

West Monmouth School

Ysgol Gorllewin Mynwy



Additional Learning Needs Policy

Polisi Anghenion Dysg Ychwanegol

Date Approved by Governors:

Date Reviewed by Governors:

1. Special Educational Needs (SEN)/Additional Learning Needs(ALN)

1.1 Special Educational Needs

The School's Additional Learning Needs, (ALN), policy takes regard of the revised Special Educational Needs Code of Practice, (WAG, 2002), which was first introduced as a result of 1993 Education Act.

This policy also recognises and adopts the definition of the Special Educational Needs (SEN), as outlined in the SEN Code of Practice (WAG, 2002, 1;1;3), which states ' Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them'. For the purposes of this policy, the definition of a learning difficulties is defined as:

- having a significantly greater difficulty in learning than the majority of children of the same age; or
- having 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.

This policy adopts the four broad categories of learning difficulties highlighted in the SEN Code of Practice, (WAG, 2002), which includes:

- Cognitive
- Behavioural
- Communication
- Physical

This policy recognises and adopts the Special Educational Needs Code of Practice's recommendation of a 'graduated response' to a young person's need. This includes the following stages:

- School action – the school has identified area/s of concern and along with the parent/carer and child, appropriate support is put in place.
- School action plus – the school seeks additional advice/and or support from external agencies with the permission of the parent/carer.
- Request for statutory assessment – in the minority of cases, where the needs of a child are not met in the previous stage, the school and parents may request a statutory assessment of needs to take place which may lead to a Statement of Needs being issued.

1.2 Additional Learning Needs

This policy also recognises and responds to the Inclusion and Pupil Support Guidance circular (WAG, 2006). This document raises awareness of the range of pupils who are at risk of experiencing various forms of exclusion, thereby widening the remit of the inclusion agenda from solely considering the needs of pupils with special educational needs. The term 'additional learning needs' is introduced and highlights a range of possible groups who may require support. These groups include:

- minority ethnic pupils including Gypsies and Travellers
- those having English as an additional language (EAL),
- more able and talented pupils
- those who are looked-after by the local authority, (LAC)
- young offenders
- young carers

- lesbian, gay, bisexual and transgender pupils
- school refusers and school phobics
- children of families in difficult circumstances
- those at risk of poverty including those on free school meals (FSM)
- asylum seeking refugee children

This policy also recognises that pupils may have more than one special/additional learning need and that the above list is not intended to be exhaustive.

The Inclusion and Pupil Support Guidance circular (WAG, 2006) also considers 'Special Education Needs' to be one of the groups and therefore this policy adopts 'Additional Learning Needs (ALN)' as a term to cover all groups. The previous role of Special Needs Co-ordinator is therefore now known as Additional Learning Needs Coordinator (ALNCo).

2. Aims and Objectives of the Policy

The aims and objectives of West Monmouth School's Additional Learning Needs Policy are as follows:-

1. To ensure that the profile of additional educational needs is recognised as a whole school issue. This requires governors, senior members of staff, teachers and support staff to understand their role and responsibilities and proactively work together to develop a fully inclusive learning environment for all learners.
2. To assess the needs of young people and to provide additional appropriate support and/or resources to meet their needs and increase their independence.
3. To ensure that the voice of the young person and his/her parents/carers are heard and listened to at all stages of provision.
4. To support the young person to function to the best of his/her ability in an integrated mainstream situation which allows, access to a broad, balanced and relevant curriculum.
5. To ensure all staff are appropriately supported and or trained to meet the variety of needs of learners.
6. To provide young people with the skills, knowledge and concepts which will enable them to function as adequate responsible members of the community and to lead full, safe and satisfying lives.

3.Expectations in relation to the implementation of this Policy

All members of staff who are linked to teaching and learning are expected to support the implementation of this policy.

3.1 Role and Responsibilities of the Additional Learning Needs Coordinator (ALNCo) & ALN Support Team

The school ALNCo aims to ensure that the needs of all pupils with special educational needs/additional educational needs are identified, communicated to colleagues and met. The school ALNCo, is responsible for the day to day operation of the policy which includes:

- liaising with and advising fellow teachers;
- co-ordinating provision for children with special educational needs;
- maintaining the School's ALN Register and overseeing the records of all pupils with special needs;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

3.2 Role and Responsibilities of Subject Teachers

In line with the recommendations of the Special Educational Needs Code of Practice, the policy recognises that, 'all teachers are teachers of pupils with special educational needs', (WAG, 2002 6:6:2), and therefore teaching pupils with special educational needs is a whole school responsibility.

