



BRYN COCH PRIMARY SCHOOL
Additional Learning Needs Policy

MISSION

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the “warmth” that is at the heart of Bryn Coch

Definition of Additional Learning Needs

A pupil is considered to have Additional Learning Needs (ALN) if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group.

The Equality Act states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Although there are acknowledged links, in some instances, with pupils who have English as Additional Language (EAL) needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Pupils with EAL should not be regarded as having ALN, although pupils with EAL may also have ALN.

This policy aims to address the needs of pupils with ALN.

The Special Educational Needs (SEN) Code of Practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept the responsibility for meeting the educational needs of all students in our classroom,

‘All teachers are teachers of children with Special Educational Needs’
(SEN Code of Practice pg. 44).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability. Class teachers have the overall responsibility of ensuring that the curriculum is differentiated and delivered in an inclusive way.

All staff have a responsibility to identify pupils with ALN. If there is a concern, a referral to the Additional Learning Needs Coordinator (ALNCo) should accompany a structured and well differentiated teaching programme. The SEN Code of Practice, which was revised in 2002, provides guidance on the duties of schools, local authorities and others working with pupils who have ALN.

The Code sets out four areas of ALN:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

Some students may have complex needs, which cover a range of difficulties.

Policy Aims

The aim of our Additional Learning Needs Policy is to ensure that:

- We identify and assess pupils with ALN as early as possible.
- All procedures for identifying pupils with ALN are known and understood by everyone.
- Whenever possible we encourage active involvement by the pupils themselves in meeting their needs.
- ALN records which are clear, accurate and up to date follow the pupil through the school.
- We raise staff awareness of and expertise in ALN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All pupils are given access to the curriculum at an appropriate level and each pupil's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for ALN.

Roles and Responsibilities:

Bryn Coch School recognises that provision for pupils with Additional Learning Needs is a matter for the school as a whole. Roles and Responsibilities with regard to ALN are designated in the following way.

The Headteacher will:

- Allocate roles and responsibilities to staff so that additional needs are met.
- Liaise with staff, ALNCo, support services, parents and pupils.
- Report to governors on the needs of the ALN pupils in school.
- Ensure that the needs of ALN pupils are met within the school.

The ALNCo will:

- Play a key role in delivering the strategic development of the ALN policy and provision.
- Oversee the day-to-day operation of the school's ALN policy.
- Oversee the records of all pupils with ALN.
- Meet regularly with the Head teacher to discuss individual pupils, resources and use of time.
- Assist with and advise on, the teaching and assessment of pupils with ALN.
- Give advice on the level of support and on appropriate resources and strategies to support learning.
- Coordinate provision for pupils with ALN.
- Monitor the needs of ALN pupils together with the Head teacher and Class teachers.
- Meet with parents and pupils to discuss and support needs and progress.
- Organise and chair regular review meetings as appropriate.
- Ensure that Individual Education (Behaviour) Plans (IEPs/IEP(B)s) are written and regularly reviewed.
- Ensure that the impact of ALN interventions is assessed for each pupil.
- Make contact with the Educational Psychologist and other support services in consultation with the Head teacher and Class teachers.
- Keep/oversee records for pupils with ALN
- Ensure that the school's ALN register is updated regularly.
- Lead the review of the Additional Learning Needs Policy.
- Report to governors as requested by the Head teacher.
- Manage Teaching Assistants (TAs).
- Lead/organise INSET on ALN in school as appropriate.
- Keep own skills updated by reading, researching & attending INSET on ALN and other appropriate courses.

The name of the school's ALNCo: Mrs Paula Walsh**Class teachers will:**

- Identify the Additional Learning Needs of individual pupils in their class.
- Know which pupils in their class are on the ALN Register and at what stage.
- Maintain the class file ensuring individual reports and information for each individual pupil is updated and copies of all relevant IEPs/IEP(B)s are present.
- Write individual IEPs/IEP(B)s for pupils.

- Ensure that these IEPs/IEP(B)s are regularly reviewed with the parents (and pupil if appropriate).
- Provide a detailed record of the Individual Education Plan targets and the strategies adopted, and their relative success for each pupil with ALN.
- Ensure TAs are supporting pupils in their class, as directed.
- Ensure that the Head teacher/ALNCo and other colleagues are aware of pupils' needs.
- Provide learning experiences which are appropriate to the needs of the pupil.
- Attend appropriate INSET and courses.

Teaching Assistants:

Under the guidance of the Class teacher, will:

- Carry out activities and learning programmes planned by the Class teacher and the ALNCo.
- Keep records of this work as requested.
- Support pupils in class or by withdrawing individuals and small groups.
- Attend INSET and courses where appropriate.
- Be fully aware of the school's ALN policy.

Governors will:

- Be fully involved in developing and monitoring the ALN policy.
- Have up to date knowledge about the school's ALN provision, including funding.
- Know how equipment and personnel resources are deployed.
- Ensure that ALN provision is an integral part of the School Improvement Plan.
- Ensure that financial resources are available to carry out the ALN policy.
- Ensure the quality of ALN provision is continually monitored
- Ensure the ALN policy is subject to a regular cycle of monitoring, evaluation and review.
- Liaise with the Head teacher, ALNCo and staff
- Report annually to parents on the implementation of the ALN policy, and any changes during the school last year.

The named **Governors** who have responsibility for the implementation of the ALN policy are currently **Mrs Dawn Jones** and **Mrs Barbara Hammond**.

Arrangements for Identification of Additional Learning Needs

The Graduated Response:

School Action/Early Years Action

We aim to identify pupils with additional learning needs as early as possible in their school career.

Any of the following may trigger a concern:

- Parents/carer
- Pupil
- Class teacher assessment
- Response/ length of time on SEN register
- Support services/Outside agencies mentioned later
- Records – transferred from another school
- Base line assessments
- National Testing
- In-house testing and assessment
- Records of achievement
- ALN register
- Pupil tracking

Communicating a concern is of paramount importance, and staff, Head teacher and ALNCo regularly liaise. Bryn Coch has an established Concern Form strategy and this is used to record initial concerns.

In the first instance the ALNCo may suggest that the Class teacher monitors the pupil's progress or behaviour for a period of time.

Once this concern has been registered the Class teacher will inform parents of the nature of the concerns. S/he will work closely with the pupil in the normal classroom context, observing the pupil's progress and behaviour, and ensuring that any necessary support is made available e.g. TA time, further differentiation.

Consideration is given to progressing the pupil to School Action/Early Years Action stage if there are ongoing concerns, underpinned by evidence that the pupil:

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents with persistent emotional or behavioural difficulties.

- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

At this stage the Class teacher completes an ALN Referral Form recording the nature of the concerns, strategies/resources already implemented and the suggested intervention. Staff, parents, ALNCo, Headteacher and if appropriate the pupil collaborate to decide which intervention, if any is most appropriate.

If it is mutually decided that the pupil needs to receive support at School Action/Early Years Action stage, this will be recorded on the ALN Register. The pupil will have an IEP/IEP(B) and will be offered extra support from within the schools resources.

School Action Plus/ Early Years Action Plus

It is likely that the decision to progress to School Action Plus/Early Years Action Plus stage may come after it becomes clear that, despite appropriate interventions the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at School Action/Early Years Action stage have had little or no impact on learning or progress.

This is documented during the IEP/IEP(B) review process. Following discussion with relevant staff and parents, if it is mutually agreed that a pupil requires further support that cannot be provided solely from school resources, then this is recorded on the ALN Register, and a referral to the appropriate outside agency is made.

School refers to and works closely with a range of outside agencies as appropriate including:

- Educational Psychology Service
- Behaviour Inclusion Support
- CAMHS
- Teulu Cyfan
- Young People's Counselling Service
- Team Around the Family

- Social Services
- Sensory Support Service
- Inclusion Outreach Service
- Youth Justice
- Physiotherapy Service
- Speech and Language Therapy Service
- School Nurse
- Inclusion Welfare Officer

Support in the form of advice or intervention will be provided by the agency and IEP/IEP(B) targets will be written to reflect this.

