



## **Additional Educational Learning Needs**

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.

# Ysgol Gynradd Gymraeg Bryniago

## Policy Additional Learning Needs (ALN)

The fundamental principle of our policy is that every child in the school is entitled to a broad, balanced and relevant curriculum. However a child may need provision which is **different from**, or is **in addition to**, the differentiated curriculum which is normally provided. **Every child is entitled to receive an education, information and care according to Rights of the Child.**

### Differentiation

*Every child's right to access the curriculum is acknowledged. A process exists in which staff meets the needs of children by choosing relevant teaching methods and processes that correspond to the children's learning strategies. We believe that differentiation in its widest sense enables us to appreciate the contributions and achievements of every child.)*

### The Definition of Additional Learning Needs (ALN)

Children have ALN if they have a learning difficulty which means that it is necessary to make special educational provision for them.

Children have a learning difficulty:

- (a) if the difficulty they experience whilst learning is substantially greater than the difficulty experienced by most children of the same age; or
- (b) if they have a disability which prevents or hinders them from making use of such educational facilities as are generally provided for children of the same age in schools in the local education authority area
- (c) if they are under compulsory school age and come under either of the definitions in (a) or (b) above or would do so if there was no special educational provision for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to that made generally available to children of their age in LEA maintained schools, except for special schools, or which is in some other way different to that provision.
- (b) for children under two, any type of educational provision.

YGG Bryniago is an inclusive school. We promote inclusion through

- removing barriers to learning
- celebrating diversity
- maximizing achievement for all.

### Aims and objectives

- To recognise that all children are equal but have individual characteristics, interests and abilities.
- To ensure that all children have equal opportunities to participate in all aspects of school life, regardless of gender, race or ability.
- To provide a broad, balanced and differentiated curriculum that is commensurate with a child's learning difficulties.
- To provide accessibility in all areas.
- That the needs of children with ALN, whether permanent or temporary, be met.
- To recognise that ALN can exist in a number of forms, and to provide for these e.g. physical disability, speech and language difficulties.
- To use a variety of teaching and learning styles and draw on good practice in designing intervention strategies e.g. multi-sensory teaching.
- To acknowledge that provision for children with ALN is a matter for **everyone** in the school, including the Governing Body, the Head teacher, the ALN Co-ordinator, and **every** other member of staff. All teachers are teachers of children with ALN.
- We strive for close co-operation and a positive working partnership between school staff, parents, relevant outside agencies and the LEA.

- The wishes of the child in question are taken into account at their level of understanding e.g. by talking with the child, asking the child for their views, and during the reviews of Individual Education Plans (I.E.P) and Annual Reviews of a Statement
- To ensure relevant training for all staff e.g. INSET day training, after school training, courses, disseminating information e.g. procedures to be followed for children with ADHD
- To identify and assess the special educational needs of a child as early as possible and draw up appropriate IEPs or other plans, and contact the necessary people.
- To monitor children's progress and to evaluate the effectiveness of ALN provision through reviewing targets regularly, reviewing IEPs termly, and by monitoring an individual's progress through core subjects at the end of the academic year.
- To ensure effective expenditure of the money earmarked for ALN by prioritising needs.
- Adapting the environment, such as classroom organisation. For instance, placing a child with a visual impairment near the teacher and interactive white board.
- To ensure that parents are involved at any point if the school decides to make ALN provision for their child so that they are an integral part of the process and in the decision making regarding provision within the confines of staff availability, resources and money.
- To ensure that the policy is reviewed annually by the governing body in the light of the Head teacher's and SENCo's/ALNCo's annual report.
- To monitor the quality of ALN provision on an ongoing basis. The quality of ALN provision is monitored by the Head teacher, ALNCo and the governors sub-committee with responsibility for ALN by holding discussions and meetings with staff, monitoring within the school, by the evidence of IEP reviews and Annual Reviews of Statements and self-evaluation documents.
- To ensure that ALN provision is an integral part of the school development plan.
- To realise that a child does not necessarily have ALN if his/her progress is slower than that of his/her peers because Welsh is his/her second language.

### **Graduated Response**

Bryniago follows the graduated response as proposed by the ALN Code of Practice for Wales. The graduated response ensures that provision for a child with ALN should match the nature of his/her needs. Monitoring and tracking the progress of individual children through the Foundation Phase and through Key Stage 2 is vitally important. Where it appears that a child is not progressing either generally or in one specific area of learning, it is possible that it is necessary to offer different learning opportunities or make use of different styles of teaching. Ongoing difficulties may show that a level of support above that usually available to children in the classroom is needed.

