



**Madras V.A. Primary School**

*'Every child will succeed in a caring and supportive environment'*

## **Additional Learning Needs (A.L.N) Policy**

At Madras School we endeavour to provide the best educational opportunities for each child in our school. We have a 'can do' learning culture which enables all children to reach their maximum potential.

### **Definition**

A child has additional learning needs if he / she is more able and talented (see MA&T policy) or he / she has a learning difficulty that calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- c) has a range of underlying factors such as, cognitive, physical or sensory difficulty, emotional and behavioural difficulty or difficulty with speech and language or social interaction.

Such children may need additional or different support from that given to other children of the same age.

### **Aims**

At Madras School we aim to:

- ensure that early identification of pupil's needs is made;
- ensure that all pupils reach their full potential;
- ensure that parents are fully involved from the onset;
- work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Educational Social Worker (ESW), School Nurse, etc
- that appropriate programmes of work are implemented;
- that the greatest possible access to a broad, balanced and relevant education is provided;
- secure the necessary provision for any pupil who has additional learning needs.

Pupils who meet our criteria for having ALN at Initial concern / School Action / School Action Plus will receive support from classteachers / teaching assistants / in some cases the ALN support teacher.

## **Admission Arrangements**

In accordance with the Code of Practice, all schools should admit pupils with already identified ALN, as well as identifying and providing for pupils not previously identified as having ALN. Pupils with ALN, but without a statement of special educational need, are treated as fairly as all other applicants for admission.

A parent's wish to have their child with a Statement educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children or in a case where the school feels it cannot meet that child's needs.

The Governing Body has an expectation that the LEA will consult with the school before naming that school in the Statement. In such instances, the Governing Body will delegate this responsibility to the Headteacher who will meet with the parents and other agencies to establish the interests of that child in respect of the suitability of the proposed Statement.

Madras School complies with LEA policy. Parents of all children are requested to inform the school of any particular needs their child may have when registering to ensure the best possible provision is made for the child.

## **Roles and Responsibilities**

The role of the LEA

- An essential function of the LEA is to make effective arrangements for ALN by ensuring that: the needs of children with ALN are identified and assessed quickly and matched by appropriate provision.
- high quality support is provided for schools through educational psychology and other support services, and arrangements for sharing good practice in provision for children with ALN.
- children with ALN can benefit from coordinated provision - by developing close partnerships with parents, schools, health and social services and the voluntary sector.
- strategic planning for ALN is carried out in consultation with schools and others to develop systems for monitoring and accountability for ALN.

The role of the Governing Body

A member of the Governing Body has responsibility for ALN. They work closely with the Additional Learning Needs Co-ordinator (ANCO).

The Governing Body:

- endeavours to ensure that the necessary provision is made for any pupil who has ALN.
- ensures that, where the headteacher has been informed by the LEA that a pupil has ALN, those needs are made known to all who are likely to teach them.
- ensures that staff in the school are aware of the importance of identifying and providing for those pupils with ALN.
- consults the LEA and the Governing bodies of other schools when it seems necessary or desirable in the interests of coordinated ALN provision in the family of schools / cluster.

- ensure effective inclusion - that a pupil with ALN joins in the activities of the school, together with the pupils who do not have ALN, so far as is reasonably practical and compatible, with emphasis being on the identified child receiving the ALN provision their learning calls for, the efficient education of pupils with whom they are being educated and the productive use of resources.
- report annually to parents on the implementation of the school's policy for pupils with ALN.
- ensures that parents are involved in making a decision about the ALN provision being made for their child.
- have regard to the Code of Practice when carrying out its duties towards all pupils with ALN.

#### The role of the Head teacher

The Head teacher will:

- have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ALN.
- keep the governing body informed via the headteachers' report.
- work closely with the school's ALN team.
- will be familiar with reports and assessments made on identified pupils.
- be informed on a regular basis about their progress and possible changes in provision based on this progress.

#### The role of the ALNCO

Mrs Macey is responsible for ALNs at Madras School.

The ALNCO has responsibility for:

- ensuring liaison with parents and other professionals in respect of children with ALN;
- advising and supporting other practitioners in the setting;
- ensuring that appropriate Individual Education Plans are in place;
- ensuring that relevant background information about individual children with ALN is collected, recorded, updated and shared with appropriate staff;
- ensuring that parents are aware of the local Parent Partnership services.

The ALNCO takes the lead:

- in further assessment of the child's particular strengths and weaknesses;
- in planning future support for the child in discussion with colleagues;
- in monitoring and subsequently reviewing the action taken.

The ALNCO attends relevant courses on ALN, disseminates information and, where possible, organises staff INSET on particular issues of concern.

The roles of teaching and non-teaching staff

All staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with ALN.

### **Arrangements for Co-ordination of Provision**

All members of staff offer a variety of teaching approaches to meet the needs of individual children. Every member of staff ensures that their learning areas / classrooms offer a stimulating environment for all pupils.

The ALNCO is available to colleagues to offer support, to discuss, identify, intervene, co-ordinate data, and liaise with external agencies including the LEA support and educational psychologist services.

Liaison with the Special Needs Service is an important part of the ALNCO's role as is consultation with parents, with other agencies, and the attendance at team meetings.

Class teachers and the ALNCO work collaboratively to prepare I.E.P's.

The ALNCO supports class teachers in the breaking down of tasks relating to the programmes of study into smaller learning steps. This also allows the teacher to effectively teach groups with varying abilities and skills.

Consideration must also be given to:

- language of instruction;
- teaching strategies;
- learning styles;
- levels of support for the class teacher;
- class and classroom organisation;
- resources.

Where children are withdrawn from class suitable timetabling arrangements are also agreed as every possible care is taken to ensure that withdrawn pupils do not miss out on important curriculum skills and experiences.

ALN data and information is regularly shared amongst staff and with outside agencies as and when the need arises.

### **Other Specialist Provision**

Where specific / expensive resources are required the LEA will be approached for funding.

The governing body will liaise closely with the LEA regarding facilities which increase access for disabled pupils.

Pupils with a Statement of Special Educational Needs are admitted by the LEA in consultation with the Headteacher and the Governing Body.

### **Identification - Assessment and Provision**

It has been estimated that up to 20% of children may have special educational needs at some point in their school life (Warnock 1978).

Early identification is essential. All staff are aware of our identification procedures and take the necessary appropriate action.

Some children may have been identified by health service officers at the preschools stage, or during school medical or through family doctors, or by parents.

Learning difficulties can stem from social, emotional, intellectual or physical factors and of course all these factors need to be taken into consideration during identification, monitoring and intervention procedures.

Most children will have their needs met in the classroom by the class teacher working in conjunction with the Teaching Assistant within the classroom.

Sometimes it is more advantageous to the child to be withdrawn, either as a member of a small group or on a 1 - 1 basis which is determined by the classteacher.

We use Ravens and BPVS 11 tests to aid in our assessments of pupil's abilities.

### **The Graduated Approach**

#### **Initial / School concerns - Differentiation**

1. Teacher assessments and pupil observation.
2. Any concerns to be recorded.
3. If concerns persist ALNCO / Headteacher to be informed.
4. Class teacher to discuss with parent informally.
5. Work is differentiated to meet the needs of individual pupil.
6. Further teacher assessments may conclude that an Initial Concern Sheet
7. Monitoring sheet is established.

The Initial Concern / Monitoring sheet will be reviewed with parents following a further review with parents the pupil may remain on a concern or be withdrawn from the concern or we will intervene at School Action.

#### **School Action**

When a class teacher identifies that a pupil has ALN, the class teacher together with the ALNCO devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. We aim to establish a pupil's potential through administration of a Pupil Profile or BPVS II (British Picture Vocabulary Scale II) and Ravens Intelligence potential testing.

The basis for School Action intervention will usually be the teacher's concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a child's area of development.

- Shows signs of difficulty in developing literacy or numeracy skills which impacts across other areas of learning.
- Presents persistent social, emotional or behavioural difficulties which demonstrate little sign of improvement when the usual school positive behaviour management strategies are employed.
- Has sensory or physical difficulties 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.

In consultation with parents and the classteacher the ALNCO will complete our School Action/Plus: Planning / Tracking form and an I.E.P.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP will usually be devised.

ALNCO will support classteacher in:

- planning future interventions for the child in discussion with colleagues;
- monitoring and reviewing the action;
- possibly withdrawing children in small groups / on 1-1 basis.

### **School Action Plus**

The basis for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, The child:

- Continues to make little or no progress in specific areas over a long period.
- Their stage of learning is significantly below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly have a negative impact on the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP).
- Has sensory or physical needs and requires additional specialist equipment or regular advice, visits or targets by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause considerable barriers to learning.

The ALNCO and class teacher, in consultation with parents, ask for support from external agencies (at least two reviewed IEPs are needed before S.A.P. intervention).

The class teacher and ALNCO are provided with advice or support from outside specialists.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. LEA. These include:

- Educational Psychologists
- Behavioural Support team
- ICT Advisory team
- English as an Additional Language (EAL) teachers
- Pupil Liaison officers
- Speech & Language Therapy Service
- School Nurse
- Paediatric Consultant Doctors
- CAMHS (Child and Mental Health Services)
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Sensory Department
- Educational Social Workers
- NSPCC
- Social Services
- Voluntary organisations

Additional or different strategies to those at School Action are put in place - an IEP will usually be devised.

ALNCO will support classteacher in:-

- any further assessment of the child;
- planning future interventions for the child in discussion with colleagues;
- monitoring and reviewing the action taken;
- withdrawing child as part of group / on 1-1 basis.

### **Individual Education Plans (I.E.P.s)**

Our plans set SMART targets (Specific, Measurable, Achievable, Realistic, Time-related). This ensures specific criteria to evaluate the success of our ALN provision.

They include:

- the nature of the child's learning difficulties;
- action taken with respect to the special educational provision;
- the staff involved, including frequency of support and specific programmes/activities/materials/equipment;

- help to be given by parents at home;
- targets to be achieved;
- any pastoral care or medical requirements;
- monitoring and assessment arrangements;
- arrangements and dates for review.

