



# Ysgol Betws



## Additional Learning Needs Policy

### **A Definition of Additional Learning Needs**

The term 'additional learning needs' (ALN) covers a range of different kinds and degrees of difficulties and disabilities including:

- physical
- intellectual
- emotional / behavioural
- linguistic
- the needs of the highly gifted

At the current time WAG is reviewing the ALN provision in Wales:

The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

This policy will be updated when the consultation concludes.

### **Additional Learning Needs Co-Ordinator (ALENCO)**

The ALENCO at the present time is the Assistant Head. The ALENCO's duties are outlined in the Code of Practice. The Headteacher also has a role to play in the day to day management of provision for children with ALN.

### **Aims of Special Needs Provision**

The school supports the principle that the cardinal purpose of education is the same for all pupils. Curriculum provision for additional learning needs children must satisfy, in all aspects, the same curriculum criteria as for all other children. Provision should be broad, balanced, relevant and differentiated.

All children have a fundamental right to equality of opportunity and full access to the National Curriculum.

Pupils have the right to have their needs identified and assessed as early as possible in their school careers. This assessment should lead to immediate intervention.

All assessment should be seen as a collaborative activity between:

- pupils
- parents
- teachers
- outside organisations

ALN provision should be continually monitored evaluated and modified accordingly.

## **Admission Arrangements and Special Facilities**

These arrangements are the same for all pupils – children are admitted on a part-time basis, the term following their third birthday. The school does not specialise in any area of ALN, but all areas of the school is accessible for those with disabilities.

## **Identification, Assessment and Provision**

All pupils are entitled to The National Curriculum, and programme of study for each key stage should be taught in ways appropriate to their abilities.

The class teacher is initially responsible. The teacher works closely with the child in a classroom situation and modifies teaching methods, expects differentiated outcomes enabling the child to work towards achievable targets.

Children who appear not to be making progress either generally or in a specific aspect of learning need ALN intervention. The child's parents should always be consulted and kept informed.

The Code of Practice suggests a 'graduated' model for the identification and provision of ALN. Initially the school should intervene through *Early Years Action* in the Early Years setting and *School Action* in the Primary phase. If the intervention (usually differentiated work or some extra support from classroom staff) does not enable the child to make satisfactory progress the ALENCO may need to seek advice and support from external agencies. These forms of intervention are referred to as *Early Years Action Plus* and *School Action Plus*. If this is not effective to enable the child to progress satisfactorily, then the ALENCO, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

(These stages will possibly change following consultations,)

Primarily the class teacher identifies the child's difficulties, gathers information and engages in discussion with the ALENCO, parents and child. Information may be reviewed from time to time and further information gathered.

Standardised tests, National Curriculum attainments, class records, Assessment Profiles, observation of behaviour etc... may all be used to define pupils' difficulties in observable terms. Support, and assessment, can also be undertaken by outside agencies as the Educational Psychology Service, behaviour support services, teachers of hearing and visual impairment.

A one page personal profile document will be drawn up to summarise the child's needs and preferences. All pupils have a One page profile, with pupils with ALN having a One page profile plus, in order to target their needs. The procedure is class based and notes what we like and admire about the child, the child's strengths and how best to support the child. Targets and learning objectives and should be reviewed regularly.

A child on the school action plus register may need an Individual Development plan to support learning and personal needs.

Learning difficulties can be defined by the following criteria:

- Low attainment in one or more of the following specific areas – reading, spelling, writing or numeracy.
- Significant discrepancies between levels of literacy and / or numeracy and levels of general intellectual ability.

- Low attainment having no clear external relationship or cause.
- Failure to make normal progress.
- Specific difficulties within the areas of auditory and / or visual information processing which cannot be explained by sensory loss.
- Positive indications of specific difficulties in literacy and / or numeracy performance.
- Difficulty with sequential memory.

If a child has been statemented, or a child has an IDP, the LEA may provide additional support.

The school will provide a provision map for all other pupils.

All children with ALN will be taught within the mainstream organisation of the school. From time to time children with ALN may be taught on a one to one basis or small group basis outside the classroom. These children are entitled to the same balanced and broadly based curriculum. Subsequently, teachers must plan appropriate programmes of work within the existing curriculum framework and subject areas. Focus groups will be formed.

Differentiation strategies will be used to help children to reach achievable targets in their learning programme.

### **Monitoring / Review**

The ALENCO reviews and monitors progress and the effectiveness of special help. Pupils with ALN should be included on the ALN register which must be updated regularly. Review meetings should be held and involve the ALENCO/ teachers and parents.

### **Partnership with Parents**

Parents should be fully involved with any school-based action for their child. The school informs parents when they first identify additional learning needs, and maintains an active partnership with parents. Parents also have a responsibility to communicate effectively with the professionals to support their children's education, alerting them to any concerns they have about their child's learning provision. Both parties need to fulfil their obligations under home-school agreements which set out expectations on both sides. Parent of pupils with ALN are invited to the school to discuss their child's progress termly.