### **Identification, Assessment and Provision**

Bryniago recognises the importance of early identification, assessment and provision for any child who may have ALN. To help identify children who may have ALN, Bryniago refers to the following assessments and resources:-

- The child's performance monitored and tracked by the teacher as part of ongoing observations and assessments (including INCERTS)
- Informal assessments within the school
- Baseline Assessment results
- City and County of Swansea's Annual Reading Survey
- Speech and Language Difficulties
- \*\*\* Assessment
- Information including medical information from parents and multi agencies
- FFT – Fischer Family Trust
- National tests
- End of Key Stage Testing
- GL Assessment Testing, for instance dyslexia, attitude towards work etc.

The graduated response begins with a "period of concern regarding development". During this period, evidence of the child's difficulties is collected and strategies are identified in order to support the child in his/her difficulty, or resolve the difficulty. In many cases, the steps taken here will mean that the child's needs are met (School Action). If the child's development continues to cause concern, additional steps should be taken, such as "School Action+". This step is not necessarily a path to statutory assessment, but neither is it a barrier to it. "School Action+" means seeking help from external services. From now on, these will be referred to as "School Action" and "School Action+".

### **Concerns and situations which lead to "School Action"**

- The class teacher, staff member, or parent raise concerns about the child.
- Evidence that a child, despite receiving DIFFERENTIATED learning activities is making little progress or none at all, even when teaching methods are being targeted specifically to identified areas of weakness e.g. small steps to success and regular revision
- The child is still working at levels which are considerably lower than that expected of a child of similar age.
- The child is showing signs of experiencing difficulties in developing literacy or mathematical skills, leading to low attainment in some curricular areas.
- The child is displaying ongoing emotional or behavioural difficulties which are not improving through use of the school's usual behaviour management techniques.
- The child is experiencing sensory or physical problems and is continuing to make little or no progress even though personal aids and/or special equipment has been provided for him/her e.g. specialized pen for writing
- The child is having difficulty communicating or interacting, and is continuing to make little progress or none at all even though a differentiated curriculum has been provided for him/her, and perhaps needs individual specific intervention to enable him/her to take advantage of learning.

### Steps

1. The class teacher will discuss the above with the ALN co-ordinator (the ALNCo who is also the support teacher). Following this meeting, the class teacher will arrange a meeting with the parents to discuss strategies and the way forward.
2. Depending on the need of the child they will either:
  - be monitored and his/her progress tracked (period of concern regarding development), or
  - receive an IEP with short term, attainable targets, created by the class teacher and SENco. (School Action).
3. The child will be monitored closely and following a half term or term (depending on the issue) the staff/parents will discuss the next step.
4. Continue with the same course of action
5. Move to School Action Plus.

### School Action

1. The class teacher, and the ALNCo with the help of relevant TAs, will collate all the available information and evidence.
2. One or more of the above staff will make further assessments of the child's strengths and needs if necessary.
3. The class teacher, the ALNCo (and the TA when suitable), the parents and where he/she can be included, the child, to decide on the **action** necessary to help the child in light of the evidence, the information and previous assessments.
4. An IEP will be created for the pupil in question. The IEP is a collaboration between the class teacher, support teacher, TA (when appropriate) and the child. The parents views are also taken into account. **The next steps are the responsibility of the class teacher.** (From here on when IEPs are mentioned this can mean any appropriate plan).

The IEP will contain the following information:-

- Name, date of birth and school year
- Graduated response stage
- The intended period of time for implementing the IEP
- The pupil's strengths and needs.
- Short term targets, namely, an Individual Education Programme (IEP)
- Observations and reviews at the end of the IEP implementation period and recommendations
- Strategies

Support will be delivered in the following ways –

- 1:1 in a withdrawal situation with the support teacher or TA
- Small group with the support teacher or TA outside of the classroom
- In rare cases, the parents will deliver the targets at home with guidance from staff.
- Individual help or help in a small group within the class from the support teacher or a TA.
- Specific 1:1 help or help in a small group from the class teacher within the class using effective strategies e.g. creating a visual timetable and keeping instructions to a minimum
- Providing different learning materials or special equipment e.g. pencil grips, a sloping desk

5. The pupil's progress is monitored on an ongoing basis by keeping a combination of regular records, observations, class diaries, specific assessments or by giving small tests. (See also section above on Identification, Assessment and Provision).

6. IEP reviews are undertaken at the end of each term, or when new targets are needed when it does not coincide with the end of a term. However, this arrangement is flexible and it is possible to change, add to, and end a target within the time allocation of the IEP.

7. Following a review, staff, the parents and the child, dependent on his/her age and ability, can decide to either:

- Bring "School Action" to an end
- Continue with "School Action" and continue with the IEP or start a new IEP
- Move on to "School Action Plus"

### **School Action Plus**

Moving to School Action Plus will be the outcome of a decision by staff, in consultation with parents and the child after reviewing the child's IEP. A request for help is made for outside agency support. In a small number of cases a move to School Action Plus will take place during time of working on an IEP. In severe cases, the school will request School Action Plus before an IEP is in place since external advice will be needed before formulating an IEP.

As a general rule, outside agencies provided by the LEA (Access to Learning and therapists, for instance) will see the child in their usual school environment, so as to advise teachers and provide more specialised assessments or sometimes to provide support for specific activities.

If there is a need for more specific advice from other professionals, parental consent is requested in order to do this. The needs of most children will be met via this process. However, for a small number of children about whom the school still has a concern - if progress is deemed to have been insufficient at School Action Plus, for instance - then a request for statutory assessments of a child may be considered.

### **Statutory Assessment**

If the school is asking for a statutory assessment, the child will have shown that there is considerable cause for concern. Before the assessment, any relevant information already collected is presented to the LEA along with written evidence and the views of the parents (and child if age and ability appropriate).

### **Statutory Assessment of ALN**

#### **Local Education Authority's Responsibility**

The LEA must identify and undertake a statutory assessment of those children for whom they are responsible who have ALN and who are likely to need a Statement of Special Educational Needs.

### **Annual Review**

All pupils holding a Statement of ALN must have an Annual Review (and 6 monthly for those under 5 years of age). Advice is requested from relevant persons invited to the Annual Review who include:

- the child
- the child's parents/carers
- the Head Teacher
- the child's teacher and TA
- the ALN coordinator/supporting teacher
- the Educational Psychologist
- the school doctor
- any outside agencies involved in the child's welfare or development
- the receiving school's ALNCo if the pupil is in Yr 5/6

The views of the pupil are very important and are sought wherever possible and contribute to the Annual Review. If the pupil is old enough and able, they will take part in the Review in person.

The Annual Review decides -

- if the Statement remains appropriate
- if any amendments are required
- if the LEA is to continue to maintain the Statement
- on any new targets to meet the objectives set out in the Statement
- on any additions or amendments to be made to an existing transition plan.

## **Duties of the Governing Body in conjunction with the Head teacher and SENCo/ALNCo**

The Governor with responsibility for ALN at YGG Bryniago is

- To respond to statutory requirements, keeping to the Code of Practice
- To be involved in policy making and the school's overall method of meeting the needs of ALN pupils
- To provide as necessary for pupils with ALN
- To establish appropriate staffing and finance arrangements for ALN
- To set objectives for leadership, management, pupils' achievement and progress, and priorities in the school development plan.
- To appoint a person responsible for ALN (usually the Head teacher)
- To appoint a governor/sub-committee for ALN
- To report annually to parents on the implementation of the school's policy for children with ALN

## **The Responsibilities of the Headteacher**

The Headteacher has responsibility for:

- The day to day management of all aspects of the school's work including the provision for children with ALN and to ensure the availability of necessary resources
- Keeping the Governing Body fully informed
- Liaising with the School's ALNCo
- Ensuring equal rights in all areas of the curriculum, school life and extra curricular activities
- Ensuring that ALN is on the agenda of staff meetings and TA meetings regularly, and that there are opportunities for whole staff discussions

## **The ALN Coordinator's responsibilities and role (including his/her responsibilities and role as a supporting teacher)**

The ALN Coordinator has responsibility for the day-to-day operation of the ALN policy in conjunction with the Head teacher, and for coordinating provision of children with ALN and keeping the Governing Body fully informed. At Bryniago, we define in detail the role of the ALN Coordinator as –

- Underpinning the ethos of the inclusion policy which exists in school
- Liaising with staff and parents
- Ensuring that all staff are able to identify and provide for a child with ALN and follow the appropriate steps
- Co-ordinating pupils, teaching staff, TAs as appropriate, provision and activities
- Co-ordinating training for staff and ensuring Continued Professional Development for them in ALN in conjunction with the Head teacher.
- To be available as a point of contact and to liaise with all school staff and pupils, the LEA, external agencies, parents, the governing body and the Governor with responsibility for ALN
- Discuss matters at regular intervals with the governing body's sub-committee for ALN who will then report back to the full governing body
- Advise staff, parents and pupils when needed
- Organise, chair, and record annual meetings of children with Statements
- Ensure that recommendations from Statements and Annual Reviews are carried out
- Ensure every child on the ALN register has an IEP
- Ensure parents and children play a part in planning IEPs and in reviews, to make them aware of provision, assessments and results, and to listen to their views
- Support class teachers
- Ensure that the ALN policy is current and know of new developments in the field
- Monitor all ALN matters throughout the school and act on them accordingly
- Update the SEN list and provision map
- To keep records and write various reports
- Teach pupils
- Monitor IEPs and the ALN file of teaching staff
- Provide support to other staff members formulating IEPs
- Ensure that the Graduated Response is carried out, including referrals at School Action and School Action +
- Carry out assessments and observations
- Ensure reviews are carried out at least twice a year, and more frequently if required
- Contribute to in-house staff training and to communicate information about ALN
- Provide resources and information
- Provide general information to students with ALN

### **The Role of the Teaching Assistant (TA)**

Associate staff are valued members of the school who support the development of differentiated curriculum approaches to meet the diversity of pupils' learning needs and promote the inclusion of children into our school. The role includes:

- Promoting inclusion
- Working with and supporting a child/children within and outside the classroom
- Attendance at the annual review of a Statement of a child with whom they work
- Develop appropriate resources
- Attend training courses
- Liaise with the ALNCo when needed
- (Also see job description)

### **Responsibilities of the whole school**

Provision for pupils with ALN is a matter for the WHOLE school – Head teacher, ALNCo, governing body and staff. Staff implement and coordinate ALN whilst statutory duties reside with the governing body.

The ALN register and provision map is kept and updated by the ALNCo.

The provision map shows

- the child's name and date of birth
- school year
- graduated response stage
- finance
- the provision and support received throughout the academic year

Diaries, assessments, observations and teacher comments are kept by the class teacher and the TA. IEP targets are monitored by the class teacher and the TA. Where appropriate, information will be fed into the INCERTS and SIMS system for tracking.

The support teacher keeps regular records on the children (s)he teaches.

Information on children with ALN is kept centrally by the ALNCo and relevant information kept by the Head teacher and class teachers.

Matters relating to ALN can be shared by any member of the teaching staff during staff meetings, or any other time during staff meetings, or any other time.

### **Links with other Policies and Procedures**

Our basic principle encompasses the right of every child to receive a wide, balanced and relevant education. With such an inclusive principle, it is impossible for this policy to stand alone. This policy is closely linked to and intertwines with the following policies and procedures: Teaching and Learning; School Development Plan; Equal Opportunities Policy; Behaviour Policy; Continuous Professional Development Plan; Staff Performance Management; School's Self Appraisal; PSE; Equal Rights; Inclusion Policy.

### **Links with Parents**

We encourage strong links and a close relationship between home and school for EVERY child. An introductory book is given to the parents of every new child which includes information on the school's open door policy, and information is also available on the school website.

Should a parent express concern about his/her child, the school's open door policy means that parents are welcome to come and discuss the matter with classroom teacher, the Head teacher or the ALN Coordinator. Following on from this, steps will be taken in line with the steps already taken previously.

The open door policy means that parents have a right to voice an opinion or a complaint, and to bring complaints to the Head teacher at any time, but it is more convenient for all concerned to make an appointment first.

Reports of parent's concerns/complaints are kept by the Head teacher as well as a report on the steps taken to resolve the situation.

### **Transition**

We believe in strong links between ourselves and the secondary school. With very few exceptions, the children will go to Ysgol Gyfun Gŵyr. Our transition arrangements are detailed, planned according to the child's needs, and are well established. Meetings are held between teachers from Ysgol Gyfun Gŵyr, namely the ALNCo and Head of Year 7, and children in Y5 (if statemented) and Y6, the children's parents, and teachers from Bryniago during the children's final year in our school. If need be, regular meetings will be held between the schools and parents in order to resolve any problems related to a particular child's ALN. In addition, children with Statements will visit Ysgol Gŵyr with the support teacher or a TA and sometimes a

member of staff from the Bryn Tawe Speech and Language Unit prior to the whole class in order to familiarise themselves with the surroundings and to meet key members of staff. The unit in Bryn Tawe also hold bridging lessons for children with Statements with whom they are involved, and the whole of year 6 go on a bridging course to Llangrannog.

Children with Statements (and any other child if necessary) who are moving from year 1 to year 2 are brought over to the main building on several occasions with a TA (usually a TA who works with them) in order to become familiar with their new classroom, surroundings and teacher, prior to the others in the class.

### **Links with other schools regarding ALN**

The ALNCo is in contact with staff from other schools 3 times a year during the termly networking meetings for ALNcos and support teachers and attends the ALN conference with members of other schools.

The ALNCo works in close collaboration with the ALNcos in other cluster schools in order to share good practice and support the work being done in the cluster.

### **Links with external agencies**

Many external agencies are used with reference to ALN. The main point of contact is the ALNCo, though the Head teacher and/or another member of staff may be contacted also.

1. **Teachers and specialist staff** e.g. speech and language, behaviour, visual impairment, hearing impairment, speech therapist

The specialist teachers and staff work closely with the ALNCo, the class teachers and TAs. Their role includes-

- planning the work for the term and year with the ALNCo
- helping with the identification of a child's ALN
- advising staff on effective strategies, provision, and IEP targets
- carrying out assessments, observations and interventions with children
- providing resources
- liaising with parents and other external agencies
- meeting parents before implementing any action with the children and reporting back after intervention
- attending annual reviews of a Statement when appropriate and contributing to it
- reviewing IEP targets with the ALNCo and other appropriate staff

Their support is invaluable, and key to the development of children.

### **2. Educational Psychologist**

His/her role includes:

- planning work for the term with the ALN Coordinator, ensuring the pupils are prioritised
- liaising with appropriate members of staff
- helping with the identification of a child's ALN through observations and assessments
- holding consultation and statutory assessment meetings, and meeting with parents both before assessing the child and afterwards with feedback Parents are welcome to be present during their child's assessment or they can ask the support teacher to attend on their behalf should they wish to do so.
- attending most annual reviews of Statements, contributing to them and advising the school of the next steps.
- liaising with school following the county's Annual Reading Survey which is the basis of A B and C band funding for the school

His/her advice and action are very valuable.

3. **Health Service** e.g. school doctor, nurses, occupational therapists, speech therapists, paediatricians, consultants.

4. **Education Welfare Officers**

5. **Social Services**

The importance of multi-agency working for the welfare of children is acknowledged.

### **Admitting children with ALN**

See admissions policy.

## **Training**

We prioritise training needs through the SDP, monitoring results and also the needs of staff and pupils as they arise. Training is held by using our own staff e.g. ALNCo, external specialists and/or the LEA's own internal specialists. When additional training is needed, whole staff training is organised. According to the experience and qualifications of new classroom teachers, information and possibly training is given by the ALNCo according to the needs of the member of staff and the children in his/her care. The governors on the SEN/ALN sub-committee have attended some courses and have reported back to the Curriculum/ALN Sub-committee and to the full governing body. Other members of the Body are encouraged to attend courses, and also to visit the school. See CPD Policy.

We have a stable group of experienced TAs. The TAs also have a close working relationship with the ALNCo in regard to children with ALN, particularly those TAs working with children with Statements. The ALNCo is available to train when necessary, and to offer effective strategies and useful resources as the need arises. The TAs work under the direction of classroom teachers.

All TAs are sent on relevant courses in accordance with the needs of the children in their care. Staff are encouraged and supported to follow long term courses that will improve their qualifications. Support staff are included in all INSET days and in ADDS sessions when the subjects discussed are relevant. However the HLTA is present at every session and reports back to them during meetings.

## **Self Evaluation**

Please see Self Evaluation Document.

On an annual basis, we use the LEA/ALN self-evaluation document as a baseline for monitoring and further developments.

Finally, we accept and implement the Code of Practice, believing that our purpose is to enable pupils with ALN to achieve their full potential, to be fully included in their school community, and in the long run to act as a bridge to support them in their successful transition to adult life.