

Corneli Primary School



Additional Learning Needs (ALN) Policy

The aim of our school is to ensure that all our children gain access to a broad, balanced and relevant education, irrespective of their gender, race or individual need. We aim for every child to feel happy and secure while in our care. Here, at Corneli, we understand that ALL teachers, and support staff, are teachers of children with ALN. We shall seek to ensure that all our pupils will gain access to an entitlement curriculum which:

- provides relevant educational experiences and learning opportunities
- allows the acquisition of knowledge, skills and understanding consistent with individual needs, aspirations and capabilities, and
- provides opportunities to reflect on personal experiences in a manner which enables the development of attitudes and values appropriate to being a member of a modern society.

At Corneli we aim to ensure that the needs of **ALL** children are met:

- Children considered above average, below average and of average capabilities
- Children who have physical and mental disabilities
- Children who have emotional, behaviour and social difficulties
- Children who have cognitive or learning difficulties
- Children with moderate or specific difficulties

We aim to work collaboratively with each other as a whole school, along side the children, their parents (carers), school governors and outside support agencies.

We aim to ensure all staff are suitably trained and updated with new teaching methods and computer programs to ensure a high quality of teaching and learning for all children with ALN.

In accordance with the Code, we actively seek to optimise the educational opportunities for children with special educational needs.

ALN REFORM ACT

From September 2021, we will be rolling two registers: one ALN which is live on SIMS and one MONITORED register. Pupils, who receive universal provision, that is provision which can be ordinarily provided by the school and/or outside agencies, will be on the MONITORED register. These pupils will receive support from class teachers and LSOs in line with their individual needs. If suitable progress is not made, a graduated response may take place. This will include collecting of evidence and data to track why suitable progress has not been made. Access and Inclusion Services may be sought at this point, referrals to specific areas could be made, for example Cognition and Learning. If it is thought a young person (YC) does have an ALN, the ALNCo and Class teacher will invite parents/carers to a meeting to discuss the 'next steps' to support the pupil and family.

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As from September 2021, in-line with the new ALN REFORM ACT 2020/2023, pupils, identified as having ALN, will have an Individual Development Plan (IDP). An IDP will be created using a Person Centered Profile (PCP) capture board, which has been produced by Bridgend Local Authority. The pupil, parents/carers, family members and friends, outside agencies, teaching staff and Health can all be invited to give input to a PCP meeting. Once the capture board is complete an IDP will be written in draft form, for all participants to agree to. Once all sections have been agreed the IDP will become a legal document. All sections within the IDP will be adhered to. The IDP will be reviewed at once per year but can be more frequently if the needs of the pupil changes.

All pupils at Corneli Primary will work together with their peers and Class teacher to create a One Page Profile. Pupils classed as ALN or receiving Interventions will be provided with a detailed One Page Profile outlining their needs and wants, the concerns of the parents and school. These can be used to inform all staff, outside agencies and Health about the pupil. Class teachers will record assessment data on the revise of the One Page Profile.

In line with the ALN REFORM, the ALNCO have received cluster-based Dispute and Resolutions training from the LA. A clear flow chart, showing the direction of movement from Dispute to Resolution has been drawn up and agreed to by the cluster.

Aims

Aims have been considered by all teaching and non-teaching staff and will be discussed and ratified with the School's Governing Body.

The ALN aims of the school:

- To meet the needs of all pupils through teaching strategies, classroom organisation and differentiation
- To have a whole school Universal Provision that addresses the needs of all pupils
- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that early identification of a pupil's needs is made, wherever possible
- To ensure that ALN pupils take as full a part as possible in all school activities
- To adopt a Person Centred Practice approach where the pupil, parents, school staff and outside support agencies are involved from the beginning, in planning actions and ways forward to support pupils with ALN
- To ensure that parents are kept regularly informed of their child's progress
- To ensure that ALN pupils are involved, where practical, in decisions affecting their future ALN provision
- To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc

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- To raise the quality of professional knowledge, skills and attitudes of all staff (teaching and non-teaching)
- To reduce sensory over stimulation, during 2022/23 the school will be replacing their display backing with hessian.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND SPECIAL EDUCATIONAL PROVISION

A child is considered to have a 'ALN' if he or she has a learning difficulty which call for 'additional educational provision' to be made for him or her, outside of universal provision. This can include "additional to and greater than." A pupil is considered to have a 'learning difficulty' if he or she has:

- a significantly greater difficulty in learning than the majority of other children of the same age, or
- a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for other children of the same age.

A child must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught, or a medical condition, which does not hinder their learning capacity.

CHILDREN WITH ALN

There will be children who will have ALN which will require us to make special educational provision – possibly for a short period of time in some cases, but for an extended period of time in others. There are special procedures in the school for:

- planning special provision
- resourcing the provision in a fair and consistent manner
- implementing the provision in effective, efficient and equitable manner
- monitoring the progress of individual children and groups of children by keeping appropriate records
- evaluating the progress of individual children and groups of children by carrying out regular reviews, and
- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual child.

Our special procedures will be kept under review by

- identifying key areas for development in our School Improvement Plan
- reviewing progress of ALN Target in SIP
- reporting on ALN provision in the school Governing Body's annual report to parents

Our ALN policy and provision will be developed in a manner consistent with the Bridgend Policy on Meeting ALN and the Bridgend Model of ALN Services Delivery.

From September 2022, the school's ALN Coordinator will coordinate an annual audit of ALN provision (including staff development) in order to gather information to help identify the key

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areas for development within the ALN Target of the SIP. The ALN coordinator, in liaison with the headteacher and the Link Governor will then recommend the appropriate way forward for developing the ALN provision in the school to the School Governing Body.

REPORTING

The outcomes of the review will be reported to each child's parents/carers (and to the LEA ALN administration when statemented provision is involved).

The outcomes of reviews and annual audit of the school's ALN provision will be reported to the School Governing Body and used to inform the Governing Body's annual report to parents.

The report of the annual review of the school's ALN provision will lead to new issues being identified for development within the next ALN Target in the SIP.

STAFF DEVELOPMENT: In-Service Training

All staff are responsible for their own Professional Development. Staff will be provided with the opportunities to attend courses and training to further their CPD.

The role of the ALNCO is:

The ALNCo, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the ALN policy and provision in the school in order to raise the achievement of children with ALN. The ALNCo takes day to day responsibility for the operation of the ALN policy and co-ordination of the provision made for individual children with ALN, working closely with staff, parents and carers, and other agencies. The ALNCo also provides related professional guidance to colleagues with the aim of securing high quality for children with ALN. [p.49, 5:30]

Responsibilities of the ALNCO at Corneli Primary School:

- overseeing the day-to-day operation of the school's ALN policy
- coordinating provision for children with ALN
- liaising with and advising fellow teachers
- managing Learning Support Officers (LSO)
- overseeing the records of all children with ALN
- maintaining records of class/whole school ALN registers
- liaising with parents of children with ALN
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies on ALN matters
- Managing, coordinating and chairing review meeting for Statements, IDPs and PCP meetings

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ADMISSION ARRANGEMENTS FOR CHILDREN WITH ALN:

We are very experienced with children with ALN both in our LRB and Mainstream and can discuss arrangements with parents/carers.

Disabled Access:

We have 6 ramps allowing access into our school;
One providing access to the main Reception Area, the Infant Yard, the Reception Class and Yard and 2 to access Pinc and Glas' Outside Areas and the Junior Yard and 1 to access the other side of the school building and carpark.

The school does not have access arrangements to any of the upstairs classrooms, historically the classrooms have moved downstairs so that pupils can be taught within their year groups.

The school has two designated Disabled Toilets. Both are situated in the corridor to the right of Reception.

Our corridors are wide and clutter free to ensure optimum use.

Step edging to the around the school has been painted yellow.

Playground curbs have also been painted yellow.

Inclusion Arrangements:

The staff and governing body ensure that pupils with ALN are included into all the activities of the school, insofar as it is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children and the efficient use of resources.

Identification, Assessment and Provision

*“Provision for children with ALN is a matter for the school as a whole. In addition to the governing body, the school’s head teacher the ALNCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.” [p.43, 5:2]*

Pupils with ALN are included in the nine mainstream classrooms and the school has a Local Authority Learning Resource Base for pupils in years 3 to 6, which has a maximum capacity of 15 pupils.

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Any pupil who has a medical condition and/or a diagnosis is placed on the ALN and Medical Diagnosis Register. The individual pupils information is also recorded into their Pupil Page on SIMs.

