

Llandough Primary School

Additional Learning Needs / Special Educational Needs Policy

DEFINITION OF ALN

The Welsh Assembly Government requires all schools in Wales to apply the concept of 'Additional Learning needs'.

"This encompasses all children and young people with learning needs which are greater than those of the majority of their peers and not just those identified as having special educational needs as defined within the Education Act 1996 and the SEN Code of Practice for Wales." (2006)

Refer to full document for further guidance: Inclusion and Pupil Support circular 47/2006.

In Llandough Primary School we will refer to the above learners as pupils with ALN. It must be noted that pupils with ALN do not necessarily have SEN.

See **Appendix 1** for a full list of categories of ALN which includes **EAL, MAT** and **SEN**.

THE ALN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring ALN provision as early as possible in their school career
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision
- To ensure the well-being of all children is monitored

We recognise that many pupils will have additional learning needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- All stakeholders within the school have been involved in the construction of the policy.
- See references to ALN within the following policies:- Equal Opportunities, Learning and Teaching, Behaviour, More Able and Talented and Speech and Language Resource Base.

- ALN objectives are reviewed annually as part of the School Improvement Plan.
- The Head Teacher is regularly consulted and updated by the ALNCO regarding children on the SEN register.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

WELLBEING

All children take part in the SELFIE online assessment in the Autumn and Summer terms. Children are identified using sociograms. Trained ELSA staff implement the appropriate interventions.

Therapeutic Story Writing implemented by ALNCO with identified children in years 5 and 6.

Appropriate agencies are used where necessary to ensure that children and families are given the support needed where appropriate.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care is needed with pupils whose first language is not English. The progress of these pupils will be monitored by class teachers and the SLT to ascertain whether any problems arise from uncertain command of English or from special educational needs. We assess proficiency in English using the English Language Acquisition Assessment form, before planning any additional support that might be required. When necessary, advice is sought from EMAS. All pupils with EAL are identified on the school Provision Map.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. For a list of definitions of learning difficulties see the [2002 SEN Code of Practice Section 1:3](#).

(1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Llandough will have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs and ensure that parents are notified when **SEN** provision is being made for their child.

STAFFING

The SEN team in the school consists of:

An ALNCO

Two full time teachers and four full time LSAs who attached to the School's Resource Base.

ADMISSIONS

The Governing Body at Llandough believes that the admissions criteria should not discriminate against pupils with **any additional needs** 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.' (CoP 1:33)

INCLUSION

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Llandough's ALN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with ALN.

Pupils attending the Speech and Language Resource Bases are included in mainstream curriculum activities for part of the school day.

EVALUATING THE SUCCESS OF OUR ALN POLICY

The ALN policy is evaluated regularly in light of any changes that occur. All stakeholders are made aware of and included in all decisions made.

Pupil progress provides evidence for the success of the ALN policy and this is analysed carefully through:

- Consideration of each pupil's progress through review of the provision map
- Use of standardised tests
- Use of INCERTS for target setting
- Evidence generated from ONE PAGE PROFILE review meetings
- Consideration of each pupil's success in meeting ONE PAGE PROFILE targets

ALLOCATION OF RESOURCES

Please refer to the formula budget.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Llandough we have adopted a whole- school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that pupils have full access to the Foundation Phase and National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with **SEN** (see **appendix 2**) and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with **SEN** can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for **SEN** provision. The school provision map outlines provision available to all children, which is additional to or different from the differentiated curriculum on offer to all pupils at our school.

Early Identification

Early identification of pupils with **SEN** is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptors.
- Standardised screening or assessment tools.
- Baseline
- NFER
- SWST
- Salford X and Y (Catch-up)
- B squared for speech and language resource base
- Reports from outside agencies
- Records from previous schools
- Information from parents
- End of Key Stage National Curriculum results
- Termly meetings with staff and ALNCOs.
- Regular meetings between ALNCOs
- INCERTS – in house pupil tracking
- Analysis of data
- WAG reading and numeracy tests (introduced 2013)
- SELFIE online well-being assessment tool

SEN provision

On entry to Llandough each child's attainment is assessed. This helps to inform us of a child's aptitudes, abilities and attainments, and is used to improve continuity in learning (See Assessment Policy). The assessments help us to design appropriate differentiated learning programmes. For pupils with identified **SEN** the ALNCO/Class teacher use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations and reviews
- Involve pupils (where appropriate) in target setting, One Page Profiles, annual reviews and transition.
- Involve parents in a joint home-school learning approach
- Identify on school provision map
- The provision map details specific, time limited interventions which are targeted at pupils who have been assessed as needing additional support to enable them to make progress.
- Individual provision maps are provided at School Action to replace an ONE

PAGE PROFILE (in line with LEA guidelines).

- One Page Profiles are provided for children at School Action Plus and statemented pupils (in line with LEA guidelines).

THE RANGE OF PROVISION

Please refer to Provision Maps.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is satisfactory to pupil and parents

When teachers raise concerns about a child's progress or difficulties, the ALNCO is the first to be consulted (see SEN referral process **appendix 3**). The ALNCO and teacher agree on further strategies. Where support additional to that of normal class provision is required, it is provided through School Action. If, after further intervention, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, we will consider requesting support from the SEN panel. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

RECORD-KEEPING

At Llandough we record the steps taken to meet pupils' individual needs. Provision is outlined in the form of a provision map demonstrating a graduated response to the individual needs of all pupils. The ALNCO maintains the records and ensures class teachers and SLT have access to them. In addition to the usual school records, the confidential files include:

- Information from previous school
- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies
- Original One Page Profiles and SEN review notes

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having **SEN**, the school will intervene through School Action and School Action Plus as described below.

