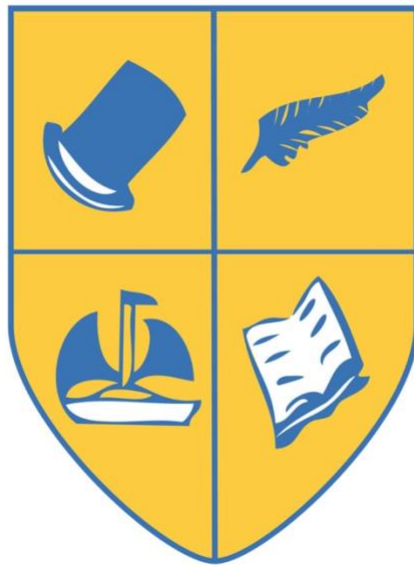


# Neyland Community School

## Additional Learning Needs (ALN) Policy



September 2021

## **ALN Reform 2021/ 22**

*The following policy has been written to comply with the legislation set-out in the Special Educational Needs and Disability Act 2001. However currently, schools within Wales are entering a period of transition as they move forward to the new ALN reform.*

*With a greater emphasis on parental/ child involvement and the monitoring of Additional Learning Needs between the ages of 0-25 the new act will help to ensure the continuation of providing quality learning and equality for all young people in Wales.*

*At Neyland Community School we will endeavour to ensure that all changes and statutory requirements are being met and that we follow the guidelines and advice as set out by the local authority and Welsh Government. Updated information for parents, staff and governors can be found on the school website and accessed via the links provided.*

## **Background**

The Code of Practice for the Identification and Assessment of Special Educational Needs was published following the 1993 Education Act which required schools to formulate a Special Needs policy, specifying in detail the information which it should contain. Since then, the rights and duties contained in the 1993 Act have been consolidated into the 1996 Education Act. The Code of Practice was revised after extensive consultation, resulting, in Wales, in the current SEN Code of Practice for Wales. The Code also takes account of the SEN provisions of the Special Educational Needs and Disability Act 2001.

## **Definition of Special Educational Needs/Additional Learning Needs:**

Pupils have additional educational needs if they have a learning difficulty which calls for additional educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority (LA); and
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

In relation to EAL (English as an Additional Language) pupils who may also have ALN needs, the Code of Practice states: "Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

Special educational provision means:

- for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- for children under two, educational provision of any kind.
- All mainstream schools must appoint a designated teacher to be the special educational needs coordinator (SENCo)/Additional Learning Needs Co-ordinator (ALNCo), who will be responsible for the day-to-day operation of the school's ALN

policy. He or she will co-ordinate provision for pupils with ALN, maintain the ALN register, and liaise with parents, staff and external agencies.

***Neyland Community School's ALNCo is Mr Chris Griffiths.***

## **Introduction**

Neyland Community School caters for children between the ages of 3 and 11. There are currently 304 full time pupils on role (January 2022). The school has a policy of establishing links with both parents and children before admission. Parents of new entrants are invited to school prior to admission and children are encouraged to visit to familiarise themselves with their new environment. The school provides a broad and balanced curriculum for all children. Teachers identify and set suitable learning challenges and respond to children's diverse learning needs. Teachers take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special/additional educational needs either throughout, or at any time during, their school career. This policy aims to ensure that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

## **Aims**

At Neyland Community School we:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their SEN/ALN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN/ALN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for ALN is implemented and maintained.

## **Objectives**

At Neyland Community School all staff take responsibility for the learning needs of all pupils in their classes and ensure equality of opportunity

- The needs of pupils will be met through a Graduated Response to provision for all pupils identified as having SEN/ALN
- Class teachers will differentiate classroom tasks, resources and materials and match work to pupil need. This is reflected in all levels of planning
- All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self-assessment, peer assessment and personal target setting

- Individual Learning Plans (IEPs) are in place to support individual need and provide attainable targets for children with SEN
- One Page Profiles are completed with the pupil where appropriate and are shared with parents/guardians. These are used to inform all adults working with a child about possible difficulties and ways to overcome these.
- Effective support will be provided by named Learning Support Assistant's (LSA's).
- All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review SEN/ALN pupils in the school. It aims to ensure that:

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the special educational needs of each child
- that the special educational needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child are made clear
- the roles and the responsibilities of staff in providing for children's special/additional educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's SEN/ALN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps' approach where appropriate which is reflected in all levels of planning and assessment
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with SEN/ALN are developed and audited as appropriate
- liaison with ALNCo and Primary Cluster Schools is developed
- reports and/or records received and maintained from previous settings and external professionals are considered.

## **Inclusion**

'Children with special educational needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources.'

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children with speech, language and communication, literacy and numeracy and social skills difficulties

- planning to develop children’s understanding through a multi-sensory approach and a variety of strategies for learning
- planning for children’s full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, in order to participate in effective learning.

