



# **ALN Policy**

Gaer Primary School

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### Additional Learning Needs (ALN) Policy

#### Introduction

This policy is a statement of the aims, principles and strategies for the learning and teaching of children with Additional Learning Needs (ALN) at Gaer Primary School. It was developed in the Spring Term of 2015 through a process of consultation with staff and governors. The policy will be reviewed and updated every two years.

At Gaer Primary School we aim to build an inspiring community through teamwork, trust and respect; providing a fun and safe environment where we all achieve.

#### Equalities

Gaer Primary School is an inclusive school, where all children and staff are valued equally, and our similarities and differences are recognised and celebrated. Every child, regardless of race, creed, age, gender or disability has access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

#### What are Additional Learning Needs (ALN)?

Children with Additional Learning Needs (ALN) include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Looked After Children (LAC)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

#### Aims and Objectives

- To identify and address the variety of Additional Learning Needs (ALN) recognised at any and every stage of education, and to work in partnership with parents and other agencies, to meet these needs in the most appropriate, positive and effective manner.
- To ensure that children with Additional Learning Needs (ALN) receive the variety of learning opportunities which are offered to all children, including maximum possible access to statutory education.
- To ensure that all children are appropriately challenged / supported and that their learning objectives are clear and unambiguous.

#### Provision for children with Additional Learning Needs (ALN)

- Children who are identified as having Additional Learning Needs are given extra support where necessary in order for the individual to achieve their full potential;
- Class teachers and teaching assistants meet the needs of the children identified as having Special Educational Needs and who require an Individual Development Plan and Action Plan
- Children with ASDs are provided with visual timetables, workstations and adapted equipment as suitable and required for their individual needs.

- Children who are identified as Most Able or Talented may require individually differentiated learning and are supported to become self directed learners of an enriched and extended curriculum;
- Children with English as an Additional Language, (EAL) and asylum seeking children are supported by GEMSS, in liaison with the class teachers;
- Children who are being 'Looked After' (LAC) require a Personal Education Plan (PEP) and are supported by the various involved agencies in partnership with the school;
- Teachers employ a variety of teaching and learning strategies and styles, including multi-sensory approaches, enquiry based learning, problem solving, thinking skills and the development of independent learning skills, in accordance with the Building Learning Power (BLP) mindset, thinking hats and thinking maps
- All planning is inclusive, based on differentiated targets, with objectives reflecting the needs of all children, in accordance with IDPs & Action Plans, PEPs and individual learning targets;
- All children are actively involved in the target setting and reviewing process and are encouraged to become reflective practitioners;
- All children have access to a wide range of enrichment activities, such as our extra curricular activities and clubs; residential visits in Key Stage 2; access to outside experts e.g. artists, sports, subject specific; competitions; musical and other contributions to assemblies, concerts and the annual Eisteddfod.

### **Child and parental involvement:**

We aim to work in partnership with all parents and will strive to create positive working relationships. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents provide, and recognise that the most effective provision will be made when the parents are actively involved.

The school provides information about the Additional Learning Needs Policy on the school website. This details the school's policy and practice in identification, assessment provision, monitoring and record keeping of Additional Learning Needs. The school's Additional Learning Needs policy is available to parents.

The school also recognises the important and relevant contributions which children can make in formulating plans for their own educational provisions and aims to actively involve children with Additional Learning Needs in such processes as appropriate.

### **1. Children with Special Educational Needs (SEN)**

A child has Special Educational Needs (SEN) if he/she has a learning difficulty which requires special educational provision to be made. A child is said to have a learning difficulty if he or she has a significantly greater difficulty than the majority of pupils of the same age or has a disability which prevents or hinders them from making best use of the facilities normally available to pupils within the area. There are six classifications of educational difficulty recognised, namely:

- Learning;
- Sensory impairment- visual;
- Sensory impairment- hearing;
- Physical;
- Medical;
- Speech, language and communication;
- Emotional and Behavioural Difficulties (EBD).

