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**Williamstown Primary School**

**Additional Learning Needs**

**(ALN) Policy**

**(Oct 2016)**

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## Additional Learning Needs Policy

The Additional Learning Needs Policy takes account of the Education Act 1996, the SEN Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. At Williamstown Primary we believe that:

* All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
* Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole‑school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
* Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

With regard to these beliefs, the following document outlines the provision available at Williamstown.

**The Management of Additional Learning Needs**

The ALN Co-ordinator Nesta Clement has the responsibility for the day‑to‑day operation of the Additional Learning Needs policy.

The ALN Co-ordinator will:

* Oversee the provision for pupils with additional learning needs including in class, small group and individual pupil support.
* Organise and manage the work of the school's learning support assistants and support teachers.
* Maintain the school's register of pupils with additional learning needs and all the required documentation.
* Keep records on pupils who have additional learning needs andensure their progress is regularly monitored and reviewed.
* Liaise withteachers, parents/carers and other professionals.
* Ensure annual reviews for pupils with statements are completed
* Organise meetings as appropriate with teachers in respect of additional learning needs issues.
* Regularly review and monitor provision for pupils with additional learning needs within the school.
* Take part in formal meetings with other professionals regardingindividual pupils to be assessed.
* Liaise with the pastoral team regarding pupils with additional learning needs transferring to secondary schools.
* Liaise with Literacy Co‑ordinator, Numeracy Co‑ordinator, class teachers to ensure the needs of pupilswith additional learning needs are met across the curriculum.
* In line with the school's professional development policy, identify and provide access to in‑service training to meet the current and anticipated needs of the school and individual members of staff.
* Meet regularly with the designated ALN Governor.
* Liaise with head teacher to report termly to the governing body; and contribute to the Governors' Annual Report to Parents.

Admission Arrangements

The school adheres to the admission policy of the Authority.

The school’s admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her school placement.

At Williamstown we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

* Communication and interaction
* Cognition and learning
* Behaviour, emotional and social development
* Sensory and/or physical
* Medical conditions

Williamstown Primary School operates a setting system across the Key Stage 2 classes (Year 3 /4 and Year 5/ 6) for both Literacy and Numeracy – a lower, middle and upper ability group.

The school also has three, school funded, Mainstream Support Classes which mainly support pupils with the above identified needs.

In addition to this, Williamstown has both Foundation Phase and Key Stage 2 Local Authority, Learning Support Classes for pupils with Communication Difficulties. Not all pupils in the Learning Support Classes will have a statement of special educational needs but all will have been placed in the provision by the Authority’s Admissions or ASD/CD panel.

Inclusion

The school has an access plan which outlines the school’s intentions to monitor

physical access, access to the curriculum and access to information for

disabled pupils and disabled visitors.

Access to The Curriculum

To include pupils who have identified additional learning needs, the school and/or the LA provides:

* Specialist teachers and/or learning support assistants to enable appropriate access to the curriculum via in­- class, small group or individual support.
* Individual teaching programmes designed to meet the needs of each particular child.
* Individualised timetables to include specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
* Specialist equipment.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

## Analysis of Pupil Outcomes

The ALNCO and the school management team use both quantitative and qualitative data in the evaluation of ALN provision. The followingmethods are used to track pupil progress and establish best value:

* Pupils identified with additional learning needs, having made limited progress according to staff records.
* Annual reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress. (Salford Reading/Comprehension, Single Word Spelling Test (SWST), School Phonic Assessment)
* Comparative data from standardised tests (Welsh Government Literacy, Procedural & Reasoning) are used as guidelines for assessing the pupil's ability and potential.
* By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
* Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place. (termly tracking, subject skills tracker, provision maps))

Future Planning

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

* Ongoing tracking of pupil progress
* Ongoing evaluation of pupil outcomes
* Ongoing Authority and government directives

## Identification, Assessment, Record‑Keeping and Review

At Williamstown we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the Authority’s SEN Code of Practice for Wales 2002 Entry/Exit Criteria A Graduated Response and Guidelines for School Requests for Statutory Assessment.

Any child a teacher has concerns about, will be brought to the attention of teaching staff in the evaluation session of the weekly staff meeting and an agreed plan put in place.

**School Action**

**Identification**

'The triggers for intervention through *School Action* could bethe teacher’s orothers' concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities:

* Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness.
* Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
* Has sensory orphysical problems, and continues to make little or no progressdespite the provision of specialist equipment.
* Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's additional learning need is done by:

* Liaising with parents/carers
* Liaising with teachers.
* Liaising with pre‑school provision /Infant Schools /Junior Schools (in year transfers).
* Liaising with other professionals where pupils may have been known to their service.

Assessment of Need

* Information from previous schools.
* Whole‑school assessments. (Reading & Comprehension (Salford) , Spelling (SWST))
* Specific screening test(s). (Dyslexia, Dyscalculia, Speechlink, Dyslexia Early Screening (DEST) )
* Diagnostic assessment of individuals highlighted from the above three areas. Phonics (WPS Test) Phonologial Awareness
* Class teacher comments and analysis of progress registered through:
* Class teacher targets
* Class teacher ongoing marking/assessment
* Pupil reviews
* Pupil reports
* Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on ALN register.
* Ongoing assessment, review and record‑keeping.

Process for Action, Record‑Keeping and Review

* Upon consultation with the ALNCO, an assessment of the pupil may be

undertaken to identify the nature and severity of the need.

* Appropriate information is gathered from staff teaching the pupil, support staff

and any other member of staff who may have further information.

* Discussion takes place with parents/carers to gather appropriate/relevant information on the child/young person.

**Individual Education Plan:**

* From the collated information, the class teacher discusses the pupil's needs with the child and parents/carers and, where appropriate, upon agreement, issues the first IEP. The support to be provided for the child will be indicated on the IEP. (Where an IEP is not required, the child will continue to be monitored by the class teacher)

**Review/evaluation:**

* ALNCO collects information from pupil’s reports and staff comments, collates the information, discusses with the pupil and parents. Either the next IEP is formulated or it is agreed to remove the pupil from the register maintained for pupils with additional learning needs
* A new IEP is issued and either the cycle continues or the ALNCO proceeds to ask for advice from other professionals.
* School asks for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing/possible action to be taken as part ofSchool Action.

**School Action Plus**

**Identification**

The triggers for School Action Plus could be that, despite receiving anincreased level of support at School Action, the child**:**

* 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 children of a similar age
* Continues to have difficulty in developing literacy and mathematics skills
* Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or 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.

The gathering of information in respect of the pupil's continuing additional learning needs will be through:

* School Action reviews
* Liaison with teachers and support staff
* Liaison with parents/carers
* Liaison with other professionals.

**Process for Action, Record‑Keeping and Review**

* ALNCO gathers information on the pupil from teachers, parents/carers, the childand other professionals prior to formulating an action plan of support/provision.

**Individual Education Plan:**

* From the collated information, the ALNCO discusses the pupil's needs with the child and the parents/carers and, where appropriate, upon agreement, issues an IEP at School Action Plus to staff and parents/carers which is shared with the child. The support to be provided will be indicated on the IEP. (Where it is not necessary for the child to be placed at SchoolAction Plus the child will continue to be supported at School Action.)

**Review/evaluation:**

* ALNCO collects information from pupil's reports and requests comments from staff and other professionals, collates the information and discusses the outcomes with the pupil and parents. Depending on the progress made, either the next IEP is formulated at School Action Plus, or it is agreed to move to SchoolAction.
* A new IEP is issued.

**Statutory Assessment/Statement of Special Educational Needs**

**Identification**

As outlinedin the Code of Practice, ‘Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:

* The school's action through School Action and School Action Plus.
* Individual education plans for the pupil.
* Records of regular reviews and their outcomes.
* The pupil's health including the child's medical history where relevant.
* National Curriculum levels.
* Attainment in literacy and mathematics.
* Educational and other assessments, for example from an advisoryspecialist support teacher or an educational psychologist,
* Views of the parents/carers and of the child,
* Involvement of other professionals.
* Any involvement by social services or education welfare service.

Process for Action, Record‑Keeping and Review

Following a Statutory Assessment a pupil will either have a note in lieu or a statement of special educational needs. On receipt of a statement of special educational needs or note in lieu (School Action Plus) the ALNCO will:

* Formulate an action plan of support/provision and an Individual Education Plan.
* Discuss the child's needs with the child and parent/carer and issues an IEP to staff and parents/carers which is shared with the child, based on collated information and advice from other professionals. Thesupport to be provided is indicated and set within short‑term targets. (Where a statement is not issued, the child reverts to School Action or School Action Plus).

For any subsequent informal review the ALNCO will:

* Collect information from pupil's reports and requests staff comments, collate the information, discuss with the pupil and parents/carers and either the next IEP is formulated to continue until the next review or if necessary an annual review is initiated early.

