



ADDITIONAL LEARNING NEEDS POLICY

Motto

Reaching High, Learning Together and Having Fun

Vision Statement

We aspire for all our children to become confident, secure, caring individuals who achieve personal success. They are given every opportunity to achieve their full potential, develop a love of learning, acquire skills to become life long learners and the ability to make informed choices.

UN Convention on the rights of children

At Clase Primary School we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a rights-respecting school and teach about children's rights and also model rights and respect in all its relationships: between teachers / adults and pupils.

The UNCRC underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

- listen to others and respect their ideas
- learn our rights, respect the rights of others and to inform others of children's rights

Inclusion

Clase Primary School is an inclusive school that aims to meet the needs of all pupils including those with ALN. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need whilst being encouraged to take responsibility for their own learning, striving to be the best they can. Multi-sensory learning and teaching approaches are used to engage and stimulate all children as learners and ensure their needs are met.

Clase Primary School works in line with the Special Educational Needs Code of Practice 2002. We deliver a person-centred package of support in line with the Additional Learning Needs and Educational Tribunal (ALNET) Act (2018). Developing skills, practice and processes in readiness for the implementation of Welsh Government legislation and guidance.



Curriculum, Learning and Experiences

At Clase Primary we recognize

‘there is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.’

(Successful Futures: 2015)

All Areas of Learning and Experience (AoLE) are underpinned by rich learning experiences which include opportunities to develop numeracy, literacy and digital competency skills.

All subjects encompassed within AoLE are assessed and monitored through the school’s planning and assessment tool, and through listening to learners.

The principles underpinning every AoLE in Clase Primary ensures that the curriculum is:-

- **authentic:** rooted in Welsh values and culture and aligned with four purposes
- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and character for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- **empowering:** developing capabilities which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively

- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers apply the pedagogical principles identified in Successful Futures when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes. (further details found in the Teaching and Learning, and The Curriculum policy)



Teachers and pupils use the “four core purposes” of the curriculum. These will ensure that our pupils will be:-

1. **ambitious, capable learners who:** – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts – understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find and are ready to learn throughout their lives
2. **enterprising, creative contributors who:** – connect and apply their knowledge and skills to create ideas and products – think creatively to reframe and solve problems – identify and grasp opportunities – take measured risks – lead and play different roles in teams effectively and responsibly – express ideas and emotions through different media – give of their energy and skills so that other people will benefit and are ready to play a full part in life and work
3. **ethical, informed citizens who:** – find, evaluate and use evidence in forming views – engage with contemporary issues based upon their knowledge and values – understand and exercise their human and democratic responsibilities and rights – understand and consider the impact of their actions when making choices and acting – are knowledgeable about their culture, community, society and the world, now and in the past – respect the needs and rights of others, as a member of a diverse society – show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world
4. **healthy, confident individuals who:** – have secure values and are establishing their spiritual and ethical beliefs – are building their mental and emotional well-being by developing confidence, resilience and empathy – apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives – know how to find the information and support to keep safe and well – take part in physical activity – take measured decisions about lifestyle and manage risk – have the confidence to participate in performance – form positive relationships based

upon trust and mutual respect – face and overcome challenge – have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At Clase we envisage these core purposes overlapping and developing through rich learning opportunities.

INTRODUCTION

Clase Primary School is situated to the north of the city of Swansea. It is at the centre of a large council estate, and there is private housing nearby. The Infant and Junior Schools were separate until amalgamation in September 1998.

There are approximately 279 pupils on roll (including part-time Nursery children).

There are 4 Specialist Teaching Facilities (STFs) within the school. Current provision is one ASD STF Foundation Phase one ASD STF Key Stage 2 for pupils with Autistic Spectrum Disorders and an STF in Foundation Phase and STF Key Stage 2 for pupils with moderate to severe learning difficulties. There is provision for 9 pupils in the Foundation Phase and Key Stage 2 STFs and provision for 6 pupils in each of the ASD STFs.

Each STF has a teacher, and Teaching Assistants (TA).

THE OBJECTIVES OF THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS POLICY

The ethos of the school is one of care and compassion. The school is sensitive to the needs of all pupils and values each equally for their different abilities and contributions to their social and educational environment. Within this structured and secure learning environment the school aims to provide all children with a broad and balanced curriculum. This guiding objective is the same for all our children. However, children who function along the continuum of additional learning needs will have their aim accessed in a variety of ways. These individual learning strategies will be explained in the child's Individual Education Plan or Individual Play Plan.

