

Penllergaer Primary School



Additional Learning Needs Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships -
Linked to Article 3 (CRC)

A Policy for children with ALN must involve the whole school staff and reflect the principles of Penllergaer Primary School.

It includes:

- ❖ **Introduction and Definition of ALN**
- ❖ **Principles and Values – Aims and Objectives**
- ❖ **Roles and Responsibilities**
- ❖ **Governing Body**
- ❖ **Head Teacher**
- ❖ **ALNCo**
- ❖ **Teaching/Non Teaching Staff**
- ❖ **Early Identification**
- ❖ **More able and talented**
- ❖ **English as an Additional Language**
- ❖ **Record keeping**
- ❖ **Monitoring Children’s Progress**
- ❖ **Teacher Concerns**
- ❖ **Progress**
- ❖ **School Action**
- ❖ **School Action Plus**
- ❖ **Statements**
- ❖ **Annual Review**
- ❖ **Transfer to Secondary School**
- ❖ **Partnerships**
- ❖ **Resources**
- ❖ **Funding**
- ❖ **Evaluation**
- ❖ **Complaints Procedure**
- ❖ **Working in partnerships with other agencies**
- ❖ **Monitoring and policy review**

APPENDIX

IDP and Annual Review summary

Introduction

Penllergaer Primary School is a large Primary School serving the Penllergaer village catchment area encompassing, Parc Penderri, Tircoed, and Parc Penllergaer Housing Estates. The school is on three sites and hosts two STFs for Profound and Multiple Learning Difficulties.

Our Special Needs Policy has been developed through a whole school approach to ensure that children with ALN are consistently identified and provided for, and that all staff, parents and governors are aware of the current policy and can play an active part in its development. The current policy has been written in response to new ALNET Act for Wales and should be seen as part of a process of change. It seeks to provide a clear and consistent base line for the development of an effective education programme, building on existing good practice, to meet the needs of children experiencing learning difficulties.

The Additional Learning Needs Policy is not an isolated document but is contained within existing school policies and is complementary to them. At the heart of the work of every class lies a cycle of planning, teaching and assessing. These arrangements take account of the wide range of abilities, aptitudes and interests that children bring to school and the majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs.

The Additional Learning Needs Co-ordinator (ALNCo) is Mrs Helena Griffiths. Mrs Liddiard is employed for fulltime as ALNCo Support. Mrs Helen Roberts is the designated Governor for ALN. There are a few Learning Support Assistants in school working in close liaison with the class teachers and the ALNCo in both the Foundation and key stage 2 sections of the school.

At Penllergaer Primary School our aim is to offer equal educational opportunity to all children regardless of race, creed, sex or ability. Children are admitted according to the LA policy.

We wish to make our School accessible to parents and pupils with a disability in accordance with the Special Educational Needs and Disabilities Act 2001, and the ALNET Act for Wales 2018

All children have a human right to be educated alongside their peers. At Penllergaer Primary we are fully committed to meeting the needs of all children including those pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Penllergaer Primary has due regard to the ALNET Bill 2018 and the Disability Discrimination Act 2001.

Definition of Special Educational Needs

Penllergaer Primary follows the ALNET Act definition:

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

At Penllergaer we recognise that children have a learning difficulty if they:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home. 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. (Code for Wales 2002)

A copy of the ‘ALNET Act for Wales’ will be kept in the main office. In this policy the ‘The Special Educational Needs Code of Practice for Wales will be referred to as the ‘Code for Wales’. The staff at Penllergaer Primary School recognise that children will have needs and requirements which may well fall into one of the four areas described in the Code for Wales.

These areas of need are:

- Communication and Interaction
- Cognition and Learning
- Emotional, Behaviour and Social Development
- Sensory and/or Physical

Principles and Values

Penllergaer Primary approach to teaching and learning can be found detailed in the respective policy. The principles outlined here apply also to children with ALN, unless assessments and/or knowledge of the child deem it necessary to teach the child otherwise.

Aims

Our aim is that all pupils attending the school, which are perceived to have learning problems, whether they are temporary or permanent, are individually assessed and supported in the manner deemed most appropriate to aid development and enable them to experience success.

