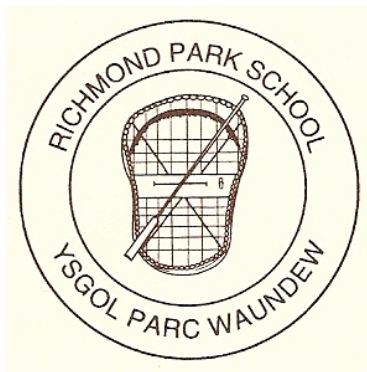


# **RICHMOND PARK PRIMARY SCHOOL**

## **Ysgol Parc Waundew**



# **ADDITIONAL LEARNING NEEDS POLICY**

<b>Date of Policy</b>	<b>November 2016</b>
<b>Date to be Reviewed:</b>	<b>November 2018</b>
<b>Approved at Governor's Meeting Dated:</b>	<b>10 11 16</b>
<b>Signed by Chair of Governors:</b>	

## **STATEMENT OF PRINCIPLES**

At Richmond Park Primary School, we believe that every child is unique and has the right to a broad and balanced curriculum in a supportive environment. The curriculum is differentiated and resourced according to the ability of the child to ensure appropriate attainment and progression. This effective additional learning needs (ALN) teaching and provision play an important role in raising educational standards. All teachers, supported by the Additional Learning Needs Coordinator (ALNCo), are responsible for differentiating the curriculum to meet the broad span of abilities within their class.

## **OBJECTIVES**

- To identify all pupils who may have ALN either throughout, or at any time during, their years at Richmond Park School and ensure that their needs are met.
- To ensure that children with ALN and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To work cooperatively with parents, establishing and maintaining effective communication.
- To ensure parents are informed of their child's additional needs and provision.
- To ensure learners express their views and are involved in decisions, which affect their education.
- To promote effective partnership and include outside agencies when appropriate.
- To stress the positive abilities and achievements of pupils with ALN and build upon them.

The success of the school's ALN policy will be judged against the objectives set out above. Intervention will be considered to be effective when targets set for individual pupils have been achieved.

## **WHAT ARE ADDITIONAL LEARNING NEEDS?**

Children with ALN include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Looked After Children (LAC)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

## **PROVISION FOR CHILDREN WITH ALN**

- Children who are identified as having ALN are given extra support where necessary in order for the individual to achieve their full potential.
- Class teachers and teaching assistants meet the needs of the children identified as having ALN and who require an Individual Development Plan.
- Children with ASD (Autistic Spectrum Disorder) can be provided with visual timetables, workstations and adapted equipment as suitable and required for their individual needs.
- Identified MAT pupils may require individually differentiated learning and are supported to become self-directed learners of an enriched and extended curriculum.
- EAL and asylum seeking children are supported by the Minority Ethnic Achievement Service (MEAS), in liaison with the class teachers.
- Pupils in the LAC category require a Personal Education Plan (PEP) and are supported by the various involved agencies in partnership with the school.
- Teachers employ a variety of teaching and learning strategies and styles, including multi-sensory approaches, enquiry based learning, problem solving, thinking skills and the development of independent learning skills, in accordance with growth mindset, assessment for learning etc.
- All planning is inclusive, based on differentiated targets, with objectives reflecting the needs of all children, in accordance with IDPs, PEPs and individual learning targets.
- All children are actively involved in the target setting and reviewing process and are encouraged to

become reflective practitioners.

- All children have access to a wide range of enrichment activities, such as extra curricular activities and clubs, residential visits in Key Stage 2, access to outside experts e.g. sports, subject competitions, music service, concerts etc.

## **1. CHILDREN WITH ALN**

Children have ALN if they have a learning difficulty that requires special educational provision to be made for them. Children are said to have a learning difficulty if they have a significantly greater difficulty than the majority of pupils of the same age or have a disability which prevents or hinders them from making best use of the facilities normally available to pupils within the area. There are six classifications of educational difficulty recognised namely:

- Learning
- Sensory impairment- visual
- Sensory impairment- hearing
- Physical
- Medical
- Speech, language and communication
- Emotional and Behavioural Difficulties (EBD)

The earlier the child's additional needs are identified, assessed and actioned, the more responsive the child is likely to be and hence the more successful the outcome. To assist in the early identification of children with ALN the school makes use of appropriate screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school, when the child moves from one class to another, and from school to school. To give specific help to children who have ALN, the school adopts a staged response. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

A range of evidence is collected through the usual assessment and monitoring arrangements. All children progress at different rates, but if this suggests that the learner is not making the expected progress then the class teacher or ALNCo will inform the parents and together will decide whether additional and/or different provision is necessary.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy as identified by attainment levels in standardised tests.
- Evaluation and observation of progress in classroom activities as measured by teachers.
- Expressions of concern by parents that are reflected in learning outcomes.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

There is no need for pupils to be registered or identified as having ALN unless the school is taking additional or different action. Pupils who have disabilities but no additional learning will be recorded on the school medical register. Similarly, pupils who have English as an Additional Language will be included under the EAL code and register.

## **MONITORING (M)**

During each Autumn term, and then at any point during the year when a teacher becomes concerned about an individual, a Record of Concern sheet is completed. The concerns are then shared with the ALNCo and discussed with the child's parents. The ALNCo monitors and reviews the child's progress within the classroom situation, before deciding whether or not the child needs to be placed on the ALN Register.

## **SCHOOL ACTION (SA)**

To reach School Action, a child either needs additional support, or it may be that after discussions of initial concern, the ALNCo thinks that early intensive action is required. Parents are consulted and informed. The class teacher remains responsible for working with the child in the classroom. Provision for the child will be recorded and mainly delivered within the normal class setting. The child will only be withdrawn to deliver specific programmes, if necessary. The child will work towards targets set by his/her teacher.

## **SCHOOL ACTION PLUS (SA+)**

School Action Plus is reached after reviewing a child's progress at School Action and deciding that an external specialist is needed to help the child to make progress. Parents are informed and their opinion/permission sought. The child will receive increased support, both in the class and when withdrawn individually or in small groups. Some children will have more focused targets (depending on need), in the form of an IDP, and provision will be based on the advice of outside agencies such as:

- Local Authority  
Educational and Child Psychologist,  
Sensory Impairment Officer  
Advisory Teachers for SEN  
Behaviour Support Team  
Team Around the Family  
ALN Family Support Workers  
MEAS  
LAC Co-ordinator  
Educational Welfare Officer  
Social Services
- Health  
Occupational Therapist  
Physiotherapist  
Speech and Language Therapist  
School Health Nurse  
Health Visitor  
Community Paediatrician  
Mental Health Team/CAMHS  
Safeguarding
- Education and Children's Services:  
Family Disability Team  
Childcare Team
- Other Agencies/Organisations:  
SNAP  
Disability Sports  
Autism Cymru  
Dyslexia Association

## **STATEMENT OF EDUCATIONAL NEEDS**

If, after additional and different support/advice at School Action Plus, insufficient progress has been made, it may be necessary to consider Statutory Assessment. This is when the LEA monitors the provision of support for a child with ALN. It is regarded that only 2% of children need this. A child reaches this stage when the LEA agrees to initiate the Statutory Assessment Process. This process can take 6 months or longer.

If the LEA agrees to issue a statement of Educational Needs then school has a legal obligation to implement this document via individual targets including Teaching Assistant (TA) support. The LEA has a monitoring role. Once a statement has been issued, new targets must be written taking into account the aims and objectives of the statement. Any TA must be briefed as to their role in the classroom, how to support the child and what specific programmes the child needs to follow. The ALNCo takes responsibility for this, in collaboration with the class teacher. Parents will be consulted and informed of all developments.

One year after the date of the statement, the school must initiate a review of the progress of the child. The Annual Review can be called earlier if needed e.g. if objectives or circumstances have changed. The ALNCo will do this, with the class teacher, the TA and parents. Once the form is complete an Annual Review Meeting will be held with the parents and any outside agencies involved with the child, if it is appropriate e.g. Paediatrician, Educational Psychologist, LA representative etc. They discuss any problems or areas of concern as well as the progress and successes. Once this is done, the form is returned to the Inclusion Department at Parc Dewi Sant. There will then be a regular Annual Review meeting, to assess the appropriateness of the Statement and targets set, until the child leaves school. At the Year 5 meeting, an appropriate Secondary School should be nominated to ensure the correct placement of the child in Secondary Education. Once the school has been allocated there needs to be a planned transition in place. The ALNCo from the next placement is invited to attend the Yr 6 transition review early in the Autumn Term.

## **INDIVIDUAL DEVELOPMENT PLANS (IDPs)**

Individual Development Plans (IDP) are an alternative to a Statement. An IDP can be very simple or more complex depending on the needs of the child/young person. Person Centred Planning (PCP) underpins this process. It ensures the child is central to any plan, is listened to and that everyone (staff, parents/carers, professionals and the young person) is working together towards better outcomes for that person. The IDP can include targets for the child at school and at home but is very much a joint effort with the child and parents being partners in the plan.

A One Page Profile is also part of the IDP. This is an individual document that gives a 'snap shot' of the child under the following headings; what we like and admire about the child, what is important to the child and how best to support the child. It can include a photograph of the child and is developed by the child, where appropriate, with the help of family, friends or people who know him/her well. For some children, a One Page Profile may be enough and they may not need much more in terms of an IDP.

## **2. MORE ABLE AND TALENTED CHILDREN (MAT)**

In Wales, the term 'More Able and Talented' is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. In general terms approximately 20% of the school population may be More Able. At Richmond Park School More Able children is the term used to refer to those who demonstrate a higher ability than average for the class and who often require differentiated tasks and opportunities to learn through open-ended, enquiry-based challenges. The identification of Most Able children is informed by assessment, observation and discussion, taking into account information received from class teachers, parents and children themselves. Children who are identified as having a 'talent' e.g. in the area of sport, music, art etc. are identified on a 'list of talents' and their talents are encouraged and achievements shared and celebrated in a variety of ways.

### **3. LOOKED AFTER CHILDREN (LAC)**

Children who are Looked After are named on the LAC Register which is kept by the Headteacher. The Head teacher/ALNCo attend regular multi-agency meetings to monitor and review the progress of these children. A Personalised Education Plan (PEP) is drawn up by the LEA supported by the class teacher and the ALNCo. A PEP is required regardless of whether the child also has an ALN.

### **4. CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) , TRAVELLERS AND REFUGEES**

Children who are identified on the EAL register as having an ALN in respect to English being an additional language for them, or who are travellers or refugees, are supported by assistants from MEAS in liaison with the ALNCo and the class teacher.

### **6. YOUNG CARERS**

Children who are fulfilling the role of a Young Carer within their home will be fully supported in accessing the learning curriculum. School will liaise with outside agencies as necessary.

### **7.The Observation & Assessment Unit**

Richmond Park Primary School also has an Observation and Assessment Unit which is a stand alone unit for Carmarthenshire County Council but dovetails with the mainstream wherever possible.

The Assessment Unit is a small self-contained unit with ten places for children between the ages of two and a half and seven. It is currently staffed by a qualified Teacher in Charge, three support staff and further staff as and when necessary.

The unit offers a wide range of experiences for the children and the opportunity for them to develop pre school skills to prepare them for the future.

Its main purpose is to highlight each child's needs and help the child then fulfill his/her potential in all areas of development, by experiencing success.

The unit is visited by a team of professionals, these include the Educational Psychologist, Speech Therapist, Senior Clinical Medical Officer. The Physiotherapist and Specialist Teachers for the Hearing and Visually Impaired also visit as and when the need arises. These visiting professionals all sit on a Panel, chaired by the Senior Special Education Teacher from the Education Office. This panel also includes the Teacher in Charge of the Unit, the Headteacher of the School, a representative from Social Services (if involved with the family concerned) and the Nursing Officer. The Panel hold twice termly meetings to review pupils progress by rotation and to discuss future admissions.

Parents are invited to attend these meetings if their child is being reviewed. They can also contact any member of the Panel to discuss their child if the need arises.

#### **Aims of the Assessment Unit**

- (a) It is our aim to assess the child's long and short time needs in a happy secure working environment where the child learns by experiencing success.
- (b) All children are treated equally and are of equal worth.
- (c) Close contact is maintained with the child's family and parents are encouraged to visit or contact us whenever the need arises.
- (d) Details of outside agencies (Health Visitors, Family Support Team, Social Workers) are kept to give us a clear point of contact when needed.
- (e) We aim to integrate all pupils with their peers at sometime each day - at playtime, lunchtime, singing, assemblies. Nursery and Infant children visit the Unit on a regular basis and when the time becomes appropriate the children are integrated into their year groups for more formal work

sessions in the company of an LSA from the Unit. There are no hard and fast rules for these transition opportunities but we structure them to suit the particular children attending the unit at any one time whilst taking into account the needs of mainstream pupils also.

- (f) As all our children are “individuals” with such differing needs, account is taken of their current achievement and successes, needs and interests when planning their individual programmes.
- (g) Children are encouraged from an early age to - with encouragement - take responsibility for their own possessions and actions. Encouraging as much independence as possible. Social skills, self help skills, problem solving, making choices, safety awareness and co-operation are all encouraged to varying degrees from a very early age. Thus making the child as resourceful and independent as possible.
- (h) We aim to take the children out into the local environment as much as possible, i.e. enrolling them in local library visiting, local shops and cafes.
- (i) We aim to establish the partnership of school and home as a positive educative force in the life of the child.

### **Liaison between Assessment Unit and Child’s New School**

Once it has been decided by the Panel that the time is right for the child to transfer to another school, steps are taken to make this transfer as smooth as possible.

- (1) Assessment Unit Teacher contacts the school and arranges a time after school that is convenient for them to meet to discuss the child and arrange time for child to visit.
- (2) Teacher and child visit the school together and arrange further periods ,afternoon/morning sessions when child will visit on his / her own.
- (3) Should a child need the support of an N.N.E.B. then if possible he/she will get to know the child first in the Assessment Unit and will accompany the child on his/her visits to their new school.

### **ROLE OF THE GOVERNING BODY**

- To monitor the effectiveness of the school’s ALN policy and provision through the school’s self-review procedures.
- To ensure that it makes appropriate ALN provision for all identified pupils.
- To ensure a member of the Governing Body has a specific role for ALN and that all Governors have an up-to-date knowledge of and responsibility for the school’s ALN provision.
- To agree with the LEA admissions criteria, which does not discriminate against pupils with additional learning needs or disabilities.

### **ROLE OF THE HEADTEACHER**

- To monitor the provision for children with ALN in the school.
- To delegate the day to day running of the intervention timetables to the ALNCo.
- To work closely with the ALNCo, meeting regularly to discuss issues arising and track pupil progress.

### **THE ROLE OF THE ALNCo**

- To ensure the school’s ALN policy is operated on a day to day basis.
- To liaise with and advise other teachers and support Staff.
- To coordinate the provision for LAC and ALN children.
- To maintain the schools ALN register in conjunction with the Headteacher.
- To support effective target setting through discussion with the pupil and their class teacher.
- To support and promote a Person Centred Approach.
- To liaise with the parents of children with ALN.
- To liaise with external agencies.

- To give specific help to children who have ALN and sometimes direct support.
- To monitor and evaluate the ALN provision.
- To liaise with other schools.
- To maintain records for each child.
- To investigate options for identifying a child's difficulties.
- To organise paperwork for reviews and attend meetings.
- To keep abreast of any changes to local authority procedures.
- To ensure that TAs are appropriately deployed.
- To undertake the training of staff as necessary.
- To maintain effective links with parents.
- To keep the Headteacher and governors informed.
- To line manage Specialist TAs and those assigned to specific children (including Performance Management for TAs).
- To monitor intervention logs.

### **THE ROLE OF THE CLASS TEACHER**

- To adhere to the principle that every teacher is seen as a teacher of pupils with ALN.
- To devise strategies and identify appropriate methods of access to the curriculum for individual children (differentiation).
- To work with the pupil and provide further help on a daily basis
- To plan and deliver group/individualised programmes that may be to work towards targets agreed with pupil, parents and ALNCO.
- To plan for and work with teaching assistants to ensure pupils work to their potential and receive guidance and support when needed.
- To evaluate data and assessments to complete the provision map.
- To use a Personal Centred Approach and One Page Profiles.
- To write and review class targets.
- To ensure that Individual Development Plans are followed correctly.
- To incorporate advice/strategies from outside professional into weekly planning.

### **THE ROLE OF THE TEACHING ASSISTANT**

- To support ALL the children within the class unless they have been employed solely as a 1:1 to work alongside a statemented child.
- To provide in-class support during Literacy and Numeracy.
- To run various interventions for individuals and/or small groups.
- To maintain intervention logs to be monitored by the ALNCo.

### **THE ROLE OF THE BREAKFAST AND AFTER SCHOOL CLUB STAFF**

- To liaise with the ALNCo and class teachers when particular care and concerns are relevant to the time a child spends in club.
- To ensure that the advice from professional reports, One Page Profiles, Individual Development Plans etc. are adhered to.