The earlier the child's educational needs are identified, assessed and action is taken, the more responsive the child is likely to be and the more successful the outcome. To assist in the early identification of children with special educational needs the school makes use of appropriate

screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school, when the child moves from one class to another, and from school to school. To give specific help to children who have special educational needs, the school adopts a staged response. This approach recognises that there is a continuum of special educational needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

### **Cause for Concern:**

During each Autumn term, and then at any point during the year when a teacher becomes concerned about an individual, a **Cause for Concern** sheet is completed by the class teacher. The cause for concern is then discussed with the child's parents and their views are recorded on the cause for concern sheet. These concerns are shared with the ALN leader who collects relevant information, monitor and reviews the child's progress within the classroom situation, before deciding whether or not the child needs to be placed on the Special Needs Register.

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

With parental permission, if a child is making little or no progress despite such interventions, the child will then be placed on the Special Needs Register, and an IDP and Action Plan will be created by the class teacher in consultation with the ALN Leader and the child's parents (see Appendix i). The child's IDP and Action Plan will include 2 - 4 targets which are additional to or different from the differentiated curriculum plan that is in place for all children. The targets will usually focus on social, literacy, numeracy skills or behaviour, depending on the child's individual needs. The child will be given additional support by a Teaching Assistant (TA) or NNEB, either within the classroom or within smaller withdrawal groups. In accordance with the child's IDP and Action Plan, the child's progress is monitored, supported and reviewed, with the parents, at least three times annually (see Appendix i).

### **School Action Plus / Early Years Action Plus:**

If a child continues to make little or no progress despite the implementation of individual programmes and concentrated support, it may be deemed necessary to involve external support services who can provide specialist advice, strategies, resources and additional support. These services include the Educational Psychology Service, the Additional Educational Needs Advisory Team, the Child and Adolescent Mental Health Service (CAMHS) and the Communication Intervention Team (ComIT). Once an external specialist has become involved and provided specialist targets for a child, the child is placed at the School Action Plus stage on the Special Needs Register, and IDPs and Action Plans incorporate the advice and strategies provided by the service.

### **Formal Assessment and Statementing:**

The special educational needs of the vast majority of pupils will be met effectively in a mainstream school through School Action / Early Years Action and School Action Plus / Early Years Action Plus without the need for statutory assessment. However, should a child not progress satisfactorily at School Action Plus / Early Years Action Plus, outside specialists will help the school consider whether the child is likely to meet the criteria for statutory assessment by the Local Education Authority (LEA). The school, agency or the parents can make a formal request to the LEA to carry out an assessment and the authority's operational procedures will apply. The LEA will request evidence from the parents, the school (including copies of a minimum of two IDPs and Action Plans), the educational psychology service and any other agencies involved. A statutory assessment may result in the child being given a statement of special educational needs, a review of which takes place annually, in addition to the termly monitoring and reviewing of IDPs and Action Plans.

### **Reviewing procedures:**

All children at School Action / Early Years Action, School Action Plus / Early Years Action Plus and Statemented children are supported by IDPs and Action Plans which are reviewed termly. Parents are invited to be present at reviews and are encouraged to be actively involved in the reviewing and rewriting procedures. The views of the child are also taken into careful consideration.

Reviews of Statements of SEN take place annually in school. Pupils' and parents' views on the past year's progress and their aspirations for the future are always sought prior to these reviews. Annual Transition Reviews for Year 6 pupils take place in the Summer Term of Year 5 to ensure advance planning for the smooth transition to KS3.

In all communication with parents and children, teachers take a realistic and sensitive approach, encouraging a partnership role and a two-way process of information sharing. Information, reporting and all interaction with the child and parent should promote positive aspects and not dwell solely on the child's problems, so as to enhance the child's self image and boost esteem.

## **2. More Able, Most Able and Talented children**

### **Definitions**

In Wales the term **More Able and Talented** is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. In general terms approximately 20% of the school population may be **More Able**. At Gaer Primary School the percentage is approximately 20%. Nationally the top 2% could be considered **Most Able**. At Gaer Primary School this is approximately 2%.

At Gaer Primary School **More Able** children is the term used to refer to those who demonstrate a higher ability than average for the class and who often require differentiated tasks and opportunities to learn through open-ended enquiry-based challenges.

The term **Most Able** children is used to refer to children who are working at a significant level above the majority of children in the class and who sometimes require additional and different provision. This is 'tracked' on our electronic tracking system 'SIMS' and monitored by the Head Teacher, SMT and ALN leader.