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”
SEN Code of Practice for Wales 2002

“A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.”
- (Draft Additional Learning Needs Code for Wales December 2018)*

It is recognised at Clase Primary School that all teachers are teachers of ALN. We recognise that it is the teacher’s responsibility to meet the needs of all children in the classroom through class organisation, teaching materials, a range of teaching styles and differentiation. If, despite classroom intervention aimed at addressing areas of difficulty, a child does not make adequate progress, then the child may be identified as having additional learning needs. To facilitate this, there is liaison both within school and with outside agencies and parents.

The policy of the school is to admit all pupils who have an additional learning need, in accordance with the 1993 Education Act. No child is discriminated against because of an additional learning need. Our school is an inclusive school which welcomes and celebrates diversity.

The objectives of the ALN policy are:

- to ensure early identification of pupils with ALN
- to ensure that pupils with ALN make appropriate progress
- to ensure that the identified needs of children with ALN are met with high quality provision
- to ensure that all staff can effectively implement the ALN policy
- to ensure that all pupils are fully included in all activities within the school
- to ensure that parents and pupils are fully involved in ALN provision and the decisions that are made
- to ensure that children’s views are sought, taken into account and involved in processes as much as is possible and appropriate with a person centred approach.

This policy will contribute to achieving these objectives by ensuring provision for pupils with ALN is a whole school matter and is part of the continuous cycle of assessment and self evaluation.

Once admitted, a pupil is entitled to a broad, balanced, relevant and differentiated curriculum. Pupils participate as fully as they are able in the activities and learning opportunities of their peers. They may be educated in the ordinary classroom or they may be withdrawn to a quieter area. Support is provided as necessary.

Care is taken to engender a positive attitude, and a child’s strengths are taken into account in addition to his/her individual needs.

SUPPORT and INTERVENTION

The school ALNCo is Mrs Raikes who works pupils identified with ALN within the Key Stage 2 mainstream alongside Miss Ford. Mrs Messer provides early intervention support for pupils in Years 1 and 2 who have been identified as having ALN. There are also a range of experienced teaching assistants who work within the class or withdraw small groups of children or individuals who need additional support.

Mainstream and STF TAs have also attended ALN courses and regular training is provided within school and through the Local Authority.

There are regular whole-school INSET on IEPs, differentiation, staged referral, inclusion and the SEN policy, Autism, Behaviour Management and more recently changes in line with the ALNET act Wales and becoming a person centred organisation.

All staff discuss Language, IEPs, Person Centred Reviews, Curriculum and Planning with the ALNCo. Informal liaison takes place as appropriate. STF teaching staff meet weekly for discussions, developments and planning to promote impact and next steps for our pupils with ALN.

THE ROLE OF THE ALNCo

The ALNCo is responsible for:

- a) The day to day operation of the school's ALN Policy.
- b) Liaising with and advising colleagues (in conjunction with specialist teachers).
- c) Co-ordinating provision for children with ALN.
- d) Maintaining the ALN list and overseeing the records of all children with ALN.
- e) liaison with parents of children with ALN.
- f) Contributing to the in-service training of staff.
- g) Liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- h) Meeting regularly with other ALNcos and keeping up to date with current initiatives locally and nationally and to seek out and share best practice.

The ALNCo also co-ordinates graduated response at all stages and co-ordinates person centred reviews. Class teachers are released from their own class for the reviews.

Liaison between ALNCo, and class teachers take place for reviewing the ALN register and the pupil's progress. Outside agencies generally make appointments for discussion.

Formal person centred reviews of Statements are held annually by arrangement with all parties involved. Pupils under 5 have reviews that are held every six months.

CO-ORDINATION OF PROVISION FOR PUPILS WITH ALN

The ALN school governor is Mrs Lesley Evans. The head-teacher is responsible for the day to day management of the school's work, including provision for pupils with ALN. The ALNCo provides reports regularly for the governors to keep the governing body informed of developments within the area of ALN.

The children at school action level may be seen by the support staff, and are prioritised according to the level of need as determined by the school. Some pupils at school action level will remain the responsibility of the class teacher only, and the class teacher then provides an IEP. Advice may be given to class teachers of TAs for statemented children in mainstream.

Pupils with ALN are identified using the Foundation Phase Profile (FPP), teacher assessments, WellComm and Speech/Language Link and NGRT reading tests. The support teachers may also assess pupils using commercially produced materials such as MIST (Year 1) and DEST (Dyslexia).

ADMISSION ARRANGEMENTS

The admission process followed is on parental request. If the child is resident in the Clase catchment area, he/she will be admitted irrespective of ability. Preferred placements are accommodated, providing that this does not jeopardise a placement for a pupil from the catchment area.

An admissions meeting is held for children entering the STFs or mainstream classes with a statement. This involves parents, head-teacher/ALNCo educational psychologist and teacher. This is a formal opportunity to discuss the child/s needs and provision. The decision to place a child with a Statement of Special Educational Need is made by the LEA Panel.

Individual Development Plans (IDP's) will be formed in line with the timeline of changes in the Additional Learning Needs Code for Wales by 2020-2023.

SPECIAL FACILITIES

The school is mostly accommodated on one floor. However, there are steps leading to the hall, in Foundation Phase. There is however, wheelchair access via the playground. If in the instance of a child being wheel chair bound or unable to access areas that are difficult to reach, the resources will be brought to the child and the accommodation rearranged accordingly.

There is a changing room near both STF classrooms. These have a changing bed with a step-stool, washbasin and a toilet,

There is also a carpeted playroom with a range of equipment for physical development and relaxation in KS2. There is a Sensory Room in Foundation Phase

to support children with multisensory activities. There is a box of toys which we use to enhance the room and change its purpose. There is also a UV room in STF ASD FP class in Foundation Phase.

THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH ALN

The school has within the budget an amount of funding which reflects the additional needs of pupils with ALN but who do not have a Statement of SEN. This is made available through the LEA's funding formula. There is also additional funding for those pupils who have a Statement of SEN. The head-teacher has details of the budget.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS: AND REVIEW PROCEDURES

At Clase Primary School, many children with ALN are educated with their mainstream peers. Therefore, identifying and addressing educational needs of an individual requires vigilance and consistent good practice on the part of all staff. The process of providing appropriate teaching strategies, motivating and tailoring material to an individual child plus monitoring and assessment provide the basis of this good practice.

Pupils with ALN are identified in a variety of ways using a range of assessment tools within the school.

Following initial class teacher assessment, further diagnostic testing may be carried out by the support teachers of the ALNCo.

DIFFERENTIATION

Differentiation means teaching pupils in ways and at a level which match their way of learning. Pupils make progress at different rates. A wide range of multi sensory learning experiences that appeal to the visual, audio and kinaesthetic learner ensures all children are provided with opportunities to develop skills and knowledge in a way that is fitting to them. We ensure that teachers use a range of teaching and learning strategies for children in their class.

There is:

- Increased differentiation for children with ALN such as whole class, group, paired or individual work
- Appropriate joint planning with teachers and support staff
- Integration with STFs where appropriate for sessions such as PE, Art and Music
- Appropriate resources used to engage the learner and ensure the learning is meaningful
- Enrichment and differentiation for pupils identified as More Able and Talented (MAT-see MAT Policy)

SCHOOL ACTION

Through School Action the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that a pupil is not making adequate progress then the pupil and parents are consulted and the pupil is put on the ALN register. An Individual Education Plan (IEP) or Individual Play Plan (IPP) is filled in with the pupil highlighting the pupil's strengths and needs. SMART (Specific, Measurable, Achievable, Relevant and Time constrained) targets are agreed upon and recorded. Pupil's progress is monitored every term or sooner where appropriate and comments written and signed by class teacher and parents. Pupil and parent input are essential and important at this stage.

If the pupil requires more help an IPP or IEP is drawn up in liaison with the support teacher. This may be discussed between the class teacher, pupil, parent, ALNCo or support teacher. Liaison is either informal or will be included in reviews. Again parents are encouraged to be included in this process.

The ALNCo, support teacher and class teacher monitor and review the pupil's progress. The support teacher records comments on the IPP or IEP and the class teacher keeps observational notes within class. Review forms are completed by the support teacher and class at review.

SCHOOL ACTION PLUS

If a pupil does not make adequate progress receiving School Action support the school may seek further advice and support from other specialists such as the educational psychologist, the ALN support services, the schools' medical officer, the speech therapist etc.

The pupil is put on the ALN list for Action+ and the class teacher, parent and the ALNCo complete the relevant form for the required service, whether it be, Access to Learning for behavioural issues; a Speech Therapy request or a referral to Child Health for medical issues. The ALNCo sends off the appropriate referral forms and documentation, and liaises with external agencies. Copies of referrals are kept for the school. The school continues with IEPs, monitoring and review until there is intervention. Following intervention, there is usually feedback (verbal or written) and a joint IEP devised for the pupil. The child may then revert to 'School Action' or move on to formal assessment.

FORMAL ASSESSMENT

At this stage the educational psychologist decides to formally assess the pupil. The parents are invited to be present. The child may then revert to 'School Action', or may be considered to make a statutory assessment for a Statement of Special Educational Need. The LEA takes this decision and collates advice from all parties concerned. The ALNCo and the class teacher/support teacher liaise over educational advice. It is written by the class teacher or the ALNCo. The LEA panel decides the outcome and the school and the parents are informed of the result. The parents have the right to appeal.

REVIEWS OF STATEMENTS

Person Centred reviews are held as close to the birthdate of the original statement as possible. The ALNCo arranges the annual reviews according to dates arranged with the Educational Psychologist. Parents, class teachers, pupils and other agencies working with the pupils are invited to the review. The ALNCo is responsible for convening these reviews.

The pupils teacher writes the educational review and advice is requested from relevant outside agencies and parents. The educational advice is sent to all parties involved two weeks prior to review. The parents are invited to discuss the content of the review with the class teacher informally before the review date. Decisions made at review are recorded by the head-teacher and this information is returned to the LEA. Reviews form the basis of future intervention, action and the planning of IEPs or IPPs.

Year 5 pupils are assessed by the Educational Psychologist prior to the annual review. The pupil's Secondary placement is discussed and decided upon at the Year 5 annual review.

ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH ALN TO A BALANCED AND BROADLY BASED CURRICULUM, INCLUDING THE FOUNDATION PHASE AND THE NATIONAL CURRICULUM

We work with our accessibility plan.

Clase Primary School acknowledges that pupils with ALN are entitled to access the Foundation Phase and National Curriculum as follows:

Material may be selected from earlier or later key stages where appropriate to enable individual pupils to progress and achieve. Provision will be made as necessary for pupils who need to use:

- a) means of communication other than speech, including BSL, computer, technological aids, symbols, PECS or lip reading.
- b) technological aids in practical and written work;
- c) aids or adapted equipment to allow access to practical activities within and beyond school.

The planning arrangements for a pupil with ALN are implicit within the term IEP or IPP. Each class teacher differentiates work according to the needs of the pupil.

The pupils strengths and needs are assessed and learning or behavioural objectives are set. The teacher and support teacher, if appropriate, keep records of progress. Reviews allow the opportunity for liaison between all parties concerned, although liaison may also be informal.

The IEP or IPP also outlines strategies to be used, the level of support and materials or equipment to be used, whether teaching should be in small groups etc.

HOW CHILDREN WITH ADDITIONAL LEARNING NEEDS ARE INCLUDED WITHIN THE SCHOOL AS A WHOLE.

At Clase Primary, the majority of pupils with ALN are educated in mainstream classes with their peers. This includes a small number of pupils with Statements of SEN. Support is provided as deemed necessary by the teacher and within the constraints of LEA funding agreements.

Where possible, inclusion is functional with all pupils following the same activities, albeit differentiated. However, where this does not meet the needs of the pupil with ALN, this level of inclusion may be detrimental to him or her and others in the learning community and alternative provision will be put in place. SEE INCLUSION POLICY.

At Clase Primary, we have four STFs which cater for the needs of pupils for whom full-time functional integration is not appropriate. The inclusion of these pupils with mainstream peers is encouraged and provides excellent opportunities for reverse inclusion and a chance to stretch the abilities, social skills and language of all children.

Some pupils may be included for academic work, or may be involved in projects of their own choice. Inclusion for an STF pupil may be a combination of functional and social within mainstream classes. Pupils may also be included for assembly, lunch-time and play-time, and excursions. In exceptional circumstances, inclusion may be locational only, for example, a young child with behavioural difficulties.

