Ysgol Gynradd Maes-y-Deri
Oaklands Primary School



Together Everyone Achieves More

Additional Learning Needs Policy

Oaklands Primary School

Policy on Special Educational Needs (SEN)

Introduction

This policy was reviewed and updated in January 2017, in line with the SEN Code of Practice.

In keeping with our school's aims and objectives, this policy document will encompass ALN provision in both mainstream and specialist learning support class, emphasising a whole school approach.

Oaklands Primary School is an inclusive environment. All pupils irrespective of gender, culture, social background or need, will form part of a supportive and caring community environment, where children can feel safe to flourish and reach their full potential.

This policy document will seek to offer SEN provision in accordance with the practical guidance set out in the 'Code of Practice 2002' for pupils with special educational needs.

This school provides a broad and balanced curriculum for all pupils. Some pupils have barriers to learning that prevent them from fully accessing the curriculum and learning difficulties that require special provision to be made by the school, in order for them to reach their full potential. Pupils have a difficulty if:

- they have significantly greater difficulty in learning than the majority of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other pupils of the same age.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curricular planning and assessment for pupils with special educational needs takes account of type and extent of the difficulty experienced by the pupil.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each pupil as required, and make the appropriate provision, based on their identified needs.

Aims and Objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that all our pupils have a voice in this process.

ALN provision

The ALN (Additional Learning Needs) provision at our school consists of pupils with additional needs who have their needs met within their mainstream classes by the class teacher, one-to-one assistants, school based intervention groups and outside agency involvement where necessary. We also have a specialist learning support class for pupils with communication disorders. This provision has a specialist teacher and two learning support assistants and receives guidance from a specialist local authority coordinator.

Educational inclusion

In our school, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations for all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupil's needs by:

- differentiating work appropriately;
- using a range of teaching strategies and approaches;
- providing support for pupils who need help with communication;
- developing pupils understanding through the use of all their senses and of varied experiences;
- planning for pupils full participation in learning;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions.

This enables our pupils to:

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

The pupils in our learning support class for communication disorders, have individual timetables which show when inclusion occurs and the support they receive. When appropriate we also operate a system of reverse inclusion, which allows pupils from mainstream classes to be taught

lessons in the specialist provision, helping to develop social and communication skills of these pupils.

Early Identification

Early identification of a special educational need is crucial if pupils are to receive appropriate provision and support. The class teacher informs the parents or carers at the earliest opportunity of any concerns and enlists their active help and participation. Parents are made aware of our monitoring process, where the class teacher and ALNCo complete a monitoring form, which involves assessment on monitoring of the pupil's progress over a set period of time. This is an ongoing process.

Pupils within the Learning Support class follow local authority guidelines and are assessed and monitored using the 'SIMS' system. The specialist class teacher then implements 'SIMS' targets onto the pupil's Special Intervention Programmes (SIPS).

Stages of A.L.N. support – Additional Needs Register

The ALNCo works closely with teachers to plan appropriate levels of support for each ALN pupil. This may include placing a pupil on the Register for Additional Learning Needs. A pupil can be placed on the register in a variety of ways. These include:

- Meeting criteria identified on our ALN provision map;
- Following a review of our monitoring process, by having made little or no progress /improvement;
- Being new to the school and having a Statement of SEN.

Within our ALN register we have 7 stages of intervention.

- Monitoring – This is applied to any pupil with whom a member of staff is concerned regarding their academic, emotional or behavioural development. These pupils will be monitored for 1 term (less if necessary) and their progress reviewed. If they have made sufficient progress they will be removed form monitoring level. If no or little progress has been made, they will then be placed on the Register at Early Years or School Action Stage. Parents will be informed of this decision.
- Early Years School Action – When pupils require intervention or support that is additional to or different from the majority of pupils of the same age. The school's usual differentiation still applies. Use is made of available and school resources. (Individual Eduactional plans and reviews required)
- Early Years School Action Plus – When a pupil has involvement with outside agencies. The ALNCo may refer pupils to SENCo surgery. Advice from outside agencies will where appropriate, be included into the pupil's IEP targets. (IEPs and reviews required)
- School Action - When pupils require intervention or support that is additional to or different from the majority of pupils of the same age. The school's usual differentiation still applies. Use is made of available and school resources, in particular intervention groups. (IEPs and reviews required)
- School Action Plus - When a pupil has involvement with outside agencies. The ALNCo may refer pupils to SENCo surgery. Advice from outside agencies will where appropriate, be included into the pupil's IEP targets. (IEPs and reviews required)
- Statement of Special Educational Needs – following statutory assessment by the local authority. School will adhere to meet the needs of the pupil as set out in the document.

All pupils on our ALN register have a one page profile, which is shared with pupils and parents.

Target Setting

In our school we have high expectations of all our pupils and feel they should be fully involved in their own learning experiences. We actively encourage children to take responsibility for their learning and to make decisions. All pupils are involved in targeting setting, with pupils from year 2 onwards being encouraged to make judgements about their own performance. Following consultation with their class teacher, pupils are set 2/3 targets. These are written and reviewed each term.

I.E.P's and Reviews

All pupils on our ALN register have Individual Educational Plans in line with the Code of Practice. These IEP's are written and reviewed 3 times a year by the class teacher. Parents are invited to termly reviews to discuss their child's progress of the IEP targets and a more formal annual review is held in conjunction with the ALNCo in the summer term. IEP's are child friendly and have SMART (specific, measurable, achievable, relevant, time-bound) targets, which are shared with pupils as appropriate. Parents are given copies of IEP's and are also asked to sign. IEP's are also shared with support staff. IEP's are uploaded onto the server, with new and reviewed copies kept by the ALNCo in the pupil's individual files. Class teachers and intervention group staff have the responsibility of keeping records and evidence of IEP work and progress.

Role of the ALNCo

In our school the ALNCo, with the support of the head teacher:

- Manages the day to day operation of the policy,
- Coordinates the provision for and manages the responses to pupil's additional needs,
- Supports and advices colleagues,
- Overseas the resources of pupils with additional needs,
- Acts as a link with external agencies and other support services,
- Monitors the additional need provision.

More Able and Talented

Any pupil that demonstrates ability above the average expected for their age will be referred to the ALNCo in the same way as other SEN pupils. We have a more able and talented list, with clear entry criteria. It is the responsibility of the class teacher to differentiate their work to cater for their needs. At Oaklands Primary School, pupils with a non-academic talent, such as in sport, music or art, are encouraged to achieve at the highest possible level and their achievements are celebrated. We work with our local Comprehensive school colleagues to involve our pupils in MAT activities throughout the academic year.

Role of the governing body

The governing body has due regard to the Code of Practice when carrying out this duties towards all pupils with additional needs. The head teacher keeps the governing body informed of ALN provision within the school.

Allocation of resources

The ALNCo is responsible for the management of the specified and agreed resources for ALN provision within the school. The head teacher informs the governing body of how the funding allocated to support ALN has been deployed.

Head Teacher: **C Wright**	
Chair of Governors: **H wagner**	
Date adopted by Governors	**January 2017**
Planned review date	**January 2019**