### **Identification and monitoring procedures**

The identification of Most Able children is informed by assessment, observation and discussion, taking into account information received from class teachers, parents and the children themselves. All staff have a clear understanding of the distinction between the terms "more able" and "most able" and we ensure that our judgements are consistent across the school by regular discussion and moderation. Children identified as Most Able are identified on a Most Able tracking sheet through our [electronic tracking system 'SIMS'].

Children who are identified as having a "talent" eg in the area of sport, music, art etc. are identified on a "List of talents" and their talents are encouraged and achievements shared and celebrated in a variety of ways, eg. in our weekly Celebration Assemblies.

## **3. Looked After Children (LAC)**

Children who are "Looked After" (LAC) (eg. children who are in Foster Care), are named on a LAC Register which is kept by the Head teacher. The Head teacher / ALN leader attends regular multi-agency meetings to monitor and review the progress of these children. A termly 'PEP' (Personalised Education Plan) is drawn up by the class teacher, supported by the AEN Leader, regardless of whether the child also has an additional educational need (see Appendix iii).

#### **4. Children with English as an Additional Language (EAL) and 5.Travellers, refugees**

Children who are identified on the EAL register as having an Additional Educational Need in respect to English being an additional language for them, or who are travellers or refugees, are supported by assistants from GEMSS (Gwent Education Multi-Ethnic Support Service) in liaison with the ALN leader and the class teacher. In addition to supporting pupils, GEMSS also provides:

- Bilingual assessments to establish language support requirements;
- Home visits to ensure that good communications between parents and the school are established.
- Essential school information is passed to the parents in their home language and their concerns and questions are passed back to the school.

#### **6. Young Carers**

Children who are fulfilling the role of Young Carer within their home setting will be fully supported in accessing the learning curriculum and we will liaise with outside agencies as necessary.

#### **7. Information on the ALN arrangements at Gaer Primary School**

The Additional Learning Needs (ALN) Leader at Gaer Primary School is Mr N Woolley who is responsible for:-

- the day to day operation of the school's Additional Learning Needs (ALN) policy;
- ensuring that colleagues are aware of their responsibilities to children with Additional Learning Needs;
- liaising with, advising, and working closely with the Head teacher, class teachers and Teaching Assistants (TAs).
- co-ordinating strategies for the identification, support and review of pupils with Additional Learning Needs; assisting teachers in the development of appropriate programmes for these children and organizing the time-tabling of Additional Learning Needs support;
- maintaining the school's Additional Learning Needs registers (SEN, More Able & Talented, Looked After Children, Children with English as an Additional Language)
- keeping records of pupils with Additional Learning Needs up to date;
- liaising with parents of pupils with Additional Learning Needs and all outside agencies (eg EP GEMSS SPLD etc);
- organizing annual reviews of children with statements of Additional Learning Needs, preparing review reports and circulating to all involved agencies;
- keeping abreast of latest developments regarding ALN and arranging for staff training as appropriate.

C Lockett, L Batchelor, N Balouch, K Roberts, D Aherne, S McCarthy, J Shill, C Nolan, T Edwards, R Blacklar and K Cole are employed to support children in the school, including those with special educational needs, either by withdrawal sessions or within their classroom. They assist the ALN leader and class teachers in the preparation, review and delivery of IDPs and Action Plans as directed. In addition to this all LSAs run "catch up" programmes in Literacy and Numeracy which are not aimed specifically for children with SEN but at those who could achieve higher with a little extra support. Mrs C Lockett supports children in the school with a Language and Communication Intervention programme (COMIT).

These programmes include:

Family Learning  
Pedal to the Medal

Whole school  
Years 1 & 2

Silver Seal	Years 3-6
Active	Years 3-6
Forest Schools	Whole school
Talkabout (social skills)	Years 5 & 6
COMIT	Whole school
Springboard Maths	Years 3-6
Literacy Launcher	Year 3
Success in Six	Year 6
Occupational Therapy Groups	Whole school
Benchmark Reading Support	Whole school
Independent School based Counselling	Whole school

It is the responsibility of the Governing Body to ensure that this policy is fully implemented. The governor with specific responsibility for children with Additional Learning Needs is Fabiola Berrettoni. The Annual Governors' Report to Parents will comment on the implementation of this policy.

#### APPENDIX

- i. an Individual Development Plan (IDP) / Action Plan/ Review

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Headteacher

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 ALN Leader

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Link Governor