

ALN Policy

School Name: Ysgol Melyd
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Meliden
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Head Teacher: Miss L.H. Evans
ALNCO: Mrs. A. Ellis-Williams
ALN Governor: Mrs. S. Agar

Ysgol Melyd is committed to developing the abilities and achievements of all its pupils, and will provide for each pupil, the best possible environment for learning.

'Happiness Leads to Success at Ysgol Melyd'

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 rapid identification of all pupils requiring ALN provision as early as possible in their school career;
- To have in place systems whereby teachers are aware of such pupils;
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LA and outside agencies;
- To ensure all pupils take a full and active part in school life;
- 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.

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.

We cater for pupils who experience difficulties in:-

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and medical conditions;

This policy was developed by Mrs. Ellis-Williams in consultation with Miss Evans.

The additional learning needs of pupils are referred to in individual subject policy documents.

All staff are committed to addressing the needs of children with additional learning needs in their classroom.

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

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'. (*Special Educational Needs Code of Practice for Wales 2002*).

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in other schools within the LA;
- Are under compulsory school age and fall within the definition of the above or would do so if special educational provision was not made for them.

Special Education Provision means:

- For children of two or over, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area;
- For a child under two, educational provision of any kind;

(Section 312 Education Act 1996)

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.

Ysgol Melyd will have due regard for the Additional Learning Needs Code of Practice for Wales when carrying out our duties towards all pupils with additional learning needs, and ensure that parents are notified when ALN provision is being made for their child.

STAFFING

The ALN team of the school is:

Mrs. A. Ellis-Williams – Additional Learning Needs Coordinator

Mrs. S. Davies – Head of the Language Resourced Provision

All Teaching Assistants contribute to delivering the ALN policy

Roles and Responsibilities

People in the Process	Responsibilities
Additional Learning Needs Co-ordinator (ALNCO)	<ul style="list-style-type: none"> • To work with the Head Teacher to oversee the day to day provision for pupils with additional learning needs within the school.
The Governing Body	<ul style="list-style-type: none"> • To ensure that provision of ALN is of a high standard; • To have regard to the Code of Practice when undertaking its responsibilities; • To report annually to parents on the effectiveness of the school's ALN policy; • To have in place a designated person who will make sure that where it is known that a pupil has additional learning needs, those needs are made known to all who are likely to teach him or her; • To notify parents when the school feels that their child has additional learning needs; • To have in place a strategy to monitor the school's ALN policy;
The Head Teacher	<ul style="list-style-type: none"> • To ensure that the daily management of ALN provision is effective; • To work closely with the ALNCO and the teaching and support staff; • To keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN; • To inform parents when ALN provision has been made for their child;

The Class Teacher	<ul style="list-style-type: none"> • To be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them; • To deliver the individual programme for each ALN as set out in their IEP; • To develop IEP's for ALN pupils by working closely with the ALNCO and support staff;
Parents	<ul style="list-style-type: none"> • To work closely with the school in order to develop a partnership that will support pupils with ALN;
Pupils	<ul style="list-style-type: none"> • To make aware that they can be a partner in the delivery of their individual programme as set out in their IEP or IBP;

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice for Wales, 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 1:42)

Admission to the Language Resourced Provision is via the admissions meeting, which is held termly. This is chaired by the ALN Officer for Primary. Agreement has to be reached between Educational Psychologist, Speech and Language Therapist and Teacher in Charge that attend the meeting. Parents are informed of the decision by the LA.

INCLUSION

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our ALN policy reinforces the need for teaching that is fully inclusive. We are fully committed to providing inclusive education for all our pupils. Children attending the Language Resourced Provision have the same access as other pupils and integrate for designated sessions with their peer group.

The Governing Body will ensure that appropriate provision will be made for all pupils with ALN.

ALLOCATION OF RESOURCES

The school budget allocation for ALN in the year 2014/15 is £500.00

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Ysgol Melyd 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 they have full access to the National Curriculum and are integrated into all aspects of the school.

The ALN Code of Practice for Wales 2002 makes it clear that:

All teachers are teachers of pupils with additional learning needs

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.