Universal Provision Interventions

Within the school, our fully trained support staff run several learning enhancement schemes including:

- RWI 1:1: Edmond Thompson and Aimee Cogbill
- Fresh Start: Edmond Thompson and Lyndsey Taylor
- SpeechLinks: All LSOs
- thrive: Paula Phillips
- THRIVE EP link: Melanie Collins
- Nippers Maths: Nicola Wilson
- Catch Up Numeracy: Lyndsey Taylor
- ELSA: Paula Phillips
- WellComm: Suzanne Protheroe
- Language Links: All LSOs except Suzanne Protheroe and Paula Philips
- Precision Teaching: Aimee Cogbill
- Lexia: Edmond Thompson and Laura Purnell
- DEST: Leanne Morgan and Amanda McKay

ORGANISATION OF THE SCHOOL ALN PROVISION

Identifying a special need:

At Corneli we display a variety of methods for identifying areas of need within a child:

- All records from throughout the school are passed onto the new Class teacher. In July/beginning of September, staff are given time to meet with previous Class teacher to discuss their new classes. ALN pupils, pupils that staff may have a concern and pupils who have been receiving UPIs are discussed in these meetings to ensure that the new Class teacher has an awareness of the needs of the pupils.
- During September, February and July, pupils from year 2 to 6 are assessed using the Salford Reading and Comprehension Test. Pupils in the Learning Resource Base are assessed using BSquared, Salford Reading and Comprehension Test and Vernon's Spelling test. This data is reported to the Local Authority in the Autumn and Summer Term. In September and June, pupils from year 1 to 6 are assessed using Single Word Spelling Test. Twice a term, pupils from Reception and onwards will be assessed using Read Write INC. There will be a new assessment timetable as from Autumn term 2022.
- If a Class teacher identifies a problem, she/he will discuss this first with the ALNCo and complete the ALNCo referral form. From this, the ALNCo who will assess the difficulty. A Graduated Response may be initiated and a review date will be set, where the Class teacher and ALNCo will discuss the graduated response. If at the review date the problem has not settled and both teachers remain unsatisfied, a meeting will be arranged with the parent/carer to discuss the school's concerns and voice both sets of opinions and possible

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solutions. Which avenue of help will be sought from here is depending on the area of the concern.

- It is possible the school's **Educational Psychologist** (Melanie Collins) will be called in to assess the child. Parent's permission must be sought prior to this step.
- ALN referrals take place fortnightly in the cluster. Concerns regarding Spld, ASD, MLD, SALT, HI, VI, CART.
- If it is the child's behavioural/emotional/social difficulties which is troubling the Class teacher, a referral to the CART team.

A referral to any of the above can be made either by the teacher or the parent

MONITORING

Recording a pupil's entrance and exit of the school ALN register:

We have a clear system for the transfer of information on pupils with ALN. At the time of writing August 2022, the school is currently scanning all paper documents into the pupil's SIMS files. This is to ensure that there is a safe and efficient transfer of documents.

In line with the ALN REFORM, IDPs will be reviewed at the agreed date in order to evaluate the progress of an individual child. Based on the review, it will be decided whether the objectives have been met and no further special provision is required, or further special provision is still necessary, possibly organized and delivered in a different way with new targets guiding a new education plan.

PARTNERSHIP WITH PARENTS

At Corneli we recognise the importance of parents in a child's education.

We have arrangements for involving parents, recording and acting upon their concerns. All Teaching Staff have been shown how to record any conversations into the pupils individual files on SIMS.

We provide them information on the school's policy and support available within the school and LEA.

All parents are informed of their child's placement on the ALN register and invited in to discuss any queries they may have.

PUPIL PARTICIPATION

We express a desire for pupils to attend their own review meetings. Person Centred Planning tools will be used with the pupil. However, when this does not happen, the class teacher will go through the IDP with the child the following day, discussing the new targets that have been agreed by the parents. All pupils will contribute to their individual One Page Profile.

LINKS WITH OTHER SCHOOLS

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We have an excellent working cluster team. The ALNCOs of all six cluster schools meet every third Thursday of the month to share good practice and to discuss concerns. These meetings have set agendas and the minutes are recorded by the Comprehensive's ALNCO, Sarah Howells. This relationship helps in smooth transitions for our pupils as they transfer between schools.

The Year 6 transition period is made as smooth as possible, with all children visiting their chosen Secondary School before the September. All IDPs, One Page Profiles and records are transferred to allow continuity and adequate provision for the child. A register of pupils receiving support from outside agencies is also passed on with the child.

SUCCESS CRITERIA

All members of staff have contributed to the continued development of this policy. This policy will be constantly evaluated and updated to meet the changing needs of the school, staff and children.

POLICY IMPLEMENTATION AND REVIEW

This policy will be monitored by the governing body and reviewed every two years, or earlier in the light of any changed circumstances, either in our school or in the local area.

The Headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

The designated ALN Link Governor is Clare Curl

The designated school Deputy ALN coordinator is Amanda McKay

The designated school ALN coordinator is Paula McNally

Signed: Chair of Governors)

Date: