



Llanhari Primary School

Statutory Policies

Additional Learning Needs

Date	Review Date
Autumn 2023	Autumn 2024

Whole School Approach

Introduction

At Llanhari Primary School, we provide a stimulating learning environment where everyone is involved and everyone's contribution is valued. Children have the opportunity to develop intellectually, emotionally, socially, morally and spiritually, as well as physically. Our aim is to ensure that whatever their needs, whenever they occur, we can meet them appropriately.

At Llanhari Primary School we believe that:

- All children are entitled to a broad, balanced, relevant, challenging and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;
- Children who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through accessing skilled staff, specialist equipment and resources, whenever appropriate;
- Children may require special programmes designed to maximise opportunities for independent living in preparation for life after school.

The Additional Learning Needs and Education Tribunal (Wales) 2018

Currently schools follow the SEN Code of Practice, 2002. However, The Additional Learning Needs and Educational Tribunal (Wales) Bill was passed by the National Assembly for Wales in 2017. The legislation received Royal sent in January 2018 and became the Additional Learning Needs and Education Tribunal (Wales) Act 2018. The Act made provision for a new statutory framework for supporting children and young people with ALN. Under the Act, the term special educational need (SEN) was replaced with the term additional learning need (ALN). The term 'special educational provision' was replaced with 'additional learning provision'. The implementation of these changes was originally scheduled to take place over a 3-year period, from September 2020 to

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August 2023 alongside delivery of the wider ALN transformation programme. However due to the impact of the COVID-19 pandemic, this period of existing SEN legislation continues to apply and will continue to do so until the implementation period is concluded. This Act will see many changes to the current ALN systems. The current stages of ALN: School/Early Years Action, School/Early Years Action Plus and Statement will no longer exist. For statemented pupils these will be replaced with Individual Development Plans (IDPs) as well as for some children who are currently at School Action Plus.

At Llanhari Primary School the ALNCo has undertaken work with the Local Authority and works closely within our Cluster alongside the Cluster transformation lead. The Local Authority continues to lead the ALN Reforms keeping schools informed of gradual changes and further training. From September 2021, learners who were newly identified as having Additional Learning Needs were supported under the new arrangements under the Act, whilst learners within the existing system have transitioned over a three year period. The current Special Educational Needs system therefore remains in place for all learners with SEN/ALN until September 2024.

Currently, we hold both SEN and ALN reviews twice yearly. Pupils identified as having SEN have an About Me Profile and an Individual Education Plan (IEP). Pupils identified as having ALN have an About Me profile and an Individual Development Plan (IDP).

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational 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 education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996.

Approximately one in five learners in maintained schools in Wales have SEN. These needs are currently met through three graduated stages of intervention: – Firstly, additional support provided by schools themselves (School Action); – Secondly, additional support

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by schools together with the involvement of external agencies (School Action Plus); -
Thirdly, where deemed necessary, in accordance with a local authority statement of SEN which provides a legal entitlement to a specified package of support.

SEN usually fall into at least one of the following four broad areas:

Communication / Interaction

Speech and Language Disorders
Autistic Spectrum Disorders

Cognition and Learning

General / Moderate Learning Difficulties
Severe Learning Difficulties
Profound and Multiple Learning Difficulties Literacy Difficulties to include SpLD (Dyslexia)

Social, Emotional, Behavioural

Development Social, emotional and behavioural difficulties
Sensory and or Physical Needs

Sensory Needs

Hearing Impairment
Visual Impairment
Multi-sensory Impairment
Physical / medical needs where these impact on a pupils access to the curriculum

School Action

When a class teacher or ALNCo identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. This forms the basis of the pupil's Individual Education Plan.

The basis for intervention through School Action could be the teacher's or other's concern, supported with evidence, about a child who despite differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed in 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

School Action Intervention

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The ALNCo and class teacher should decide on the action needed to help the child to progress in light of assessment. Parents must be kept fully informed of their child's needs. Intervention may take the form of:

- one to one tuition
- provision of different learning materials
- special equipment.

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
- continues working at National Curriculum levels substantially 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 interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and required 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.

School Action plus Intervention

Schools should seek the help of external support services who will advise on new and appropriate targets for the child's IEP and on accompanying strategies. The targets set may require specialist assessment to measure the child's progress, eg Educational Psychologist.

The ALNCo, class teacher and external specialists should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology.

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

The strategies set out in the resulting IEP/IBP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP/IBP continues to be the responsibility of the class teacher. All IEP/IBP are reviewed with parents and child twice a year.

If the ALNCo and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

Statements

For a child who is not making adequate progress, despite a period of support at School

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Action Plus, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs. This will always be with the agreement of parents and guardians. The school recognises that a request for Statutory Assessment does not necessarily lead to a Statement of Special Educational Needs.

