



# Ysgol yr Hafod Johnstown

## **ALN Policy**

**ALNCo: Mrs Nia Roberts**

**ALN Governor: Mrs Victoria Williams**

**Review Date: 23.6.2021**

**Signed.....C of G**

# Ysgol Yr Hafod

## Additional Learning Needs (ALN) Policy

### Introduction

Ysgol Yr Hafod provides education for children from the age of three to eleven years. At the heart of our ALN Policy, we strive to ensure that all children receive every opportunity and encouragement in order to reach their full potential.

This school provides a broad and balanced curriculum for all children. The Foundation Phase Framework and the National Curriculum is 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 children's diverse learning needs. Some children have barriers to learning that require particular action by the school.

These requirements are likely to arise as a consequence of a child having additional learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

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

### Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children 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 are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to provide all children with an education according to their individual needs.

### Educational Inclusion

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

- 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 children's needs by:

- providing support for children who need help with communication, language and literacy and Maths;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- ensuring differentiated work is planned and provided.

Differentiation may apply in different ways and at different ways.

- Differentiation by task – using different materials for different groups.
- Differentiation by organisation – groups work on the same topic. ALN children are placed in groups with more able children. ALN children can often give very good oral responses but are unable to record them.
- Differentiation according to the preferred learning styles of individuals, i.e. visual, auditory, kinaesthetic – how they present outcomes and understanding.
- Differentiation by outcome – different responses expected from different children. A variety of recording.

### **Additional Learning Needs**

Children with additional learning needs have learning difficulties that call for special provision to be made. All children may have additional needs at some time during their lives. Children have a learning difficulty if:

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

The children who attend our school live within the locality, apart from pupils who are placed within the RPU. Pupils who join our RPU have already had their needs assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for our children.

### **Access to the stages of the Additional Learning Needs Register carried out through the SEN Code of Practice.**

#### **School Action**

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provide as part of the school's usual working practices. The class teacher/ALNCo will keep parents informed and draw upon them for additional information. The ALNCo will then take the lead in further assessments of

the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place once a term.

### **School Action Plus.**

If School Action intervention does not result in adequate progress, we will consult parents prior to consulting outside agencies and any further support being carried out. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies within the IEP will, however possible, be implemented in the child's normal classroom setting, but it may be necessary to withdraw the child within a small group or on a one-to-one basis.

If the child continues to demonstrate significant cause for concern, a request for a statutory assessment or ASAP will be made to the LA. A range of written evidence about the child will support the request.

### **Outside Agencies**

There are a number of outside agencies who support the school, which include

- Literacy Support Service
- Education Psychologist
- LA Officers
- Speech and Language Therapists
- Speech and Language Outreach Team
- Physiotherapists
- Orthotists
- Educational Social Worker
- Social Services
- CAMHS/ADHD Team
- Health
- School Nurse
- Occupational Therapy
- TAC
- Action For Children

All referrals and consultations are done with the relevant agencies through the appropriate channels which apply to each individually.

### **Provision/Role of the ALNCo**

In our school the ALNCo:

- 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;
- liaises with teachers/TA's who withdraw children in small groups and individuals for extra provision;
- liaises with parents of children with additional needs;
- liaises with the ALN departments of linked secondary schools –transitions from KS1 to KS2 and from KS2 to KS3;
- Liaise with feeder schools and arrange transition projects e.g St Christopher's - unlocking potential, transition packages.
- liaises with outside agencies and support agencies in order to provide the

best possible provision for our children with ALN e.g Educational Psychologist, LA Support Services, Health, Social Services, ESW, etc...

### **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with additional learning needs.

The governing body does its best to secure the necessary provision for any pupil identified as having additional learning needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for the children with additional learning needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with additional learning needs. The 'responsible person' in the school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The ALN governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel.

The ALN governor is Mrs Ruth Thomas.

### **Allocation of resources**

The ALNCo along with the headteacher is responsible for the operational management of the specified and agreed resourcing for additional needs provision within the school, including the provision for children with statements of special educational needs. The county provides a service level agreement with allocated funding for the RPU.

The headteacher requests agreement from the governing body of how the funding allocated to support special educational needs has been employed.

The ALNCo, Mrs Nia Roberts teaches full time in the Resourced Provision Unit. As ALNCo, Mrs Roberts carries out administration work involved in the Code of Practice as well as liaising with parents and outside agencies, which is also carried out within this time.

### **Resourced Provision**

Ysgol Yr Hafod has a Resourced Provision Unit, which caters for physical difficulties, behaviour, autistic, and pupils with MLD. The Provision Unit is currently staffed by one teacher and three TA's.

All pupils mix socially with their mainstream peers at playtimes, lunchtimes, assemblies, school concerts and school visits. They are also integrated into the mainstream classes as much as possible according to appropriateness. Mainstream pupils also spend some time in the Unit from time to time as a resource.

All pupils are catered for individually and have their own IEP's. Some of the pupils receive physiotherapy, occupational therapy, speech and language therapy, orthotist's input.

Two of the TA's within the school have qualifications to coach Trampolining which is also used as part of the physiotherapy programmes.

All of the children follow the National Curriculum and their own level and the work is suitably differentiated to meet their needs and to ensure their success.

The school has a number of special facilities to increase access to the school for those with ALN. These include ramps in the car park to allow ease of loading in and out of the taxi's, special parking bays in the car park, ramps inside and outside of the school, handrails in the corridors and wide doors to allow access throughout the school for the use of wheelchairs.

There is also specialist equipment for example powered hoists, special seating, specially adapted toilet and physiotherapy room, computers within the Resourced Provision and the Computer Suite.