



Tremains Primary School

Additional Learning Needs Policy

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.' (Removing Barriers to Achievement, 2004) At Tremains Primary, we endeavour to embrace all children irrespective of any additional needs and seek to ensure they make a full contribution to the school, as far as possible. In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those identified as **More Able and Talented**; those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group. In addition please see the separate policy for which English is an Additional Language.

Tremains Primary School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school, we recognise that some pupils during their school career may have Additional Learning Needs and will endeavour to make every possible arrangement to provide for their individual needs. It is our aim that all children progress well at their individual levels, some needing more support and guidance than others.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special

Educational Needs. The following policy sets out the model of Assessment and Provision that Tremains Primary School will provide in line with the Code of Practice.

What do we mean by Additional Learning Needs at Tremains Primary School?

The term ALN is much wider in scope than the term 'special educational needs' in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individual pupils. We pride ourselves at Tremains to recognise and meet children's needs across the spectrum.

Special Educational Needs

The term 'Special Educational Needs' is a sub category of ALN and continues to be used for those learners who have a learning difficulty which calls for special educational provision to be made for them. Under the Education Act 1996 (section 312) and the SEN Code of Practice for Wales (2002), a child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;

- has a disability which either prevents or hinders the child making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA;
- is under compulsory school age and is, or would be if special educational provision was not made for the child.

The following areas will encompass all aspects of SEN/Disability as highlighted in the Code of Practice (1998)

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

At Tremains Primary we aim:

- To identify pupils with an Additional Need as early as possible.

- To ensure full entitlement and access for pupils with ALN to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
- To ensure that all pupils with ALN feel valued and have a positive self-image.
- To encourage parental and pupil involvement in the identification, assessment and support for ALN and to work with all necessary agencies to provide the highest quality provision. Parents will be encouraged to work in partnership with the school to ensure personalised targets are achieved through (Individual Play Plan) IPP's and (Individual Action Plan) IEP's. and Individual Behaviour Plan (IBP)
- To educate pupils with ALN, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs
- To develop a system for assessment, recording and tracking so that each pupil's performance can be monitored and reviewed appropriately.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To ensure that progress of pupils with no identified needs is not impaired by those presenting with additional needs.

Admissions

The Governing Body works with the LA to place pupils in our Observation and Assessment classes. As a school, we believe that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33) How do we identify pupils presenting with Additional Learning Needs?

- Information from a transferring school/Flying Start
- Baseline assessment
- Speech link/Language link assessment

- Classroom Monitor - assessment tool
- Parental information
- Teacher observation
- GL Assessment package (introduced September 2016)
- Standardised tests e.g. National Reading Test/NFER
- Educational Psychologist recommendation
- Medical Advice
- Care Plans
- End of Key Stage Assessments
- Additional information from other professionals e.g. health visitors, school nurse, SALT

Following on from identification, as far as possible, pupils are fully included in the mainstream classes and pupils in the Observation Classes receive appropriate inclusion into the mainstream classes. Every effort is made to ensure all pupils have access to the curriculum at a level appropriate to them and are included in all aspects of the school. The Code of Practice makes it clear that all teachers are teachers of pupils with additional needs and it is teacher's responsibility to identify those pupils presenting with special/additional needs. In collaboration with the ALNCo and ALN team, pupils requiring different or additional support are catered for as early as possible. Through careful monitoring and assessments in addition to outside agency information, pupils needs can be addressed and catered for individually.

Provision for Additional Needs at Tremains Primary

On entry to the school, each child's attainment is assessed through Baseline assessments and observations, or through assessments provide by the EP. These results will help with the planning, delivery and assessment of differentiated learning programmes.

For those pupils identified with special/additional needs the ALNCo and the class teacher will:

- Establish starting points for an appropriate level within the curriculum
- Identify support needed within the class
- Assess learning difficulties

- Ensure on-going observations and assessments plan next steps in learning.
- Involve parents in a joint learning approach.
- Involve outside agencies as appropriate.

The range of provision at Tremains Primary

Every child's needs are individual and provision to meet these needs will be flexible - monitored and evaluated regularly. However, the main methods of provision are:

- Full time education within the class through a differentiated curriculum by the class teacher.
- Full time education in one of the Observation Classes with the possibility of some inclusion into the mainstream depending on need.
- Differentiated/specialist resources e.g. overlays, laptops
- Periods of time withdrawn from the class to work on specific programmes or with specialist teachers e.g. Lexia support, SPLD specialist teachers, Speech/Language links work, behaviour groups supported by our nurture provision (Clwb Cwtch), ELSA and SAP sessions and an outreach teacher of the Deaf
- In class support with adult assistance i.e. SNSAs, LSOs and LSAs

Monitoring and Tracking Progress

All pupils are assessed regularly, progress recorded and next steps planned accordingly. The school uses Classroom Monitor tracking system to record progress for every pupil and also any pupils receiving any additional support are tracked using the Provision Mapping system to ensure progress is being made and provision is appropriate. Where teachers deem progress to be inappropriate the ALNCo is consulted and next steps planned. At this stage the child will receive planned support at Early Years Action/School Action and will be placed on the school's Additional Needs Register.

Early Years/School Action

This is characterised by any interventions different from the normal differentiated curriculum. The class teacher will be responsible for planning and delivering individualised strategies at this level. Parents will be closely informed and involved. School Action can be triggered when pupils:

- Make little or no progress
- Demonstrate specific difficulty on literacy or numeracy

- Show persistent emotional/behavioural difficulties not affected by usual management strategies adopted through the school.

- Experience ongoing difficulties communicating/interacting

In collaboration with the ALNCo, the teacher will decide the action required. Strategies will be recorded in a plan. For pupils in the Foundation Phase, this is an Individual Play or Education Plan and for those in Key Stage 2 it takes the form of an Individual Education or Behaviour Plan. These plans contain information on :

- Short term specific targets using IEP Writer

- Teaching strategies

- Any extra provision

- Success Criteria

- Resources required

- Date for review

- Evaluation of targets at review

The ALNCo also keeps a profile of the child on the ALN drive on the server, to include:

- Information from previous schools/settings

- Information from parents

- Information about incidents of behaviour

- Assessment details

- Information from outside agencies e.g. health

The IPP/IEP/ IBP will only record what is different to the normal curriculum and will record three targets closely matched to the area of need. Parents will be informed and involved through sharing of IPP/IEP's. Pupils are encouraged to be involved in their Plan as appropriate to their level of understanding/age. The IEP/IPP/IBPs are reviewed at three times a year. New targets are set following the review or the child is removed from the school's Additional Needs Register if appropriate progress has been made. Early Years/School Action Plus If, after careful monitoring over a period of two terms, concerns remain despite intervention, support is made at Early Years Action Plus/School Action Plus level, involving expertise from outside agencies. Early Years Action/School Action Plus is usually triggered when pupils:

- Make little or no progress over a specific longer period despite sustained support at School Action
- Work below expected levels for a child of similar age over a significant period
- Have on-going difficulties in literacy or numeracy
- Present with behavioural/emotional difficulties impeding learning
- Have communication problems that impede progress in many areas including social interaction.
- Has sensory or physical needs requiring additional specialist equipment or advice/monitoring from specialists

Any outside agencies are encouraged to contribute to reviews and setting of the pupil's specific targets. At this stage, the teacher is still responsible for the pupils' progress but implementation of the targets may involve direct intervention/support from a specialist.

Links with External Agencies/Organisations

The school recognises and embraces the important contribution that external services make in assisting to identify, advise, assess and provide for pupils with additional/special needs.

When necessary, colleagues from the following support services will be involved with pupils:

- Educational psychologist
- Medical professionals
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Service
- Visual Impairment Service
- Counselling service
- Primary Mental Health

- Child and Adult Mental health service

Request for Statutory Assessment

Where concerns still remain, the school, in consultation with parents will consider a Statutory Assessment from the LA. The Code of Practice advocates this graduated response. A Statutory assessment might also be requested by a parent or outside agency. For this to take place the school will have the following information available:

- Work undertaken at School Action and School Action Plus
- IPP/IEP/IBPs
- Records of reviews
- Relevant health/medical information
- Foundation Phase/NC levels
- Results of other formal assessments
- Reports from specialists/Educational Psychologists
- Views of the parents
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement. A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Statements

Statements must be reviewed annually. As well as the Head teacher the following will be invited:

- The child's parents (carers)
- The child (if appropriate)
- The teacher
- The ALNCo
- Representative from the LA
- Any other person the Head teacher or LA consider appropriate.

The aim of the review is to:

- Assess progress in relation to IPP/IEP/IBP targets
- Revise provision in light of NC progress.
- Whether the existing Statement is appropriate or needs amending/ceasing
- Set new Targets for the year.

Following the Review, the ALNCo will write a report to the LA who will decide whether to maintain, amend or cease the Statement. The Role of the ALNCo

The ALNCO should:

- Co-ordinate the day to day provision of the school's ALN Policy
- liaise with and delegate responsibility to Teachers/Support Staff where applicable
- liaise with and advise colleagues
- Co-ordinate provision for children with special educational needs
- maintain the school's ALN register and oversee the records of all pupils with special educational needs
- organise necessary reviews and referrals
- liaise with parents and external agencies
- contribute to the in-service training of staff

Parents

Tremains Primary firmly believes in developing strong partnerships with parents and recognise the valuable role parents can play in addressing the child's needs and how best to support them. "Parents hold the key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (Code of Practice, 2:2)

Parents are formally invited to attend reviews three times a year but there is also an open door policy for parents to discuss their child with the class teacher or to address an issue with the ALNCo whenever necessary. For parents in the Observation classes we have a closed FaceBook page where staff and parents are able to discuss issues and share information relevant to children with varying additional needs.

Governing Body

The Governing Body are responsible for ensuring any pupils' Additional Learning Needs are addressed through:

- Appointment of a member of the Governing body responsible for this particular aspect of the school
- regard for the Code of Practice • regard for the school's ALN Policy
- ensure the policy is kept under review • report annually to parent/carers of all pupils of ALN
- ensure that appropriate funds and resources are delegated to ALN

Complaints Procedure

The school's complaints procedure is outlined in the school complaints policy which is available from school. The SEN Code of Practice (2002) outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required. ALN Training Staff will be encouraged to attend training/INSET to help meet the needs of pupils. The School's INSET needs will be included in the School Improvement Plan. The ALNCo will continue to develop her role through attendance at cluster TAPPAS meetings and will disseminate as required. The ALNCo will work closely with the Head Teacher to assess and decide on training needs for the school.

Transition

The ALNCO is responsible for co-ordinating transition from Observation Classes to the appropriate placement. This could be mainstream, a Learning Resource Base or a Special School. She is also responsible for transition from KS2 to KS3 for those pupils who need additional consideration. A meeting is arranged in the Spring term between Tremains Primary, the parents and the associate schools to share documentation and discuss strategies that are in place to help with a smooth transition to ensure the child's needs are met. Placement for pupils in the Observation Classes is usually first considered when the child is in Year One, unless there are concerns about appropriate placement before this time.

The new class teacher is invited to join the multi-agency meeting and IEP's and other relevant information is passed on.

Responsibility

Currently, Mrs Rachel Kingston is responsible for coordinating any Additional Needs support. Her team consists of Mrs B. Morgan (Acting ALNCO) Mrs Beer, Mrs Spear, the teachers from the Observation Classes and the support staff assigned to the classes/pupils.

The governors responsible for oversight of the school's additional needs provision are Cllr. D. Sage and Mrs D. Ralph

Monitoring and Review

This policy will be reviewed by the Governing Body every two years or earlier if deemed necessary.

Signed

Chair of Governors