

St Joseph's RC Primary School



ADDITIONAL LEARNING NEEDS (ALN) POLICY

St Joseph's RC Primary School

ALN POLICY

ALN Coordinator:	Mrs Bev Godwin
Head teacher:	Mr John McMorrow
Governor for ALN	Ms V. Clark-Browning
Date Policy was originally implemented:	September 2004
Date of Annual Review:	Policy will be reviewed annually

Objectives of the Governing Body in Making Provision for Pupils with ALN

- Children with learning difficulties are identified as early as possible, so that all staff are aware of the needs that have to be met in line with the new Code of Practice for Wales.
- The school's resources and expertise are engaged in providing an appropriate learning environment to meet the child's additional learning needs.
- Parents are fully informed and involved in the school's response to the needs of their child.
- Those children with learning difficulties, for whom the school feels unable to cater, are brought to the attention of the Local Authority (LA).

The Schools' Governors' responsibility is to ensure that all teachers are made aware of the importance, not only of identifying children with additional learning needs but also of making suitable provision for such children, and to support the school's endeavours in this respect. The school governor responsible for additional needs is Ms Vicky Clark-Browning.

Admission arrangements for pupils with ALN: admission arrangements are the same for all pupils.

How parents will be informed:

Parents of children targeted for additional support will be informed at the time the need is identified. The Headteacher and ALNCO will also be available by appointment to discuss issues as they arise. Parents will be involved at all stages of the process as part of a pupil centred planning (PCP) approach.

The Identification of ALN children

Screening and Diagnostic Procedures

- Teacher's assessments and observations
- Nursery/Reception baseline.

- The British Picture Vocabulary Scale – This is a test of hearing or receptive language for Standard English and will be used from Year 1.
- Welsh government tests (Reading, procedural and reasoning)
- GL tests in English, Maths.
- Dyslexia Screener (from year 3).
- GL Reading Test
- Accelerated Reader
- Catch-up assessments for Maths and English.
- MALT Maths assessment.
- Maths age test.
- Read, Write, Inc. assessments.
- Pupil Progress Meetings

Additional arrangements and targeted support

- A list of all children in need of support is recorded on an Additional needs Register – the Register contains information on areas of concern. The ALNCO also has a file containing other relevant information concerning the child.
- Children identified as having additional needs (AN) receive individual and/or small group intervention from teaching and support staff using appropriate material relating to their AN e.g. ELSA & Lego Therapy programmes, individual programmes plus any curriculum work requiring extra support. All information relating to timetabling and pupils/groups receiving support is kept on a shared, secure ALN drive.
- Baseline profiles in nursery/reception will be used to identify early concerns but will not be used to establish whether individual pupils have AN, but to enable teachers to provide appropriate teaching strategies for these children.
- Inreach support, S.P.L.D Service / sensory impairment, speech, language and communication and the LA IP (Inclusive Practice) team are used for advice and support. When necessary the educational psychologist will be involved with pupils' assessments.
- All targeted pupils have a one-page profile (OPP) which has been agreed by the cluster with individual targets when needed. These are drawn up in conjunction with pupils, parents and staff.
- Pupils with significant complex needs will follow a graduated response approach which may result in an individual development plan (IDP).

Curriculum Organisation/Teaching Methods

The class teacher will devise a curriculum that is sufficiently differentiated to cater for the needs of ALN pupils taking account of their targets. They will use a universal approach in the first instance to meet the needs of all pupils in their class.

Teachers who have concerns that a pupil's needs are not being met universally will meet with the ALNCo to discuss strategies to implement to support the individual. These pupils will be discussed as new concerns arise as well as at regular scheduled staff meetings/consultations/pupil progress meeting with the ALNCo, ARR coordinator and staff.

After the needs have been discussed actions will be agreed and targeted support may be put in place if needed and reviewed as necessary.

Children withdrawn in ALN groups are not affected with regards to their curriculum entitlement.

How Resources are allocated

A proportion of the School's budget is used to fund general ALN support; the school also receives specific funding for ALN, which is allocated to those pupils that the school has identified as needing specific support.

Complaints Procedure

Any complaints will be raised with Headteacher and then discussed with the ALNCO. Please also see Complaints Policy Procedure.

Role of the ALNCO

The ALNCO should be responsible for:

- Ensuring that appropriate targets are in place
- The day to day operation of the school's ALN policy
- Liaising with and advising staff
- Co-ordinating provision for children with ALN and collate, record and update relevant background information
- Liaise with parents of children with ALN.
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

Role played by pupils (Pupil Centred Planning)

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.

We encourage this by:

Pupil centred planning in general.

- Discussing pupils' needs with them.
- Evaluating their work/progress through discussion and feedback
- The writing of his/her targets and OPP (one-page profile) the setting of targets and the reviewing procedure.

Role Played by Parent

Parents will be involved at every stage of the code. Parents will be contacted when concern is first expressed. Parents' views and concerns will be incorporated into assessment and target reviews, and more generally by completing a whole school questionnaire annually.

Availability of the Policy to Parents

A concise statement of the school's ALN policy is included in the school prospectus. The full policy will be available from school on request and is available on the school website www.stjosephs.cymru

To keep parents fully informed there will also be a report on ALN provision in the annual Governor's Report.

Other Agencies

Regular cluster and network meetings.

Links with other schools to pass on information and records.

Visits to schools.

Discussions of individuals with ALNCO – secondary sector.

The school works closely with Health Services, Educational psychologist, Social Services, Welfare Services and voluntary organisations to enhance the learning and provision for all its pupils with additional needs.

Stages of the Code of Practice

Universal Provision

This is where teachers adopt strategies and teaching methods that address the needs of all pupils within their classroom environment ensuring that resources are appropriate and used for maximum benefit. It also includes the adaptation of the physical environment and utilisation of additional adult support effectively. Staff have received in depth training in differentiation and have access to the matrix which removes barriers to learning for specific pupils. The ALNCo and ARR coordinator keep a provision map which shows the universal provision across the school.

Targeted Provision

Where universal provision is not meeting the needs of the pupil a targeted approach will be taken. This may mean pupils are withdrawn for extra support, this could be a short-term intervention, for example, to catch up on basic skills or a longer-term approach.

All targeted pupils will have a OPP and specific targets.

Specialist Support

Where targeted provision still does not meet the child's needs outside agencies are involved. A PCP meeting is held – this will involve multi agencies, parents and pupil. The strengths and needs of the pupil are discussed and where it is deemed appropriate an IDP will be put in place to support the pupil's learning needs. This will be shared with all interested parties.

When the school is unable to maintain the IDP or a child on an IDP is still causing concern then the school will discuss with parents if a change of placement is needed. If a change of placement is agreed the school will apply to the LA ALN panel for an alternative and suitable setting.

Any statemented pupils will have their statement transferred to a Local Authority IDP.

Transfer

If a child has received any level of additional needs support, the school ensures that all documents concerning the school's interventions with the child are transferred to the receiving school.

This policy has been rewritten in line with the new Code of Practice for Wales and the school will follow the implementation plan drawn up by Welsh Government.

This policy is reviewed annually by the School's Governing Body

Date of review: October 2024

Signature of Chair of Governors:

Signature of Head teacher: