



Llantilio Pertholey Church in Wales Primary School

Additional Learning Needs Policy

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Rationale

This policy sets out the overarching approach and structure for supporting learners.

Llantilio Pertholey C.V. Primary School prides it's self on being a fully inclusive community for learners of all abilities, challenges, race, gender and social origin. A criterion of the school's successes will be their ability to meet a wide and varied range of learning needs. The school also recognises that many learners throughout their full time education will experience a time when they need support from time to time 'in addition to, the education provision made generally for students'.

The fundamental principles set out in the Code of Practice (DFES/581/2001) underpin this policy together with guidelines established by the Local Authority. It also incorporates the three key principles set out in the National Curriculum Inclusion Statement (QCA/99/458):

- Setting suitable learning challenges
- Responding to learners' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of learners.

Llantilio Pertholey C.V. Primary School is committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs.

Aims

- Learners with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- To establish a continuity of provision and expectation throughout, the school will have good communication links with the cluster, cross-phases, the Local Authority and other partners.
- To meet the needs of all learners with Additional Needs resources will be monitored, with the support of the LA and outside agencies. There will be a close co-operation between all agencies and a multi-disciplinary approach to devising provision and resolving issues.
- All school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs.
- The views and wishes of learners (where possible) and families / carers will be taken into account when developing provision and practice for additional support, through person centred planning. Learners will be supported to be involved in setting targets within their Individual Development Plan (IDP) and agreeing the strategies, support, approaches and success criteria to achieve agreed targets.
- Learners will be involved in transition phases, when entering the schools, when transferring between Key Stages and to Key Stage 3 and beyond.
- Parents and carers will be included as partners in the decision making process in providing additional support. Their views and understanding of the learners' needs will be taken into account.

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- The Schools' normal assessment system will be used as part of the identification process of additional learning needs. In addition there will be a 'cause for concern' system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the Additional Learning Needs Coordinator.
 - The school will keep informed of best practice when devising intervention, support and provision.
 - IDPs will be reviewed annually taking into account the views of all stakeholders. Provision and intervention is under on-going review in-line with the school assessment cycle.

Responsibilities

Roles and Responsibilities

The approach to providing for students with Additional Needs will be whole school. All staff in the school will ensure the policy is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the IDP, plans, delivers and assesses achievement and progress according to the needs of the student.

The Class Teacher

Has responsibility:

- To implement the ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the student as set out in the learner's IDP.
- To ensure that achievement and progress are appropriate to the needs of the learner.
- To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of student progress when appropriate, gaining advice from the Additional Learning Needs Coordinator when required.
- To differentiate learning and materials and set achievable goals to ensure that the learners experience success.
- To attend and lead reviews and discussions on student progress as required.
- To record and report any concerns on student progress to the ALNCo.
- To communicate with parents, raising concerns and celebrating progress.
- Maintain records in a timely fashion, ensuring IDPs are shared with parents and the ALNCo in line with the school review cycle.
- Statutory responsibility for implementation of the Code.

ALN Teaching Assistants

Has responsibility

- For the daily implementation of the school Additional Learning Needs Policy.

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- For liaising and advising teaching staff on additional learning needs matters.
 - For having full knowledge of the learners' needs, provision and targets in the IDP.
 - Work with the class teacher for keeping records on students with IDPs and their progress (where relevant).
 - To attend reviews and discussions on students' progress where appropriate.
 - When supporting in lessons, adapting work and providing support and confidence to the learner and setting appropriate short term targets.
 - Statutory responsibility for implementation of the Code.

Additional Learning Needs Co-ordinator

Has responsibility:

- For the daily oversight and implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff and Teaching Assistants on additional learning needs matters.
- For supporting early identification and intervention.
- Working with the class teachers and Senior Leadership Team to oversee the provision for learners with additional learning needs throughout the school.
- For the development, monitoring and tracking of the Provision Map for learners with additional learning needs.
- Liaising with and advising teachers and support staff in planning appropriate programmes of intervention.
- For overseeing the records of all children with additional learning needs, including the completion of appropriate referral forms.
- For contributing to the in-service training of staff.
- For identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- For liaising with parents / carers and external agencies.
- Meeting with and providing feedback to the ALN Governor.
- Contributing to the School Development Plan and the identifying resource needs.
- Ensuring the IDP reviews are completed within statutory timescales.
- Statutory responsibility for implementation of the Code.

Where the Cluster Additional Needs Coordinator is working alongside the school, the named staff member with responsibility for ALN within the school will work with the ALNCo to ensure the appropriate day to day ALNCo responsibilities are met. The Statutory responsibility, as per the Code of Practice, will remain with the Cluster School.

Headteacher

Has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing the Additional Needs Co-ordinator, ensuring appropriate time allocation for completion of ALN matters.
- For co-ordinating, alongside the Additional Need Co-ordinator, the provision for students with additional learning needs, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- For overseeing the records of all students with additional learning needs.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.
- Statutory responsibility for implementation of the Code.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs through the Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists and school nurse will represent an additional tier of staffing provision. Their role will be primarily to support and guide class teachers in providing appropriately for students in their assessment, lesson planning, methods, strategies and delivery styles. They may, if necessary to the success of the learner, withdraw learners for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

Identification and Provision

The SEN Code of Practice for Wales 2001 is followed, alongside the ALN Act 2018, which is due to be implemented from September 2020, with full implementation by September 2023.

This follows a graduated approach as required by the Special Educational Needs Code of Practice. The National Curriculum Statement emphasises the importance of providing effective learning opportunities for all students and offers three principles for inclusion:

- setting suitable learning challenges;
- responding to students' diverse needs;

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- overcoming potential barriers to learning and assessment.

Teachers are involved in the assessment of learner needs and progress to determine need

Identification and monitoring of a learner with Additional Learning Needs is carried out through the assessment and wellbeing processes at each of the Cluster Schools.

Once an additional learning need is identified which calls for additional learning provision, an Individual Development Plan will be developed to demonstrate needs and provision to meet the identified needs.

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Transition and Induction

On receipt of application for an in-year transfer from the LA, information is collected from previous settings as early as possible to determine whether the school can meet the needs. On transition between Foundation Phase and Key Stage 2, information is passed from one class teacher to the next.

On receipt of confirmation of Nursery (where application), Reception and Year 7 placements from the LA, transition arrangements are put in place. Pre-Nursery learners with an already identified additional learning need are visited within their existing setting. Within reason, pre-schools will be visited prior to learners joining the Primary School and the same process is in place for Secondary School placements. Enhanced transition is in place for learners with Additional Learning Needs, based on need.

For learners with Local Authority funded provision, additional meetings are held with the Local Authority and other stakeholders to determine whether need can be met within the preferred setting. Where possible, Year 5 and 6 Reviews meetings are attended by the Secondary Representative. Learners with funded provision are discussed in a meeting with the LA and Secondary School in the January before the September of entry, to discuss needs and how these can be met.

Communication with the Local Authority, the associated Educational Psychologist and any external agencies involved with an individual supports the transition between all settings, whether in-year or a phase transition.

Identification and Support

The schools' assessment and pastoral systems allow for the collection of qualitative and quantitative data in each Key Stage and Year. Learners requiring support can then be identified and appropriate intervention made. Data is collected from assessment, recording and reporting systems, attendance data and relationship systems.

The level of support provided is laid out in the Code of Practice as follows:

- **Funded Provision:** The needs of a learner are severe and complex and a multi-disciplinary approach is required to maximise progress. A Statement is drawn up by the Local Authority, using a range of information, following Statutory Assessment. An Individual Development Plan is

established with the agencies, parents, the learner and school staff. An Annual Review of Statement meeting is held annually and all stakeholders invited to attend. The Statement holds statutory provision.

- **Specialist Contribution to Provision:** A learner's needs are not met at School Action and as such the support of outside agencies is required to help the school meet their needs. An Individual Development Plan is drawn up with the guidance of outside agencies, the learner, parents and relevant school staff.
- **School Based Additional Provision:** The learner's needs are such that a whole school approach is required to meet their needs, this involves interventions that are additional to or different from those provided through the school's usual differentiated curriculum. An Individual Learning Plan is drawn up with the learner, parents and the school staff.

For each learner with an additional learning need which calls for additional learning provision, an Individual Development Plan (IDP) is co-constructed. The Individual Development Plan is reviewed annually with contributions from all stakeholders through person centred approaches.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Provision is evaluated through:

- Analysis of student tracking data and test results
- Value added data
- Monitoring of procedures and practice by the Senior and Middle Leaders
- Reviewing individual IDP targets
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The School Development Plan/Additional Learning Needs Development Plan.

Linked Policies and Guidance

The Additional Learning Needs Policy should be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Policy
- Relationships / Behaviour Policy
- Assessment Policy
- Strategic Equality Scheme
- Wellbeing and ACEs Guidance Documentation
- Draft Code (December 2018)

Review of the Policy

This Policy is due to be reviewed in December 2020 in line with any changes to legislation in ALN made by Welsh Government.