The school recognises the value of early Identification and aims to provide support as early as possible.

Objectives

1. To ensure that the statutory and non-statutory parts of the ALNET Act for Wales for Wales, are implemented in Penllergaer Primary School.
2. To ensure children with special educational needs are included within the mainstream classroom providing experience of learning within groups of mixed ability, race and gender.
3. To ensure that all children have access to a relevant broad and balanced education including the National Curriculum, differentiated by their teachers to meet their individual needs; Children with ALN will experience plans of work specific to their needs.
4. To ensure the responsibility for educating children with ALN. lies with the whole staff.
5. To ensure that Additional Learning Needs are identified and assessed as early as possible
6. To ensure pupils' needs are met as soon as is practicable
7. To work in close partnership with parents/carers and encourage pupil participation
8. To work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting special educational needs.
9. To maintain and develop a range of expertise within the school
10. To monitor, review and evaluate policy and provision on a regular and systematic basis.

Critical Success Factors

The Governing Body and staff at Penllergaer Primary School ensure that the fundamental principles are met by implementing critical success factors. These include:

- managing and deploying resources to ensure that all children's needs are met;
- working together with the local education authority to ensure that any child's special educational needs are identified early;
- exploiting best practice when devising interventions;
- considering the views of the child concerned, in the light of their age and understanding;
- working in partnership with parents and taking into account the views of individual parents;
- regularly reviewing interventions for each child;
- close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of issues.

Roles and Responsibilities

The duties of the governing body

In recognising the aims and objectives within the school the governing body at Penllergaer Primary will make best endeavour to:

- ensure that the necessary provision is made for any child with ALN

- ensure that, where the ‘responsible person’ - the head teacher or the appropriate governor has been informed that a pupil has ALN, those needs are made known to all who are likely to teach him or her.
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have ALN.
- report annually to parents on the implementation of the school’s policy for pupils with ALN .
- ensure that a pupil with ALN joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- have regard to the ALNET Act for Wales when carrying out their duties towards all pupils with special educational needs.

The Governing Body is aware of the budgetary requirements for ALN provision. The budget for ALN provides for TA staff, material resources and staff training. A breakdown of the budget for ALN is provided to Governors annually. The annual implementation of the policy for ALN has the governor’s approval.

The Governing Body’s report must include information on:

- The success of the policy
- significant changes in the policy
- any consultation with the LA, funding authority and other schools
- indicate how resources have been allocated to, and amongst ALN pupils in the school over the past year .

The role of the ALN Governor

The role of the governor includes:

- ◆ attending courses to inform the Governing body on ALN
- ◆ being kept informed of:
 - current legislation
 - the identification and assessment procedures
 - provision in the school for children with ALN
 - the number of children within the school with ALN
 - the number of children in receipt of statements
 - how the needs of the children are being met

The role of the Head teacher

The Head teacher has the overall responsibility for the daily management of the ALN policy. The Headteacher’s role includes:

- ◆ making appropriate provision within the school budget for ALN and reporting to Governors on the allocation of funds

- ◆ the provision of school staff, material resources and staff training
- ◆ presenting the school's ALN policy to the Governors for approval
- ◆ monitoring the implementation of the policy and keeping the Governors informed of its effectiveness
- ◆ informing the Governor with responsibility for ALN of:
 - current legislation
 - levels of provision
 - the number of children in receipt of statements within the school
 - how the needs of all children with ALN are met within the school
- ◆ staff development through INSET and quality CPD
- ◆ liaising with the ALNCo and staff to discuss the effectiveness of the policy
- ◆ liaising with outside agencies
- ◆ Supporting and advising parents and staff
- ◆ being aware of any formal documents sent to, and received from outside agencies
- ◆ the legal responsibility for ensuring the child's needs are met and ensuring the recommendations and additional provision provided by the LA are carried out; being the 'named person' on the formal statement of ALN
- ◆ ensuring parents / carers know of their right to attend and bring a friend, advisor or relative to review meetings.

