

ADDITIONAL LEARNING NEEDS POLICY



YSGOL GYNRADD GATHOLIG PADARN SANT

Date Adopted: September 2022

Date of Review: September 2023

David Greaney, Chair of the Governing Body

Signed: *David Greaney*



St. Padarn's Roman Catholic Primary School
Policy Statement for Additional Learning Needs

General Statement

At St. Padarn's School, we aim to provide a broad and balanced curriculum, with the National Curriculum as our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs, so that every child is given the opportunity to achieve to the best of their ability and to work at a level suited to them. Individual targets are set termly, through a discussion process between teacher and child.

A child experiencing additional learning needs (SEN), like all others, will have both their strengths and weaknesses recognised and nurtured. It is our aim that all children will work to fulfil their own potential.

It is the entitlement of any child experiencing SEN at any stage in their school life to be offered support, from their class teacher, a learning support assistant, a Pupil Support Worker or a teaching assistant, taking advice when necessary from the Additional Learning Needs Co-ordinator (ALNCo).

The parents of any child experiencing SEN, or emotional / behavioural difficulties will be informed, before any assessment is made, of any subsequent support offered and progress made. This may be at an Annual Review meeting; parents evening; by written report, or by invitation into school by the child's class teacher or ALNCo. Parents will have the opportunity to view their child's IEP (or IDP from January 2022) during any meeting.

The 1991 and 1993 Education Acts state that:

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. All children may have special needs at some time in their lives.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- is under five years and falls within the definition of the latter categories, or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.



Additional Needs provision means:

- for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- for a child under two years, educational provision of any kind.

Aims and objectives of this policy

- to ensure early identification and assessment of a child's learning difficulties and thus ensure that adequate provision is made for them.
- to provide thorough and progressively more detailed assessments (with the support of LA specialists) in respect of children's learning difficulties.
- to provide planning and intervention for identified learning difficulties.
- to monitor and evaluate a child's progress by the keeping of clear and systematic records.
- to enable records to be used at information giving, planning and decision-making meetings, e.g. meetings with parents, agreeing Individual Education Plans, Annual Reviews, Transition Meetings.
- to create an environment that meets the additional learning needs of each child, attempting to ensure that each child has as full access as possible to all elements of the school curriculum.

Additional Learning Needs Provision

In our school, the ALNCo, in partnership with class teachers, Headteacher, governor with responsibility for SEN and teaching assistants:

- manages the day-to-day operation of the policy
- co-ordinates the provision for, and manages the responses to, children's additional needs
- supports and advises colleagues
- maintains the school's SEN register
- contributes to and manages the records of all children with additional learning needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA
- acts as link with parents
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external agencies and other support agencies
- monitors and evaluates the additional learning needs provision and reports to the Head Teacher, who in turn reports to the governing body



- manages a range of resources, human and material, linked to children with special educational needs
- involves pupils in all aspects of their educational programme
- manages the one-page profiles for pupils with SEN.

Identification, assessment and provision for children with SEN

IDENTIFICATION

Initially by the class teacher, early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Referral to the ALNCo for further assessment and support then occurs if deemed necessary.

ASSESSMENT

Baseline assessment on entering school, by class teacher.

Spelling Test (during the first half term on entering Years 2, 3, 4, 5, 6, and repeated half way through the year to monitor progress)

National Tests – Procedural, Reasoning and Reading Tests

Overlay test.

The class teacher, teaching assistants and the ALNCo assess and monitor the child's progress in line with school practices outlined in the school's policy document for assessment.

PROVISION

Small group withdrawal and/or in class support as appropriate. Children are grouped depending on their developmental needs rather than class or age. Withdrawal sessions are carried out by teaching assistants (TAs) who are trained to support in a particular area or to deliver a particular programme.

St Padarn's currently offers the following withdrawal sessions:

Talk about group

Sensory circuit

Maths 'catch up' – Cyfri Ceredigion

Reading groups

Satpin phonic support

safmeds high frequency word reading support

Well-being

ELSA support

Speech therapy

Before a pupil can receive any additional support (above the level given generally within the class or class-based differentiation), permission must be sought from parents.

All children receiving support must have an IEP or group IEP (IDP from Jan 2022 for those cohorts which have transferred to the ALN system). The pupils will also be placed on the Additional Learning Needs Register, which is done electronically through the school IT system (Teacher Centre). Pupils will be placed on School Action (SA), School Action Plus (SAP-if advice has been sought from an outside agency), School Action Plus Resourced Agreement (When a child's needs mean they need additional support or equipment funded by the Local Authority) or statement (S).

Commented [RS1]: I would suggest presenting this list as bullet points to make it stand out more in the text. So:

'Pupils will be placed on one of the following:

- School Action (SA);
- School Action Plus (SAP), if advice has been sought from an outside agency;
- School Action Plus Resourced Agreement (SAPRA), when a child's needs mean they need additional support or equipment funded by the local authority; or
- Statement (S).'



Ceredigion's SEN handbook contains advice for ALNCOs on levels of attainment for each stage of SEN support. When asking for advice, the ALNCO will complete an ISRF giving details of the child's needs. She will then meet with the designated representative, e.g. advisory teacher or educational psychologist, often also with the parents, to share information and gather advice.

ALLOCATION OF RESOURCES

Resources may be allocated to an individual or to a group, depending upon the specific needs of those children. Funding for resources may be provided by the LA and/or from school budget. St Padarn's is in a system of core funding where the SMT has more control over the SEN funding and who may receive additional support, at a level akin to SAPRA.

Support Available from Outside Agencies

Support is available from outside agencies. If support is being provided for a statemented or SAPRA child, a written report will be requested for the Annual Review. Agencies might include:

- District Health Authority
- Social Services / Tim Plant Anabl/Tim Teulu
- Representatives from LA – Learning Support Advisory Teachers, Educational Psychologists, PorthCynnarCymorth Mentor team
- SNAP Cymru
- Speech and Language Therapy Service

The Dyslexic Child

Our school aims to be a dyslexia friendly school by striving to:

- value children with dyslexia
- include pupils in the evaluation process and involve them in all aspects of their programme
- build children's confidence and self-esteem
- identify children with dyslexic tendencies at an early age
- use successful techniques to teach them
- evaluate the success of our teaching and make changes to the teaching programme when and where necessary
- raise and maintain the awareness of all senior management staff and governors and ensure that they are firmly committed to supporting dyslexic pupils across the whole curriculum
- liaise effectively with outside agencies
- forge a partnership with parents based on trust, mutual respect and honesty
- use appropriate resources
- provide support and training for all staff.



Partnership with parents

As stated earlier in this document, the Code of Practice makes it clear that parents should be seen as partners in the education of their child. To attempt to ensure that this is the case, the school will:

- hold a parents' evening in the Autumn and Spring terms, when class teachers will report verbally to parents, discuss progress and set targets
- provide parents with a comprehensive written report at the end of each academic year, and the opportunity to respond
- make parents aware that the school operates an 'open door policy' - parents are encouraged to come to school to discuss any matters relevant to their child.
- assist parents by referring them to other agencies for advice which is not available from school.

Pupil Involvement

The school will endeavour to involve the pupils with additional learning needs by discussing the programmes being delivered. The pupils will have input/create their one-page profile with support.

Monitoring and Evaluation

The ALNCo will monitor the movement of the children within the SEN system in school. This will involve appropriate placing on the SEN register which can be fluid through the year, and provision of code for major and secondary need.

The class teacher draws up Individual Education Plans for children on the SEN register, in consultation with the ALNCo. These plans should be reviewed and updated every 6 months, in line with guidance from the local authority. At St Padarn's we write the IEP in October and review at the end of February in order to write a new one if needed. The staff meet termly to review the SEN register. The register can be updated by the ALNCo at any time during the year.

Pupils with a SAPRA will have a pupil-centred annual review. As of January 2022, pupils in years 1, 3, 5 (academic year 2022-23 years pre rec, reception, 2, 4, 6) will have an Individual Development Plan, which will be reviewed with the ALNCo and parents annually. Some pupils may have their needs met in class without the need of an IDP but will be monitored as per the LA guidelines. This is considered to be Inclusive Provision.

Appeals Procedure

The Code of Practice makes it clear that parents should be seen as partners in the education of their child. They are able to provide information which relates to the level and degree of support which can be made at home. There will be occasions when parents will be unable to agree with the LA and may wish to appeal a decision. This



appeal will be heard by an Additional Learning Needs Tribunal. The criteria for appeal is clearly identified within the Code of Practice. A new SEN code is under consultation at present.

This policy will be reviewed as part of a two-year cycle, by the ALNCo, Governor with responsibility for Additional Learning needs and the Head Teacher. The outcome of this review will then be reported to staff at a staff meeting and to the governing body as part of the Head Teacher's report.

SEN behaviour statement

When a child is known or suspected to have additional learning needs or a medical diagnosis of a condition, there may be symptoms of that condition or learning need (for example ADHD, ASD) which may result in the child breaking certain school rules. When such behaviour, e.g. hitting out in an angry outburst, is a symptom of a diagnosed or suspected condition the child may not be governed by the same behavioural expectations as those children who do not have additional learning needs or a medical diagnosis of a condition.

There may be some leeway granted in such instances; the child will be guided to recognise rules have been broken yet different sanctions, compared to those laid down in the behaviour policy, may be administered. We will discuss the consequences and effect of their behaviour on others and sanctions taken as deemed appropriate by the class teacher and/or head teacher. Instances of such behaviour should be recorded and if a pattern is developing where the health and safety of other pupils or staff is regularly or dramatically put at risk, a behaviour plan will be put in place with the consultation of parents and staff.

St Padarn's RC Primary School will be following guidance from Welsh Government and the Local Authority ALN team with regard to implementing the new ALN system for the prescribed cohorts of learners (Academic year 2022-23, years pre and reception, 2, 4, 6)

See Cover sheet for signatures

Review Date: September 2023