



Working, Learning and Growing Together.

### **ADDITIONAL LEARNING NEEDS POLICY**

This Document is a statement of intent within Sealand Primary School. It was developed through a process of consultation with key stakeholders and in correspondence with the school's planning and review schedule.

This sets out a framework by which to work.

## **Sealand Primary School Additional Learning Needs Policy**

### **Aims**

The aim of Sealand Primary School is to foster a friendly and welcoming atmosphere to support the academic, cultural, physical and spiritual development of each child. We understand the various needs of all pupils and we recognise the unique dignity and potential of each child irrespective of their ability.

### **Introduction**

At Sealand Primary School, we believe that all children should be respected and feel secure and happy in their education and learning environment. We aim to provide all children with knowledge, skills and opportunities so that they can develop self-discipline, respect the feelings of others and take responsibility for their actions and learning. However, we are aware that not all children learn at the same rate and in the same way, and that some have additional learning needs. We are committed to providing additional attention and support to these pupils so that they can develop and reach their full potential. This policy outlines how this is planned, organised and delivered.

### **Definition of Additional Learning Needs**

Children have additional learning needs if they have a learning difficulty, which calls for additional learning provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age
- or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special provision was not made for them 1:3

(Additional Learning Needs Code of Practice for Wales 2002 1:3)

### **Objectives**

Our objectives for all pupils are:

- To have access to a full and broad curriculum irrespective of ability.
- To be literate and numerate
- To use a wide range of communication skills
- To have opportunities to work with a range of pupils and adults
- To develop skills to enable them to access information.
- To develop appropriate behavioural skills and a sense of self-discipline
- To develop a positive attitude towards themselves, their peers, the staff and the school as a whole.
- To develop as independent learners and an awareness of learning styles

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Our objectives for teaching and support staff are:

- To identify children with additional needs at a very early stage in order that appropriate action may be taken to ensure that their needs are met.
- To ensure that all staff are trained to identify and support pupils with additional learning needs.
- To be familiar with resources and technology that can support pupils with additional learning needs.
- To have access to other specialists from a variety of agencies for expert advice and diagnosis.
- To use a variety of teaching styles and learning opportunities to meet the needs of all pupils.
- To work closely with parents of all pupils, especially those with additional learning needs.
- To ensure good communication between all staff to ensure the most appropriate provision and support for pupils with additional learning needs.

### Key Staff in the Provision for Pupils with ALN

The Additional Learning Needs Co-ordinator (ALNCo) at Sealand Primary School is Mrs Clare Roberts who is responsible for the provision of the children who have additional learning needs. Liaison between ALNCo, class teachers and the Senior Leadership Team is vital to ensure the needs of all learners are met. Other responsibilities include organising the arrangements for pupils with additional learning needs, communicating with outside agencies, maintaining records and communicating with parents.

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If a child has specific needs which requires individual support as identified at School Action Plus, or under the terms of a formal Statement of Special Education need, then this can be provided by additional teaching time at school by a Learning Support Teacher. A child with specific needs may be supported within school by a Learning Support Assistant (LSA) from the Local Authority. The LSA works under the guidance of the class teacher and ALNCo to support the child within the mainstream class setting.

### Identification Procedures and Admissions Policy

Sealand Primary School has a policy of early intervention. All children are continually monitored from their point of entry, which is usually in the Early Years, so that those with ALN are quickly identified and given appropriate support. Children who transfer to Sealand Primary School at a later stage are always assessed by their class teacher, and records are sought from their previous school. A child may be identified as requiring additional learning needs by the class teacher, parents, social services or medical services.

If a child is the subject of a statement, they will only be accepted if after consultation between the Headteacher, parents and Local Authority, and it is decided that the statement can be met.

### Assessment

When considering a child's additional educational needs, the following are considered as cause for concern:

- Parental concern and observation
- Teacher observations and concerns
- Performance in assessment — on entry assessment, spelling, maths and reading tests, CATS. - at a level below that of his /her peer group end of Key Stage Assessment
- Low curriculum performance against agreed indicators.
- Difficulties with literacy and numeracy
- Behavioural problems which affect learning.

- Medical concerns

Once a child has been identified as having additional learning needs, meetings are held between all the relevant parties to discuss how the pupil can be best supported in school. The child is placed on the Additional Learning Needs Register at the appropriate stage. An IEP is created for the child. This is shared with the parents and the pupil. IEP's are reviewed formally twice a year. The school also keeps a list of children who are a concern. These children have a concern form stating their problem and additional provision. Parents of these children are also consulted.

### **Organisation**

The Class Teacher first and foremost supports children identified as having additional learning needs. The class teacher will provide differentiated work and activities within the classroom to suit the child's needs so that they have access to all areas of the curriculum. The children's needs are individually considered when they take any tests. All staff working with these children continually assesses them to monitor progress during the year.

Sealand Primary School has a policy of withdrawing pupils from their classes to work in small groups. This allows the children to focus on areas of difficulty in a small group setting with a high level of specialist adult support. Pupils are identified for small group support through discussions with the Class Teacher, and ALNCo. A trained teaching assistant supports pupils through specific programmes of work and also supports pupils in class lessons. There is regular liaison between Local Authority teachers and the staff at Sealand Primary School to ensure continuity. Annual reviews of statements of additional learning needs are held jointly at school.

### **Recording progress and reporting to parents**

When children are identified as having additional learning needs their parents are always informed. School makes every effort to help these parents understand the nature of their child's difficulty, how they will be helped at school, and what they can do to support their child at home. The school has an 'open door' policy and encourages these parents to work in partnership with teachers to aid their child's development.

All parents of children who have special needs are invited to school twice a year to share their child's IEP. These are written to coincide with the parent evenings held during the Autumn and Spring terms for all parents. Parents of children who are at School Action Plus stage or are a concern at School Action are informed of the twice-yearly meetings, and some are invited to attend. Parents are always kept fully informed of their child's progress.

### **Transfer to High School**

Sealand Primary School has excellent communication links with all High Schools, particularly with Hawarden High School. Children in Year 6 with Additional Learning Needs are always discussed with the ALNCo of their new school during their last term before transfer, and all relevant information such as IEP's, reading and spelling ages and any communication with outside agencies is passed on to support their transition to high school.

### **Dyslexia Friendly Schools Initiative**

Sealand Primary School uses dyslexia friendly teaching strategies. Through early intervention pupils with dyslexic tendencies are identified and taught in the appropriate way.

## **The Additional Learning Needs Code of Practice and the Graduated Response**

In order to provide support for children with additional learning needs, Sealand Primary School has taken due regard of the revised Additional Learning Needs Code of Practice graduated response.

### **1 Concern**

An initial concern may be expressed by anyone involved with the child. The class teacher informs the ALNCo who records the concern. At this stage the class teacher is responsible for providing strategies and appropriate differentiated activities to suit the child's needs. Parents are always informed and encouraged to help the child at home. The child's progress is carefully monitored and assessed.

### **2 School Action**

If after a reasonable period, despite having differentiated activities the child makes little or no progress, they will be placed on the Additional Learning Needs register. The Class teacher and ALNCo draw up an Individual Education Plan with specific targets. This is reviewed twice a year. The child is usually withdrawn from class for small group work. Parents are always involved, and their permission sought for withdrawal from class lessons. If a child makes good progress then the support will be withdrawn. However, if after two reviews it is considered that the child is not making satisfactory progress with the support being provided by school, then they will be considered for the next stage.

### **3 School Action Plus**

At this stage the Class teacher, ALNCo and parents review the child's progress and advice is sought from external agencies. This may be from the Educational Psychologist, the Learning Support Team or any other specialist service. The advice is then incorporated into the IEP, and implemented. After two reviews the next course of action is decided. The child may remain at the current stage, return to school action, or a request for SAP made to the LEA so that the child can have additional specialist teaching support.

If advice or support from outside agencies has been implemented and the child's progress is still a cause for concern, the child will be referred for a full statutory assessment.

### **4 Statement of Additional Learning Need**

Due to the change in legislation Flintshire Local Authority are no longer issuing Statements of need. A child would be moved through under ALNET and the need for an Individual Development Plan (IDP) would be explored. The IDP has replaced a Statement of Need. This is a legal document and must be reviewed annually by all the parties involved with the child. Please refer to the ALN Code 2021.

## **Monitoring and Evaluating the Additional Learning Needs Policy**

Sealand Primary School continuously reviews its Additional Learning Needs provision by: -

- Regular meetings between ALNCo and Class teacher to discuss pupils' progress, organisation and resources.
- Liaison with specialist teachers, EAL staff and class teachers to ensure close working relationships for the benefit of all children with ALN in the school.
- Regular contact with the Learning Support team through the twice-yearly Additional Needs Team Meetings.
- Development of positive partnerships with outside agencies.
- Regular meetings with the Educational Psychologist to discuss children's additional learning needs.
- Continual parental involvement in all aspects of ALN through parent evenings, informal meetings and planned meetings.

- Evaluating, recording and monitoring systems
- Reviewing the professional development needs of all staff.
- Specific and measurable Individual Education Plans for children with ALN which are regularly reviewed.
- Liaison between Additional Needs Governor and ALNCo.

### **The Role of the Governing Body and the ALN Governor**

The Governing Body at Sealand Primary School fulfils its requirements under the Additional Learning Needs Code of Practice for Wales which requires them to:

- 'do its best to ensure that the necessary provision is made for any pupil who has additional learning needs'
- ensure that, where the 'responsible person' — the Headteacher or the appropriate governor— has been informed by the Local Authority that a pupil has additional learning needs, those needs are made known to all who are likely to teach them
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have additional learning needs
- consult the Local Authority and the governing bodies of other schools, when it seems to be necessary and desirable, in the interest of coordinated additional learning provision in the area as a whole
- ensure that a pupil with additional learning needs is fully included in the activities of the school, so far as it is reasonably practical and compatible with the child receiving the provision for their learning needs, the efficient education of other pupils and the efficient use of resources.

A report on Additional Learning Needs is included in the annual report to the parents. The Governing Body has nominated an Additional Needs Governor to liaise closely with the ALNCo and staff to assist with the implementation of this ALN policy and to monitor the effectiveness of the provision for pupils with ALN within the school. Hayley Wilson is the current holder of this position.