### **Special/Additional Educational Needs**

Children with special/additional educational needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have special needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment. The revised Code of Practice (2002) has identified School Action (Early Years Action) as the school based stage and School Action and Statement as multi professional assessment stages which require the support and expertise of outside agencies.

### **Roles and Responsibilities of Head teacher, Staff and Governors**

Provision for children with special/additional educational needs is a matter for the school as a whole. It is each teacher’s responsibility to provide for pupils with SEN/ALN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual’s special/additional educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN/ALN. It maintains a general overview and has appointed a representative governor.

The SEN/ALN Governor is Mrs Judith Wilson who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school’s work, including provision for pupils with SEN/ALN
- informing the Governing body about SEN/ALN issues
- working closely with the SEN/ALN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with SEN/ALN
- all staff are aware of the need to identify and provide for pupils with SEN/ALN
- pupils with SEN/ALN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school’s SEN/ALN policy through the annual report to parents

- they have regard to the requirements of the SEN/ALN Revised Code of Practice (2002)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN/ALN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work

for pupils with SEN/ALN

- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEN/ALN provision is an integral part of the school improvement plan
- the quality of SEN/ALN provision is regularly monitored.

The **Special Educational Needs Co-ordinator (SENCo)/Additional Learning Needs Coordinator (ALNCo)** is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to children's special/additional needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- working in partnership with class teachers to identify and support pupils with SEN/ALN
- contributing to the development of joint and detailed assessments and observations of pupils with specific learning problems
- managing the records of all children with special/additional educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN/ALN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN/ALN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN/ALN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year teacher assessments and standardised tests
- contributing to the in-service training of staff and presentations to governors
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the ALNCoS in the feeder Secondary School and cluster feeder primary schools to ensure high quality transition arrangements

The **Class Teachers** are responsible for:

- including pupils with SEN/ALN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the ALNco for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN/ALN
- giving feedback to parents of pupils with SEN/ALN

SEN/ALN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with SEN/ALN is that of all staff.

Teachers and the ALNCo meet regularly to determine appropriate planning and provision. IEPs are written by class teachers, with support from the ALNCo, using advice from other agencies, as appropriate. Copies of individual IEPs are shared with parents/ carers, with a signed copy being held by the school. The targets are then discussed with parents/ carers at an arranged review meeting.

The **Learning Support Assistants** (who provide support for SEN/ALN pupils) are responsible for:

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN/ALN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- supporting children with special educational needs in all areas of the curriculum
- supporting a pupil with a specific difficulty to enable him or her to access the curriculum
- working with individual children under the direction of the teacher
- working with groups of children under the direction of the teacher
- assisting in the production of differentiated materials

## **Specialist Provision**

The school is fortunate to have a dedicated space for supporting pupils with additional learning needs – the Haven Nurture Area. There is also a dedicated website page. This is managed and overseen by the ALNco, who reports to the SLT and Headteacher.

## **Identification, Assessment and Provision**

The Governors and staff at Neyland Community School subscribe to the view, outlined within the Code of Practice, that all children with SEN/ALN should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.

## **Outline of the Graduated Response**

At Neyland Community School we recognise that children learn in different ways and at differing speeds. We acknowledge that there may be a very wide range of ability in any one class. Class teachers take account of this by differentiating the classwork by task, presentation or outcome. A SEN/ALN is recognised where it is considered that, in order to progress, a child needs something 'additional to, or different from' that provided within the classroom setting.

## **School Action/Early Years Action**

A child might be moved to School Action as a result of:

- performance monitored by teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- lack of progress in literacy or numeracy
- standardised screening or assessment tools
- Behavioural, Social or Emotional Difficulties etc.

The SENCo/ALNCo will, in consultation with the class teacher:

- review all performance/assessment information
- seek further advice if needed
- draw up and implement Individual Education Plan (IEP) collaboratively with class teacher,

Learning Support Assistants and parents, having regard for the views of the child

- monitor progress
- ensure parents are aware of any changes in provision
- give advice to parents regarding support at home
- inform headteacher
- liaise with external agencies as appropriate

The IEP sets out the nature of the child's difficulties, any special provision, resources involved, frequency and type of support, nature of parental involvement, targets to be achieved, success criteria and a date for review. Support may be individual or group withdrawal, or in-class support, or monitoring (particularly in cases of BESD).

## **School Action Plus**

At this level of need, the class teacher and the ALNCo are supported by outside agency involvement. The child's attainment at School Action level is monitored and reviewed. If the child continues to make little or no progress, has difficulties in acquiring key skills and concepts, has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of peers, has sensory or physical needs requiring specialist input and resources or has ongoing communication or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

The ALNCo, after consultation with class teacher and parents, may call in external specialist support to assess the needs of the child and provide appropriate support and advice.

The ALNCo provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up an IEP. Support may again be individual or group support, withdrawn or in-class support.

Reviews are arranged three times per year to monitor targets. Parents and external agencies, as appropriate, are invited to participate in the review, along with the ALNCo and class teachers.



## **Formal Assessment**

The needs of the majority of children should be met by School Action and School Action Plus. In a small number of cases, however, the Local Authority (LA) will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement. The child may be brought to the LA's attention as possibly requiring an assessment through school request with relevant evidence and assessment data or a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency.

## **Statement of Educational Need**

A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs. Parental involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure.

For some children the process of Statutory Assessment will lead to the LA issuing a Statement of Special Educational Needs. This is a legal document which sets out the child's SEN and the provisions which the LA will make to meet those needs.

We recognise that the period of Statutory Assessment and Statementing can be very stressful for parents and will do our best to minimise this by keeping parents fully informed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure. Our aim, always, is to help secure the best possible provision for each child.

## **Curriculum and teaching methods**

It is important that each class teacher creates a learning environment which is supportive to all children's learning. In order to do this, they should continually assess what they are doing by posing the following questions: -

- is the process of learning interesting and rewarding?
- does the child understand what is required of him/her?
- is the work adequately planned and matched to individual level for pace?
- does the child learn by doing, i.e., opportunity for practical experience?
- are the learning situations suitably varied?
- does a good relationship exist between the child and the teacher which facilitates learning?
- are physical conditions conducive to learning?
- is independent learning being promoted?
- is there a positive atmosphere with plenty of encouragement within the classroom?
- is there adequate planning of the curriculum?
- is there adequate differentiation which takes into account individuals needs and different levels of ability?
- is expectation of each child high enough in terms of ability and progress?
- are the materials/resources suitable for each child's level of functioning?
- is learning taking place in a positive, safe, learning environment to enable all pupils to take risks?

We endeavour to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, we deliver SEN/ALN provision in a range of environments; the children work in small groups, or in a one-to-one situation outside the classroom, or in-class support is given. At all times we try to

ensure that the environment chosen is that most appropriate to effective learning. Specialised programmes within the school that are used with SEN/ALN pupils include IDL Maths and English, Motional, Athletics, Go Petey. However, the range and variety of interventions undertaken at the school will vary on an annual basis, according to the specific needs of the cohort.

### **Working in Partnership with Parents/Carers**

“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 the child’s needs, and the best ways of supporting them”.

(2:2 Special Educational Needs Code of Practice for Wales 2002).

It is considered very important, therefore, by the staff and governors of Neyland Community School that parents/carers are treated as partners in their children’s education and as such are involved and informed as much as possible as soon as a special need is first identified and additional support is being considered. Parents/carers will be invited into school to discuss the problem initially with the class teacher on an informal basis. When additional support is being considered, discussions may then take place between the parent, Headteacher, Class Teacher and ALNCo. Any programmes, whether for learning or behaviour, take into account the knowledge, wishes and feelings of the parent. If the child is being given behavioural support, with a structured programme, then reinforcement at home by the parents will be paramount. It is essential that parental views are represented in any assessments or reviews.

Good links with parents/carers already exist within the school, and, therefore, parental involvement in special educational needs is seen as an extension of these links. Each term special review meetings for children with SEN/ALN are held. The school believes it is vitally important that parents/carers are able to express their views and have them carefully considered. Consequently, all parents/carers of pupils with SEN/ALN have the opportunity to discuss ILP’s with the Special Needs Coordinator, or Class Teacher. The review meetings focus on progress made, the effectiveness of the IEP, updated information and future action. Parents/carers are asked to sign IEP’s to show that they have discussed them with the class teacher or SENCo/ALNCo, parents are also invited to comment on the progress made by their child and the identification of future needs.

### **Complaints Procedure**

If a parent is concerned about the decisions made about his/her child, or the type of support being received then the parent can express those concerns in the first place to the child’s teacher.

Further concerns can be expressed to the Special Needs Co-ordinator or the Head Teacher. More serious concerns can be taken to the Chair of Governors who will liaise with the Governor responsible for Special Educational Needs.

In some cases, particularly those where decisions are taken by the LA, there are other agencies who will act on behalf of the parents.

### **Involving the Child**

“Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters

affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”

(Articles 12 and 13, The United Nations Convention on the Rights of the Child).

At Neyland Community School it is our policy to involve the pupil as much as possible in implementing any individual learning programme. Pupils need training and encouragement to help them participate and become involved in their own decision-making. Where practicable, children are involved in setting the targets for their IEP’s so they are aware what they have to do in order to achieve them.

By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

### **Outside Agencies**

The school makes full use of outside agencies to support the needs of the children within the school. Some of these outside agencies are provided by Pembrokeshire Inclusion Services, for example specialist teachers from Emotional Health and Wellbeing (EHW), ASD team and Hearing Impairment. The school also undertakes three yearly TAPPAS meetings where professionals from the health sector, such as Speech and Language, Educational Psychologists and medical experts discuss the needs of children.

This policy is freely available to governors, staff and parents/carers and can be found on the ALN and Policies page on the school website;

<https://neylandcommunity-school.co.uk/home>

Signature of ALNco:

Date:

Signature of Headteacher:

Date:

Signature of Nominated Governor:

Date: