSERVICE TRAINING

The ALN/SENCO and ALN/SNST have attended training on the Code of Practice for Wales. The Educational Psychologist provided initial training on the changes and implications of the new code to all staff. Staff attend other training offered by the LEA as and when appropriate to the needs of the school at that time.

15. COMPLAINTS

Parents of children with Special Educational Needs are actively encouraged to discuss their child's progress with the class teacher and Special Needs Support Teacher. The Headteacher/ALN/SENCO is also available to speak to parents about areas of concern. The concern will be dealt with as effectively as possible and in line with the complaints procedure set out by the LEA and adopted by the school.

16. GLOSSARY

SENCO	Special Education Needs Co-ordinator
LA	Local Authority
ALN	Additional Learning Needs
SENST	Special Education Needs Support Teacher

Signed:

Date: March 2015

Review Date: March 2018