The role of the ALNCO (Current Job Description)

Areas of responsibilities and key tasks:

STRATEGIC DIRECTION AND DEVELOPMENT OF ALN PROVISION IN THE SCHOOL- WITH THE SUPPORT OF, AND UNDER THE DIRECTION OF THE HEAD AND DEPUTY HEAD TEACHERS to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum;
- Support all staff in understanding the needs of ALN pupils and ensure that objectives to develop ALN are reflected in the school development plan;
- Regularly monitor progress of objectives and targets for pupils with ALN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise the head teacher on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

TEACHING AND LEARNING to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with ALN;
- Collect and interpret specialist assessment data to inform practice;

- Work with pupils, class teachers and key stage managers to ensure realistic expectations of pupils;
- Monitor the use of resources, teaching activities and target setting and develop a recording system for progress.

LEADING AND MANAGING STAFF to:

- Achieve constructive working relationships and establish opportunities for the ALNCo, support assistants and other teachers to review the needs, progress and targets of pupils with ALN;
- Provide regular information to the head teacher and governing body on the evaluation of ALN provision;
- Advise on and contribute to the professional development of staff.

A. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES TO:

- Advise the head teacher, senior leadership team and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency;
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and ALN policies.
- Take on any additional responsibilities, which might from time to time be determined.

The role of the class teacher

Class teachers at Penllergaer work in close collaboration with all parties concerned with the child with ALN and play a vital role in providing for the child's needs and in ensuring the child experiences the curriculum, accessing activities through levels suitable to the child's abilities. The class teacher is to be aware of the child's needs and difficulties and must continually assess the social, intellectual, physical and emotional needs of the child and provide accordingly for him/her. The class teacher has overall responsibility for all pupils in his/her class including pupils with ALN

The class teacher's role includes:

- differentiating tasks to ensure all abilities are catered for and relevant skills developed
- providing a variety of resources and teaching methods to cater for the children's individual needs
- identifying through continual assessment, children with ALN and informing the ALNCo of any relevant observations
- liaising with ALNCo and placing pupils on School support/School Action/School Action Plus when s/he believes it is necessary
- completing support documentation and planning for the provision of children.
- involving the help of the ALNCo to develop an individual education plan (IDP) when classroom strategies are insufficient and advice is required.
- being involved in decisions to involve outside agencies
- liaising regularly with ALNCo on behaviour modification
- fostering good working relationships with parents

- maintaining records of children with ALN

The role of AOLE Coordinators

Co-ordinators at Penllergaer have additional information acquired through subject specific INSET/courses/training and can give guidance with related problems/concepts.

Their roles include:

- being available for consultation and advising colleagues on specific issues
- being available for consultation and advising colleagues on differentiation
- liaising with the ALNCo when developing schemes of work to ensure differentiation is included at the planning stage

The role of the support assistant

The support assistants work in close collaboration with the class teacher and ALNCo to promote inclusion of children with ALN.

This role may include:

- contributing to the preparation of individual education plans in collaboration with the class teacher and the ALNCo
- liaising with the ALNCo & class teacher about any child experiencing learning difficulties
- being aware of a range of learning strategies that can be used to help the children
- maintaining records for the monitoring of children's progress
- supporting children with ALN in a variety of situations e.g. in small groups, individually, withdrawn and in-class support
- matching materials to the child's requirements
- helping and supporting individual children with learning difficulties in a variety of situations
- liaising with parents to encourage their participation
- liaising with the Headteacher
- liaising with the ALNCP

How children are involved

It is important that children are involved in the process of their own development, that with guidance they take responsibility for their own learning, this process motivates the child and enables the child to better understand his/her learning. In Penllergaer Primary we encourage this process for children with ALN (learning and/or behavioural) where appropriate according to age and understanding, by including the child in:

- the process of discussing their needs
- evaluating their work/progress through discussion and feedback
- the writing of his/her IDP; the setting of targets and the reviewing procedure
- when appropriate, inviting the child to add to the discussion of their provision, whether that be for a child who does or does not hold a statement
- decision making, even if the child feels unable to act on its own behalf, by ensuring the child is aware that he/she is entitled to an advocate to act for him/her

- by informing parents/ carers of their entitlement to bring a friend, advisor or relative to the review meeting

Early Identification

At Penllergaer Primary we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Additional Learning Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop an IDP and provide additional support if necessary and practicable.

