

St Mary's RC Primary School
Ysgol Gynradd Santes Fair



Additional Learning Needs (ALN) Policy

St. Mary's R.C. Primary School
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Date of Policy

July 2021

Review Date

July 2024

Learning for Life with Christ as our Light.

Mission Statement

Learning for Life with Christ as Our Light

Vision

At St. Mary's we are committed to providing a Catholic education which also fosters a sense of Welsh identity through an appreciation of Welsh language, history and culture.

We believe firmly in the Gospel Values and in our role as educators to nurture pupils, identify their talents and provide them with all the skills they need for life in the 21st century, as citizens of Wales and the wider world. We seek to create a supportive environment in which every pupil feels valued both as an individual and as an integral part of our St. Mary's family – Ein Teulu Santes Fair.

Our devoted and dedicated staff will work together alongside families, our parish and the wider community to inspire, motivate and encourage all of our pupils so that they become confident individuals, who are ultimately imbued with a love for life-long learning.

Objectives

Encompassing the Four Core Purposes of the Welsh Curriculum and the Catholic Pupil Profile, we seek to:

- Provide a broad and balanced curriculum, utilising a variety of creative, practical and problem-solving activities which enable access for all learners.
- Use our local environment in Chepstow and look further - in Wales and the wider world to enhance our learning.
- Provide excellent role-models for our pupils, leading by example in all that we do.
- Encourage and support one another in all goals - recognising talents, celebrating achievement and embracing failure as a path to future success.
- Strengthen our home-school links, recognising that parents are the first educators of their children and supporting families in this important role.
- Provide high quality, enriching learning experiences which will support children in their knowledge, understanding and development of academic and life-long skills.
- Regularly monitor and evaluate progress and standards throughout the school, with the support of all stakeholders, to ensure continual growth and development.
- Obtain advice from, and work in tandem with external agencies to support all pupils with additional learning needs.

Aims

Through the achievement of our objectives, our aims are that all children will:

- Develop a loving, personal relationship with God which will deepen their faith.
- Be accepting of others, respectful in their behaviour and always considerate towards the feelings of those around them.
- Recognise our similarities and differences and developing a sense of fairness and justice.
- Become well-rounded individuals who have a positive attitude to life and recognise their self-worth.
- Become enthusiastic life-long learners – ready to face the challenge of the ever changing modern world and global society.
- Recognise their strengths and areas of development.
- Develop confidence in challenging themselves in order to fulfill their potential.

Learning for Life with Christ as our Light.

Rationale

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have additional educational needs.

The fundamental principles set out in the Code of Practice (DFES/581/2001) underpin this policy together with guidelines established by the Local Authority. This is further supported through the ALN Act 2018 (statutory implementation of roles in January 2021 and systems in September 2021 through a three year transition process). It also incorporates the three key principles set out in the National Curriculum Inclusion Statement (QCA/99/458):

1. Setting suitable learning challenges
2. Responding to learners' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of learners.

At St Mary's RC Primary school, we are committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs. From the ALN Act 2018, it states that "a person has additional learning needs if they have a learning difficulty or disability which calls for additional learning provision. A child of compulsory school age, or a person over that age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability under the Equality Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream schools."

Aims

- Learners with identified additional learning needs and challenges will be enabled to have full access to a broad, balanced and relevant curriculum. This will include access to physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy provision.
- To provide provision through universal, targeted and specialist support and intervention to support learning for all. For children with Additional Learning Needs, we will provide Additional Learning Provision, where resources allow, and with the support of the LA and outside agencies, we will keep abreast of best practice when devising intervention, support and provision.
- To use a person centred approach to ensure the wishes, views and opinions of the learners are captured. Learners, parents and other stakeholders will be involved as far as possible in developing their One Page Profiles and where appropriate, setting targets. Using SMART targets, where appropriate, learners will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets.
- Intervention and provision will be reviewed within the normal Monitoring cycle at school through a person centred review. IDPs will be formally reviewed through a person centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a learner's progress, taking into account the views of parents, teachers and the learner.
- To establish a continuity of provision and expectation through consultation between feeder primary schools, the secondary school, the LA and other partners. Learners will be fully involved in transition phases, when entering the School, when transferring between Key Stages or to new classes.
- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need and does not support a 'bolt-on' approach of creating new systems and policy.
- Parents and carers will be included fully as partners in the decision making process in providing additional support, and will be encouraged to participate fully within ALN processes. Their views and understanding of the learners' needs will be taken fully into account.
- The School's normal assessment system will ensure that all learners progress is tracked. In addition, there will be a 'monitoring' system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the Senior Leadership Team and the Additional Learning Needs Coordinator through tracking and monitoring systems.

Roles and Responsibilities

All staff in the schools will ensure the policy and the Code is implemented daily and embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the IDP, plans, delivers and assesses achievement and progress according to the needs of the learner.

The Class Teacher - Has responsibility:

- To provide high quality teaching and learning as part of the **universal provision** of the school.
 - To ensure that achievement and progress are appropriate to the needs of the learner, demonstrating high expectations and challenge for all.
 - To differentiate learning and materials and set achievable goals to ensure that the learners experience success through lesson evaluations.
 - To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress
 - To attend and lead reviews and discussions on learner progress as required.
 - To record and report any concerns on learner progress to the Senior Leadership Team or ALNCo, as appropriate.
 - To communicate with parents, raising concerns and celebrating progress.
 - To support the effective handover of information to ensure successful transitions.
- To provide high quality teaching and learning as part of the **targeted provision** of the school.
 - To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the learner's IDP or One Page Profile.
 - To support the school processes around early identification and targeted intervention to meet individualised need.
 - Gain advice from the Additional Learning Needs Coordinator when required.
 - To contribute to the provision map for individual learners, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
 - Maintain records in a timely fashion, ensuring One Page Profiles, Person Centred Review Paperwork and IDPs are shared with parents and the ALNCo in line with the agreed review cycle.
- To support **specialist provision** of the school.
 - To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo.

Teaching Assistants - Has responsibility:

- To provide high quality teaching and learning as part of the **universal provision** of the school.
 - For liaising and advising teaching staff on additional learning needs matters.
 - For having a good knowledge of the learners' needs, provision and targets (where relevant, the IDP Outcomes) and implementing the agreed provision
 - To attend reviews and discussions on learners' progress where appropriate.
 - When supporting in lessons, adapting work and providing support and confidence to the learner and setting appropriate short term targets.
- To provide high quality teaching and learning as part of the **targeted provision** of the school.
 - Work with the class teacher for keeping records on learners receiving targeted support and their progress (where relevant).
 - Work with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of targeted support.
- To support **specialist provision** of the school.
 - Work with the class teacher for keeping records on learners receiving specialised support and their progress (where relevant).
 - Work with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of specific support.

Additional Learning Needs Co-ordinator - Has responsibility:

- For the daily oversight and implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff and Teaching Assistants on additional learning needs and additional learning provision matters.
- For supporting early identification of need and overseeing reasonable adjustments within universal, targeted support and specialist support required to meet needs.
- Working with the class teachers and Senior Leadership Team to oversee the provision for learners with additional learning needs at a universal and targeted support level throughout the school.
- For the development, monitoring and tracking of the Provision Map for learners with additional learning needs.
- Liaising with and advising teachers and support staff in planning appropriate programmes of intervention.
- For overseeing the records of all children with additional learning needs, including the completion of appropriate referral forms.
- For contributing to the in-service training of staff.
- For identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- For liaising with parents / carers.
- For supporting staff and providing oversight to the timely and effective completion of referrals to external agencies.
- Working alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs, with effective implementation of strategies, appropriates and provision agreed.
- Meeting with and providing feedback to the ALN Governor.
- Contributing to the School Development Plan and the identifying resource needs.
- Ensuring the IDP reviews are completed within statutory timescales (as well as Statement until they are all transferred to IDP in-line with the Welsh Government schedule of transformation).
- Statutory responsibility for implementation of the Code.
- Oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

Headteacher - Has responsibility:

- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing the Additional Needs Co-ordinator, ensuring appropriate time allocation for completion of ALN matters.
- For co-ordinating, alongside the Additional Need Co-ordinator, the provision for learners with additional learning needs, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- For overseeing the records of all learners with additional learning needs.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs through the Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists and school nurse will represent an additional tier of staffing provision. Their role will be primarily to support and guide class teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if necessary to the success of the learner, withdraw learners for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

Identification and Provision

At St Mary's RC Primary School, we are working towards the national implementation of the ALN Act 2018 in September 2021. This legislation will be used to support all learners newly identified as having an additional learning need which calls for additional learning provision in-line with the Welsh Government Transition Plan. Following this plan, all other learners with an already identified need will remain on the current system in-line with Welsh Government transformation guidance.

Learner, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN concerns with the ALNCo.

This follows a graduated approach, ensuring at the first level effective universal provision to overcome barriers is monitored and evaluated. Where appropriate progress is not made, targeted intervention is implemented in order to overcome barriers and reviewed on a termly basis. Where a learner is identified as having significant and complex needs, which call for additional learning provision, an Individual Development Plan will be created.

The National Curriculum Statement emphasises the importance of providing effective learning opportunities for all learners and offers three principles for inclusion:

- setting suitable learning challenges;
- responding to learners' diverse needs;
- overcoming potential barriers to learning and assessment.

Identification and monitoring of a learner with Additional Learning Needs is carried out through the assessment and wellbeing processes at each of the Cluster Schools.

Teachers are involved in the on-going assessment of learner needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Learners are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- National Curriculum Levels / Foundation Phase Outcomes;
- Personalised Assessment Data;
- Diagnostic testing assessments by class teacher, ALNCo and outside agencies;
- Behaviour / Relationship Logs;
- Transition information from previous setting / school;
- Information / Reports provided from external professionals;
- Reference to previous concerns or discussions with parents.

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Where reasonable adjustments or targeted support is in place, a One Page Profile may be developed with the learner, parents and class teacher to agree and share approaches. Targets will be monitored and tracked by the class teacher using the usual assessment process of the school.

When an additional learning need is identified which calls for additional learning provision, an Individual Development Plan will be developed to demonstrate needs and provision to meet the identified needs.

Transition and Induction

On receipt of application for an in-year transfer from the LA, information is collected from previous settings as early as possible to determine whether the school can meet the needs. On transition between classes and phases, information is passed from one class teacher to the next. On receipt of confirmation of Reception placements, transition arrangements are put in place. Within reason, pre-schools will be visited prior to learners joining the Primary School. Enhanced transition is in place for learners with Additional Learning Needs, based on need.

For learners with Local Authority funded provision, additional meetings are held with the Local Authority and other stakeholders to determine whether need can be met within the preferred setting. Where possible, Year 5 and 6 Annual Review meetings are attended by the Secondary Representative. Learners with funded provision are discussed in a meeting between the LA and Secondary School in the December before the September of entry, to discuss needs and how these can be met.

Communication with the Local Authority, the associated Educational Psychologist and any external agencies involved with an individual supports the transition between all settings, whether in-year or a phase transition. One Page Profile and IDP information is passed on from feeder schools to the secondary provision at the point of transition.

Identification and Support

The schools' assessment and pastoral systems allow for the collection of qualitative and quantitative data in each Key Stage and Year. Learners requiring support can then be identified and appropriate intervention made. Data is collected from assessment, recording and reporting systems, attendance data and relationship systems. The level of support required by a learner is reviewed at 'Learning Review Points'.

The level of support provided is laid out in the Code of Practice as follows:

- **Specific Additional Learning Provision:** The needs of a learner are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the learner's needs.

Where a learner is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the learner and school staff. Individual Development Plans can be maintained by the school or the Local Authority, based on need. Learners without Statements of SEN in will transfer to IDP's in-line with Welsh Government's transformation process.

For learners with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs.

In all cases of a Statement of SEN or an IDP, a review meeting will be held annually and all stakeholders invited to contribute.

- **Targeted Intervention:** School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the learner to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.
- **Universal Provision / Reasonable Adjustments:** All teaching and learning throughout the school is inclusive to meet the needs of nearly all learners, including high quality differentiation. This can also include reasonable adjustments which are required to overcome barriers to learning. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

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One Page Profiles are created with learners and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles and Target Sheets are accessible to all staff. Both are working documents, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Provision is evaluated through:

- Analysis of learner tracking data and test results
- Value added data
- Monitoring of procedures and practice by the Senior and Middle Leaders
- Reviewing individual IDP targets
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The School Development Plan/Additional Learning Needs Development Plan.

An Additional Learning Needs Audit, carried out for each Year Group annually, collating the number and percentage of learners on each level of support.

Linked Policies and Guidance

The Additional Learning Needs Policy should be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Assessment Policy
- Strategic Equality Scheme
- Wellbeing and ACEs Guidance Documentation
- Code

List of Agencies Involve with the School

- Educational Psychologist
- Visually Impaired
- School Health Nurse
- Speech and Language
- Hearing Impaired
- COMIT
- GEMS
- SPLD
- Social Services
- Early Help Panel
- Face 2 Face Counselling
- Youth Access
- CAMHS
- PRS
- OT
- School Nurse
- Young Carers

Review of the Policy

This Policy is due to be reviewed annually in line with any changes to the transformation to the ALN ET Act 2018 made by Welsh Government.

Signed: _____ (Headteacher)

Date _____

Signed: _____ (Chair of Governors)

Date _____