



St Brigid's School

To Inspire and be Inspired

ALN Policy

Report Author	J Morris
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Contents

Section

- 1 School Vision
- 2 Additional Learning Needs Roles and Responsibilities
- 3 Arrangements for coordinating the School's Additional Learning Needs Provision
- 4 Admission Arrangements for Pupils with Additional Learning Needs
- 5 Facilities for Pupils with Additional Learning Needs, including those which increase / assist access for disabled pupils
- 6 Allocation of Resources
- 7 Identification, Assessment, Monitoring and Review Arrangements
- 8 Access to the Curriculum, Information and Associated Services
- 9 Criteria used for Allocation of Support
- 10 How the Governors evaluate the success of Students with Additional Learning Needs
- 11 Complaints Procedure
- 12 Staff Training in Additional Learning Needs / SEN
- 13 Links with Facilities external to the school, including Additional Learning Needs Support Services
- 14 Role of Parents

Appendix

- 1 Triggers indicating the need for Intervention at School Action and School Action Plus
- 2 Primary and Secondary School Intervention Plans
- 3 Indicators of Adequate Progress

1 School Vision

The Additional Learning Team supports the right of all pupils to access the curriculum regardless of their ability. At St Brigid's School, we are determined to meet the educational needs of all our pupils in the Primary and Secondary school, in line with the Curriculum Policy and Teaching and Learning Policy.

Some pupils will have a greater difficulty in accessing learning than the majority of children of their age.

All pupils, whether they have additional learning needs or not, must have equal opportunity to participate in the full curriculum of the school and all activities.

Everyone in the school community – governors, staff, pupils and parents – have a positive and active part to play in achieving this aim:

- **Governors** – by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy, which has a regard to the Special Educational Needs Code of Practice for Wales.
- **Staff** – by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Additional Learning Needs Coordinator (ALNCO), pupil, parents and other agencies and by participating in appropriate training.
- **Pupils** – by having their views about their own needs regularly sought and carefully considered and all pupils treating their peers with respect.
- **Parents** – through consultation and by working in partnership with the school to help meet their child's needs.

A child is considered to have additional learning needs if s/he has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if:

- They have a greater difficulty in learning than the majority of children of her/his age.
- They have a disability that either prevents her/him from making use of educational facilities of a kind generally provided in LEA schools for children of their age.

This policy is a whole school policy and applies to both the Primary and Secondary school and is based on the requirement of the Code of Practice for Wales.

What Additional Learning Needs encompasses:

- Children of families in difficult circumstances
- Pupils with Special Educational Needs (SEN)
- Pupils with a disability
- Certain pupils from minority ethnic groups including those learning English as an Additional Language (EAL)
- Asylum seeking/refugee children
- Gypsies and Travellers

- Children of migrant workers
- Those who are looked-after by the local authority (LAC)
- Pupils with medical needs
- Young parents and pregnant young women
- Young offenders
- Young carers
- Lesbian, gay, bisexual and transgender pupils
- School refusers and school phobics
- Pupils who perform or who have employment
- Pupils with Social, Emotional and Behavioral Difficulties (SEBD)

2 Additional Learning Needs Roles and Responsibilities

Additional Learning Needs Coordinator:	Mrs. J. Morris
Special Needs Governor:	Dr. E. Oliver

3 Arrangements for coordinating the School's Additional Learning Needs Provision

Role of the Additional Learning Needs Coordinator:

- To oversee the school's Additional Learning Needs Policy
- To coordinate provision for pupils with additional learning needs / SEN
- To supervise support staff involved in the support of pupils
- To maintain the school's special needs register
- To liaise with subject teachers on all pupils with additional learning needs, as part of the pupils individual educational plan (IEP)
- The ALNCO has responsibility for writing IEPs in the Secondary school
- To work in partnership with the parents of children with additional learning needs
- To contribute to the training of staff and governors as required
- To liaise and work in partnership with external agencies, including the Learning Development Team, Educational Psychology Service, Behaviour Support Service, Child Protection Service, Social Services, Speech and Language Team, Sensory Service and Health Service, as well as the medical and voluntary organisations
- To liaise with the LEA when they conclude that a pupil at the school has special educational needs and to be responsible for ensuring that all the appropriate people know about that pupil's needs.
- To meet regularly with the Headteacher, Heads of Learning and Primary Coordinator