If a child is identified as having a Additional learning Need after early assessment, the school will endeavour to:

- ◆ use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- ◆ identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- ◆ use Curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- ◆ ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- ◆ involve parents in developing and implementing a joint approach at home and in school.

Penllergaer Primary is open and responsive to expressions of concern by parents, and will take account of any information that parents provide about the child.

More Able and Talented Children (MAT)

Children of exceptional ability must also be catered for. They should not be asked merely to progress through available schemes as fast as possible, but must be presented with problems of a realistic nature, which will stretch their thinking powers. They should have a wide range of activities, which will sometimes be differentiated /adapted from the mainstream of class study. At Penllergaer Primary School we have a More Able and Talented policy.

English as an additional language

The identification and assessment of the special educational needs of children whose first language is not English requires careful consideration. The lack of competence in English must not be equated with learning difficulties as understood by the Code for Wales on the identification and assessment of Additional Learning needs. Care is taken to consider the child within the context of his/her home, language, culture and community. The EMAU team have a baseline assessment which they carry out in the child's home language. This can be useful in identifying any concerns or issues. Bi-lingual support staff, if available will ensure that pupils and parents fully understand the measures that the school is taking. So far as possible, use is made of tools, which are culturally neutral.

At the same time it should not be assumed that the language status is the only reason if children who have English as an additional language make slow progress; they may have learning difficulties.

Record-keeping

At Penllergaer Primary, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- ◆ The ALNCo is responsible for ensuring that comprehensive records are kept properly and available as needed.
- ◆ If the school refers a child for Statutory Assessment to the relevant authority, a record of the child's work, including the resources or special arrangements already used are made available.
- ◆ Penllergaer Primary uses its ALNCo to construct IDPs at School Action School Action Plus and Statement stage.
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the ALNCo, including IDPs (where appropriate).
- ◆ Copies should be kept in the school for future reference.

Monitoring Children's Progress

At Penllergaer Primary, the class teacher will keep records and provide differentiated work, if appropriate and monitor the progress of all pupils. Where the teacher is concerned about a child's progress, the following procedures should be followed:

- **Teacher Concerns** - In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed will be maintained (School Support) SS.

Using this evidence, the class teacher might come to feel that the strategies in use have not resulted in the child learning as effectively as possible. In these circumstances, the ALNCo should be consulted.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that, which is normally available within the class. Consideration should then be given to helping the pupil through School Action.

The child's name will be placed on the school's Additional Learning Needs List. At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child because the child might have ALN.

- **Progress** - The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- ◆ closes the attainment gap between the child and the peer group
- ◆ prevents the attainment gap growing wider
- ◆ is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- ◆ matches, or betters, the child's previous progress
- ◆ demonstrates an improvement in self-help, social or personal skills
- ◆ demonstrates an improvement in the child's behaviour.

A graduated response

The Code for Wales outlines the two Action model as follows:

School Action

The class teacher identifies a child's special educational needs and, consulting the school's ALNCo, lists the child and takes initial action. This will usually, but not always result in providing additional support and the involvement of ALNCO or Learning Support Assistant. Sometimes it will involve the use of additional strategies by the class teacher alone. A plan will be drawn up specifically for a child, outlining targets and strategies to achieve those targets. A review date will be set with parents / class teacher when progress can be discussed, giving rise to the success and appropriateness of the strategies to the child's needs and/or learning styles. This is usually done on a termly basis but may be more often, according to need.

The identification of pupils for inclusion in school action programmes is most often made by the class teacher on the basis that the child:

- makes little or no progress even when teaching approaches are targeted to identified areas of weakness;
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curricular areas;
- presents persistent emotional or behavioural difficulties that are not helped by the behaviour management techniques usually employed by 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.

School action at Penllergaer Primary School involves the class teacher, ALNCo, parents and possibly other professionals. During this action the class teacher:

- identifies a child's additional learning needs

- informs the ALNCo who lists the child's special educational need
- informs the Headteacher
- consults the child's parent/carers and the child
- collects relevant information about the child, consulting the ALNCo
- completes a School Action form planning for appropriate action, classroom strategies and setting at least one target to be achieved within the time limit of no longer than one term
- monitors and reviews the child's progress

Identification will be due to an area of concern: e.g. progress across the curriculum; learning/visual/ hearing/ speech and language/ behavioural by; parent and carer/ social services/ health services/ school staff.

Action to be taken by class teacher: continue to support through differentiation inform Headteacher/ parent or carers inform the ALNCo discuss arrangements for support with ALNCo or learning support assistant. Work with the ALNCo to complete form for School Action outlining steps already taken, action to be taken, date of review (within 1 term), consult with ALNCo / curriculum co-ordinator.

Action to be taken by curriculum co-ordinator: advise on differentiation, if relevant

Action to be taken by ALNCo: inform Headteacher; add child's name to ALN List, advise class teacher on methods of provision/differentiation, and speak to parents/carers if requested, carry out Speech and Language Assessment and/or Dyslexic Screening Test and Connors questionnaires etc.

We do not regard School Action necessarily as a precursor to School Action Plus. Some children will receive the provision offered through School Action and not progress to School Action Plus.

Individual Education Plan

All children receiving support at the School Action stage are entitled to an Individual Education Plan (IDP). We use own agreed format. It is the responsibility of the child's class teacher to draw up and review the plan at this stage.

The plan will set out:

- The nature of the pupil's difficulty
- The specific educational provision
- School staff involved including frequency and timing of support
- Specific programmes/activities/materials/equipment
- Help from parents at home
- Targets to be achieved in a given time
- Any pastoral or medical requirements
- Monitoring and assessment arrangements
- Review arrangements and dates
- Success criteria
- Outcomes (recorded at the review)

The IDP will record only what is different from or additional to, the differentiated Curriculum. It will focus on three or four targets that match the child's needs.

IDP Review

IDPS will be reviewed twice a year – around half term in October and Easter time; or sooner if required. Parents are invited to contribute to IDP reviews and development. Parents will be sent a copy of their child's IDP's and their views on the child's progress should be recorded or they can make an appointment to discuss the IDP and progress with the class teacher and ALNCo. One review will coincide with Open Evening where parents are invited to look at their children's work. Where appropriate the child will also take part in the review process and be involved in setting targets.

School Action Plus

School action plus is triggered when the pupil still does not make appropriate progress after school action. The basis for school action plus in Penllergaer Primary School is that despite receiving an individualised programme and/or concentrated support under school action the pupil:

- continues to make little or no progress in specific areas over long periods;
- continues working at National Curriculum levels / Foundation phase outcomes substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class, 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

School action plus involves external support services, both those provided by the Local Education Authority and by outside agencies.

Identification: School Action review, transfer of School Action Plus pupil to school rapid deterioration in behaviour, apparent appearance of sensory impairment

Action to be taken by class teacher: consult with ALNCo and formulate IDP with outside specialist, co-ordinated by ALNCO inform Headteacher/parents/carers

Action to be taken by specialist: consult with class, teacher and ALNCo to discuss review of School Action, assess child, advise class teacher and ALNCo on IDP and set review date.

Action to be taken by curriculum co-ordinator: advise on differentiation.

Action to be taken by ALNCo: inform Headteacher, make referral, revise list, set review date, advise on differentiation/methods of provision, monitor provision.

Should the child not progress satisfactorily at school Action Plus, outside specialists will help the school consider whether the child is likely to meet the criteria for statutory assessment by the LA [Code for Wales].

The outside help may include Access to Learning, which is made up of the Educational Psychologists, Peripatetic Specialist Teachers and strands of the health or social services. Details of the service provided by each organisation can be found in the appendices

Statements of Special Educational Needs

At Penllergaer Primary School the Head Teacher/ALNCo will request a statutory assessment leading to a statement of special educational need, when it has been demonstrated that all the required documents are in place and the necessary actions have been effectively carried out. These include information on:

- the school action and school action plus programmes;
- 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/Foundation Phase outcomes of attainment including those in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement by the social services or educational welfare service.

A statement gives access to extra resources. It provides a detailed account of the child's individual needs. Parental preferences are taken into account and arrangements made for review.

If parents/carers have requested a statement this stage should last for no longer than 6 months.

Identification: School Action Plus and review, parental concern concerns of staff and Headteacher, possible referral to Primary Referral Units or a specialist placement in an STF.

Action to be taken by class teacher: consult with ALNCo and outside specialist, inform Headteacher/parents/guardians

Action to be taken by specialist: consult with ALNCo, class teachers, discuss review of Action Plus, and advise class teacher and ALNCo on IDP and set review date.

Action to be taken by curriculum co-ordinator: advice on differentiation, if relevant.

Action to be taken by ALNCo: inform Headteacher, refer for statement, revise register, advise on differentiation/methods of provision, monitor provision lead in the formulation of an IDP by co-ordination.

If the LA decides not to issue a statement of need the child will revert to School Action Plus, if outside agencies remain involved, or School Action if there are no outside agencies involved.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA's support services can consider whether a Statutory Assessment is necessary.

Whilst any assessment is being made – the child will continue to be supported through School Action Plus.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Penllergaer Primary, such immediate referrals to the LA are made as the need arises.

Statements

Where a child has been given a Statement, the Statement will specify clearly the provision necessary to meet the needs of the child.

Penllergaer Primary endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum/Foundation Phase and any appropriate exclusions from the application of the National Curriculum /Foundation Phase and changes needed to maintain a broad and balanced curriculum.

All children with a Statement will have short-term targets set out in an IDP. At Penllergaer Primary, IDPs for pupils with Statements are prepared by the ALNCo, with support from the external agencies and the class teacher. Parents and pupils are encouraged to contribute.

Where the LA declines to provide a Statement the school may request a reassessment after six months. Parents, too, have a right of appeal against the decision to the ALN tribunal.

Annual Review

All Statements are reviewed annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review reflects the circumstances of the child, for example, if leaving primary school.

The purposes of the review are:

- ◆ to assess the child's progress towards meeting the objectives specified in the Statement
- ◆ in the case of the first annual review, to assess the child's progress towards the targets in the IDP
- ◆ to review the special provision made for the child
- ◆ to consider the appropriateness of the Statement in the light of the child's performance
- ◆ to consider if the Statement is to be maintained.

Where possible the older pupils will be involved, attending all or part of, the review.

Transfer to Secondary School

When organising the annual reviews, Penllergaer Primary will consider the following points before the child's transfer to Secondary school.

- ◆ The move to Secondary school will be considered in the Annual review in Year 5.
- ◆ In most cases, it is possible in the Year 5 Annual review to give clear recommendations on the type of provision the child will require at Secondary stage.
- ◆ Parents will be encouraged to visit the Secondary schools to consider the options available to them.
- ◆ If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
- ◆ The child's Statement should be amended by 15th February of the year of transfer, in the light of recommendations of the annual review, the parent's views and preferences and the response to consultation by the LA with the school or schools concerned.
- ◆ All the arrangements for a child's placement should, therefore, be completed no later than the beginning of March before transfer.
- ◆ It is important for placements to be finalised as early as possible in order for advance arrangements to be made and in some cases extra transition arrangements and visits to be made. .
- ◆ The ALNCo of the receiving school will be invited to the final annual review.
- ◆ Pupils with ALN and without a statement will be discussed with ALNCO of next school prior to move. All information will also be transferred.

Partnerships

At Penllergaer Primary, we believe that to meet successfully the needs of children with ALN, requires strong partnership between all those involved – LAs, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnership with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as responsible parents.

At Penllergaer Primary, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their

child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

All parents are invited to attend school on three occasions in the school year. During the autumn term parents are invited to an Open Evening, in the spring term parents are invited to individual consultations and at the end of the summer term, parents are invited to make an appointment with the class teacher to discuss their child's detailed end of year Annual Report. Parents have the opportunity to view their child's work at all consultations. In addition, Penllergaer Primary has an "open door" policy and parents are welcome to drop in and or make appointments to meet with the class teacher or the head teacher if they feel a need.

The parents of all pupils are informed of the child's targets and asked to support in specific ways. The contribution is especially important for pupils with ALN and teachers will be glad to help and advise.

