

# Ysgol Heulfan



## Additional Learning Needs Policy

## **OVERALL AIM OF OUR SCHOOL**

The overall aim of our school is to ensure that all our pupils gain access to a broad, balanced and relevant education, irrespective of their gender, race or special need. We shall seek to ensure that all our pupils will gain access to an entitlement curriculum which:

- Provides relevant educational experiences and Learning opportunities.
- Allows acquisition of knowledge, skills and understanding consistent with individual needs, aspirations and capabilities.
- Provides opportunities to reflect on personal experiences in a manner, which enables the development of attitudes and values appropriate to being a member of a modern society.
- Embraces equality of opportunity, inclusion and diversity.
- Acknowledges the principles in the SEN/ALN and Disability Discrimination Act 2001 (See Appendix Circular 3/99 "Pupil Support and Social Inclusion")

## **DEFINITION OF SEN/ALN**

A pupil is considered to have a "special educational need" if he or she has a Learning difficulty which calls for "special educational provision" to be made for him or her. A pupil is considered to have a "Learning difficulty" if he or she has:

- A significantly greater difficulty in Learning than the majority of other pupils of the same age.
- A disability, which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for other pupils of the same age.

## **MANAGEMENT AND COORDINATION OF SEN/ALN**

The School Governing Body, in cooperation with the Headteacher will:

- Determine the school's policy and approach to SEN/ALN provision.
- Establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the school's SEN/ALN provision.

The School Governing Body has nominated Mrs Janet Jones as its "SEN/ALN Link Governor" to liaise with the Headteacher, SEN/ALN Coordinator and other staff in monitoring the school's SEN/ALN provision. These people will report on the school's SEN/ALN provision to the School Governing Body on a regular basis.

The Headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably throughout the school.

## **ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN/ALN**

All pupils, including those with SEN/ALN, are admitted to the school via the LA admission arrangements. Some pupils with significant Learning difficulties may be admitted in order to access the special provision located at our school.

## Y CANOL

Y Canol is a purpose built provision for infant/junior aged pupils with severe and or profound and multiple learning difficulties. All pupils who attend the resourced provision have Statements of SEN. The curriculum, which includes the National Curriculum (LNF and Routes for Learning), is designed to take full account of pupils' developmental and entitlement needs. Each pupil has an individually tailored plan which:-

- Identifies priorities that are specific and relevant.
- Provides access to a wide range of learning experiences.
- Incorporates an appropriate balance of education, therapy and care.
- Includes a range of integrated activities with the mainstream part of the school.

Staff in the resourced provision work in close cooperation with professionals from a diversity of relevant disciplines in order to meet the holistic needs of the pupils.

Separate policies and procedures exist for Y Canol and are available to view in addition to this Policy.

## MAINSTREAM ORGANISATION OF SEN/ALN PROVISION

Within mainstream there will be pupils who will have special educational needs/ additional learning needs (SEN/ALN) which will require special education provision - possibly for a short time in some cases or longer in others. There are procedures in school for:

- Planning the provision
- Resourcing the provision in a fair and consistent manner
- Implementing the provision in a fair and consistent manner
- Monitoring the progress of pupils by keeping appropriate records
- Evaluating the progress of pupils by carrying out regular reviews
- Reporting on the effectiveness of the outcomes of the provision in relation to the progress of the pupils

Our procedures will be kept under review by:

- Carrying out an annual audit of our SEN/ALN provision.
- Identifying key areas for development in our School Improvement Plan (if required).
- Reporting on the progress of our SEN/ALN policy and provision in the school Governing Body's annual report to parents.

Our SEN/ALN policy and provision will be developed in a manner consistent with the Code of Practice and the LA's policy on SEN/ALN provision.

The designated SENCO/ALNCO in mainstream is Mrs Lesley Morris. She is responsible for:

- Coordinating the overall provision for the pupils with SEN/ALN
- Administering relevant tests and using data to determine need and provision of support
- Analysing data from a variety of sources to ensure identification of pupils with SEN/ALN
- Teaching pupils with SEN/ALN
- The day-to-day operation of the ALN/SEN Policy
- Liaising and advising fellow staff

- Maintaining the school's SEN/ALN register and overseeing the SEN/ALN records
- Liaising with parents on SEN/ALN matters
- Contributing to the in-service training of staff on SEN/ALN matters
- Liaising with external agencies on SEN/ALN matters

### **IDENTIFICATION OF PUPILS WITH SEN/ALN**

A range of information sources is used to seek to identify those pupils with SEN/ALN. These include:

- Class teacher concerns
- Information from a previous school
- Parental concerns
- NFER/Baseline test results
- Reading and spelling Test results-NFER, YOUNGS, Raven's, Neale's Analysis, BPVS
- Psychologist reports/AREA SUPPORT TEAM reports

### **ASSESSMENT OF PUPILS WITH SEN/ALN**

The school uses a range of assessment techniques. These include:

- Standardised tests in Numeracy, Language and spelling
- BPVS - British Picture Vocabulary Scale
- Neale's Analysis Reading Test
- Raven's Non-verbal Cognitive Ability Test
- Dyscalculia Screening
- Classroom observations
- INCERTS
- Class teacher views
- Parental & pupil views

### **MAINSTREAM RESOURCES**

The SENCO/ALNCO is the major "human resource" along with Teaching Assistants currently employed.

In mainstream, resources and games are kept in the SEN/ALN teaching area but are available for use by any member of staff with SEN/ALN children in their classes.

### **CLASS ACTION (MAINSTREAM)**

Class teachers record and monitor targeted interventions for pupils who require some support in class, but not at School Action level. Progress is monitored termly.

### **SCHOOL ACTION (MAINSTREAM)**

If the special needs of the pupil are such that they require special provision, which is additional to or different from that normally available in the classroom, such provision is coordinated by the SEN/ALNCO. An Individual Education Plan is drawn up and implemented by the class teacher/SEN/ALNCO/parents. When appropriate, the plan is shared with the child.

The basis for intervention through School Action provision is concern, underpinned by evidence, that the pupil, despite receiving normal differentiated learning opportunities:

- Has made little or no progress even when teaching approaches are targeted particularly at his or her identified area of concern.
- Has showed signs of difficulty in developing key skills, which has resulted in low attainment in some curriculum areas.
- Has presented persistent emotional, behavioural or social difficulties, which are impacting on the progress of the child.
- Has a motor or sensory impairment, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **SCHOOL ACTION PLANNING**

When concern is expressed about a pupil's lack of progress, the class teacher and the SEN/ALNCO may agree to follow the identification and assessment procedures in order to determine whether School Action provision is needed.

### **SCHOOL ACTION RESOURCING AND IMPLEMENTING**

School Action Resourcing may include:

- Short-term intensive and targeted individual or small group support delivered within the classroom by Teaching Assistants.
- Short-term intensive and targeted individual or small group support delivered by the SEN/ALNCO by withdrawal to the SEN/ALN class for teaching sessions.
- Adapted teaching materials and strategies.
- Access to special equipment e.g. audio/visual/motor aids.
- Special behavioural support delivered via circle time, guidance, counselling, IBP's reinforced using sticker charts, rewards.

### **SCHOOL ACTION MONITORING**

School Action provision is reviewed regularly - IEPs evaluated and meetings with parents offered in February and July. Copies of IEPs are sent to parents if they are unable to attend review meetings. SENCO/ALNCO is available to discuss individual pupils' progress during Parents' Evenings. Also parents can arrange appointments at other times to share concerns and to talk about any aspect of SEN/ALN provision for their child.

### **SCHOOL ACTION PLUS**

The special needs of the pupil are such that he or she requires the SEN/ALNCO to seek outside specialist support and guidance.

This support could be from outside agencies including Educational Psychologist Service, CAHMS, Speech and Language Therapy, Occupational Therapy, Physiotherapy.

Monitoring, evaluation and reporting procedures for IEPs remain the same throughout for the School Action Plus provision as for School Action.

## **ARRANGEMENTS FOR ACCESS TO CURRICULUM**

All children will have opportunities to access all aspects of the curriculum and general activities of school in a broad, balanced and relevant way through appropriate activities with differentiated or modified provision as necessary.

## **PUPIL AND PARENTAL PARTNERSHIP**

The school seeks to involve pupils and their parents/carers wherever possible, in the planning, implementation, monitoring and evaluating of the special provision being made.

Pupil participation is an important part of their educational development. It helps them to prepare for making personal decisions and accepting responsibility for the consequences of their own decision-making.

Parental participation is conducted in a friendly, informal manner with advice, guidance and support being provided when required. Parental consent is obtained before a pupil is referred to an external support service. Parental involvement is vital for children to succeed in education.

Any parental complaints regarding the special provision being made for their child will be dealt with via the Headteacher, in accordance with the school's complaints procedures.

## **LINKS WITH OTHER SCHOOLS**

The school will ensure that all appropriate documentation and information is received when a pupil with special needs enters the school, and also that the appropriate records are transferred when a pupil transfers to another school.

## **LINKS WITH OUTSIDE AGENCIES**

Outside agencies (E.P, AREA SUPPORT TEAM, School Nurse, Speech and Language Therapists, CAMHS etc.) will be involved when necessary and will work collaboratively with school staff to ensure correct provision at School Action and School Action Plus. Relationships with outside agencies are very good and children and staff benefit considerably from their support.

Links with Health, Social Services, Educational Social Workers and Voluntary organisations are maintained.

## **STAFF DEVELOPMENT**

The annual audit of staff professional needs will assist in identifying the various training needs of staff in contributing to the school's SEN/ALN provision.

Any available funding will be used to assist staff in attending external courses relevant to their individual needs, and for providing appropriate school based in service training when needs are shared by all or most of the staff.

Every encouragement is given to staff to seek specialised training and qualifications in line with their areas of responsibility.

## SUCCESS CRITERIA IN EVALUATING SEN/ALN POLICY

The success of the SEN/ALN policy will be evaluated from two main perspectives:

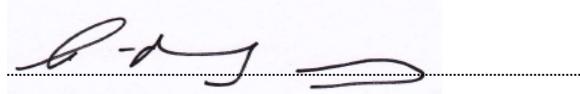
- The progress of the children identified as having special needs. Have we identified early?  
Have the children made adequate progress through support given?
- The achievements of the key issues identified in the School Improvement Plan.

This SEN/ALN policy inter-relates with the School's Behaviour Policy, Anti-Bullying Policy and Inclusion Policy.

All children will be treated equally in accordance with guidelines in the above stated policies.

*This Policy has been equality impact assessed and is compliant with the Equality Act  
2010  
(January 2018).*

Adopted by the staff and ratified by the  
Governing Body.  
For and on behalf of the Governing Body



Headteacher: J Thomas Haigh

Date: Spring Term 2018

Due for revision: Spring Term 2021