Early Identification

Early identification of pupils with ALN 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 descriptions;
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies;
- Standardised screening or assessment tools;
- Analysis of LA data;

Reference to assessments used in school:

- Screening /diagnostic tests;
- Reports or observations made by the class teacher;
- Records from feeder schools, etc.
- Information from parents;
- Pupil portfolios;

THE RANGE OF PROVISION PROVIDED FOR PUPILS WITH ALN

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum;
- Periods of withdrawal to work with a support teacher;
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme;

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Mainstream

- Access to Teaching Assistant Support;
- Specialist teaching e.g. ALN Inclusion Team, Behaviour Support Team, Sensory Support Team;

Resourced Provision

- KS 1 Language Provision based in Ysgol Melyd, Meliden;
- EY/KS1 SEN Provision based in Ysgol Christchurch, Rhyl;
- KS2 ALN Provision based in Ysgol Emmanuel, Rhyl;
- BSS Stepping Stones based in Rhyl High, Rhyl

Special Schools

- Ysgol Tir Morfa, Rhyl;
- Ysgol Plas Brondyffryn, Denbigh;

MONITORING PUPIL PROGRESS

Teaching ALN pupils is whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

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;

Where a teacher decides that a pupil's learning is unsatisfactory, the ALNCO is the first to be consulted. The ALNCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Early Years Action/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years Action Plus/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each level of intervention. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record and review the steps taken to meet pupils' individual needs. The Class teacher will maintain the records and ensure access to them. The AINCO will oversee this process and ensure that any additional documentation is included. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases;
- Information from parents;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from Health/Social Services;
- Information from other agencies;

GENERAL LEARNING DIFFICULTIES

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is on a par with pupils starting from similar base line but less than most of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Enjoys full curricular access;
- Is satisfactory to pupil and parents;

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

SCHOOL ACTION

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;
- Works at levels significantly below others of a similar age;
- 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 the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Class teacher, in collaboration with the ALNCO, will support the assessment of the pupil and have an input in planning future support. The class teacher/ subject teacher will remain responsible for

planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

ALNCO: All years – advice to Class teachers and Teaching Assistants.
Implementation of specialist programmes of work, some withdrawal of individuals and groups.

Teaching Assistants: Mrs J Davies – F/T KS2 (Speech Therapy), Miss M Ogden – F/T Nursery, Mrs K Allitt – P/T KS2, Mrs J Bubb – F/T Foundation Phase, Mrs E MacDonald – F/T KS2, Miss T. Ligema – F/T KS2, Mrs K Shirt – P/T Foundation Phase, Mrs N Powell – F/T KS2, Miss K Williams - P/T Foundation Phase / KS2, Mr M Carty - P/T Foundation Phase

Other: Mrs S Jones – Language Resourced Provision F/T

NATURE OF INTERVENTION

The Class teacher in collaboration with the ALNCO will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil;
- Provision of alternative learning materials / special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development / training to undertake more effective strategies;
- Access to LA support services for advice on strategies, equipment, or staff training;

INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in IEP (Individual Education Plan) containing information on

- Short-term targets;
- Teaching strategies;
- Provision made;
- Date for review;
- Success and/or exit criteria;
- The outcomes recorded at review;

The IEPs will be devised with the pupil.

REVIEWING IEPs

IEPs will be reviewed twice yearly, one to coincide with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, the involvement of external services. Placement of a pupil at this level will be made by the ALNCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern and discussion at twice yearly consultation meetings involving LA specialist staff, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning;

External support services will 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 will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher/subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to Early Years/School Action and Early Years/School Action Plus;
- The pupil's IEPs;
- 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 will normally be provided where, after a Statutory Assessment, the LA 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.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement;
- Of shorter term;
- Established through parental/pupil consultation;
- Set out an IEP;
- Delivered by the class teacher/subject teacher with appropriate additional support where specified;

REVIEWS OF STATEMENTS

Statements must be reviewed at least annually. The ALNCO will these reviews and invite:

- The child's parent/s;
- The child if appropriate;
- The Head Teacher
- The relevant teacher;
- A representative of the LA;
- Any other person the LA considers appropriate;
- Any other person the ALNCO considers appropriate;

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP 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;

At Year 6 reviews, which will take place during the Autumn Term prior to transfer, a representative of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary staff.