Parents are particularly encouraged to attend all meetings and reviews. At Penllergaer Primary, we endeavour to support parents so that they are able to:

- ◆ recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- ◆ have knowledge of their child's entitlement within the ALN Framework
- ◆ understand procedures and documentation
- ◆ make their views known about how their child is educated
- ◆ have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA Parent Partnership Service. Currently the main organisation in the City and County of Swansea is SNAP, Cymru (Special Needs Advisory Project), which should provide support, information and relevant training.

The school informs parents when special needs are first identified and will keep parents informed of any progress, encouraging them to participate from the outset and throughout their child's educational time at the school.

At Penllergaer Primary, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide extra support as the child goes through this process.

Resources

At Penllergaer Primary School our aim is to 'enable' pupils and for this reason we provide teaching in the mainstream classroom for most of the time using learning support assistants (TAs). Our TAs are highly skilled and trained in a range of areas such as manual handling, dyslexia, positive play, THRIVE, ELKLAN and DCD. Inclusive sessions are accessed by pupils in the STF on an individual needs basis. There are three literacy and numeracy resource rooms in the school is available to provide specialist support for the development of the skills of literacy and numeracy for pupils who are withdrawn from mainstream lessons. Some of whom will be withdrawn in Catch-up intervention groups and not for ALN purposes

- a wide variety of reading books, recently published reading schemes, story and 'interest' books;
- big books with corresponding group reading copies;
- a range of published resource material designed to target specific learning difficulties in reading, writing and spelling;
- games and activities aimed at the development of literacy and numeracy;
- a range of resources and equipment designed to promote multi-sensory learning;

Resources are continually being increased through the annual budget allocation made through the head teacher to the ALNCo. Funding is determined by the banding of pupils according to their response to the LA Survey, which is carried out in the autumn term.

Materials and resources are requested annually and are subject to the availability of funds in the appropriate section of the school's SLCN budget.

ALN Funding

ALN funding is reviewed annually and reported to parents in the Governors' Report.

The Additional Learning Needs Co-ordinator maintains detailed records of all pupils on the Additional Learning Needs List and regularly updates the school's provision mapping. All teaching staff have copies of IDPs for the children in their class and other relevant information. This file is made available to all teaching/TAs/supply teachers working with the children.

Specific children's statement files are kept in Junior STF, class teachers can access these and are provided with information about the child's aims and objectives. The school building is accessible for disabled pupils with access to all areas of the school, two disabled bathrooms are situated in the main building and lower building and one disabled toilet in the demountable classrooms.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, ALNCo, ALN Governor/Team, teaching and non-teaching staff. It will be an agenda item on the full annual Governors' Meeting, from which the annual report to parents on ALN will be written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Complaints Procedures

The involvement of parents at school usually means that issues are discussed and resolved during routine meetings. If parents wish to discuss an area of concern over their child's Additional learning Needs, they should make an appointment initially with their child's class teacher. The ALNCo and the Headteacher could also be present at the meeting if this is requested. In the first instance, parents' complaints about the provision or organisation of ALN are dealt with through the procedures outlined in the Whole-School Complaints Policy. A complaint about the ALN provision for a child should be addressed within 10 school days.

Parents may be advised to contact a voluntary agency such as SNAP to discuss the problem.

If there continues to be a disagreement with regard to the ALN provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school.

More detailed information can be found in the Code for Wales.

Working in Partnership with Other Agencies

The school has very good relationships with the following Agencies and External Services in support of all pupils:

