



Policy for Additional Learning Needs



Introduction

This policy has full regard to the Special Educational Needs Code of Practice for Wales (2002) and the SEN and Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs/Additional Learning Needs Information Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Additional Learning Needs (ALN), either throughout or at anytime during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with ALN have the right to the greatest possible access to the broad and balanced education set by the National/Foundation Phase Curriculum and the Literacy and Numeracy Framework.

The Code of Practice gives these definitions:

Children have Additional Learning Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The Code also refers to the Disability Discrimination Act 2005 which states:

A person has a disability if he has a physical or mental impairment which has substantial and long term adverse effect on his ability to carry out normal day to day activities.

1 Objectives

Ysgol Y Graig Primary School aims to ensure that all pupils with Additional Learning Needs receive the best possible education and are enabled to develop their full potential both academically and socially. This policy in conjunction with the CLA/Safeguarding, strategies and the LA 5 Stage process ensure the school meets the needs of all pupils. The school aims to integrate all pupils into all aspects of school life.

2 Day to day Coordination of ALN

The designated school ALN co-ordinator, Helen Pomeroy deal with day to day aln.

3 The arrangements which have been made for co-ordinating the provision of education for pupils with ALN at the school.

The School Governing Body will, in co-operation with the headteacher:

- determine the school's policy and approach to ALN provision;
- establish the appropriate staffing and funding arrangements;
- and
- maintain a general oversight of the school's ALN provision.



The School Governing Body has a nominated 'ALN Link Governor' Emma Bush to liaise with the headteacher in monitoring the school's ALN provision.

The headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school

The ALNCo is responsible for

*Co-ordination of ALN throughout the school

*ALN related policies

*School ALN policies

ALN registers

Looked After Children register (Jan Thomas)

IEP's

Annual Reviews of pupils with Statements

Monitoring of EAL pupils

Writing applications for submission to the Additional Learning Needs Panel

The team of LSA's: Deployment, Welfare and Training

Self-evaluation of ALN

There are procedures in the school for:

- Planning special provision (including the early identification and assessment of special needs and special provision requirements);
- resourcing the provision in a fair and consistent manner;
- implementing the provision in an effective, efficient and equitable manner;
- monitoring the progress of individual pupils and groups of pupils by keeping appropriate records;
- evaluating the progress of individual pupils and groups of pupils by carrying out regular reviews;
- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual pupil.

4 Admission arrangements for pupils with ALN who do not have a statement in so far as they differ from the arrangements for other pupils.

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought. However, special consideration is given to every individual pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with Additional Learning needs should have their needs met.
- The Additional Learning needs of children will normally be met in mainstream schools or settings.
- A parent's wish to have their child with a statement educated in the mainstream must be given priority.



Pupils with significant special needs may receive part-time outreach specialised provision from a range of organisations in addition to the special provision being made by the school.

These include:

Educational Psychology Service
Adviser for pupils with English as an Additional Language
Local Health Board
Speech and Language Therapy Service
Occupational Therapy Service
Physiotherapy Service
School Nurse Service
Behaviour support service
ALN Advisory Service
Looked After Children Service
CAMHS

5 Facilities for pupils with ALN at the school, including facilities which increase or assist access to the school by pupils who are disabled.

The school is accessible for pupils with a physical disability who may have to use a wheelchair or crutches for support.

There are currently 2 hoists and one lift in the infant department available for wheelchair dependent pupils. Three members of staff are trained in manual handling.

6 How resources are allocated to and amongst pupils with ALN.

Learning support Assistants represent a significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in statements and by the Educational Psychologist. The LSA timetable is constructed to maximise the benefit. Remaining time is then allocated to maximise benefit to as many pupils as possible or those with identified difficulties (long and short term). Resources for children with Additional Learning needs are allocated to all curriculum areas to allow for materials, books and staffing to be available according to needs.

7 How pupils with ALN are identified and their needs determined and reviewed.

Children with ALN needs should be identified and assessed as early as possible, and it is of the utmost importance that all members of staff are aware of the procedures for the identification of pupils with ALN needs, this includes MAT and SEN. Assessment should not be seen as a single event, but a continual process.

If a child's needs have been established before entry into Ysgol Y Graig Primary School we will ensure that the necessary provision and support continues with the minimum disruption and anxiety for the child and parent. Parents who feel that their child may have additional learning needs encouraged to discuss their concerns with the Head Teacher or ALNCo at their earliest convenience. Every effort will be made to deal with their worries as quickly and as sensitively as possible. Pupils with special needs are then placed on the register at a stage as recommended by the Code of Practice; with more able and talented pupils being placed on the MAT register.



Ysgol Y Graig Primary School uses a range of assessment techniques, for example, standardised tests, classroom observations, National Tests, reading, spelling and numeracy tests, use of standard checklists and profiles, parental views. School assessments in all subjects are held regularly and parents receive full reports and are asked to respond. In addition Educational Psychologist reports may be sought.

The assessment seeks to identify the nature of the difficulties being experienced. The assessment of a pupil's needs will lead to a description of the special provision and any special resources required to meet the needs.

The provision planning and resourcing will consider both the special provision required to meet the pupil's additional needs and any special arrangements to ensure access to a broad, balanced and relevant education. Following identification the pupils are placed on the School's SEN register in accordance to The Code of Practice and Merthyr Tydfil LA policy.

The Levels are:

School Action/Early Years Action

School Action Plus/Early Years Action Plus

Statement

The ALN registers are updated half-termly by the ALNCo and are shared to all staff. IEPs are reviewed by class teachers with pupils and are then shared with parents regularly.

8 Arrangements for providing access by pupils with ALN to a balanced broadly based curriculum (including LNF and the National/Foundation Phase Curriculum).

It is the school's policy that all pupils with ALN follow the National/Foundation Phase Curriculum and Literacy and Numeracy Framework along with all other pupils in the school.

9 How pupils with ALN engage in the activities of the school together with pupils who do not have ALN.

Children are only rarely disapplied from any part of the Curriculum in consultation with themselves, parents and always the Educational Psychology Service. Pupils are supported in line with individual needs and with the aim of ensuring that pupils with additional needs have exactly the same opportunities as all pupils. In core subjects pupils with ALN are placed in groups according to attainment and aptitude in KS2; in FP and foundation subjects pupils with ALN are located in all ability groups in all school years

10 How the governing body evaluate the success of the education which is provided at the school to pupils with SEN.

The ALN procedures will be kept under review by:

- (1) carrying out an annual self evaluation of our ALN provision;
- (2) identifying key areas for development

11 Complaints from parents of pupils with ALN concerning the provision made at the school.

Parents are welcome to contact the School. We actively seek advice from outside agencies in order to resolve any problems but if a concern cannot be resolved a complaint can be made using the School's complaint policy and procedure



12 Any arrangements made by the governing body relating to in-service training for staff in relation to SEN.

The annual audit of staff professional development needs will assist in identifying the various training needs of staff in contributing to the school's ALN provision.

Every encouragement will be given to staff to seek specialised training and qualifications in line with their areas of responsibility, subject to financial constraints.

The ALNCO meets on a regular basis with the LA special needs service.

ALN advice will be provided by the ALNCo and specialist external staff as and when required.

13 The use made of teachers and facilities from outside the school including links with support services for ALN.

An educational psychologist will visit on request if particular issues arise. Children with hearing and vision difficulties are seen by the appropriate LA designated teachers and the Speech and Therapy service is contacted when necessary. Regular contact is kept with local health board services. The school is visited fortnightly by an Educational Inclusion Officer and has a contact with Merthyr Tydfil Social Services.

14 The role played by the parents of pupils with ALN.

Partnership with parents is a key feature of all aspects of Ysgol Y Graig Primary School. Parents are always welcome to contact the School about any concerns. The development, progress and behaviour of all pupils is monitored by all staff. Parents are contacted at the earliest signs of difficulty.

There is a regular pattern of parents' evenings, and this is supplemented by a full school report and invitation to parents to contact school at any time.

Parents and pupils are always invited to reviews of pupils with special needs.

The school ensures that all appropriate documentation and information is received when a pupil with special needs enters the school, and also that the appropriate records are transferred when a pupil with special needs transfers to another school.

15 Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with ALN.

The ALN co-ordinator and other staff, as appropriate, meet on a regular basis with representatives of the School Medical Service, the Social Services Department, and the Education Welfare Service to discuss any pupils who are a cause of concern. Interim contact is also possible in dealing with more urgent cases. These contacts may lead to members of these services contributing to individual or group action plans. A number of voluntary organisations and support groups often assist the school in special initiatives aimed at improving the school's SEN provision. This may involve contributing to the special provision of individual pupils or groups of pupils, assisting in developing resources, or fund raising.