



Bishopston Primary School

Ysgol Gynradd Llandeilo Ferwallt

ALN Policy

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (YUNCRC). This policy enable our pupils to access and enjoy the following articles of the convention:

Article 6: Every child has the right to life

Article 12: Every child has the right to express their views

This policy will be reviewed annually or earlier if legislation and/or guidelines change and will be taken to staff.

Position	Name	Signature	Date
Chair of Governors	Kath Mattingly		Jan 18
Head Teacher	John Owen		Jan 18
Date of next review	Jan 20		

Additional Learning Needs

Vision

In Bishopston Primary school, we provide a stimulating learning environment where everyone is involved and everyone's contribution is valued. Children have the opportunity to develop intellectually, emotionally, socially, morally and spiritually, as well as physically. All our children are special. Our aim is to ensure that whatever their needs, whenever they occur, we can meet them appropriately.

How pupils with Additional Learning Needs engage in the activities of the school

Bishopston Primary School has an **Inclusive Education Policy**

This allows **all** children to have access to the curriculum and to the facilities of the school. Each child is included in a mixed ability class according to his or her age.

Although the school is operating in two buildings, provision for extra support is available in both departments and is accessed by all children, as and when the need arises. Both buildings have a Special Teaching Facility for children with specific speech and language difficulties. Each facility is designed to accommodate a maximum of nine children. These children are very much a part of the school and have access to the NC and learning opportunities as appropriate to their individual needs.

We make full use of all the opportunities that school life presents, to give the children a chance to make friends and feel happy. All children have access to the playgrounds, which are organised into nursery, infant and junior areas, we also share dining areas. Assemblies, school concerts and celebrations, visits, residential trips, parties, and discos etc. are all used as opportunities for all the children to be included.

Where it is felt appropriate to offer a child some extra support, this is handled very sensitively and every effort is made to ensure a smooth transition for the child between members of staff involved. This careful liaison allows children to have access to the mainstream class work whilst addressing their specific learning priorities.

The objectives of the Governing Body in making provision for pupils with Additional Learning Needs.

It has been estimated that, nationally, some 20 % of the school population will have special educational needs at some time during their time in school, (**Warnock Report 1978**). The range of special needs is from mild to severe; therefore, there will need to be a range of provision to deal with each child accordingly. Within the classroom, the general planning and teaching will cater for a wide range of abilities and aptitudes and this will include the provision for children with Additional Learning **Needs (ALN)**. The objectives of the Governing Body in making provision for pupils with special educational needs are:

- to help all children make progress,

- to access the National Curriculum and the desirable outcomes in the foundation phase
- enjoy all the opportunities that school life presents, as a valued member of their class/school.

The Special Educational Needs Code of Practice for Wales includes new rights and duties introduced by the **S. E. N. and Disabilities Act 2001** and outlines the arrangements schools must make for children with Special Educational Needs.

Additional Learning Needs Co-ordinator (ALNCO)

Currently, the role of ALNCO is carried out by Mrs Kathryn Jones. All decisions regarding special needs issues and provision are discussed with the Acting Head Teacher, Mr. John Owen. Further discussions are arranged with the class teachers, support staff and outside agencies on a regular basis.

The role of the ALNCO includes the responsibility for: -

- The day to day operation of the schools ALN policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for pupils with ALN
- Overseeing the records on all pupils with ALN
- Liaising with parents of children with ALN
- Contributing to the in-service training of staff.
- Attending courses and meetings to keep up to date with good practice.

Liaising with external agencies including the Educational Psychology & Formal Assessment Service, (E.P.& F.A.S.), Additional Learning Needs Access to Learning Team, Medical and Social Services and voluntary bodies

Roles and responsibilities

At Bishopston, provision for pupils with additional learning needs is a matter for the school as a whole. In line with the **ALN Code of Practice for Wales**, we recognise that, in addition to the Governing Body, the Head Teacher, ALN team and all other members of staff have important responsibilities.

- **The governing body**, in co-operation with the head teacher, determines the school's general policy and approach to provision for children with Additional Learning Needs, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

- **The governing body** has appointed an **ALN Governor**, currently Mrs. Kath Mattingly, to take a particular interest in, and closely monitor, the school's work on behalf of children with special educational needs.
- **The governing body** reports to parents annually on the school's policy on ALN
- **The head teacher** has responsibility for the day -to-day management of all aspects of the school's work, including provision for children with Additional Learning Needs. He will report to the governing body at least once per term.
- At the same time, **the head teacher** works closely with the school's ALNCO
- The ALNCO, works closely with the head teacher, senior management and fellow teachers and is closely involved in the strategic development of the ALN policy and ALN provision. The ALNCo has responsibility for the day-to-day operation of the school's ALN policy and for co-ordinating provision for pupils with ALN.

All teaching and non-teaching staff should be involved in the development of the school's ALN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Additional Learning Needs. **Statutory duties remain with the governing body.**

Admission Arrangements

These are based on the LA guidance and form part of our School Prospectus.

Admission Policy

Children with ALN are considered as part of our normal admissions procedure. A parent's wish to have a child with additional learning needs educated in the mainstream would be refused only in cases where the child's inclusion would be incompatible with the efficient education of other children. (Code of Practice 1:44)

Children are recommended for admission to our STF following a decision by the Local Authority ALN panel. The school's Educational Psychologist will organise an admission meeting, where parents, teachers and other relevant agencies can discuss the child's strengths and needs and arrange for an appropriate transition.

If children within the STF make considerable progress their placement can be referred back to the local authority ALN panel and they may return to their mainstream school.

Arrangements for co-ordinating educational provision for pupils with A.L.N

ALN provision is established throughout the school, from Nursery to Year 6 and is available as needs arise. These needs are identified as early as possible by the class teacher. Through discussion with the ALNCo the appropriate pathway for the individual child is decided. The class teachers are responsible for ensuring that needs are identified and provision made

within their classes through the Graduated Response. The ALNCo will keep records of all children on the graduated response pathway.

The ALNCO is responsible for arranging and monitoring the pattern that the support will take in consultation with the head teacher. This will be reviewed on a regular basis.

The ALNCO and Head Teacher are responsible for monitoring the implementation of any provision and this is done through termly reviews for all children do you need to specify this is review of IEP with parents , together with full Annual Reviews for those with a statement. Do we need to call this a pupil centred review and that this includes pupil, parents and staff within school and outside agencies??? I think you have said all this further down!

Provision for children within the Specialist Teaching Facility.

At the present time there are two **Specialist Teaching Facility classes** within the school, for children with specific speech, language and communication difficulties. These children are included in their mainstream classes whenever appropriate.

In the past few years we have also needed to make special provision for children with **physical disabilities**. Both buildings are on ground level and wheelchair access was provided by replacing doorsteps with a ramp. We also have nappy changing facilities in the Nursery/Infant building, and the ladies toilet in the junior building has been modified for disabled use.

How pupils with Additional Learning Needs are identified, have their needs determined and reviewed

1. Observation

- Formal, based on classroom observations of ability, behaviour, co-operation
- Informal, e.g. playground observation, diary notes.

2. Discussion with parents

- It is important to speak to parents as soon as possible after collating the relevant information and deciding what action is necessary. The class teacher will be responsible for contacting parents initially. When possible this would be arranged to coincide with Parents Consultation Evening. However, if this timing were not considered appropriate, the teacher would contact the parents by telephone or letter to make the necessary arrangements.

3. Comparison with peers.

- To check the child's overall development and work against criteria provided by the National Curriculum or Desirable Outcomes.

4. Review of their work

- In addition to the above, specific tasks could be given to help pinpoint difficulties -: developmental checklists e.g. early years: reading checklists.

5. Medical Information

- Should a medical condition such as a hearing or vision problem be picked up in school, parents would be notified, and an appropriate test arranged.
- Pupils with potentially life-threatening conditions, e.g. asthma or allergies requiring an epi-pen, need 'Health Care Plans', completed and signed by the parents, and also signed by the head and Community Paediatrician. These are reviewed when there is a change to a child's condition or medication. The medication that is kept in school is checked at the end of the academic year to make sure that the medication is still in date and whether new medication needs to be supplied by parents.
- Epi-pens and inhalers are kept in the Infant staffrooms and Junior Office, each child's medication is in a box with the child's photograph, name and class clearly marked.

The day-to-day operation of the schools ALN Policy is managed through the '**Graduated Response**' as outlined in the Special Educational Needs Code of Practice for Wales 2002. The graduated response is a model of action and intervention designed to help children towards independent learning and ensures that children's educational needs are met.

This approach recognises that there is a continuum of special educational need and encompasses a range of strategies, calling on increasing specialist expertise as necessary.

The special educational needs of most of our children are met within the mainstream setting through **Initial concerns, School Action and School Action Plus** .In a small number of cases we approach the Local Education Authority (LEA.) to make a statutory assessment to consider the issuing of a **Statement of Special Educational Need**.

The school follows the graduated response as recommended by the new code of practice (2002) to respond to children's special educational needs:

4 Stages:

1. **Initial Concerns**, will be recorded by the class teacher and discussed with the ALNCo to decide whether any further action is required or which pathway to follow.
2. **School Action (Class teacher responsible)**. At this stage an **Individual Educational Plan (IEP)** would be written by the class teacher and discussed with parents. The implementation of the plan is the responsibility of the class teacher.

If a child is not making progress with School Action provision, then it may be necessary to move onto School Action Plus.

- 3. School Action Plus** it is **the ALNCO's responsibility** to contact the appropriate outside agencies for additional support and guidance to address the individual child's needs. At this stage an **Individual Educational Plan (IEP)** would continue but would also include advice from outside agencies .Any strategies or work programmes given by outside agencies would be the responsibility of the class teacher.
- 4. Statement** .In a small number of cases we approach the Local Education Authority (LEA.) to make a statutory assessment to consider the issuing of a **Statement of Special Educational Need.**

Evidence of the above stages would be gathered and a referral to the Local authority would be made. An SEN panel would consider the evidence provided and make a decision as to whether the child needs a Statement of educational Needs.

The **ALNCO and Head teacher** keep an overview of all children on School Action, School Action Plus and those with statements.

All documentation regarding individual pupils will be kept on file. All agencies working with the individual child will have access to all information.

These interventions are part of our school's cycle of planning, action and review, which enables all children to learn and progress. They are not usually steps on the way to statutory assessment. If the interventions work successfully, some children will need less, rather than more additional, help.

Transition

Smooth transition and continuity across phases is ensured by

These arrangements apply for transition between Nursery and Reception, Foundation phase and KS.2 as well as KS.2 and KS 3.

- a. Cross phase links: Children have the opportunity to visit their new class in the summer term (moving up day), additional visits are arranged if staff feel they would benefit individual pupils. Staff meet to discuss pupil profiles and pass on snap shot profile.
- b. Pupils' records (INCERTs) are passed on and discussed.
- c. The ALNCO or STF Teacher and/or Head teacher attending reviews and Annual Reviews, information-sharing meetings with representatives from all departments involved; parents, the child and any appropriate outside agencies. For pupils in the STF there is also an admissions meeting in their new school

Reviews

A review of a pupil's progress against their IEP will be held at least once a term. **At School Action** the class teacher will review the child's progress with the child and parent. In this way parents are kept fully informed of their child's progress and involved in what is going on in school. These reviews will take place whenever possible **on Parent Consultation evenings**. If necessary, additional arrangements will be made for meeting at a mutually convenient time.

Parents of children on **School Action Plus** will also meet with the class teacher and whenever possible a meeting with specialist staff to review the work will be arranged.

An integral part of all the reviews will be the participation and involvement of the child. Children will be asked for their views on their schoolwork in general and on any specific targets on which they have been working. With careful attention, guidance and encouragement, children will be helped to talk, particularly about any concerns or worries about their work. These should be recorded on review sheets. When planning the next part of their work, their views would be included whenever possible as they will be involved in setting targets negotiated between themselves and their teachers. The level of participation will depend on the child's age and ability or past experience.

Parents of children with statements will be kept fully informed of procedures and invited to attend all meetings. In addition parents will be given information about voluntary organisations such as SNAP who are available to give independent advice.

In addition to the termly reviews of IEPs, children who have a **statement** will have their progress **formally reviewed annually** for children of five years and over, and **six monthly**, for those under five years of age. Everyone working, and involved, with the child is given the opportunity to contribute including the child. They will all be invited to attend a meeting at school. Any written advice received will be circulated to those involved. At the request of the Statementing Officer, Annual Reviews are held during the term the statement was first issued.

How the Governing Body evaluate the success of the education which is provided at the school to pupils with Additional Learning Needs

The Special Educational Needs Code of Practice for Wales (2002) highlights 'critical success factors' as follows:

- All children's needs are met;
- Children's special educational needs are identified early;
- That 'best practice' is used when devising interventions;

- The wishes of the child are taken into account;
- That parents and professionals work in partnership;
- The views of parents are taken into account in respect of their child's particular need;
- Interventions are reviewed regularly;
- A multi-disciplinary approach is used;
- LA makes assessments within the prescribed time limits;
- LA statements are clear and detailed, specific, monitored and reviewed annually.

It will be through the reviews that everyone will be able to evaluate the success of the provision. Parents and children will be a part of the process and their involvement will also be reflected when work is evaluated.

The **Governing Body's Annual Report to Parents** also provides an opportunity for the effectiveness of the school's ALN provision