All teachers are expected to make use of the advice and strategies outlined in learner's IE/BPs, and reflect on their learners with ALN needs when planning, implementing and assessing their work. Teachers are also expected to reflect on how they may support the learners' targets. They should access the pupils IE/BPs that they teach via Go4Schools.

If any teacher has identified a pupil who is not making appropriate progress despite teacher based differentiation and support, and they are not already on the ALN register then they should contact the ALNCo as soon as possible.

Subject teachers, who often have the most knowledge of these pupils within the classroom context, may also be asked to contribute to the development of IE/BPs.

3.3 Role and responsibilities of Heads of Learning (HoL)/Transition Leads

Heads of Learning are expected to share information gathered on any mid-joiners with ALN to the ALNCo as soon as possible.

HoL may also be required to attend annual reviews and multi-agency meetings as necessary.

HoL are also expected to participate, where appropriate, in the setting of behaviour targets with the ALNCo. Furthermore, they are expected to support the implementation and monitoring of individual education/behaviour plans.

If a HoL identifies a pupil who is at risk of exclusion then they, in conjunction with the young person, will develop a pastoral support plan. They may seek advice and guidance as necessary from the ALNCo.

3.4 Role and Responsibilities of Head of Transition/Y7 HoL

As part of West Monmouth School's transition process the Head of Transition/Y7 HoL attends meetings at feeder primaries to ensure all relevant information on Year 6 pupils is obtained. This may be in addition to attending relevant annual reviews and/or planning meetings as deemed necessary. These may also be attended with by the ALNCo.

3.5 Role and Responsibilities of Learning Support Assistants

Learning support assistants are expected to support the needs of learners with additional learning needs as directed by the ALNCo, subject teachers, pastoral and the SLT. They are expected to support the monitoring of progress using individual education and/or behaviour plans (IE/BPs) and any intervention assessments such as Catch Up Literacy or Numeracy interventions.

4. Identification, Assessment and Provision for pupils with SEN/ALN

4.1 General Identification of Needs

In most cases initial identification of needs for young people with ALN takes place during transition from primary to secondary school.

Alternatively, additional needs may be identified through ongoing formative and summative assessment (including national tests and Wide Range Achievement Tests) as well as monitoring, teacher observation and parental reported concerns.

For those who are considered mid-joiners, HoL are expected to obtain relevant information from previous schools and ensure that the ALNCo is aware of learners' needs.

Once a young person has been identified as requiring support, the child/young person is placed on the ALN register with the permission of the parent/carer. An appropriate individual learning plan is drawn up. This may take the form of an individual learning/behaviour plan, personal education plan or a pastoral education plan depending on the needs of the child.

All teaching colleagues have access to the individual education/behavioural plans of the pupils they teach via access to the staffs shared intranet and Go4Schools. Learning support assistants may access IE/BPs via the IT shared area.

Learners, whose needs have been identified prior to transfer to West Monmouth School, will continue to be placed on the additional learning needs register until deemed no longer necessary by both parents and school.

4.1.1 Identifying Minority Ethnic Learners

This policy recognises that minority ethnic learners are at risk of experiencing isolation and various forms of exclusion, particularly if English is their second language.

West Monmouth School is the chosen school of many of the local Gypsy/Traveller community therefore this policy also confirms that these learners are fully recognised as a minority ethnic group.

The Equal Project is based within West Monmouth School premises and is a service that supports the Gypsy/Traveller community. The school works closely with this service to support the needs of these learners.

For all minority ethnic learners staff are required to consider any racial, cultural and religious differences when developing their schemes of work to ensure learners experience a positive and inclusive education which recognises and values difference.

Where appropriate, and on the advice of the PSE/RE co-ordinator, reasonable adjustments may need to be made to support religious or cultural traditions.

4.1.2 Identifying More Able and Talented (MAT) Learners

This policy recognises that more able and talented learners sometimes require additional learning support to ensure they are able to achieve their full potential. The school is now affiliated with the National Association for Able Children in Education (NACE).

For the purposes of this policy, more able learners are defined as those pupils who are significantly better than average for their year group and show outstanding abilities in more than one academic subject. Talented learners are defined as learners who possess a particular aptitude in a creative art or sport.

The school's MAT Coordinator is responsible for coordinating the identification of pupils who are considered MAT. Pupils are identified through the school's assessment procedures, teacher assessments and parental questionnaires.

The three main ways in which these learners may be provided for include:

- Enrichment: giving breadth and depth, encouraging research, problem solving, creative exploration of topics of interest, asking the harder questions, using ICT effectively, and developing higher order thinking skills.
- Extension: extra-curricular activities such as competitions, coaching sessions.
- Acceleration: covering the same ground at a faster pace, often resulting in early entry for examinations

Examples of this can be found in PE, Maths, ICT, Music, Drama. Links have also been made with the University of Wales, South Wales Argus and Able Radio.

Please see separate MAT policy for further details.

4.1.3 Identifying Learners who are 'Looked After'

On receipt of information from the Local Authority regarding a young person becoming/continuing to be 'looked after', a personal education plan (PEP) is developed. Within the PEP, details such as the legal status, who has parental responsibility, young person's views etc are recorded along with any necessary additional support required.

4.1.4 Reviewing Learners' identified needs

In line with the recommendations of the SEN Code of Practice, each pupil's education/behavioural plan is reviewed at least twice a year by relevant staff and copies are sent to parents for their input. In an effort to manage ALN resources efficiently and effectively, one review is scheduled to take place during parents evening.

For those pupils with a statement of special needs an annual review is held. The necessary external agencies are invited to attend as well as parents/carers and the child/young person. Parents/carers are welcome to bring additional support such as a family member or advocate to the meeting. Decisions resulting from the review are communicated to the necessary staff via the schools intranet.

Learners' progress is monitored and, as necessary, changes to provision or strategies may take place. If sufficient progress has been made, learners may be removed from the ALN register with parent/carers agreement.

Parents/Carers are encouraged to contact the school at any time by email, phone or in person to discuss the child's/young person's progress.

4.2 Assessment

When assessing if a learner would benefit from or would continue to benefit from being placed on the ALN register staff consider if he/she requires 'additional to and/or different from' support which is over and above the existing differentiated curriculum'(WAG, 2002).

Full use is made of the normal assessment procedures carried out at West Monmouth School including National Numeracy Test/National Reading Test, (NNT/NRT) tests. West Monmouth School also uses the Wide Range Achievement Test which includes elements to assess numeracy, spelling, word reading and comprehension skills. Furthermore, as necessary, learners' phonic knowledge and skills are assessed where concerns have been identified in relation to basic spelling knowledge and understanding.

External agencies may also be asked to carry out specific assessments in order to identify learners' needs. These agencies include: Educational Psychology, Hearing Impairment, Visual Impairment and Speech and Language Services.

4.3 Provision

This policy adopts the widely held belief that the majority of young peoples' needs are able to be met by their individual subject teachers through appropriate differentiation, allocation of suitable resources and a use of a variety of teaching approaches which supports a variety of learning styles.

4.3.1 Subject Teacher Differentiation

Suitable resources and strategies that may be utilised by subject specific teachers may include:

- enlarged copies of resource worksheets/maps etc
- reminding pupils to use their allocated coloured overlays
- reading/text trackers
- individual copies of resources,
- use of IT/word processors
- specialist equipment as recommended by OT/Physios
- class timers/individual timers
- individual 'now and next' whiteboards boards (see Appendix)
- photocopies of homework tasks
- Writing slopes/Lever Arch files to act as writing slopes (less obvious)
- Specific Learning Difficulties, (SPLD) friendly classrooms including clear powerpoints (pale coloured backgrounds, with appropriate darker font such as comic sans, and displays (See Appendix)
- Identify and teach new vocabulary prior to learning experience and link to existing knowledge of pupils (create word webs etc as outlined in Tactical Teach approaches)
- Word mats including subject specific and high frequency words
- Grammar mats
- Numeracy mats
- Emotion charts (to encourage pupils to recognise and communicate their feelings and for staff to use to indicate their feelings) (see Appendix)
- Communication friendly approaches and modelling as indicated in classroom visual aids, (see Appendix)
- Visual/communication aids to support learners understanding of directions/information /tasks (see Appendix)
- Hearing loops

This is not meant to be an exhaustive list as it is recognised teachers are continually developing their professional knowledge and understanding. They are, therefore, likely to expand the strategies they use to support all their learners' needs.

4.3.2 Additional provision via school resources

For the minority of young people, in addition to the provision their subject teachers put in place, one or more of the following may also be required to meet their needs:

- Catch Up Literacy support (2nd wave intervention)
- Catch Up Literacy support plus (3rd wave intervention)
- Numeracy support (2nd wave intervention)
- Catching up in Number (3rd wave intervention)
- Social skills support
- Differentiated behaviour management (with an individual behaviour plan or enhanced behaviour tracker)
- Exam access arrangements (following the Joint Council Qualification procedures)
- Counselling
- KS3 nurture classes, (Y7, 8 & 9). Smaller classes with additional adult support which aim to support the academic, social and emotional needs of learners.
- KS4 alternative curriculum (BTEC SWEET)
- Supervised break and lunch time activities (ALN department and whole school lunch time clubs)
- Referral to a Learning Coach
- Extended work placements

The Additional Learning Support Base, as well as facilitating academic support programmes, is a base to support/reintegrate young people back into their main lessons. It aims to provide a 'safe' space for young people with social, emotional and behavioural needs, encouraging and supporting them to develop appropriate strategies to increase their independence and skills to manage their difficulties

4.3.3 Additional provision via external agencies

Following discussion and agreement with parents, external agency referrals may also be made. These may include:

- Discussing the young person's needs at IMPACT (schools own arranged multi-agency problem solving forum)
- NEET Prevention and Support Team/LIFT
- Physiotherapy
- Occupational therapy
- Speech and Language
- CAMHS inc Primary Mental Health Team Advice Line (Tues)
- Youth Service
- Communities First
- Families First
- Crown Bridge Outreach
- Youth Offending Team
- Careers Wales
- Social Care
- Educational Psychology Services
- LA SPLD Team
- PRU outreach

The school's ALN policy is evaluated on a regular basis through meetings of the ALN Team. Regular planning meetings of the LEA and School ALNCo/SENCOs are held termly allowing the school to address areas of concern.

5 STAFFING POLICIES AND PARTNERSHIP WITH OUTSIDE AGENCIES

ALN in-service training is approached in the same way as INSET generally in the school. This is through liaison with the relevant Deputy or Assistant Head. It is an aspect of the role of Deputy or Assistant Head to advise and help the ALN staff with CPD.

Another important aspect of ALN in West Monmouth is the use made of teachers outside the school and the support services. The school continues to enjoy the support of a Peripatetic Tutor for Specific Learning Difficulties and, when appropriate, the support of Gwent Ethnic Minority Services. Furthermore, as the school continues to attract the majority of Gypsy/Traveller learners from the community, it accesses designated provision called EQUAL which is funded by WAG.

The school also benefits from the 'Unlocking Potential' outreach support service provided by Crown Bridge Special Needs School as well as access to their counselling service. The LA allocates the school's Educational Psychology visits, the level of which varies according to perceived needs of the school and availability of the service.

6. RESOURCES

6.1 Rooming

Every effort is made to make classrooms as pleasant and inviting as possible for the pupils who work there. Appropriate specialist resources and equipment are sourced with the support of external agency advice for classrooms as necessary to support learners' needs.

With praise, encouragement and a controlled, pleasant and appropriately resourced learning atmosphere it is hoped that pupils will reach their full potential.

6.2 Access to School Building

Due to the physical layout of the school some areas are identified where wheelchair access would be difficult. The school has an **Equality Plan** which aims to identify barriers and how these may be overcome.

Parents are encouraged to visit to discuss their child's needs so that appropriate support may be identified.

As well as potential physical reasonable adjustments where permissible, other methods may be used including changes to timetables to accommodate learners' needs.

6.3 Budget

The budget is reviewed regularly by the SEN/ALNCo and SLT. A provision mapping tool is used to support the management of the budget. It is essential that allocation of provision is based solely on the needs of learners to ensure that there is a fair and appropriate use of resources.

7. Governor Representation

The nominated Governor Representative for Additional Learning Needs is Mr J Killick. He is invited to and attends team meetings when appropriate.

8. General Inclusive Policy

A strong commitment is given to all aspects with ALN in relation to pupils returning from exclusion. Pupils are given additional support identified as appropriate to their personal, educational, and emotional needs.

As appropriate, a personal pastoral plan is provided for all pupils identified as requiring support. Every opportunity is given for young people to be supported in developing strategies to modify their behaviour so that the risk of further exclusion is reduced.