

# **YSGOL GYMUNEDOL PENIEL**

## **Additional Learning Needs**

### **Introduction**

The ALN Policy details how Peniel Community Primary School will do its best to ensure that the necessary provision is made for any pupil who has additional learning needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that the teachers in the school are able to identify and provide for those pupils who have additional learning needs.

Peniel Community Primary School aims to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having additional learning needs. Teachers in Peniel Community Primary School try to take account of these requirements and make provision where necessary to support individuals or groups of children and thus assist them to participate effectively in curriculum and assessment activities.

Children may have additional learning needs whether throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment of children with additional learning needs take account of the type and extent of the difficulty experienced by the child.

Provision for pupils with additional learning needs is a matter for the school as a whole. In addition to the Governing Body, the school's headteacher, the ALN Co-ordinator and all other members of staff, have important day-to-day responsibilities. All teachers are teachers for children with additional learning needs. Teaching such children is therefore a whole school responsibility.

### **Aims**

The aims of the school are:

- to create an environment that meets the additional learning needs of each child;
- to ensure that the additional learning needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's additional learning needs;
- to enable all children to have full access to all elements of the school curriculum.

### **Educational Inclusion**

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 who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of a multi-sensory approach whenever possible and practical;
- planning and assisting for children's participation in learning and in physical and practical activities;
- helping children to manage their behaviour and their emotions and to take part in learning effectively and safely;

### **Identification, Assessment and Provision**

#### **Early identification is vital**

The class teacher, learning mentors and / or the ALN Co-ordinator assess and monitor the child's progress in line with existing school practices. These include formative and summative assessments such as:

The school's system for observing and assessing the progress of individual children will provide information about areas where the child is not progressing satisfactorily.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The ALN Co-ordinator and class teacher may decide that the child needs help over and above that which is normally available within the class. The key tests give evidence that current rates of progress are inadequate as compared to peer group and target level.

#### **School Action**

When a class teacher or ALN Co-ordinator identifies a child with learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called School Action. The triggers for intervention will be concern underpinned by evidence for a child who:

- makes little or no progress when teaching approaches are targeted particularly in a child's area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;

- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems and continues to make little or no progress despite 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.

### **Nature of Intervention**

The ALN Co-ordinator and the class teacher will decide on the action needed to help the child's progress in the light of their earlier assessment. This may include:

- differentiated learning materials;
- small group or individual support;
- staff development and training to introduce more effective strategies;
- access to LA support services for a one-off occasional advice on strategies or equipment.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Action Plan (IAP). The IAP will include information about:

- the short term targets for the child;
- the teaching strategies to be used;
- the provision to be put into place;
- when the plan is to be reviewed;
- outcomes - to be recorded when the plan is reviewed.

The IAP will focus upon two or three individual targets that match the child's needs and have been discussed with the child and the parents. The IAP will be reviewed twice a year, and parent's views on their child's progress will be sought. This will take place in February and July. Wherever possible, the child will be consulted during the review process and be involved in setting targets.

### **School Action Plus**

A request for support from external agencies is likely to follow a decision taken by the ALN Co-ordinator and class teacher in consultation with the parents, usually at a review of the child's IAP. At School Action Plus, external support services will usually see the child so that they can advise teachers on new IAPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement

of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases, provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- continues to make little or no progress in specific areas over a measured period of time;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's 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 external specialist may act in an advisory capacity or provide additional specialist assessment, or be involved in teaching the child directly. The resulting IAP for the child will set out fresh strategies for supporting the child's progress. The delivery of the interventions recorded in the IAP continues to be the responsibility of the class teacher.

### **School Request for a Statutory Assessment**

Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will need documentation in relation to the child's additional learning needs and any action to deal with those needs. The school will provide this evidence through School Action and School Action Plus. This information will include:

- 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 of attainment in literacy and mathematics education and other assessments, for example from an advisory specialist support teacher or / and educational psychologist;
- views of the parents and child;
- involvement of other professionals such as health, social services or education welfare service.

All children with statements of additional learning needs will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need. These targets will be set

out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IAP will continue to be the responsibility of the class teacher.

All statements must be reviewed annually with the parents, the pupil, the LA, the school and professional involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the additional learning needs provision specified in the statement. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

### **Mapping the Provision**

School's own tracking system is used to record the provision for pupils with Additional learning needs.

### **More Able and Talented**

Assessment methods are used as specified previously to identify not only the children who have difficulties but also those who are more able and talented. For more information on this see Policy More able and Talented.

### **The role of the ALNCo-ordinator**

The ALN Co-ordinator responsibilities may include:

- co-ordinating provision for children with additional learning needs;
- liaising, advising and supporting other practitioners;
- overseeing the records of all children with additional learning needs;
- contributing to the in-service training of staff;
- ensuring liaison with parents and other professionals in respect of children with special educational needs
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- ensuring that parents are aware of the local parent partnership services

### **The role of the governors**

A named governor is appointed to take responsibility for the ALN within the school.

At Peniel Community primary School, Mrs. Evans (ALN CO-ord.) and Mrs J. Thomas (Governor with responsibility for ALN) will act as a team and will meet when necessary to regulate all aspects of ALN as laid down in the Code of Practice.

### **The role of the child**

Pupils of all ages must be given information about their needs in a way they can understand. The support available must be explained and the children should, as far as possible, be involved in developing their IEPs and setting targets in reviews. This ensures that they are a part of the assessment process and are actively involved in self evaluation.

### **Criteria for evaluating the success of the ALN Policy**

In Peniel Community Primary School, the effectiveness of the ALN Policy is linked to careful monitoring and evaluation achieved through standards and dialogue with all partners

At all stages of the ALN process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of the parents at all stages. We encourage the parents to make an active contribution to their child's education. We consult the parents on any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with ALN.