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

SPEECH, LANGUAGE AND COMMUNICATION NEEDS

The School regards communication as a whole school issue. Staff are committed to supporting pupils with mild/moderate and specific Speech, Language and Communication Needs.

The school is accredited at enhanced level by I Can Primary Talk for developing a communication rich environment to support all children including those with speech, language and communication needs. Inclusion of pupils with Speech, Language and Communication Needs is embedded within teaching and learning policies. Pupils who attend the Language Resourced Provision are taught by a specialist teacher and receive speech therapy from a specialist speech therapist.

Pupils who transfer to mainstream Key Stage 2 are taught in a Language Resourced Class. There is additional support provided and pupils continue to receive individual and group speech therapy. All pupils benefit from the training that has been provided by I Can tutors. Pupils with Individual Communication Plans receive individual and/or group speech therapy with ELKLAN trained teaching assistants. Strategies are put in place in the classroom environment that assists all pupils with their learning.

AUTISM

As an inclusive school, pupils with a diagnosis of an Autistic Spectrum Disorder have access to the full range of curricular experiences and are fully integrated into school life wherever possible.

When a teacher has concerns regarding a pupil the parents and ALNCO will be contacted. The pupil may be given appropriate extra support in the classroom and the pupil would be monitored over a period of time. If concerns remain the pupil may be referred for specialist assessment by outside agencies these would usually include: Speech and language, Educational Psychology and the CAMHS team. Parental consent is required for any referral made to an outside agency. Pupils who have a diagnosis will be closely monitored and supported in school. Class teachers are aware of any recommendations and all staff including Teaching Assistants have had training in supporting pupils with ASD. The school's Educational Psychologist specialises in ASD. She advises and supports staff, pupils and parents.

Mrs Ellis-Williams is able to provide general information on ASD and knows specific information about individual children.

Staff will let their knowledge ASD and of an individual determine their response to any given situation that arises.

THE ROLE OF THE ALNCO

The ALNCO 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 policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for pupils with ALN;
- Liaising with and giving advice to fellow teachers;
- Managing Teaching Assistants;

- Overseeing pupils' records;
- Liaising with the parents;
- Making a contribution to INSET;
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants;
- The procedures to be followed;
- The responsibility all teachers have in making provision for ALN 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 ALN pupils;
- What exactly constitutes a 'level of concern' and at which point School Action is initiated;
- Mechanisms that exist to alert the ALNCO to such 'levels of concern';
- The procedure by which parents are informed of this concern and the subsequent ALN provision;
- Teacher in charge on Language Resourced Provision will keep the ALNCO informed about sessions of integration, and pupil involved, within the main school;

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

PARTNERSHIP WITH PARENTS

Ysgol Melyd firmly believes in developing a strong partnership with parents and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'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)

The school considers parents of ALN pupils as valued partners in the 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 ALN, details of the parent partnership service available through the LA. 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)

Denbighshire SNAP provide a Parent Partnership Service Tel No. 029 20 388776 (01286 677886)

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, ALN pupils

When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational psychologists;
- Specialist Teacher;
- The School Nurse & Community Paediatricians
- Speech Therapists;
- Physiotherapists;
- Occupational Therapists;
- Hearing Impairment services;
- Visual Impairment services;
- Children's & Adolescent Mental Health Services
- Police Liaison Officer

In addition, important links are in place with the following organisations:

- The on site playgroup group with the aim of providing continuity between home and school
- Mother and toddlers' – run by the Family Link Worker on school premises;
- The LA;
- Specialist Services;
- Education Welfare Officer;
- Social Services;
- Bridging the Gap
- Friends of the School/PTA;

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 Development Plan.

COMPLAINTS PROCEDURE

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

Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed annually.

Signed:

Date: