



Additional Learning Needs Policy

(including More Able)

Introduction

This school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

This policy outlines the purpose, nature and management of additional learning needs provision at our school.

The school aims to provide a policy that identifies individual needs and offers a support structure to manage the individual provision, which meets learning, emotional, social and curriculum needs.

Aims

Through this policy we aim to:

- Enable all children to have the opportunity to achieve their potential
- Offer children opportunities to be responsible for their own learning
- Ensure that we challenge and extend the children through the tasks that we set
- Encourage children to think and work independently

Entitlement and statutory requirements

The school takes into consideration the following documents:

*The legal requirements of the Special Needs and Disability Act 2001

*The Special Educational Needs Code of Practice for Wales

*Criteria guidelines for the placement of pupils on the code of practice from School Action to a statement

*Powys County Council information and training on Additional Learning Needs

Within the national curriculum framework all children are entitled to a broad and balanced, relevant and differentiated curriculum.

At Carreghofa, children with Additional Learning Needs will have equal consideration with their peers and will have access to a broad and balanced education, meeting wherever possible, the requirements of the national curriculum.

Role of the Additional Learning Needs Co-ordinator

The teachers responsible for Additional Learning Needs are Claire Pritchard (FP) and Janet Van Lill (KS2)

The role of the Additional Learning Needs Co-ordinator:

- *Overseeing the day to day operation of the school's ALN Policy
- *Coordinating provision for the children with ALN
- *Liaising with and advising fellow teachers
- *Managing Learning Support Assistants
- *Overseeing safeguarding of children with ALN
- *Liaising with parents of children with ALN
- *Contributing to the in-service training of staff
- *Liaising with external agencies including LEA support and educational psychology services, Health services and voluntary bodies
 - Ensuring that all pupils are identified and tracked
 - Monitoring teacher's planning to ensure that suitable tasks and activities are being undertaken
 - Monitoring the progress of all ALN children

Duties of the Governing Body

Governor responsible for ALN: **Helen Owen**

The governing body of the school should, in co-operation with the Head teacher:

- *determine the school's general policy and approach to provision for children with ALN
- *establish the appropriate staffing and funding arrangements
- *maintain a general overview of the school's work
- * monitor impact of the policy
- * Analyse ALN data.

The governing body must report to parents annually on the school's policy on ALN

These are legal requirements of section 317, Educational Act 2002.

The Nature of Additional Learning Needs

Our school recognises that most children will have an additional learning need at some time in their school life. Our main aim is that we help these children to maximise their potential.

We also aim to create a positive atmosphere of acceptance and encouragement, one that respects achievement and shows sensitivity to individual needs.

A child is deemed to have such needs if he/she:

*has a significantly greater need in learning than the majority of children of the same age either ALN or MAT

*has a disability, which prevents or hinders him/her accessing the usual educational provision

*has difficulties of a temporary nature and will be given support as long as required. Regular monitoring will ensure appropriate provision

*has emotional, medical and/or behavioural difficulties which prevent him/her from participating in normal school life or affects the effective learning of his/her peers.

*Safeguarding. When appropriate, measures will be taken to ensure the safeguarding of children with Additional Learning Needs, pupils and adults in the school. See Safeguarding children working together under the Childrens Act 2004. WAG 2006.

Carreghofa School welcomes and encourages multi-agency co-operation with colleagues from Educational Psychology, Speech and Language Therapy, Physiotherapy services and others.

More Able Pupils

At Carreghofa we aim to provide learning opportunities that are appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement.

This policy helps us to ensure that we recognise and support the needs of those children in our school who have been identified as having a particular ability. It should be read in conjunction with our Teaching and Learning Policy.

Definition

‘Gifted(&talented)’ refers to ‘a child who in any aspect of human potential or achievement is far more advanced beyond what would be expected of a child of that chronological age’. (George, 1992)

More Able: A child working at a level higher than the expected average of their peers.

Admissions

Admission arrangements for the pupils with ALN (but without a statement) are the same as for other pupils. Children with statements who would benefit from mainstream education will be admitted to Carreghofa if the LEA is willing to provide appropriate support. The school is fully wheelchair accessible.

Identification

The identification and monitoring of the more able and ALN child begins when the child joins our school. As the children progress through the school, we assess them on a day to day basis as well as periodically using formal assessment to ensure they are making the progress we would expect. Once a child has been identified as ALN or MAT then an IEP programme will be put in place and any interventions that are available

Implementation Procedures

The school has in place a pupil register which includes every child in the school so that their movement between stages can be tracked. The register is split into:

Gifted & Talented: ALNCo and class teacher identify children working at a considerably higher level than their peers. This could be in English or maths or through a talent such as music or art. (IEP/GEP)

More Able: Following assessments, class teachers identify children that are working at a higher than average level to their peers (detailed differentiation on planning)

On Target: These children are working at the expected level for their age. (detailed differentiation on planning)

Basic Skills: Class teacher identifies concerns, records findings and tries alternative strategies. ALNCO is informed and in-school monitoring takes place. Parents are informed by class teacher. These children will be targeted for intervention support.

School Action: Class teacher in conjunction with ALNCO develops an individual education plan (IEP) and involves the child's parents in what they are doing. In addition to class teacher strategies, support may be offered in class or on a withdrawal basis by classroom support assistants.

School Action Plus: The ALNCO and class teacher continue to develop IEPs and seek to involve outside agencies and/or Educational Psychologist for specialist support. This may be done via consultation meetings or referrals. (IEP)

Statement: Statement of Special Educational Needs (IEP)

Movement from one stage to the next depends on the success of the first step. Children may remain on a stage if no further provision is deemed necessary at their review.

IEP's are constantly monitored and adapted/revised termly or sooner if necessary. At least 2 IEP's a year are written for children on SA, SA + or Statement.

Children are encouraged to be involved in the setting up of their IEP targets where appropriate.

It is the policy of the school to provide as complete an integration as possible for all children with ALN.

Equal Opportunities

In making assessments, teachers should strive to avoid any bias according to a child's gender, race or social background. (see Race Equality Policy and Equal Opportunities Policy).

Assessment and Recording

Our Policy focuses on seeking information which leads directly to action.

Assessment is based on an appreciation of the progress against the National Curriculum, Foundation Phase Curriculum or sequence of skills.

Standardised tests, recognised by the LEA are used to back up these assessments.

The policy implements an early response approach to ensure each child can reach their potential.

Teacher assessment is an integral part of the teaching process.

Strategies for behaviour modification include the use of praise and approval, establishing clear rules, shaping behaviour by rewarding good on task behaviour. This is linked to the school's Behaviour approach in the teaching and learning Policy.

All information regarding an individual child will be regarded as confidential and will be shared only with those who have direct professional relationship with the child. The request for confidentiality made by parents will be respected at all times.

In line with the Children's Act 2004, all records held on an individual child will be available for inspection by the parents of the child. Parents are informed/consulted regularly of progression.

School Procedures

IEPs are kept centrally with the teacher and ALNCO. IEPs are kept secure at all times. Parents are asked to sign a copy of each IEP and kept informed of progress/new targets. Teachers need to keep a

copy of IEP's and GEP's but also to give a copy to ALNCO once written. Each IEP should be regularly reviewed and an annotated copy also sent to the ALNCO.

Records are passed from one teacher to the next.

Liaison between pre-school children and their parents is undertaken by the Foundation Phase staff. FP staff meet with KS2 staff to discuss children's assessments and strategies used. Liaison between secondary schools takes place and current IEPs and records are passed on. Head of Year 7 and Carreghofa's Year 6 teachers liaise. ALNCO from secondary school is invited to Year 5 and Year 6 annual reviews.

For children who change schools other than at the end of Year 6, all records are sent to the receiving school with liaison between schools where appropriate.

In-service Training

Inset requirements for staff in relation to ALN are considered at the beginning of each academic year as and when appropriate.

ALNCO and staff attend LEA course where appropriate.

Budget and Resources

The school's ALN budget is dealt with by the Head Teacher. The LEA funds children on School Action and School Action Plus. This is included within the school budget. A devolved lump sum for the school to use to benefit individual children can be requested if limited progress is being made. Alterations to the building are funded by County.

The range of provision to be found at Carreghofa is as follows:

*full time education in a class with any necessary help and support

*education in class with periods of withdrawal with support staff; individually or as a group.

Other resources for children with ALN including teacher time and appropriate teaching materials are provided via the school budget.

Parents

The school should inform parents at any stage of the ALN register and keep them fully informed of their child's progress.

Parents should be involved with the school based response and understand the purpose of any intervention and programme put in place.

Parents of children with ALN are welcome to make appointments to see the class teacher and ALNCO to discuss progress/concerns.

Parents also have a responsibility to communicate effectively with school and professionals to support their children's education and alert them to any concerns they have about their child's learning provision. We are required to meet the needs of all children so following discussion with parents, an application for additional support will be requested if staff feel it is appropriate, results meet ALN criteria or behaviour is poor.

If parents refuse this process it can in extreme cases lead to a child's exclusion. County will need to be informed. A letter refusing this help will also need to be signed by the parents every half term so that we have evidence to show support has been offered.

Teaching and Learning Strategies

We recognise that there are a wide variety of strategies to meet the needs of the more able and ALN child. The main way is through differentiation. For more able children, differentiated tasks and carefully planned enrichment tasks are provided within normal classroom activities. All children should be provided with an educational experience that will challenge them and stimulate their development.

Our weekly planning identifies specific activities for the more able and ALN child where necessary. Where resources allow, teaching assistants may be used with small group activities or in some instances, one to one time. Children will be encouraged to participate in extra curricular activities and out of school clubs to extend their abilities and skills.

Criteria for Success

The ALN policy will be evaluated by considering:

- *the effectiveness of the system for identifying and assessing needs and the provision made for these pupils
- *the arrangements for monitoring and record keeping
- *the use of external and support services
- *Data analyse with a focus on ALN and MAT pupils

Complaints

The complaints procedure for Additional Learning Needs provision within the school is the same as the general complaints procedure.

Review

This policy was reviewed in November 2018 in accordance with the code of practice. The Governing Body Curriculum Committee will review this policy in November 2019. Any suggested amendments will be presented to the governing body for discussion at the following meeting.

This policy has been agreed and ratified by

The Governing Body:

Signed _____ (Chair of Governors)

The Head Teacher:

Signed _____ (Head Teacher)

Date: _____

This policy will be reviewed every year.

Date of Issue:	
Agreed by:	
Date of Previous Issue:	
Review Date:	