For an annual review of statement or note in lieu (School Action Plus) the ALNCO will collect information from staff, parents/carers, pupil and other professionals and collates the information prior to the annual review. At the annual review, progress is discussed and a recommendation is made whether to:

* Maintain the statement un-amended
* Request an amendment to the statement
* Request that the statement is ceased (and the pupil reverts to School Action/School Action Plus
* Request a full statutory re-assessment

Evaluating Success

Record keeping

The school records for pupils with additional learning needs will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individualpupils will be available in school for scrutiny at any time:

* Descriptionand nature of pupil's difficulty.
* Strategies to be adopted.
* Individual Education Plans.
* Individual Education Plans evaluation.
* Reviews.
* Records of support requested
* Reportsfrom all other professionals involved.

Pupil Participation

We believe that all children have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child/young person.

Pupils are included in annual reviews and when decisions are taken to:

* Write new IEP targets
* Review targets
* Increase/decrease the level of support
* Choose a new school

Parent/Carer Partnership

Contact with parents/carers

Parents/carers are partners in their child’s education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be as follows:

* ALNCO will meet with parents/carers to discuss pupil’s placement at School Action and School Action Plus.
* ALNCO will ensure that part of the cycle of reviews will take place at scheduled parents' evenings
* ALNCO will initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
* ALNCO will meet with parents/carers where a request for formal assessment is to be made.
* In addition to the informal reviews including parents evenings, those parents/carers who have a child with a statement or note in lieu (School Action Plus) will be invited to an annual review meeting.

Further to this, the school operates an open‑school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCO to ensure partnership in developing strategies to help an individual pupil.

Monitoring Provision

The following information is available within school in respect of the effectiveness of the support available for pupils with identified additional learning needs. It is obtained from monitoring and evaluation via observations of:

* Whole class/group teaching.
* Small group/individual teaching.
* In‑class support.
* Use of differentiated teaching/resources/specialist equipment.
* Practical use of IEPs.
* Target setting.
* Pupil progress.

Value Added

The notion of 'value added' is an important one to Williamstown Primary and ismonitored by tracking pupil progress in relation to assessments and results in the followingways:

* IEP targets met
* Tests, both school based and external
* Extracurricular activities

This information provides a valuable insight into the progress of pupils with additional learning needs.

The Role of The Governors

The governor with responsibility for additional learning needs will provide termly reports to the whole governing body based on observations and evidence gained from a pre‑planned rolling programme of visits.

The whole governing body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the additional learning needs policy in respect of:

* Additional learning needs as an integral part of the school development plan
* Identification of need
* Notification to parents/carers of a child who is deemed to have additional learning needs
* Provision for meeting
* Provision of an inclusive environment for all
* Methods of monitoring, recording and reporting
* Additional learning needs funding and spending
* Deployment of equipment, personnel and resources
* The use made by school of other professionals and support services

Training

In‑service trainingis available in respect of additional learning needs for whole schoolor individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development Plan. It will be delivered by one of the following:

* ALNCO
* Individual members of staff within the school who have a designatedspecialism
* Authority’s support services
* External consultants/trainers

A record of all ALN training delivered and subsequent evaluations will bekept by the ALNCO.

Other Professionals and Support Services

The school works closely with other professionals to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support which focuses on the needs of thechild.

The following services/agencies are available to the school:

* Educational & Child Psychology
* Learning Support Service
* Behaviour Support Service
* Education Other Than At School (EOTAS)
* Education Welfare Service
* Health Services
* Children’s/Social Services
* Eye to Eye Counselling Service
* On Track
* Attendance Officers
* YISP (Tonyrefail)

Links With Other Schools

Our Early Years providers (Flying Start) are supportive and welcome contact. Liaison takes place via either the Head or the ALNCO. An induction programme for Nursery pupils coming to Williamstown School operates in order to establish a welcoming environment.

Liaison with schools in our phase takes place via the Head / Head of Phase / ALNCOwho are involved in extensive two‑way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

The pupils taught in the two Learning Support classes based at Williamstown, are fully involved and included, in all aspects of school life. Links with Special School(s) are established as part of the school's drive towards an inclusive society. This involves:

* shared teaching and learning experiences
* exchange visits as part of the everyday curriculum programme
* shared staff expertise
* shared training
* shared resources.

Queries and Complaints

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school’s designated channels as laid down in schooldocumentation. (School Complaints Policy.)

If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the Authority.

Policy last reviewed  *October 2016*

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ALNCO

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher