

Additional Learning Needs Policy

Polisi Anghenion Dysgu Ychwanegol



**Together Learning and Being our
Best**

RATIONALE

This policy outlines the teaching and management of ALN at Barry Island Primary. The policy has been drawn up to reflect our whole school approach to ALN and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community, supported in partnership with parents. We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

AIMS

The school's aims in ALN are:

- To make every child including ALN pupils' feel valued, respected and special
- To provide a learning environment which is happy, secure and welcoming
- To provide a differentiated curriculum appropriate to individual's needs and ability.
- To ensure the identification of all pupils requiring ALN provision as early as possible.
- To develop, maintain and value strong partnerships between staff, children, parents and the local community enabling children and young people with ALN to feel supported.
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that pupils and the parents of ALN pupils are involved, where in decisions affecting their future provision
- To promote spiritual and moral development of all children, preparing them for adult life
- To work with other schools to share good practice in order to improve this policy.

"Together – Learning and being our best"

CURRICULUM CONTENT

The teaching of pupils with ALN is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, learning styles and interests.

Some pupils may need increased levels of provision and support. At Barry Island Primary the teaching team use an online Provision Mapper. This outlines provision available, which is additional to or different from the differentiated curriculum on offer to all pupils.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having ALN, the school will intervene through School Action or School Action Plus and an Individual Education Plan (IEP) is developed using the Provision Mapper system, it will record individual targets that closely match the pupil's needs. These needs are recognised under the following headings: Cognition and Learning/Communication and Interaction/Sensory and/or Physical Needs/ Social, Emotional and Mental Health Difficulties. Provisions identified on the IEP are different from or additional to the normal differentiated curriculum.

The IEPs will be discussed and reviewed with the pupil and the parent. IEPs will be reviewed, twice yearly, at Parents' Evening.

All children within the school, as part of transition complete Person Centered Profiles outlining how best they learn. In the second part of the Autumn Term parents of children with ALN are invited into school to contribute to this document, this will be a joint consultation with parent, class teacher and the child.

The assessment Coordinator will closely follow the progress of pupils whose first language is not English (EAL) across the

curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

LEARNING AND TEACHING

At Barry Island Primary we have adopted a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, fully integrated into mainstream classes. Teaching methods will ensure a variety of learning styles in order to reach every child. Where children's needs are seen as needing more intensive support they may work more closely with the ALN team, either in small groups or individually, accessing provision that is additional to or different from the differentiated curriculum on offer to all pupils. Every effort is made to ensure that children have full access to the National Curriculum and are integrated into all aspects of school life.

The Code of Practice and the ALN Bill clearly acknowledges the importance allocated to the class teachers, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with ALN.
- Collaborating with the ALNCo to decide upon the action required to assist the pupil to progress
- Working with the ALNCo to collect all available information on the pupil and develop IEPs for ALN pupils
- Working with ALN pupils to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents.

ASSESSMENT, RECORDING, REPORTING

Identification, assessment and monitoring

Assessment is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for ALN provision. Progress is the crucial factor in determining the need for additional support.

Assessment tools to determine progress/ achievement include



Speech and Language Links (To be introduced in Reception, Autumn 2014)

Baseline

NFER non verbal test

SWST

YARC

WAG tests

Selfie assessments (Y2 up)

Big Maths Assessments

Classroom Monitor – teacher assessments for all areas of the curriculum

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCo, will ensure that those

pupils requiring different or additional support are identified at an early stage.

The ALNCo and class teachers meet termly to discuss progress and wellbeing of all children in timetabled ALN consultations. Where ALN pupils' are acknowledged to experience wellbeing concerns, children are identified for our Thrive Programme (refer to THRIVE Plan)

When pupil's progress is deemed a concern, staff will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. An annual audit of needs is carried out in the summer term to evaluate the year's progress, to assess the future needs of the pupils and to target effective provision.

Using the Online Provision Mapping system, Interventions are scored and evaluated for impact throughout the year and the need for future provision is considered by the ALNCo and practitioners working with the children. Termly consultations with class teachers help contribute to this process.

Barry Island Primary works closely with outside agencies for example, Speech and Language, Autism Outreach and the Dyslexia Specialist. Appropriate guidance and support ensures that the individual child's needs are met in the most appropriate way.

Where progress continues to be restricted the ALNCo may request a Statutory Assessment. Parents will be fully consulted at each stage.^[1]_[SEP]The school also recognises that parents and the child have a right to request a Statutory Assessment.

MAT –More able and talented pupils are recognised as having

additional needs but this aspect is detailed in our MAT policy.

ALN POLICY REVIEW

The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan

This policy will be reviewed annually by the staff and the governing body ALN member.

Last review May 2017 Next review May 2018

Last review May 2018 Next review May 2019

Last review May 2019 Next review May 2020

Signature of ALNCo..... Date:

Signature of Headteacher: Date:

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