In order for inclusion to be effective, some mainstream children may come into the STFs for joint activities, accompany pupils to external activities such as gymnastic sessions or they may use shared equipment and materials. Mainstream pupils are active “buddies” for children in the STFs.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL’S ALN POLICY.

Evaluating the success of the ALN policy is a collaborative process. The pupil’s progress is discussed at termly APP (accelerating pupil progress) meetings and ensuing action is then taken. Similarly, the annual person centred review procedures for pupils with Statements ensure that the necessary provision is being made.

The ALNCo supports staff in identifying pupil needs and by indicating targets and processes by which they may be achieved.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT ALN PROVISION WITH THE SCHOOL.

Clase Primary has excellent home/school links with regular liaison between parents and teachers. Staff are approachable and parents always made to feel welcomed within the school.

In the case of a concern in ALN;

- The parent would express the concern to the class teacher to try and improve the situation
- If further assistance is needed the matter should be discussed with the appropriate support teacher to decide upon any necessary action
- If the problem is still not resolved, an appointment should be made with the ALNCo as the next stage in the process
- If this does not eliminate and remedy the concern then the Head Teacher should be involved and the ALN governor accessed.
- If any of these fail to alleviate the situation the complaint should be taken to the LEA using their complaints procedure

USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL, INCLUDING SUPPORT SERVICES

The School and ALNCo are very aware of the importance of external agency support and advice. The support services are normally contacted if the 'school action' working model has not been successful. We may contact the ALN unit or the Educational Psychology and Formal Assessment Service, which are part of 'Access to Learning'.

The school has a Service Level Agreement with the LEA to provide support services.

Usually, the ALNCo makes referrals and liaises with external agencies.

PARTNERSHIP WITH PARENTS

Clase Primary School recognises the importance of parental partnership and that children's learning and progress is enhanced by significant parental involvement at all stages.

Teachers frequently liaise with parents informally. More detailed discussion can take place by arrangement. The school acknowledges the rights and responsibilities of parents and every attempt is made to be sensitive to their concerns about their child's special needs.

There are meetings twice yearly when parents are invited to school to see their child's work and to discuss any problems or progress with the class teacher. Newsletters are sent to all parents by the head teacher, and parents are welcome to come in to school to help with a range of tasks. Parents are encouraged to listen to their children reading at home.

The class teacher consults parents of children at 'school action' level. This is at a mutually convenient time. Suggestions may be made to the parents of ways in

which they may help their child, and vice versa. This will be recorded on the IEP or IPP.

At 'school action plus' level, a letter will be sent to the parents requesting that they discuss their child's progress with the head teacher or ALNCo. They will be asked to sign referral forms should they agree to input from outside agencies. Thereafter, parents are invited to be present at any psychologist's assessments. The school continues to liaise with the parents as and when necessary. The LEA will inform parents of any formal decisions.

In the STFs, pupils often live outside the catchment area. Parents are welcome to come to school for discussion. They are able to see the child's IEP or IPP, and contribute suggestions. Home/school link books are kept for parents who are unable to visit. Home/school books may also be kept as a daily diary. Newsletters are sent to parents informing them of work topics, trips, conferences etc. There are also coffee mornings and assemblies which provide the opportunity for STF parents to meet each other. Parents are welcome in classrooms, particularly if the child is young and new to the school or is distressed.


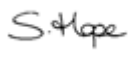
The parents are invited to discuss their child's annual review informally with the teacher and to make written comments prior to the more formal review meeting. This also applies to the parents of mainstream children with Statements.

LINKS WITH MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS, INCLUDING ARRANGEMENTS WHEN PUPILS CHANGE SCHOOLS OR LEAVE SCHOOL

Clase Primary School forms part of a consortium of local schools within the catchment area of Morriston Comprehensive School.

At transition, the ALNCo will liaise with the ALNcos in the comprehensive schools. Written documentation will be transferred and arrangements made for pupils and parents to visit the new school. Parents are encouraged to make decisions about secondary placement when their child is in year 5. Pupils with Statements in Y5 and Y6 have reviews in the Autumn term of transition year to facilitate transfer, as above.

Documentation is forwarded if pupils leave Clase Primary due to change of address. All children visit their new class and teacher prior to changing year groups. Teachers pass documentation on and discuss informally.

	Name	Signature	Date
Chair of Governors	Alan Gabriel		21.10.18
Head Teacher	Sharon Hope		21.10.18

Review Date	Autumn Term 2019
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