SCHOOL ACTION (see appendix 4)

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If a pupil requires additional support to make progress, the ALNCO, in collaboration with class teacher, supports the assessment of the pupil and has an input in planning future actions. The class teacher remains responsible for planning and delivering individualised programmes. Parents are closely informed of the action and results.

NATURE OF INTERVENTION

The ALNCO in collaboration with the class teacher decides on the action required to help all pupils progress. Some children, who are not on the register, will receive interventions from the provision map if appropriate. Possible interventions are:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Specific intervention strategies – e.g. RM maths, 5 minute box, Catch-Up, Chatterbox
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

INDIVIDUAL EDUCATION PLANS

Pupils' progress at SA will be detailed on the individual provision maps and reviewed at the same time as One Page Profiles for SAP children.

Strategies for pupils' progress at SAP and those with a statement of **SEN**, will be recorded in an ONE PAGE PROFILE (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at review

The ONE PAGE PROFILE will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The One Page Profiles will be discussed with the pupil (where appropriate) and the parent.

REVIEWING One Page Profiles

One Page Profiles will be reviewed twice yearly with class teacher and parents. Parents' views on their child's progress are actively sought. Wherever possible or appropriate the school will involve pupils in this process.

SCHOOL ACTION PLUS (see appendix 4)

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made using the SEN indicators. The ALNCO will then liaise with parents to discuss any changes in level of support. External support services will advise on targets for an ONE PAGE PROFILE and provide specialist input to the support process.

For full details please see SEN indicators document.

External support services require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent is sought for any additional information required. The resulting ONE PAGE PROFILE incorporates specialist strategies. These are implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

REQUEST FOR SUPPORT FROM PANEL

The SEN panel referral form is completed to request additional support for individual pupils.

REQUEST FOR STATUTORY ASSESSMENT

The school requests a Statutory Assessment from the LEA when appropriate. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's One Page Profiles
- Records and outcomes of regular reviews undertaken

- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA 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.

REVIEWS OF STATEMENTS

Statements are reviewed annually. The LEA in conjunction with the school organise timings for Annual Reviews. The following people will be invited as appropriate:

- The child's parent
- The child if appropriate
- The relevant teacher
- The ALNCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate
- Any other outside agencies involved

The aim of the review will be to:

- Assess the pupil's progress in relation to the ONE PAGE PROFILE targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 5 and 6 reviews the ALNCO of the Secondary school is invited to attend. This enables the receiving school to plan appropriately for the transition. It also gives parents the opportunity to liaise with Secondary colleagues. Please refer to Transition Plan.

With due regard for the time limits set out in the Code of Practice, the school will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of **SEN**.

THE ROLE OF THE ALNCO

The ALNCOs play a crucial role in the school's **SEN** provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with **SEN** through the school provision map
- Liaising with and giving advice to other staff
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies
- Liaising with Headteacher

For effective co-ordination staff must be aware of:

- The roles of staff within school and outside agencies
- The procedures to be followed (see **appendix 3**)
- The responsibility all teachers have in making provision for **SEN** pupils
- The commitment required by staff to keep the ALNCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about **SEN** pupils
- What exactly constitutes a 'level of concern' (see **appendixes 4 and 5**) and at which point School Action is initiated
- The procedure by which parents are informed of this concern and the subsequent **SEN** provision

Additionally, parents must be given clear guidance to the means by which they can contribute to supporting their child and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

Please refer to the **SEN** Code of Practice and the Governor's Handbook.

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for **SEN** pupils
- Collaborating with the ALNCO to decide the action required to assist the pupil to progress
- Working with the ALNCO to collect all available information on the pupil
- In collaboration with the ALNCO, discuss Provision Map for children at SA and develop One Page Profiles for **SEN** pupils at SA+ and those with a statement.
- Working with **SEN** pupils on a daily basis to deliver the individual programme set out in the ONE PAGE PROFILE
- Developing constructive relationships with parents

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the ALN provision
- Keeping the Governing Body well informed about ALN within the school
- Working closely with the ALNCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

ALN INSET

INSET is closely linked to the School Improvement Plan. Information is disseminated to staff during INSET meetings lead by ALNCOs.

PARTNERSHIP WITH PARENTS

Llandough firmly believes in developing a strong partnership with parents and that this will enable pupils with ALN to achieve their potential. Our school recognises that parents have an important role to play in supporting their children.

'Parents hold 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.' (CoP 2.2)

Llandough considers parents of ALN pupils as valued partners in the education process. Depending on age and appropriateness, ALN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with **SEN**, details of the parent partnership service available through the LEA. The SEN Code of Practice outlines that *'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for some categories of ALN pupils e.g. SEN, EAL

Support services include:

- School nurse
- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Specialist teachers
- Occupational therapists
- Behaviour support
- EMAS support
- The LEA
- CAMHS
- FACT
- Education Welfare Officer
- Social Services
- Llandough School Association

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and Governor's Handbook. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

ALN POLICY REVIEW

The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

There is a separate policy for More Able and Talented.

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