The school is required to submit evidence to the Local Authority whose Panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement will be made using the LAs current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement. There will be an Annual Review, chaired by the ALNCo to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child. The aim of the review is to:

- Assess the pupil's progress in relation to the pupil's targets
- Review the provision made for the pupil in the context of the Foundation Phase Curriculum/National Curriculum and levels of attainment.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue or amend the pupil's Statement
- Set new targets for the coming year

At the Annual Review of a child in Year 5, the aim will be to give clear recommendations as to the provision the child will require at Key Stage 3. Then it is possible for the parents to visit secondary schools and to consider the appropriate options within the similar timescales as other parents. The ALNCo of the receiving school will be invited to attend the Final Annual Review of children with Statements of Additional Learning Needs, to allow them to plan an appropriate IEP to start at the beginning of the new school year. This will reassure the child and the parents that there will be an effective and supportive transition to Key Stage 3.

Early Years Provision

Desirable Learning Outcomes set out what most children will have achieved by the time they enter Year 1. Children will progress at different rates during the foundation phase.

Monitoring of individual children's progress throughout the early years is essential. Baseline assessments are carried out on entry to the Nursery classes, and children are monitored and discussed regularly. This involves the Class Teacher, ALNCo and Support Staff. Where a child appears not to be making adequate progress either generally or in a specific aspect of learning, it may be necessary to present different opportunities or use alternative approaches to learning. Parents are informed of concerns and are involved in all stages.

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Once special educational needs have been identified, school should intervene through Early Years Action. If the intervention does not enable the child to make satisfactory progress the ALNCo may need to seek advice and support from local agencies - Early Years Action Plus.

The key test for action is evidence that the child's current rate of progress is inadequate. A judgement has to be made in each case as to what is reasonable to expect that particular child to achieve.

Where progress is not adequate, it will be necessary to take some additional or different action, to enable the child to learn more effectively.

The Additional Learning Needs Co-ordinator (ALNCo)

Currently, the role of ALNCO is carried out by Mrs R Elphick. All decisions regarding special needs issues and provision are discussed with the Head Teacher, Mrs E Coates. Further discussions are arranged with the class teachers, support staff and outside agencies on a regular basis.

The role of the ALNCO includes the responsibility for:

- The day to day operation of the schools ALN policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for pupils with ALN
- Overseeing the records on all pupils with ALN
- Liaising with parents of children with ALN · Contributing to the in-service training of staff.
- Attending courses and meetings to keep up to date with good practice.
- Ensuring the appropriate Individual Education Plans are in place

Liaising with external agencies including the Educational Psychology (E.P) , Access and Inclusion Team, Medical and Social Services and voluntary bodies.

Roles and Responsibilities

At Llanhari Primary School, provision for pupils with additional learning needs is a matter for the school as a whole. In line with the ALN Code of Practice for Wales, we recognise that, in addition to the Governing Body, the Head Teacher, ALN team and all other members of staff have important responsibilities.

- The Governing body, in co-operation with the head teacher, determines the school's general policy and approach to provision for children with Additional Learning Needs, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- The Governing body has appointed an ALN Governor, to take a particular interest in, and closely monitor, the school's work on behalf of children with special educational needs.
- The Governing body reports to parents annually on the school's policy on ALN

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- The Head Teacher has responsibility for the day -to-day management of all aspects of the school's work, including provision for children with Additional Learning Needs.
- The ALNCO, works closely with the head teacher, senior management and fellow teachers and is involved in the strategic development of the ALN policy and ALN provision. The ALNCo has responsibility for the day-to-day operation of the school's ALN policy and for co-ordinating provision for pupils with ALN. All teaching and non-teaching staff should be involved in the development of the school's ALN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Additional Learning Needs. Statutory duties remain with the governing body.

Class teachers and support staff are responsible for:

- including pupils with ALN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the ALNCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with ALN
- giving feedback to parents of pupils with ALN

ALN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with ALN is that of all staff.

Governing Body

It has been estimated that, nationally, some 20 % of the school population will have special educational needs at some time during their time in school, (Warnock Report 1978). The range of special needs is from mild to severe; therefore, there will need to be a range of provision to deal with each child accordingly. Within the classroom, the general planning and teaching will cater for a wide range of abilities and aptitudes and this will include the provision for children with Additional Learning Needs (ALN). The objectives of the Governing Body in making provision for pupils with special educational needs are:

- to help all children make progress,
- to access the Curriculum
- enjoy all the opportunities that school life presents, as a valued member of their class/school.

The Special Educational Needs Code of Practice for Wales includes new rights and duties introduced by the S.E.N. and Disabilities Act 2001 and outlines the arrangements schools must make for children with Special Educational Needs.

