

ALN Policy



Signed:

Date:

Review Date:

Our overall ambition in all we do is to ensure our pupils have excellent opportunities to develop into:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Additional Learning Needs Teacher at St. Mary's School, Mrs. L. Perrins, has compiled this Policy, in keeping with the Code of Practice. The Policy has been edited in consultation with the Headteacher, Staff and Governors. All members of staff will be required to implement this policy. It will be reviewed annually. The Governing Body has appointed an ALN link governor, Mrs. Tracey Jones, to liaise with the Additional Learning Needs Teacher, to monitor the provision of Additional Educational Needs within the school and to keep the Governing Body informed of any developments concerning Additional Needs.

Objectives of the Policy

The main aim of the policy is to ensure that pupils with Additional Educational Needs will have the best provision available to them during their time at St. Mary's. It will help to ensure that all these pupils have access to the National Curriculum, and are included in all aspects of school life. The policy will also help with identifying pupils with Additional Educational Needs. A pupil will be considered to have an Additional Educational Need when they have a significant difficulty in learning that can no longer be catered for through normal differentiation of class work.

The Role of the Special Needs Co-ordinator (ALNCo)

The role of the ALNCo is filled by the School's SEN Teacher Mrs. L Perrins who oversees the day-to-day implementation of the School's ALN policy. This includes co-coordinating provision for the children on the ALN register within their classroom environment and also working with the children themselves, either in small groups or on a one to one basis. The ALNCo formulates Individual Education Plans (IEP's), Individual Behavior Plans or Care Plans, in consultation with class teachers, and will also discuss these with the pupils and their parents. Termly Review Meetings will be held with parents to review targets and set new ones and then a copy of the IEP/IBP/Care Plan, Review Meeting notes and pupils self assessment, will be sent home. The ALNCo will liaise with a range of external agencies in order to provide the best provision for each individual pupil. Parental consent must always be obtained before any external agency is consulted.

Admission Arrangements for Pupils with Additional Educational Needs

Admission arrangements for pupils with Additional Educational Needs who do not have a Statement of Special Educational Needs are in line with those for mainstream pupils outlined in the schools Admissions Policy. Admissions for pupils with a Statement of Special

Educational Need will be considered on an individual basis. The decision will be made by the Local Education Authority following consultation with the Statementing Officer as to the school's ability and suitability to meet the individual needs of the pupil.

Facilities for Pupils with Additional Educational Needs

At present facilities for pupils with Additional Educational Needs are made by providing access to the National Curriculum within the mainstream school and by providing extra support where necessary to ensure that pupil's needs are met. Most of the School can be accessed by wheelchair users and the Governors, together with the LA are prepared to consider adaptations should they be necessary.

Resources for ALN Pupils

An allocation from the school budget is used to fund the employment of the Additional Needs Teacher for two days a week. The Additional Needs Teacher is also provided with a budget to buy resources to use with the pupils on the ALN Register. The Additional Needs Teacher may use these when she is working with the children, the children themselves may use them independently to aid their learning in the classroom or they may be used by Class Teachers and Teaching Assistants within the classroom to support the children.

How the Need of Pupils are Identified, Determined and Reviewed

If class teachers have a concern regarding a pupil in their class, the ALNCo/ALN Teacher will be consulted and work will be differentiated to meet the need of the pupil. The child will be monitored and any problems will be noted.

School Action Stage

If, after a reasonable length of time, the pupil is showing little or no progress, then parents will be contacted, an IEP, IBP or Care Plan will be formulated and the child will be placed onto the School Action Stage. A Pupil Record Form will be started in consultation with the pupil, parents, class teacher and ALN teacher, so that the pupil can be monitored. The child will then have extra support either in the classroom or will work with the Additional Needs Teacher on a weekly basis. The IEP, IBP or Care Plan will be reviewed every term at a meeting with the parents, class teacher and ALN teacher. The pupil discusses his/her progress with the ALN teacher; completes a self assessment and this is then disseminated/shared during the meeting. Personal Centered Plans were introduced in September 2014 so that all ALN pupils have their overall needs considered.

At the review meeting a decision will be made that either:

- a) the pupil has made adequate progress and no longer requires School Action.
- b) the pupil has made progress but continues to need support at School Action Stage.
A new IEP, IBP or Care Plan will be formulated if necessary.

- c) the pupil is still making no progress and therefore needs more support. The pupil will then move onto School Action Plus Stage.

School Action Plus Stage

If the pupil is moved onto School Action Plus then generally External Agencies become involved in advising the ALN teacher and working with the pupil. Parental consent will always be obtained before any referral is made to any External Agency.

Extended School Action Plus Stage

If the pupil is still not making sufficient progress at the School Action Plus Stage then they can be moved onto the Extended School Action Plus Stage where people from Advisory Teams who have been involved in the child's previous IEP, IBP or Care Plan, will come in and work with the child on a regular basis for a block of time. Provision that has previously been made for the child will continue.

Statutory Assessment

For those pupils where Extended School Action Plus is still not sufficient to facilitate progress they will they be referred to the LEA for Statutory Assessment for a Statement of Additional Educational Needs. In order for a pupil to be referred there should be the following evidence or information about:

- a) the School's action throughout the previous stages
- b) previous IEP's which have been evaluated
- c) records of all IEP review meetings
- d) the pupil's most recent National Curriculum levels
- e) the pupil's most recent attainments in literacy and numeracy
- f) assessment information from external agencies
- g) views of the pupil and parents
- h) any involvement by Social Services or Educational Social Workers/other external agencies.

Once a referral has been made to the LEA the School will wait for the decision from the Statementing Officer.

Evaluating the Success of ALN Provision

The success of the ALN provision can be evaluated using three criteria. They are:

Pupil's Personal Progress

Following the intervention guidelines outlined in this policy, are the children showing an increased confidence in their work and attitude? Is there evidence of an improvement in their relationships with staff and peers?

Pupil's Educational Progress

Again as a result of IEP's set in accordance with this policy have pupils started to show academic progress towards their targets outlined in their IEP? Have they made any progress in the levels obtained in their /half termly assessments/end of year/End of Key Stage Assessments?

Staff Morale

Are staff able to work within the framework of the policy and be satisfied that pupils are receiving the best provision at school that is possible? Do staff have opportunities for professional development? Are staff kept up to date with any new information regarding Additional Needs via the ALNCo?

Arrangements for In-Service Training of Staff

INSET on aspects of ALN provision will be offered to the most appropriate person who will then relay any useful information back to all staff members. The School is able to utilize the services of the Education Inclusion Service and other External Agencies where on occasion training will be provided. The Headteacher is responsible for organising INSET opportunities and deciding upon the staff member who is most appropriate to attend.

The Role of Parents and Pupils

Parents play a very important role in the education of their children. We work in partnership with parents to provide the best support possible for our pupils. Parents are consulted when a teacher has a concern regarding a pupil and are invited into school to attend IEP/IBP/Care Plan review meetings on a termly basis. Parents are invited to contribute to the formulation of Personal Centered Plans for their child (from September 2014) so that a broader understanding of the pupil is achieved. Pupils are actively encouraged to contribute to their targets. Pupils will have ownership of their IEP/IBP/Care Plan by having a 'child-friendly' condensed version of their targets to refer to in the classroom (these are kept in the front of their working files as well as their one page profiles). This will encourage any TA's to be knowledgeable about the child that they are working with and the child's targets for that term at all times.

Arrangements for Making a Complaint About ALN Provision

Should a parent feel that their child's needs are not being addressed or that their child is not making progress then they are advised to discuss the matter with the Class Teacher. If they are still unhappy with the provision being provided, then the matter must be brought to the attention of the Headteacher and ALNCo in line with the general complaints policy of the School.

Links with Other Schools

St Mary's has developed strong links with Ysgol Rhiwabon and the Maelor School, Penley. The ALN teacher provides information on pupils to the appropriate department at the High School. The same provision is available to other Secondary Schools of parental preference. Prior to transfer, the chosen Secondary School is informed of the particular needs of the child, including strengths. This is done through a personal visit to the school with the

transfer of records and also through discussion with the Secondary School ALNCo to discuss the overall well being of the child.

Early Entitlement is provided to the School by the Playgroup which is run in the adjacent community centre four afternoons a week.

Links with External Agencies

If necessary, the ALNCo can seek advice from a range of external agencies including:

- School Nurse
- Educational Psychology Service
- Education Inclusion Services
- Behaviour Support
- Literacy Support Team
- Educational Social Worker
- Speech and Language Therapy
- Wrexham Child Health Centre (Physiotherapy Department)
- Cahms