

Llandysilio C in W School



**ALN & Inclusion
Policy**

Llandysilio Church in Wales Primary School

ALN AND INCLUSION POLICY

Rationale:

Llandysilio Church in Wales School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having additional learning needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that education inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Llandysilio we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Our school sees the inclusion of children identified as having additional learning needs as an equal opportunities issue.

ALN Management:

Headteacher	Mrs Amanda Williams
ALN Co-ordinator	Mrs Carol Hughes
ALN Governor	Mrs Karen Clewlow

Objectives:

1. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
2. To provide full access to the curriculum through differentiated planning by class teachers, ALNCO, and support staff as appropriate.
3. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having ALN at **School Action** or **School Action Plus**.
4. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
5. To involve parents/carers at every stage in plans to meet their child's additional needs.
6. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for co-ordinating ALN provision:

1. The ALNCO will meet with the class teachers and support assistants each term to review Individual Education Plans and to set new SMART targets.
2. At other times, the ALNCO will be alerted to newly arising concerns through discussion with the class teacher.
3. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
4. The ALNCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with ALN through classroom observation.
5. ALN support is delivered by class teachers through differentiated teaching methods and activities which are additional to or different from the other pupils in the class or group. Additional support is co-ordinated by the ALNCO and delivered by Support Assistants. The support timetable is reviewed regularly by the ALNCO in line with current pupil needs.
6. Support assistants, class teachers, ALNCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision:

There are no special educational needs classes at Llandysilio C in W Primary School.

Identification and Assessment Arrangements, Monitoring and Review Procedures:

- Baseline assessment results taken from the compact profile during the first 6 weeks in Reception.
- All Wales Reading Tests at Year 2, 4 and 6.
- CATS results, Year 4.
- Termly reading tests (October, February, June) all year groups (Salford Y).
- Spelling assessments (Hodder and Staughton) on entry and exit from each year group from Year 2 upwards.
- Teacher assessments against National Curriculum level descriptors (KS2) and Outcomes (FP). Use of Incerts to track data and progress.
- Observations of behavioural, emotional and social development.
- An existing statement of ALN.
- Assessment by a specialist service or outside agency, such as educational psychology, identifying additional needs.
- Another school or LEA which has identified or provided for additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, ALNCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class (cause for concern)
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

Monitoring

Monitoring of progress will be carried out by class teachers and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. The School defines adequate progress which:-

- *Closes the attainment gap between the child and their peers.
- *Prevents the attainment gap from growing wider.
- *Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- *Matches or betters the child's previous rate of progress.
- *Ensures full access to the curriculum.
- *Demonstrates an improvement in self-help or social or personal skills.
- *Demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidenced that:

- *There has been little or no progress made with existing interventions.
- *Additional support is required to develop literacy or numeracy skills.
- *Additional support is required for emotional, behavioural or social development.
- *Additional support is required for sensory or physical impairments.
- *Additional support is required for communication or interaction needs.

Support will be provided which is different from or additional to the other pupils in the cohort. This may be in a small group or one to one basis. Provision will run concurrently with differentiated curriculum support. Intervention may be delivered by the class teacher or support assistant.

The responsibility for planning for these children remains with the class teacher, **in consultation with the ALNCO** and support assistants.

A child received support a School Action will have an Individual Education Plan. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Individual Education Plans will be reviewed termly by the class teacher and ALNCO. Support Assistants also play an important role in these reviews.

As part of the review process, the ALNCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the **School Action Plus** level.

This may be because the child:

- *Continues to make little or no progress in the areas of concern.
- *Continues working at National Curriculum levels substantially below that expected of children of the same age.
- *Continues to have difficulty in developing literacy and numeracy skills.
- *Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning.
- *Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- *Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

School Action Plus

Provision at this level may include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and

strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action.

Liaison with support services

The ALNCO and head teacher liaise with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Sensory Services

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The ALNCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEP's and reviews will be copied and sent to parents/carers after the meeting.

Links with other schools/transfer arrangements

- Nursery/ Reception teacher will meet with staff from partner pre-school units prior to pupils starting school. Concerns about particular needs will be brought to the attention of the ALNCO after this meeting. Where necessary the ALNCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an ALN issue the ALNCO will telephone to further discuss the child's needs. Children transferring from Llandysilio to new schools will give details of particular needs and additional provision made by the school. The ALNCO will discuss these children with other schools on request.

- Staff and ALNCO will attend appropriate SEN forums and termly consultations to update their knowledge and guide them in supporting individuals in their classes.