- **Speech and Language Team.** A number of children have been referred over the years with Speech and Language/Communication difficulties and the school ALNCo regularly liaises with therapists and specialist teachers about the children who are referred. The Team provides programmes for school staff to work on with children.
- **The School Educational Psychologist.** At present the Educational Psychologist is allocated regular visits to the school to assess and advise on pupils who have a variety of Special Educational Needs.
- **Access to Learning.** This service provides support for pupils with Special Educational Needs at School Action Plus in all areas of difficulty. Their advice, support and expertise has been invaluable to the school.
- **Education Effectiveness.** Advisors offer support and advice on strategic and day to day ALN matters, and ensure school is kept up to date on ALN initiatives.
- **The School Welfare Officer (EWO)** visits the school every two weeks to discuss any issues with regard to pupil absences.
- The school benefits from the **ELRS**. These library resources include topic books, dvd and cd disks, video and audio tapes, artefacts and publishing facilities.
- It is sometimes necessary for the **Community Paediatrician** to be involved with some pupils. The doctor regularly conducts medical checks on pupils and will attend annual reviews for statements pupils if requested. The school doctor can also be consulted in the assessment and identification of children who show signs of ADHD (Attention Deficit and Hyperactivity Disorder), and DCD (Developmental Co-ordination Disorders). Where necessary the school draws up Health Care Plans for pupils with medical conditions and liaises with the doctor for advice.
- The ALNCO maintains close and regular contact with **Social Services and Family Support Agencies such as TAF and SNAP**. Child Protection Conferences are attended by either the Head Teacher or the ALNCo. Personal Education Plans are drawn up by the ALNCo and the Looked After Children team as required.

Useful Addresses of Outside Agencies

Educational Psychology and Formal Assessment Service
County Hall
Oystermouth Road
SWANSEA
Telephone – 636000

SNAP (Special Needs Advisory Project)
Acorn Business Park
Waun Wen
SWANSEA

Speech and Language Therapy
Central Clinic
21 Orchard Street
SWANSEA

Access to Learning and School Improvement Service
Danycoed House
Huntington Way
West Cross
SWANSEA
Telephone – 405689

British Dyslexia Society
98 London Road
READING
RG1 5AU
Telephone – 0118 9662677

Monitoring and Review

This Policy is reviewed annually or sooner as legislation and guidance changes, by the Headteacher and ALNCo. The Headteacher provides regular updates on ALN provision at the school to the governing body, including an annual statement as part of her Headteacher report. This policy is available to parents on request.

Appendix

IDP process summary at Penllergaer Primary School

School Action / Observation (SA)

Class teacher initially identifies a learning difficulty or need.

Class teacher uses strategies to deal with the problem or need.

Class teacher identifies a behaviour or emotional or social difficulty.

School Action Plus (SAP)

Child receives intervention from outside agencies.

Class teacher identifies a behaviour or emotional or social difficulty.

Statement (St)

Child is statemented

Annual Review summary

LA initiates a statemented child's Annual Review. The school ALNCo then convenes a review meeting and writes to invite representatives of LA, child's parents or carer, relevant Outside Agencies/professionals eg health services or social services, any other closely involved professional linked to the child and class teacher. Each representative invited to the meeting is requested to submit a written report prior to the review. We politely request professionals submit their report two weeks before the meeting, to allow for circulation. Professionals and parents are usually given a month's notice of the meeting, but sometimes, for a range of reasons, eg an emergency review, the notice period could be shorter.

The ALNCo should circulate advice/reports from professionals two weeks before meeting. However, this is dependent on when reports are received at school. The ALNCo prepares the review report and LA documentation.

The Review report:

- Summarises outcomes of review meeting;
- Sets educational targets;
- Is circulated to all concerned ie LA, parents and linked professionals.

The school uses the LA Person Centred Review proforma. The LA ALN panel reviews statement in light of review report, and circulates documentation to all concerned. (Code for Wales 9:16)

Conduct of Review meeting

The review meeting should address the following questions:

- What are the parents' views of the past year's progress and their aspirations for the future?
- What are the pupil's views of the past year's progress and his or her aspirations for the future?
- What is the school's view of the child's progress over the last year? What has been the child's progress towards meeting the overall objectives in the statement? What success has the child achieved in meeting the targets set?
- What are the Outside agencies views of the child's progress over the last year?
- Have there been significant changes in the child's circumstances, which affect his or her development and progress?
- Is current provision, including the National Curriculum / Foundation Phase Framework, or arrangements substituted for it, appropriate to the child's needs?

- What educational targets should be adopted against which the child's educational progress will be assessed during the coming year and at the next review?
- Is the Secondary Transitional Plan helping the pupil's progress to adult life?
- Is any further action required and if so, by whom?
- Does the statement remain appropriate?
- Are there any amendments to the statement required or should the LA be recommended to cease to maintain it?

The ALNCo support takes notes at Review meetings for school record purposes only and to assist the ALNCo in preparing LA documentation from the meeting.