Prendergast Community Primary School

“Believe and Achieve”

Additional Learning Needs Policy
A message from Prendergast Community Primary School

At all times this policy will reflect the school’s commitment to our Values and to Restorative Practice which can be found in the document entitled “School Core Principles”.

Counter Terrorism and Security Act 2015
Safety is our primary aim

At Prendergast CP School, we place a significant emphasis upon our PREVENT duty, acutely aware of safeguarding responsibilities related to extremism and radicalisation. Staff have received appropriate training and are aware of protocol and provision. Likewise, the school is mindful of the risks and prevention around forced marriage and honour based abuse.

If any individual suspects potential activity around extremism, radicalisation, forced marriage or honour based crime – they MUST report concerns to the school’s Child Protection/Safeguarding Lead – Mrs D Davies, Headteacher, or in her absence Mrs J Dunlop, Deputy Headteacher, or a member of the SSIF team.

Additional Learning Needs Policy

What are Additional Learning Needs?

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 learners. ALN includes learners who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers because (for example);

- They have special educational needs
- They have a disability
- They have medical needs
- They have a gap in their knowledge or skills due to prolonged absences from education
- They have family difficulties
- They access education inconsistently
- Their first language is not English or Welsh
- They are looked after by the Local Authority (LAC) and their schooling has been disrupted or have had frequent changes of school since being in care
- They are underachieving due to care responsibilities

General Aims and Objectives of the School

By encouraging the involvement of the staff, pupils and parents in the education of children with Additional Learning Needs (ALN), this School aims to meet the needs of the child by:
- early identification of those needs
- by considering the wishes of the child
- by developing a partnership between the school/parents and outside agencies
- by regularly monitoring and assessing the interventions and their impact
This school follows the guidelines as provided in the SEN Code of Practice for Wales 2002, aiming to provide an integrated education for all children with ALN with provision for the entitlement of access to a full and balanced curriculum, including the National Curriculum.

This school applies inclusive action for all children under the guidelines of the Disability Discrimination Act 2004 and the 2010 Equality Duty.

This school also aims to meet the needs of children who are more able and talented as identified in the NACE consultation document October 2006.

To promote and improve enabling skills – the acquisition of literacy and numeracy skills being the main priority.

To maintain a record of all pupils with ALN in an Additional Learning Needs Register (optional under new guidelines)

To disseminate the above information to the teaching and support staff in order to facilitate the whole school approach to ALN education.

To write Individualised Education Programmes (IEP’s) for all pupils on the ALN Register, where provision is beyond the scope of normal support procedures.

To conduct Annual Reviews for pupils with a Statement of Educational Need, in consultation with the LEA and all other parties with a legitimate interest.

**General Philosophy**

All class teachers have the responsibility for the initial identification and assessment of ALN; they also have the responsibility for its provision within the classroom.

At some time in their school careers all children may have ALN, for example social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

All staff have the responsibility of encouraging all pupils to become active learners. This is achieved by staff presenting a positive attitude, by creating a climate of warmth and support. In this environment all children including those with ALN will gain in self-confidence and improve self-esteem within our values ethos.

All staff have the responsibility to listen to the views and opinions of children with ALN.

Home/school partnerships are positively encouraged to provide all round support for the child particularly should the support of outside agencies be sort, such as the Educational Psychologist or Speech and Language Therapist.
ALN Co-Ordinator Responsibilities

- day to day operation of the school’s ALN Policy
- managing provision for mainstream pupils with ALN
- maintaining the ALN Register
- identifying the nature of the difficulties that pupils are experiencing
- keeping SMT, Teachers and LSA’s and Governors informed as appropriate
- liaising with Parents of pupils with ALN
- liaising with external agencies
- liaising with feeder schools
- providing advice on differentiated materials
- managing provision of in-class support and withdrawal for pupils with identified SEN/ALN
- providing details of strategies used in supporting pupils with ALN
- liaising with pastoral staff

The named member of staff for ALN Coordinator is Mrs. Janet Dunlop
The named member of the School governing body is Mr Tom Moses
The named Educational Psychologist is Mrs Sally Grayell
The named Senior Inclusion Learning Support Assistant is Mrs Tanya Rickard

Facilities and Resources

The LEA is the admission authority. All children admitted to the school, whether already identified as having ALN or not will be treated fairly and individually, in keeping with the 2004 DDA and the 2010 Equality Act. Any pupil within the catchment area is entitled to a place at the school as long as reasonable provision can be made for their inclusion and it is considered to be in the pupil's best interest.

The building is built to a standard that complies with the access regulations for people with disabilities and has a Soundfield System installed.

Funding for ALN is through the school budget. This funding is used to provide teaching support for children with ALN and the provision of appropriate learning and teaching materials. The ALN Coordinator maintains the resources and makes them available to support staff and teachers. There is also specific devolved funding one to one support linked to Statemented provision.

Learning Support Assistants have a significant role within ALN from specified dedicated hours of support to speech and language or EAL responsibilities.

Funding from grants available to raise the standards of literacy and numeracy in schools may be used alongside annual capitation to cover the cost of consumables.

Identification

Identification of children on admission is dependant upon a variety of features including:

- Previous provision at previous school and recommendations in transfer consultations.
- Referral by the class teacher/ LSA observations – see Initial Concern Form
- Identification through formal/informal assessment/screening (i.e. National Reading and Numeracy Test results, standardised test results, level of achievement in class).
- Reports from external agencies
- Parental communication.
- Statutory requirements and county policy.

The progress of pupils with difficulties will be reviewed at least once a term. Parents are also invited to a weekly Drop-In Clinic – if they wish to discuss progress/concerns or have any questions. Review meetings can be arranged to coincide with Parents Evenings; in the event Parents are unable to attend these we operate an ‘open-door’ policy and are happy to speak to Parents at any time, preferably by appointment.

Following the guidelines given by the LEA and the Code of Practice, this school has adopted a five stage approach.

**Monitoring ALN at our School**

According to SEN descriptors the pupil is identified as having a mild learning difficulty that needs to be monitored. Details are recorded, but his/her needs are accommodated within mainstream provision and usually through classroom differentiation which is then monitored. This can be considered as Initial Concern or our first step of intervention/provision.

**School Concern**

In addition to the above, the ALN Co-Ordinator becomes involved – checking the suitability and appropriateness of strategies tried in class; advising teachers and supporting staff; arranging additional, appropriate provision, with parental consent, to address the identified need(s). Further screening may be appropriate at this stage.

**School Action**

These are children with greater learning needs, whose needs are not being met through normal differentiation and support from within class. These children will undergo in-house assessment. The ALN Coordinator will request an IEP from the class teacher. The IEP will be reviewed termly. Support in the class will be through differentiated work, LSA support to assist the teacher and withdrawal times for specific programmes of study as designated by the ALN Coordinator as appropriate. Parents will be kept informed and have the opportunity of attending review meetings. The child’s views will also be sort and listened to.

**School Action Plus**

This stage will be initiated when insufficient progress is not being made at School Action level. At this time parents are contacted and permission gained to involve outside agencies. LSA support may be provided as detailed in School Action and programmes of study will incorporate recommendations made by outside agencies/professionals/specialists. The ALN Coordinator will request an IEP from the class teacher which will detail the nature of supplementary provision. The IEP
will be reviewed termly. Parents will be kept informed and have the opportunity of attending review meetings. The child’s views will also be sort and listened to.

Pupils with special educational needs who are not responding to the additional provision in place, as described above, will be referred to the LA’s Educational Psychologist for further assessment.

**Referral for Statement/Pending/Statement**

This legal process will be started when it is felt that the provision of ALN being provided by the school is insufficient to meet the significant difficulties/needs of the child. The LEA takes the lead in this process. The ALN Coordinator will be responsible for the completion of necessary paperwork in consultation with the class teacher, parents and any agency/professional involved. This specially prepared legal document – Statement of Educational Need - ensures adequate provision.

**Access to the curriculum and integration**

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration as far as possible with withdrawal sessions kept to a minimum. Class teachers are responsible for their own organisation and teaching styles bearing in mind that children have different learning styles. To further aid inclusive practice, support staff are employed at break times and lunchtimes for specific children as and when appropriate.

Information Technology is used across the curriculum for all and when appropriate to reinforce learning and stretch higher order skills for more able students.

**Monitoring the School’s ALN Policy**

The ALN Co, in conjunction with the ALN Governor, will monitor the school’s policy and provision via both formal and informal methods, the formal time is set during termly Moderation/Governors Weeks.

**Complaints Procedures**

Complaints about the provision or organisation of ALN will be dealt with through the procedures outlined in the whole school complaints policy.

**Links with other schools**

This school maintains links with the Sir Thomas Picton Family of Schools and any intake school.

**Training and development**

Training needs are monitored by the ALN Coordinator and SSIF (Senior School Improvement Facilitators) Team and courses are arranged to meet needs and to support effective teaching and learning.
Record keeping

All children who are on School Action or above have an ALN file which is kept up to date by the ALN Coordinator. All files are kept in the ALN department. Teaching staff have access to the files and all information and correspondence is copied for the teacher’s class file before it is put in the ALN file, unless it comes under confidential category.

The use of Incidental Welsh

The school will develop a positive attitude to the development of incidental Welsh for all learners. A progression for the use of incidental language has been developed. Both children and staff, teaching and non-teaching, will be encouraged to use Welsh throughout the school day in as many different aspects as possible.

Links to the School Improvement Plan

The provision of ALN support will be reviewed in line with the School Improvement Plan.

Professional Development

Prendergast Community Primary School is committed to training staff in ALN by in-school training and support from outside agencies.

Whole School Issues Regarding Subject

Equality of Opportunity

All pupils will have access to general teaching, resources and equipment and equal opportunity will be given to all regardless of race, gender and ability. Teachers must ensure that the individual needs of pupils are met.

Additional Educational Needs

Every classroom will contain pupils with additional educational needs. Schemes of work may be adapted where necessary to enable individual pupils to progress and demonstrate achievement. All activities will be planned in such a way as to encourage full and active participation by all pupils irrespective of ability.

All subjects have many characteristics which allow children of differing abilities to achieve a great deal of success. Characteristics that can be utilized are:

- An emphasis on practical activity.
- Working in groups of varying size.
- Consideration for the need of written notation
- Recording a variety of ways including an mp3 recorder, video camera and digital camera.
- Provisional of material suitable for stretching the more able child

Here at Prendergast CP School, it is our positive approach to learning and demonstrating Values that enables the confidence of all learners to grow in a manner that allows each child to reach his/her full potential.