If a pupil is receiving support from an outside agency but it is not appropriate for this to affect their IEP/IEP(B), then they will remain at School Action/Early Years Action stage of the ALN Register.

Additional Support at School Action Plus/Early Years Action Plus/Statutory Assessment:

If after advice from the Educational Psychologist and/or other professionals, the school and parents consider that help is needed from outside the school's resources, the ALNCo completes a Combined Request Form. This is used to request either additional support at School Action Plus/ Early Years Action Plus for Learning/Behavioural, Emotional and Social Difficulties, or Statutory Assessment. Papers are forwarded to the Case Officer for the school, who with the Moderation Panel, decide whether the request is appropriate.

If the Moderation Panel decide to agree to the request for additional support at School Action Plus/Early Years Action Plus, school will receive funding to engage a TA to provide full time one to one support. This is documented in a service Level agreement. The Class teacher, in conjunction with the ALNCo is then responsible for formulating IEPs/IEP(B)s to meet the objectives set out in the Service Level Agreement. The agreement must be formally reviewed at least annually. In this case the pupil remains at School Action Plus/ Early Years Action Plus stage on the ALN Register.

If the Panel agrees to proceed with Statutory Assessment the authority organises for all necessary information to be provided and a Statement of Special Educational Needs is completed. The Class teacher, in conjunction with the ALNCo is then responsible for formulating IEPs/IEP(B)s to meet the objectives set out in the Statement. The Statement must be formally reviewed at least annually. In this case the pupil is recorded at Statement stage on the school's ALN Register.

Should the Moderation Panel decide against Additional Support at School Action Plus/Early Years Action Plus or Statutory Assessment, it is then the responsibility of the school to review and evaluate the provision for the pupil and use all the support available to formulate new strategies and IEPs/IEP(B)s.

Individual Education (Behaviour) Plans

All pupils on the ALN register at School Action/Early Years Action stage, School Action Plus/Early Years Action Plus stage or with a Statement of Special Educational Needs have an Individual Education Plan or an Individual Education Plan (Behaviour). These Individual Plans are regularly reviewed, with the parent and the pupil if it is appropriate to include the pupil.

If a pupil is making good progress the IEP review can be used to consider removing them from the ALN register. Alternatively, if targets have not been met and all the required support has been implemented, the review may be the first part of the process to move the pupil to the next stage on the register. For example from School Action/Early Years Action to School Action Plus/Early Years Action Plus, or from School Action Plus/Early Years Action Plus to a request for Statutory Assessment.

There is clear evidence that an IEP/IEP(B) has been reviewed, which targets have been met and next steps. New targets take account of the review and if appropriate advice from outside agencies. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to additional support at School Action Plus/Early Years Action Plus or Statutory Assessment.

As a school we are committed to Person Centred Thinking/Planning and we are in the process of involving pupils and parents in developing a One Page Profile for every pupil in the school. It is intended that these One Page Profiles will be used to inform the IEPs/IEP(B)s of the pupils with ALN.

Care Plans

Class teachers and the ALNCo liaise with parents and medical staff to ensure that the needs of pupils with medical conditions are met. This may include implementing Care Plans and accessing necessary training.

More Able and Talented

This area is addressed by the school MAT co-ordinator Mrs J McManus

Service Level Agreement/Statement of Additional Learning Needs Reviews

If a pupil has a Service Level Agreement or a Statement of Special Educational Needs this must be reviewed at least annually. The review meeting is chaired by the ALNCo. Reports are submitted by the Class teacher, Teaching Assistant and any other relevant staff or outside agencies.

If there are concerns about the progress or behaviour of a pupil then a review can be held at anytime during the year and more than one can be held in the course of a year. The review can be used to request additional support or changes to the Service Level Agreement/Statement.

In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Transitions

If a pupil who is on the school's ALN Register transfers to another school, the ALNCo liaises with the school's Head teacher/ALNCo. All appropriate records are forwarded to the school.

As pupils on the ALN register progress to high school the ALNCo liaises with the various receiving schools. This includes inviting the ALNCo from the schools to a Transition Meeting and to Y5 & Y6 Annual Reviews, and arranging visits for pupils and parents to look at prospective schools. This may be specialist provision in the case of some pupils with a Statement of Special Educational Needs. All appropriate records are transferred to the schools.

Support for Pupils who have Additional Learning Needs

Pupils from Years 1 to 6 who are identified as having learning needs access Learning Intervention programmes to enable them to make progress.

A range of support is available for pupils with Behaviour, Emotional, Social difficulties including Y Berllan Behaviour Group, Friends Nurture Group and Social Communication Group. These pupils may also be supported in class and during playtimes.

Teaching Assistants offer a variety of support in and out of class, during lesson and play times.

Special Facilities

The school endeavours to provide facilities which increase or assist access to the school by pupils with ALN. In addition to teaching/learning areas the school also has a designated area for the provision of Behaviour, Emotional, Social difficulties and a Calm Room. At present Sensory Areas are being developed in some parts of the school. There is a three year Access Plan and an Equality scheme.

Resource Integration

The school facilitates integration for our Resourced pupils who are seen as Bryn Coch pupils in all school activities. Close liaison with the Resourced classes at Bryn Coch is seen as beneficial and is always encouraged. The mainstream curriculum is modified for Resourced pupils and implemented using a four year cycle. When appropriate pupils are able to join mainstream classes with or without Resource staff support.

Record Keeping and Assessment

Class teachers and the ALNCo keep records relating to concerns and the progress of pupils with Additional Learning Needs. These may include:

- Concern Forms,
- ALN Referral Forms
- IEPs/IEP(B)s
- Assessment Records
- Daily Notes
- Meeting Minutes

Pupils with Additional Learning Needs complete assessments in line with the school's Assessment Policy. In addition all pupils who are at School/Early Years Action, School Action Plus/Early Years Action Plus, Statement stages on the ALN Register complete NARA individual Reading Test at least annually. They complete teacher sourced/devised assessments to inform IEP/IEP(B) reviews. Some pupils complete BPVS and Ravens Assessments as appropriate.

Liaising with Parents of Pupils who have Additional Learning Needs

Class teachers and the ALNCo liaise with parents regarding the needs of their child. The regularity of discussions/meetings varies according to individual need.

Parents are consulted during each stage of the Graduated Response and decisions regarding next steps are made collaboratively.

Parents are invited to review meetings and their input is sought in relation to IEPs/IEP(B)s.

The ALNCo is available to meet with parents when necessary. It is a feature of the support that parents can request a meeting to discuss their child's progress at any time. This is to maintain a very close and regular home school liaison.

The ALNCo is available on each Open Evening.

School facilitates the Incredible Years School Readiness Programme for parents of Foundation Phase Children, and a Positive Parenting Programme is offered to other parents.

Complaints Procedure

Complaints received by either the ALNCo or Class teacher will be passed directly to the Head teacher who will investigate the situation/provision. If necessary a meeting including staff and parents will be arranged.

Admission Arrangements

The Head teacher and ALNCo will liaise with the Nursery Class teacher regarding each new intake of pupils who may display ALN or any subsequent admissions. Early identification in Foundation Phase is seen as a priority. Parents are requested to provide initial information about any additional needs their child may have.

Throughout Foundation Phase and KS2 ALNCo will liaise with Class teachers regarding new admissions who may give rise to concern. Previous school records plus outside agencies information will be gathered.

Class teachers carry out assessments during the early weeks of any new pupil's admission to determine the support needed.

Inclusion Training and Development

The ALNCo is involved in regular training and development offered through /GWE programme. The ALNCo provides training and development to staff/groups of staff as appropriate.

Monitoring the ALN Policy

The ALNCo, Head teacher, staff and Governor representative are responsible for monitoring the success of the Additional Learning Needs Policy.

The Welsh Assembly Government are currently completing an 'Additional Learning Needs Transformation Programme' the intention is to introduce the 'Additional Learning Needs and Education Tribunal (Wales) Bill' to the National Assembly for Wales before Christmas 2016. For the time being all those who work with pupils with ALN, must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the SEN Code of Practice for Wales. When new legislation is in place it will be necessary to review the school's ALN policy.