- To attend SMT meetings monthly to provide information and discuss the pupils tracking system
- To attend ALNCO Primary/Secondary meetings organized by the LEA

Role of the Headteacher

- To oversee the work of the ALNCO, ensuring that the Code of Practice and other statutory and school requirements are being met
- To ensure that adequate training is provided for ALNCO and teaching staff
- To ensure that adequate resources are made available
- To act as line manager and review the performance of the ALNCO

Role of the subject or class teacher

- To identify pupils with learning needs
- To plan what each pupil should learn and differentiate as necessary
- To assess and record whether progress is being made and set targets in light of this
- Primary school teachers are responsible for the preparation of IEPs in discussion with the ALNCO

Staffing

Currently the school has nine full-time Learning Support Assistants (LSAs), and one part time, who provide one to one support for pupils with Statements of Special Educational Needs. Six LSAs work in Primary and four in Secondary. There are also two Higher Level Teaching Assistants and one Nursery Nurse.

4 Admission Arrangements for Pupils with Additional Learning Needs

The currently agreed admissions policy of the Governors makes no distinction regarding pupils with special educational needs. Any specific access requirements are considered as and when they arise.

In the case of pupil with a Statement of Special Educational Need, the ALNCO will work closely with the LEA and other professionals in coming to a decision about the most appropriate provision for those pupils. There is an expectation that pupils with Statements will be included in mainstream education whenever possible.

Pupils with Additional Learning Needs but without Statements are treated in the same way as all other applicants for admission. The school also aims to provide for pupils not previously identified as having additional learning needs. No pupil can be refused admission on the grounds that s/he has additional learning needs.

5 Facilities for Pupils with Additional Learning Needs

One room is set aside as a work base for the ALNCO. In addition, pupils receive one to one and small group work in other rooms available.

6 Allocation of Resources

The Governors and Headteacher agree an Annual Budget for the school and this includes an allocation for Additional Learning Needs.

The ALNCO is responsible for how this money is spent, under the direction of the Headteacher.

7 Identification, Assessment, Monitoring and Review Arrangements

Primary School

The ALNCO will liaise on a regular basis with the Primary Coordinator regarding ALN/SEN provision. Close contact is maintained between the ALNCO and all Primary teachers and LSAs.

Identification, Assessment and Provision

Pupils identified as having ALN/SEN are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

All teachers in the whole school are responsible for identifying pupils with ALN/SEN.

In Primary, each class teacher is responsible for preparing an IEP which needs to be completed in the Autumn Term and Spring Term and is reviewed at the end of the Summer Term.

Early Identification

Early identification of pupils with ALN/SEN is a priority. Evidence is provided by teacher observation, school tracking system and ALN assessment (please see School intervention plan appendix 2). Referrals from Health/Social Services may occur.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support.

Where teachers decide that a pupil's learning is unsatisfactory, the ALNCO is consulted. The ALNCO and teacher will review the approaches that are to be followed.

The Code of Practice for Wales advocates a graduated response to meeting pupils' needs. Where support in addition to that of normal class provision is required, it will be provided through Early Years/School Action. If after further consideration a more sustained level of support is needed, it would be provided through Early Years/Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a statutory assessment.

The ALNCO will maintain the records and ensure access to them. The records will include the pupils profile and information regarding progress and communication with other agencies.

In addition, further information will be found on the school management information system SIMS.

IEPs

In both Primary and Secondary, strategies for pupils' progress will be recorded in an IEP – these include

- short term targets
- teaching strategies
- provision made
- date for review
- expected/unexpected outcomes

The IEP will record only that which is different from or in addition to the normal differentiated curriculum and will concentrate on 3 – 4 individual targets that closely match the pupil's needs.

Support given is based on teacher observation and assessment, observation and assessment from ALNCO and Cognitive Ability test (CAT) scores in Year 4.

Support is provided by the Learning Development Team (LDT), when appropriate, as well as support from outside agencies, Speech and Language, assessments and reports from Educational Psychologists.

Secondary School

Transition/Year 7

In the summer term prior to arrival at St Brigid's School, the ALNCO has discussions with the Primary Coordinator and KS3 Coordinator regarding those pupils not reaching level 4 or are on School Action, School Action Plus or Statemented. The aim is to ensure continuity of provision on transfer, and collect as much relevant information as possible.

All relevant information is collated by the KS3 Coordinator. Consideration is given to:

- Academic ability
- Personality, to include friendship groups

In September, Year 7 pupils complete the Cognitive Ability Test (CAT). Results are passed on by the Headteacher to the Heads of Learning, KS3 Coordinator and the ALNCO. The ALNCO analyses the results and organises appropriate support, assessments etc, in line with the school intervention strategy.

8 Access to the Curriculum, Information and Associated Services

Once the learning objective is defined, a class/subject teacher can seek advice from the ALNCO on strategies, which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class or subject teacher to assess whether the objective has been achieved.

Schemes of work will take account of the need for teachers to plan individual lessons of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach a pupil with Additional Learning Needs will be informed of the pupil's needs by the ALNCO. If there is essential medical information or a pupil requires treatment or management that is different from that normally given to other pupils, the ALNCO will ensure that all who are likely to come into contact with the pupil are appropriately informed.

The SEN Code of Practice is based on two main principles:

- Provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

The triggers for intervention at School Action and those for movement from School Action to School Action Plus are included in Appendix 1.

The Code of Practice lists the different ways in which adequate progress can be defined. (See Appendix 3).

Identified students at Key Stage 4 in years 10 and 11 may be allowed to have a reduced timetable. This will be agreed on by the pupil, parents, subject teacher, Headteacher, and ALNCO. Also pupils who have a Statement of special Educational Needs, may be disapplied from certain subjects.

Differentiation takes place across all curriculum areas. Study skills support is given in the Summer Term. – for pupils in Years 10 and 11.

9 Allocation of Support

Allocation of support is based on a number of criteria as stated in the Primary and Secondary Intervention Plan. It will also include teacher observation, parental concern, half termly monitoring of the tracking system by Key Stage Coordinators, and termly monitoring by Heads of Learning, Primary Coordinator and ALNCO.

All subject teachers are aware that there is a need to work towards meeting the needs of pupils through differentiation.

There are different stages of support:

Initial support consists of differentiation in class

School Action

- Support which is in addition to the usual school provision
- It is over and above the school's usual differentiated curriculum

School Action Plus

- External agencies become involved – Social, Medical or Educational
- The involvement of an Educational Psychologist, social worker or a doctor moves a child to School Action Plus
- Parents are consulted following lack of progress or cause for concern

Statement of Special Educational Needs

An assessment will be carried out by an Educational Psychologist. Reports by Occupational Therapists and medical advisers may also be relevant as well as advice from Careers Wales

- Parents and pupils are fully involved throughout the process
- A Statement may be amended as required
- Reviewed annually

Flexibility

The aim is to provide a flexible system which can respond and adapt to the changing needs of staff and pupils. Prioritisation has to take place in line with criteria already outlined, according to greatest need as assessed by the Additional Learning Team.

Timetabling

Every effort is made to keep disruption to a minimum by alternating timetables. Out of class support will endeavour to be on a rotational basis, but some disturbance is unavoidable at times.

10 How the Governors evaluate the success of Pupils with Additional Learning Needs

There will be an evaluation of the success of this policy by enquiring how effectively the pupils with ALN/SEN participate in the whole curriculum and in all activities.

In particular the Governors will consider:

- How well pupils with additional learning needs take part in the whole curriculum
- Whether pupils are developing into independent learners
- How resources have been allocated
- Details of how many statutory assessments have been made and the number of visits from other agencies and Educational Psychologists.
- The success of parent school partnerships

11 Staff Training in Additional Learning Needs

The ALNCO is responsible for identifying the need for training in additional learning needs.

INSET will be organised as appropriate and may involve external speakers.

The ALNCO will assist in the provision of training for teaching and support staff. In particular the ALNCO will form links with the LEA.

12 Links with Agencies external to the school.

Multi-Agency work is a feature of Additional Learning Needs provision – including working with other schools, educational welfare, behaviour support and other agencies such as Careers Wales.

When required, the school refers pupils to outside agencies. They are referred to the agency most appropriate to their needs.

Any issues concerning Child Protection are referred initially to the School's Child Protection Officer and then considered for further investigation if necessary as outlined in the School's Child Protection Policy.

All cases which relate to welfare, attendance, or care issues are referred to the Educational Welfare Officer.

All cases relating to behavioural difficulty are referred to Behaviour Services.

13 Role of Parents

The Code of Practice for Wales acknowledges that working in partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, LEAs and others. This is important in enabling children and young people with Additional Learning Needs to achieve their potential.

St Brigid's School values working in partnership with parents. The views of parents will be sought at all stages of assessment and provision. All decisions will be recorded. All letters will have a section to be signed and returned by parents before a child is referred or assessed.

We will endeavour to handle all matters relating to additional needs with care and sensitivity. We will ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child – whether in Primary or Secondary.

The school will keep records of all who are parents or have parental responsibility for each pupil. This is done by using SIMS information. When this involves adults in more than one household, we will deal directly with the parent/legal guardian, who has the day to day responsibility for the pupil.

Appendix 1

Triggers indicating the need for Intervention at School Action

A pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted at a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Shows persistent emotional and/or behavioural difficulties which are not dealt with by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers indicating the need for Intervention at School Action Plus

- Despite having an individualised programme and/or concentrated support under School Action, the child or young person: continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum levels substantially below chronological age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Appendix 2

Primary Intervention strategy

Standardised Scores – KS2	LEA Intervention	School Intervention
< 70 - 75	(School Action Plus) Involvement of outside agencies (SALT, LDT) EP Formal Assessment IEP	Toe by Toe 1:1 daily reading LSA support IEPs RM Maths Small group reading (ALNCO) In class ICT programmes ALNCO ICT programmes Differentiated work
75 – 85	(School Action) Assessment by Literacy Screening kit IEP Maths advisor Phonic groups LDT IEP	RM Maths Toe by Toe 1:1 daily reading LSA support Springboard maths Phonic groups Small group reading (ALNCO) In class ICT programmes Differentiated work
85 – 95	(Monitoring) Booster groups Catch up – Literacy Catch up – Maths IEP	RM Maths Catch up – Literacy Catch up – Maths Differentiated work
96 - 114		Differentiation Good Classroom Practice Termly Tracking Checks
115 + 125+	MAT Policy IAP	Differentiated work in class Challenge work (Maths) Denbigh Writing squad opportunity Welsh writing squad opportunity Urdd (Welsh)
Foundation Phase	LEA Intervention	School Intervention

<p>Speech and Language issues</p> <p>Motor skills difficulties</p> <p>Numeracy difficulties</p> <p>Phonics difficulties</p> <p>Behavioural issues</p>	<p>SALT</p> <p>Educational Psychologist</p> <p>Behaviour Support</p> <p>EAL</p>	<p>Differentiation</p> <p>Targets/next steps</p> <p>1:1 Teacher support</p> <p>Additional support from LSA</p> <p>IEP</p> <p>For younger children Individual Behaviour Plans (IBP) and Individual Play plans (IPP) may be more appropriate</p> <p>SALT programme (delivered by LSA) RM (Year 1 and 2)</p> <p>P.A.T – Phonological Awareness Training</p>
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Secondary Intervention strategy

Standardised Scores KS3 -14-19	LEA Intervention	School Intervention
< 70 - 75	(School Action Plus) Involvement of outside agencies (SALT, OT) EP Formal Assessment IEP	SEN Policy RM Maths ALNCO Small Group Support ALNCO ICT programmes Reading Buddies 7,8,9 IEP Differentiated work
75 – 85	(School Action) Involvement of outside agencies (SALT, OT) IEP	RM Maths Maths Club ALNCO Small Group Support LSA Small Group Support ALNCO ICT programmes Reading Buddies 7,8,9 IEP Differentiated work
85 – 95	IEP	RM Maths Maths Club Reading Buddies 7,8,9 LSA Small Group Support Differentiated work
Whole School 96 - 114		SLT review RAG status of pupil outcomes termly and discuss possible interventions via mentors or through further interventions (i.e. contact with family, pastoral counselling, 1:1tuition, Learning Coach, outside agencies, formal discussions with pupils). Heads of Learning (KS3 and 14-19) review tracking system half termly. Differentiated work
115 + 125+	IAP	MAT Policy and strategies (VLE) Differentiated work IAP

Indicators of Adequate Progress

Progress can be defined in a number of ways:

- Closing the attainment gap between the child and his / her peers in line with expectation for their Chronological Age/ National Curriculum Levels
- Preventing the attainment gap from growing wider
- Improvement on the pupil's previous rate of progress
- Being able to access the full curriculum.
- Demonstrating an improvement in self-help, social or personal skills
- Demonstrating an improvement in behaviour.