

YSGOL MAES Y MYNYDD



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ADDITIONAL NEEDS POLICY

Approvals	
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Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed in line with new ALN framework or earlier if required	Date: Autumn 2021
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Additional Learning Needs (ALN) Policy

1. Introduction

This document is a statement of the aims, principles and strategies for pupils with additional needs at this school.

Definition

The term 'additional learning needs' has a legal definition and refers to children and young people with learning, physical or sensory needs that make it harder to learn than most children of the same age.

The definition of ALN includes all of those regarded as having SEN, i.e. children and young people supported through School/Early Years Action, School/Early Years Action Plus and with statements of SEN).

Additional learning needs can be categorised into the following;

Cognition and learning	Social, Emotional and Behavioural development
Communication and Interaction	Sensory, Physical and/or Medical.

Inclusive Education-Provision

The school provides a broad and balanced curriculum for all children. The Foundation Phase framework and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning intentions and use formative assessment to differentiate.

Additional learning needs will be identified through teacher assessment, diagnostic assessment and also in partnership with outside agencies..

Children may have additional learning needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the additional learning need experienced by the child. Provision will be planned for and a graduated response will reflect how well the school can meet the child's needs. All children will have access to quality teaching, universal provision. Children who are assessed as having additional learning needs beyond universal provision will be registered on the Special Educational Needs registered and recorded on the school SIMS system following PLASC requirements.

2. Aims and objectives

The aims of this policy are:

- to create an environment that meets the additional learning needs of each child;
- to ensure that the additional learning needs of children are identified, assessed and provided for appropriately;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's additional learning needs;
- to enable all children to have full access to all elements of the school curriculum;
- to enable each child to develop to their full potential;
- to ensure that parents are able to play their part in supporting their child's education;
- a pupil-centred approach will be maintained and encouraged throughout the process, from setting targets, reviewing outcomes and planning ahead.

3 Admission

Ysgol Maes Y Mynydd will admit pupils with already identified additional learning needs, as well as identifying and providing for pupils not previously identified as having additional learning needs. Admission authorities may not refuse to admit a child because they feel unable to cater for their additional learning needs. Pupils with additional learning needs, but without statements, will be treated as fairly as all other applicants for admission. Admission authorities will consider applications from parents of children who have additional learning needs but no statement on the basis of the school's published admissions criteria. Such children should be considered as part of the normal admissions procedures. Admission authorities cannot refuse to admit children on the grounds that they do not have a statement of additional learning need or are currently being assessed. (According to the Special Education Needs Code of Practice for Wales Para 1:42.)

The school has access for any disabled child, including a lift and disabled toilet facilities.

4. Additional learning needs

Children with additional learning needs have difficulties that call for special provision to be made. All children may have additional needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In some cases children join the school with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Class Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Additional Learning Needs Co-ordinator (ALNCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The ALNCo will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

Provision is based on a graduated response and planned and provided according to the child's additional learning needs.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

In our school the ALNCo

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with additional learning needs;
- acts as the link with parents when necessary;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the additional learning needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with additional learning needs;
- contributes to the professional development of all staff.

5. The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with additional learning needs.

The governing body does its best to secure the necessary provision for any pupil identified as having additional learning needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with additional learning needs. The governing body ensures that parents are notified of a decision by the school that ALN provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with additional learning needs. The 'responsible person' in this school is currently Mrs Ann Ireland. The ALNCo ensures that all those who teach a pupil with a statement of additional learning needs are aware of the nature of the statement.

The ALN governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel. She meets regularly with the ALNCo to discuss pupil progress and the school's work in meeting the needs of pupils. She reports back to the full governing body as and when appropriate

6. Allocation of resources

The ALNCo is responsible for the operational management of the specified and agreed resourcing for additional needs provision within the school, including the provision for children with statements of additional learning needs.

The head teacher, through the finance committee and full governing body meetings, informs the governing body of how the funding allocated to support additional learning needs has been used.

7. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the ALNCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The ALNCo **works closely with parents, teachers and the child** to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a package of specialist intervention may be necessary. LEA guidance is used to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LA. The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8. Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a wide range of strategies to meet children's additional learning needs. All lessons have clear learning intentions with success criteria allowing all pupils to achieve at an individual level; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom with support from an appropriately trained member of staff.

9. Partnership with parents

The school works closely with parents in the support of those children with additional learning needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with additional learning needs.

The school prospectus contains details of our policy for additional learning needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. The named governor (Mrs Ann Ireland) takes a special interest in additional needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of additional needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with additional learning needs.

In our school we encourage children to take responsibility and to make decisions. The school uses a range of pupil-centered planning tools to encourage the children to express what is working for them, what they need and how the school can provide it. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Phase recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

10. Monitoring and evaluation

The ALNCo monitors the movement of children within the ALN system in school. All children will be recorded on SIMS for PLASC purposes. Parents/carers will be made aware of this through entry and exit letters for the Special Education Needs register. The ALNCo or Headteacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The ALNCO is involved in supporting teachers involved in drawing up Individual Education Plans. The ALNCo, with input from outside agencies, draws up Individual Education Plans for children at School Action Plus or above. The ALNCo and the headteacher hold regular meetings to review the work of the school in this area.

11. Complaints

There may be occasions when parents feel that the school has not adequately met their child's needs or has not recognised that their child has additional learning needs. In such instances, the ALNCo and the Headteacher will discuss the issue with the parents in the first instance and seek to resolve the problem. Should the parents remain unhappy, the Headteacher will refer them to the Chair of Governors and ultimately for discussion at a meeting of the complaints committee of the Governing Body. If the parents remain unhappy with the Governors decision, then they will be referred to the local education authority link officer based at Lord Street, Wrexham. The school has a complaints procedure policy available to parents if required.