

St. Anne's RC Primary School

Additional Learning Needs Policy

This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which mean they have Additional Learning Needs (ALN) and require particular action by the school. At St. Anne's School the named ALN Co-ordinator (ALNCO) is Maria Harkin and the named Governor, Mrs. Prince, are responsible for ALN.

These requirements are likely to arise as a consequence of a child having additional learning needs, whether these are attributed to a medical condition disability, behavioural disorder or social circumstance. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

There are four areas of need identified:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/ physical

Children may have ALN either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with ALN takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the needs of all ALN needs children and through reasonable adjustments
- to enable all children to have full access to all elements of the school curriculum
- to ensure that the ALN of children are identified, assessed and met as early as possible;
- to make clear the expectations of all partners in the process including the pupil, parents, teachers and ALNCO
- to identify the roles and responsibilities of staff in providing for children's ALN, and ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, numeracy and well-being
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Admission (Mainstream)

All children, whose parents wish is for them to attend St. Anne's Catholic School will be admitted, though in the case of over-subscription, priority will be given to Catholic children, unless the Governing Body feel that the school does not have the required resources to meet the child's individual needs.

Funding for additional learning need's provision is based upon the local education authority ALN audit conducted each year. Monies allocated to St. Anne's Catholic School are put into teacher staffing.

The school is accessible to pupils with physical disabilities including sensory impairment.

Resourced Provision

St. Anne's Catholic School is fortunate to have a Resourced Provision for pupils with a range of ALN. The current provision is for up to 8 pupils, ranging in age from Reception to Year Six. Most pupils are either fully Statemented or have Additional Resources at School Action Plus (AR at SA+). Each pupil has an IEP which is drawn up and regularly reviewed by the Resourced Provision teacher. Some children may have one to one support depending on their level of need. Each pupil with a Statement or AR at SA+ has an Annual Review where parents are invited to discuss their child's progress and set new targets with the teacher. Pupils are integrated into main stream for whole school services, playtime and any other areas of the curriculum where it is felt appropriate. The provision is staffed by a teacher (Mrs Harkin in the mornings and Miss Davies in the afternoons), and two teaching assistants.

Identification, Assessment and Provision

Provision for children with ALN is a matter for the whole school. The Governing body, the

school's head teacher, the ALNCO and all other members of staff particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current level of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's preschool years. If the child has an identified ALN, this information may be transferred from other partners in their early years setting and the class teacher and ALNCO will use this information:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessments, provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Assessment and Tracking

At St Anne's INCERTS is the primary tracking tool alongside termly teacher assessments. Tests are carried out in literacy and numeracy as well as observations by the class teacher and end of phase assessments made in core subjects. Fissure Data in core subjects is scrutinised which contributes to the identification of children with Additional Learning Needs.

Monitoring Children's Progress

The school's system for observing and monitoring the progress of individual children provides information about which area or areas where the pupil needs additional support. At St. Anne's, we adopt a graduated response. Firstly, focus will be on *Class Action* in which teachers' adapt teaching styles and learning opportunities to suit a range of learners. Work is differentiated to suit the needs of all pupils within the class and their level of learning.

School Action is taken when it is felt a child requires intervention additional to or different from those provided as part of the class' differentiated curriculum. An IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) identifies specific targets for a child, the strategies to be used, the adults responsible for delivering the IEP and a time frame to evaluate and review the targets. The IEP is written by the class teacher with the support of the ALNCO and is shared and discussed with the parents. The role of the parents is key to supporting the child's progress and offering additional insights into the child's development. A child will be added to the ALN register once they have been identified as needing an IEP. Their progress will then be carefully monitored and reviewed until it is felt they no longer require an IEP. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in every other aspect of school life.

School Action Plus is when a request is made for support from external agencies, in consultation with the class teacher, parents and ALNCO. Outside agencies will become involved with a child if:

- the child continues to make little progress in a specific area over a period of time
- continues working at National Curriculum levels substantially below that of children of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the levels of his/her peers

An AR at **SA+** (Additional Resources at School Action Plus) request will be made to the LEA if the child has demonstrated a significant cause for concern and has continued to make little or no progress despite long term interventions of external agencies. It will be an agreed outcome of a review meeting with both professionals and parents who feel, with additional support to the school's own resources, the school can cater for the pupil's needs, or it is felt that the LA Moderation panel may need to consider whether the pupil's needs would be best met by Additional Support in the mainstream setting . The LEA will be given information about the child's progress over time and evidence of actions taken to meet their needs, including support and advice from outside agencies (see below).

A request for **Statutory Assessment** will be made if there is evidence that progress is limited despite long term interventions from outside agencies and where it is felt, a pupil may possibly require a specialist placement in a Resource Provision. It will be the agreed outcome of a review meeting with professionals and parents. The LA will be provided with the following information for AR at SA+ or Statutory Assessment:

- copies of IEP's/IBP's showing pupil's targets
- records of regular reviews and their outcomes
- a copy of a PSP if appropriate
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise
- evidence of how this advice has been followed in the school setting
- evidence that the school has adapted the curriculum and environment and/or provided additional resources
- evidence of pupil's work supported and unsupported
- evidence of pupil's attainment and assessment
- a chronological summary of evidence of progress over time
- parental consent
- a copy of a PCP
- evidence of pupil voice

More Able and Talented

Additional Learning Needs also includes More Able and Talented children .Progress of all our children at St. Anne's is scrutinised to identify any child who is performing at a significant level above their year group in each area of learning and these children are identified as More Able and Talented .Individual programmes of work are implemented to ensure that these identified children reach their potential . In addition there are a number of extra-curricular activities provided which provide opportunities of additional learning and curriculum enrichment.

Partnership with parents

Partnership plays a key role in enabling children with ALN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of children with ALN will be treated as partners, given support to play an active and valued role in their child's education. The school works closely with parents in the support of those children with ALN. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with ALN.

At all stages of the process, the school will keep parents fully informed and involved. We take account of wishes, feelings and knowledge of parents at all stages.

Transition

Whole school planning allows for smooth transition between phases. Liaison between Year 6 and local high schools allows for smooth transition KS2 to KS3. Children with Additional Learning Needs are provided with extra opportunities to aid the transition between these key stages. Close links with our local non maintained nursery settings allow for smooth transition from pre-school to Foundation Stage.

The Role of the ALNCO

Monitoring the standards of learning and the quality of teaching Additional Learning Needs is the responsibility of all staff led by the ALNCO. The work of the ALNCO also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The coordinators liaise with each other, the head teacher and indicate areas for improvement.

This is recorded on our School Improvement Plan and shared with staff and governors regularly.

In addition the ALNCO

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's ALN
- co-ordinates and develops school based strategies for the identification and review of children with ALN
- supports and advises colleagues
- oversees the records of all children with ALN;
- liaises with parents
- acts as link with external agencies and other support agencies;
- monitors and evaluates the ALN provision and reports to the governing body
- manages a range of resources, human and material, to enable appropriate provision for children with ALN
- contributes to the in-service training of staff and the professional development of all staff in relation to ALN
- liaises with local high schools for transition of Year 6 pupils
- oversees the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school.

Role of the Governor

The nominated governor for Additional Needs, Mrs Prince, will liaise with the ALNCO and SLT as

and when requested. At St Anne's governors take an active role in subject development and monitoring. They are invited to Learning Walks, Book scrutinikjes and appropriate training opportunities.

Subject policies are developed in consultation with the Curriculum Committee and agreed at subcommittee level. All policies are then taken to the whole governing body for ratification.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with ALN.

The governing body does its best to secure the necessary provision for any pupil identified as having ALN. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with ALN. The governing body ensures that parents are notified of a decision by the school that ALN provision is being made for their child.

The head teacher ensures that all those who teach a pupil with a statement of ALN are aware of the nature of the statement.

The ALN governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel.

Monitoring and evaluation

The ALNCO monitors the movement of children within the ALN system in school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The ALNCO and the head teacher hold regular meetings to review the work of the school in this area.

Literacy and Numeracy Framework

The LNF sets the skills we expect learners to develop. Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and

- refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching - whatever the subject matter
 - inform discussions with parents/carers, learners and other teachers about learner performance
 - help learners with their own self-assessment activities and planning for learning
 - monitor, assess and report on individual learner performance identify learners who may benefit from intervention or who are working beyond age-related expectations.

Equal Opportunities

All pupils at St. Anne's are given access to the Curriculum regardless of age, sex, religion or ethnic origin. We provide a range of activities that reflect the diversity of our culture. St. Anne's Primary School is an inclusive school, where all children and staff are valued equally, and our similarities and differences are recognized and celebrated. Every child, regardless of race, creed, age, gender or disability has access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

English as an Additional Language

Children with English as an additional language will be assessed immediately on entry to school. Language Support Services will be notified of their entry to school. We will strive to provide a range of bilingual texts appropriate to the child's first language with the help of the EAL team.

Curriculum Cymreig

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilized to support this.

The children in the Resource provision have the opportunity to do cookery based on Welsh traditional recipes or to make Welsh artefacts for St. David's Day.

Health and Safety

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

REVIEW

Updated April 2018 by Maria Harkin

Review date November 2019

Signature _____ Date _____

Head Teacher

Signature _____ Date _____

Governor

Signature _____ Date _____