The IEP only records that which is additional to or different from the differentiated curriculum which is in place as part of the provision for all children.

Dates for reviews are set on the I.E.P. Reviews focus on the progress made by the child, the effectiveness of any support provided, the effectiveness of the I.E.P. and future action. The frequency of such reviews is a matter for the school, but the Code suggests termly reviews. If a child needs a review sooner Madras School reviews as and when necessary for each individual pupil.

### **Referral**

If following significant input at School Action / School Action Plus the child still demonstrates a significant cause for concern, together with parents the school may wish to consider making a request for Additional Resources at School Action Plus or a Statutory Assessment.

When the ALNCO / Headteacher makes a request about a particular child, the following documentation should be available:

- educational assessment and those obtained from specialists such as educational psychologists and advisory teachers;
- the views expressed by the child and his or her parents;
- the health of the child;
- the involvement of the education welfare or social services, and

written evidence of:

- the action taken by the school under the three stages;
- I.E.P's for the child;
- regular reviews of the provision and outcomes of such reviews;
- any involvement of other professionals.

This will form the basis on which the LEA can consider the request and make a judgement. Parents and school are informed of the decision regarding provision.

### **Staffing Policies and Partnerships Beyond the School**

The ALNCO attends any relevant in-service training sessions on ALN. All information gathered is shared with the whole staff and relevant information is duplicated and distributed. Further support, if required is sought from Learning Support Services. We also maintain close liaison with the Educational Psychologists team and the Education Social Worker based at The Maelor School.

### **Resources**

Whilst every endeavour is made for the children with ALN to use their classroom resources, it is recognised that some children will need additional or special resources and materials. Such resources are kept in a central position in the office where they are permanently and freely available to any member of staff.

Some children may be unable or have difficulty in communicating conventionally - either in verbal or written form - therefore may need a greater access to the curriculum through ICT. School makes great use of the available ICT resources, including the interactive whiteboard for class and group teaching sessions. Children with a more specialised need can be referred directly to the LA ICT Service.

ICT can help pupils with ALN by providing them with:

- A greater motivation;
- Opportunities to work at their own pace with the possibility of a continual assessment as progression is made;
- Improvement in accuracy and appearance of work.

### **Students Assistance Programme (SAP)/ Happy to Be Me**

Groups of children who are identified as having social, emotional or behavioural difficulties are supported with our S.A.P programme.

### **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. Children's physical or medical needs are always considered to ensure inclusion.

### **Working in Partnership with Parents**

We work very closely with all the parents in the school as we feel that by sharing the responsibility of a pupil's education, children's achievements will be maximised. Parents are consulted at all stages and are invited to all discussions with outside agencies.

It is the LEAs statutory duty to arrange for the parent of any child with ALN in their area to be provided with advice and information relating to those needs.

LEAs must take whatever steps they consider appropriate to make parent partnership services known to parents, Headteachers, school and others.

The core activities of parent partnership services are:

- Working with parents
- Information and publicity

- Training, advice and support
- Network and collaboration
- Helping to inform and influence local ALN policy and practice.
- Partnership with parents plays a key role in promoting a shared culture of trust and co-operation.

### **Liaison / Transition**

We maintain close links with local playgroups and the high school. The Headteacher and class teachers are kept fully informed and where appropriate material resources are shared. We maintain close links with the health services, education welfare officer and social services. We work particularly closely with the school nurse and the welfare officer.

Sometimes it is necessary for a pupil to attend another school, usually on a part time basis. Close links with all persons involved are maintained. The ALNCO also meets up with the High School ALNCO's to discuss the Year 6 pupils that will require ALN support on transfer into Year 7. These pupils are given extra induction sessions in which to familiarise themselves with the High School and its staff and so ease transition. Documentation is transferred accordingly as are the records of any child who transfers to another primary school. Madras School welcomes any further consultation desired by the next school.

### **Evaluation of the Success of the School's ALN Policy**

Evaluation is ongoing; modification is dictated according to need. The Governing Body's Annual Report must include information on:

- the success of the ALN policy;
- significant changes in the policy;
- any consultation with the L.E.A., the funding authority and other schools;
- how resources have been allocated to and amongst children with special educational needs over the year.

### **Arrangements for Complaints**

Make an appointment to see:

- I. The class teacher / ALNCO to discuss your concern.
- II. If you are not happy make an appointment to see the Headteacher/Senior Teacher outlining the nature of your concern.
- III. If you are still not satisfied please arrange with the Headteacher to make an appointment to meet with the nominated governor for ALN, Chair of Governors, together with the Headteacher.
- IV. There are parent representatives on the governing body. They are always willing to listen and will direct you to avenues of complaint.
- V. The school has adopted the LEA complaints policy procedure.

**Monitoring / Review**

The ALNCO will monitor additional learning needs in school.

It is the responsibility of the whole staff of Madras School to implement this document.

Policy Reviewed: .....

Next Review: .....

Chair of *Governors'* Signature: .....

Chair of *Governors'* Print Name: .....

Headteacher's Signature: .....

Headteacher's Print Name: .....