

ALN Policy



Policy Reviewed: July 2020
Policy Review Date: July 2021
Signed

Headteacher: *J E Martin*

Chair of Governors: *[Signature]*

ALN/Inclusion Policy

Philosophy

Deri Primary values the abilities and achievements of all pupils, and is committed to providing for each pupil the best environment for learning.

All staff will encourage and support pupils to reach their full potential and produce positive self-esteem and success.

We recognise that many pupils will have additional or different needs at some time during their school life.

Deri Primary is an INCLUSIVE environment. All pupils irrespective of gender, culture, social background or need, will form part of a supportive and caring community.

Definition of ALN

This policy recognises the definition of ALN as within current legislation and statutory responsibility. (See Appendix 1)

Deri Primary will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with additional learning needs, and ensure that parents are notified when ALN provision is being made for their child.

Inclusion

This policy builds on our School Inclusion and Equal Opportunities Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our 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.

Objectives

In addition to the main aims of our school we strive:

- To promote principles of inclusion within school as well as with parents and pupils.
- To offer access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to all individual needs.
- To ensure early identification of needs.
- To include parents and pupils as fully as is practical in decisions affecting their future.
- To review policy, procedure on a regular basis, keeping in line with current advice and best practice.

Roles and Responsibilities

Governors:

The Governing Body's responsibilities to pupils with additional and different needs include:

- Ensuring that provision of a high standard is made for ALN pupils.
- Ensuring that a "reasonable person" is identified to inform about the Statement, all those involved with teaching and supporting Statemented pupils.
- Ensuring that ALN pupils are fully involved in school activities.
- Having a regard to the Code of Practice and Disabilities Discrimination Act Part4 2002, when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing ALN Policy, including the allocation of resources from the school's delegated budget.
- For the named ALN governor to meet with the ALNCO on a regular basis.

Headteacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, ALN provision included
- Keeping the Governing Body well informed about ALN within the school
- Working closely with the ALNCO
- Informing parents of the fact that ALN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and strategies encourage involvement in their child's education
- Support ALNCO in managing ALN procedures in school.

Parents

Parents' responsibilities include:

- Their child's education
- Communicating appropriately with professionals in order to facilitate any appropriate support
- Communicating on a regular basis with their child's learning school, noting any concerns they might have about their child's learning or provision
- Fulfilling any home-school agreements which are set in place
- Playing an important part in the process of planning/reviewing their child's IDP/One Page Profile
- Participating in the Annual Review of a Statement of ALN where such applies to their child
- Encouraging and supporting the idea of pupil participation in all their schools

ALNCO

The SENCO plays a crucial role in the school's ALN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the Whole School Development Plan, ALN Development Policy and Provision, with the aim of raising ALN pupil achievement. Other responsibilities include:

- Liaising with link governor and governing body
- Overseeing the day-to-day operation of the ALN policy
- Co-ordinating the provision for pupils with ALN
- Liaising and giving advice to fellow teachers
- Managing Learning Support Assistants (LSA)
- Overseeing the records of pupils with ALN
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.
- Monitoring IDPs/One Page Profiles and ALN Register
- Ensuring PLASC ALN data held in SIMS is accurate at all times

Class teacher

"All teachers are teachers of children with special educational needs"
(Special Educational Needs Code of Practice for Wales 5.2,6.2)

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 and assessment of, and subsequent provision for ALN pupils
- Collaborating with the ALNCO to decide what action is required to assist the ALN pupil to progress
- Working with the ALNCO to collect all available information on the ALN pupil
- Write IDPs and undertake termly reviews with parents.
- In collaboration with the ALNCO develop IDPs for ALN pupils
- Keep IDPs and relevant assessment and review data in the class ALN file
- Working with ALN pupils on a daily basis to deliver the individual programme set out in the IDP/One Page Profiles
- Developing constructive relationships with parents being involved the development of the school's ALN policy

Learning Support Assistants

Learning Support Assistants have an important role within the classroom. Their responsibilities include:

- To work with pupils or groups of pupils as directed by the ALNCO/ Class teacher
- To work collaboratively with the teacher in keeping regular records of support and intervention
- To attend review meetings as requested
- To meet regularly with the class teacher/ALNCO
- To contribute to and participate in INSET
- To work in partnership with outside agencies

Identification and Assessment

At Deri Primary we have adopted a whole- school approach to ALN policy and practice. Pupils identified as having ALN are as far as is practical, fully included in to mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum / Foundation Phase and are included in all aspects of the school.

All teachers are responsible for identifying pupils with ALN 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 ALN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for ALN provision.

Pupils with ALN are identified through:

- Evidence obtained by teacher observation/ assessment
- Their performance in N.C. judged against level descriptors, and their performance in desirable outcomes
- Standardised screening or classroom focussed assessments
- Information from parents

The school follows Caerphilly's guidance for placing pupils on the ALN Register at SA/SA+.

Provision

On entry to school each child's attainment will be assessed. This will help to inform the school of the child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.

Account will be taken of information received from outside agencies prior to school entry, for example, Physiotherapists/ Visually Impaired Service The records provided help school to provide appropriate differentiated learning programmes. For children identified with ALN, their records will be used jointly with the class teacher and ALNCO to:

- Identify the need for additional support within the classroom
- Assess learning difficulties and ensure on going observations provide feedback for planning the next stages in learning
- Involve parents in a joint learning approach

All pupils will have access to a broad and balanced curriculum. There is a graduated response to pupils' needs through the following range of provision:

Early Years Action
 Early Years Action +
 School Action
 School Action +
 Statement

If a pupil is assessed as having ALN, the ALNCO in collaboration with the class teacher, will develop a programme of support and intervention.

The main methods of provision made by the school are:

- Fulltime education in classes, with additional help and support by class teacher through a suitable IDP/One Page Profile
- Periods of withdrawal to work with a support teacher
- In class support with adult assistance (TA)

Partnership

Parents

- Parents are included at all stages of admissions and identification
- Parents are invited to termly IDP review meetings in addition to mainstream parents evenings
- Parents are informed of support agencies e.g. SNAP
- Parents are included in the development of programmes of intervention to be used at home and in school
- Parents are made to feel welcome and supported when contacting school

Pupils

- Pupils are included in all stages of admission

- Pupils are involved in the development of the programmes of intervention to be used at home and in school
- Pupils are encouraged to take responsibility for their learning and their own actions
- Pupils are involved wherever possible in setting appropriate targets and reviewing their progress with their class teacher of the One Page Profile/IDP

Staff

- The ALNCO will provide staff with up to date information regarding pupils from outside agencies
- Staff collaborate in developing intervention strategies to reduce barriers to learning
- Staff provide appropriate information for pupil reviews

Outside Agencies

Deri Primary recognises the important contribution that external support services provide. When it is considered necessary, children will be referred to the relevant agencies for additional help and support.

Training/ Inset

Staff (including TAs) are encouraged to attend courses that help them to acquire the skills needed to work with pupils. The ALNCO/ Head teacher/ Governors regularly attend any relevant conferences to update and extend existing skills. Throughout the year the ALNCO will update staff on any relevant ALN issues and discuss the dates for reviews etc. As a routine part of developing the whole child, ALN children and their progress is regularly discussed in weekly staff meetings. INSET requirements of the whole school and individuals will be included in the School Development Plan.

Monitoring, Evaluating and Review

The school considers the ALN policy 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 Development Plan

Links Between Schools

- The ALNCO and Year 6 teacher take part in regular cluster meetings with the feeder comprehensive school to aid transition
- Early and additional transition activities are arranged for those pupils whose ALN requires this provision;

- Appropriate records are transferred to other schools within statutory timescales
- The ALNCO meets regularly with professionals from other schools to share best practice

Appendix 1

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty than the majority of children of the same age; or
- b) Have a greater disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) 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.

Special educational provision means:

- a) For children 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 LEA, other than special schools, in the area
- b) For children under two, educational provision of any kind.

See Section 312, Education Act 1996

Additional Learning Needs File

Contents

- **Section 1**
 - ALN/SEN Register
 - Class List of ALN Pupils
 - Additional Learning Needs/PLASC Audit Forms
- **Section 2**
 - Class Timetable
 - Timetable for withdrawal Groups
 - Timetable for any additional support provision
 - Timetable for any other Additional Practitioners, Teaching Assistants etc
- **Section 3**
 - IDPs etc (*Current year's/previous Summer term's documents only*)
 - IDP Reviews (*Current year's/previous Summer term's documents only*)
- **Section 4**
 - Reports from Educational Psychologists, Advisory Teachers, Speech and Language, Health Professionals etc
- **Section 5**
 - School Forms etc
 - Letter Templates
- **Section 6**
 - Assessment Information

NB

- *IDPs etc are to be written and reviewed termly*
- *Only documents for the current year/previous summer term need to be kept in this file*
- *Autumn Term plans must be written by the child's previous teacher at the end of the Summer Term and passed on to the child's new teacher*
- *On transition Teachers must pass on the contents of Sections three and four to the child's new teacher*