Identification, Assessment and Provision of SEN / ALN

On entry to the Nursery Classes, Class Teachers will assess every pupil during the first half term. Any additional needs may be recognised during this monitoring, and catered for accordingly. Pupils are also monitored on a daily/weekly and half termly basis. Any concerns are discussed with all staff involved as well as the school ALNCo and parents. If necessary, outside agencies are involved. This is usually after two terms of

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intervention and monitoring. However, in some cases it may be necessary to refer to these outside agencies sooner. Pupils are assessed and monitored on a regular basis throughout their time at Llanhari. This involves informal literacy and numeracy assessments throughout the year, as well as formal testing in May. Class teachers will raise concerns over a pupil with the ALNCo as soon as they appear and parents will be informed. Strategies to support the pupil will be discussed and reviewed at an agreed time. It is very important that parents play an active role in the support of pupils. Following the formal testing in May, the ALNCo and Class Teacher will discuss every child's progress and decide whether further intervention is necessary. Testing Data is used, but we also discuss the child holistically in order to make judgements. Support may be through our own Universal provision:

- Language Support
- Catch Up
- Daily Reading
- Class Support
- ELSA
- Speech and Language Link
- Thrive
- Wellcomm
- Lego therapy
- Popat

Outside Agencies

It is sometimes necessary for us to refer pupils to outside agencies. This will generally be following two terms of support and monitoring, but may be earlier in some cases. These agencies include

- ❖ LA Learning Support Service- Behaviour, Speech and Language, ASD, Visual Impairment, Hearing Impairment www.rctcbc.gov.uk
- ❖ Educational Child Psychology Service- for diagnosis, formal assessments and support www.rctednet.net/eps
- ❖ Speech and Language Therapy
- ❖ Health Services
- ❖ Resilient Families -
<https://www.rctcbc.gov.uk/EN/Resident/ChildrenandFamilies/ParentandFamilySupport/ResilientFamiliesService.aspx>
- ❖ Primary Mental Health Services www.rctcbc.gov.uk/en/healthsocialcare
- ❖ Support Agencies for pupils families affected by bereavement, trauma, cancer etc. T

The day-to-day operation of the school's ALN Policy is managed through the 'Graduated Response' as outlined in the Special Educational Needs Code of Practice for Wales 2002. The graduated response is a model of action and intervention designed to help children towards independent learning and ensures that children's educational needs are met. This approach recognises that there is a continuum of special educational need and encompasses a range of strategies, calling on increasing specialist expertise as necessary.

The special educational needs of most of our children are met within the mainstream

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setting through initial concerns, School Action and School Action Plus. In a small number of cases we approach the Local Authority (LA) to make a statutory assessment to consider the issuing of a Statement of Special Educational Need.

Medical Information

- Should a medical condition such as a hearing or vision problem be picked up in school, parents would be notified, and an appropriate test arranged.
- Pupils with potentially life-threatening conditions, e.g. asthma or allergies requiring an epi-pen, need 'Health Care Plans', completed and signed by the parents, and also signed by the head and Community nurse. These are reviewed when there is a change to a child's condition or medication. The medication that is kept in school is checked at the end of the academic year to make sure that the medication is still in date and whether new medication needs to be supplied by parents.
- Epi-pens are kept in the Head Teachers office, each child's medication is in a box with the child's photograph, name and class clearly marked. Inhalers are kept by the child's class teacher with the child's name clearly marked.

Documentation

The current IEP/IBP can be found in the class support folder. Finished IEPs and reviews to be kept in pupils the ALNCo folder in a secure cupboard. Copies are also given to the Language Support Teacher and are available for support staff working with specific children. These are also stored on a secure and confidential site on the school server.

Reading tests and other assessment data are documented on tracking sheets and on SIMS.

Reports from the Educational Psychologist and all other agencies are kept in the ALN files, with copies given to all parties involved. All documents from outside agencies, IEP, IBP and OPP are saved on the server.

Partnership with Parents

“Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of the child's needs, and the best ways of supporting them”.

(2:2 Special Educational Needs Code of Practice for Wales 2002).

Llanhari Primary School embraces the principal that parents, teachers and outside agencies should work in partnership for the benefit of the child. Communication with parents will be a two way process:

- parents will be welcomed to discuss concerns regarding their child
- The school will contact the parent if it has concerns regarding the child.

Parents will be encouraged to be actively involved in the education of their child. Parental involvement is essential for children with learning difficulties. Progress made will be celebrated and positive aspects promoted during parental bi-annual consultations.

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Parents will be given clear information on their child's learning difficulties and the IEP/IBP (if appropriate) that has been developed. Good links with parents already exist within the school, and, therefore, parental involvement in special educational needs is seen as an extension of these links.

Involving the Child

“Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.” (Articles 12 and 13, The United Nations Convention on the Rights of the Child).

At Llanhari Primary School, it is our policy to involve the pupil as much as possible in implementing any individual educational programme. Where practicable, children are involved in setting the targets for their IEPs so they are aware what they have to do in order to achieve them. By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

Transition

All pupils in year 6 are involved in transition days to their feeder secondary schools. The ALNCo from the secondary schools liaise with the ALNCo and Year 6 teachers from Llanhari Primary to ensure that they have all relevant information and documentation prior to transfer. When a child with ALN transfers to another school, care is taken to ensure that the receiving school has all relevant information and documentation for that child.

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Signed: Emma Coates
(Head Teacher)

Date: 5th December 2023

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Signed on behalf of the Governing Body:
(Chair of Governors)

Date: 5th December 2023

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