

Baden Powell Primary School



Additional Learning Needs Policy

The Governing Body at Baden Powell Primary School makes provision for pupils with additional learning needs (ALN). The Special Educational Needs Code of Practice for Wales (The National Assembly for Wales. 2002) states that:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

Section 1: Basic Information

Definition of Additional Learning Needs

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- 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.

Additional Learning Needs provision means:

- 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.
- (See Section 312, Education Act 1996)
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Broad objectives of the Governing Body

1. Children with ALN will have their needs met.
2. The additional learning needs of children will normally be met within the classroom setting.
3. Some children will receive additional help from ALNCo / Support staff / outside agencies.
4. The views of the child will be sought and taken into account.
5. Parents will be encouraged to play a vital role in supporting their child's education.
6. Children with special educational needs will be offered full access to a broad, balanced and relevant education, based on the National Curriculum.
7. The ALNCo will report to the ALN Governor at least once a term.

Key objectives

1. Additional learning needs will be identified as early as possible through the early intervention and identification process.
2. All children's needs will be met.

3. Children's wishes will be taken into account in light of their age and understanding.
4. All professionals working with the child will work in partnership with the ALN team and parents, taking their views into account.
5. Interventions will be reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
6. There will be close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of issues.

Educational Inclusion

In accordance with SEN and Disability Act 2001 the school's two key duties are:

- not to treat less favorably children with disabilities.
- to make reasonable adjustment to ensure that there are very little differences in the school experiences of those children who have disabilities and those who have not.

In accordance with SEN Code of Practice 2002, (1:42) Baden Powell Primary will:

- admit pupils with already identified special educational needs as well as identifying and providing for pupils not previously identified as having ALN.
- believe that pupils with ALN, but without statements must be treated fairly as are all other applicants for admission. All children on the school roll including those with disability will be afforded equal opportunities to access all aspects of the curriculum.
- not treat less favorably the children who are looked after by the authority.

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.
- will have the opportunity to develop their Literacy and Numeracy skills at the level they are working at.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- 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.

Factual information:

The school's acting Additional Learning Needs Co-ordinator (ALNCo) is: Mrs Lisa Hill.

Arrangements for co-ordination of provision

Responsibilities of the ALNCo

- overseeing the day-to-day operation of the school's ALN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- ensuring that appropriate IEPs/IBP's/IDPs are in place and reviewed regularly

- maintaining the register and overseeing the records of all children with special educational needs
- liaising with parents/ carers of children with special educational needs
- involving the child as much as possible in decision making
- 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
- maintaining links with the ALN Governor and assisting in the Governor's Annual Report to parents
- assessing children identified by class teachers or parents as in need of additional support
- teaching children through withdrawal, individually or in small groups when teaching commitments allow
- to analysis data in a view to identifying individual pupils

Responsibilities of the Headteacher

- management of the ALN policy in school
- keeping the governing body fully informed

Responsibilities of mainstream teachers

- being responsible for the implementation of the policy
- identifying children with ALN
- collecting information on children with ALN
- drafting IDPs with the support of the ALNCo
- providing appropriate differentiated work to support targets
- implementing IDPs in the classroom
- involving parent and child through all stages of support
- work closely with ALNCo if concerns are raised with individual pupils

Responsibilities of the governing body

- ensuring that necessary provision is made for children with ALN
- reporting annually to parents on the implementation of the school's ALN policy
- designating an ALN link governor. The link governor is Mrs Helena Dolan.

Special facilities/ adaptations:

- Ramps are available for wheelchair access
- A washroom with adapted facilities and hoist is located in the Foundation Phase toilet, an is suitable for wheelchair users
- Painted steps with white edges for partially sighted pupils and parents

Admission arrangements

The Admissions Policy can be found in the School Prospectus, which is updated annually. Provided there is room at the school, and within the particular age group, all children who wish to attend will be admitted, provided their needs can realistically be met. Should applications for admission exceed the available places; LA procedures apply.

Specialist provision

The school has developed expertise in meeting the needs of pupils with specific learning difficulties. Class teachers write support plans in conjunction with the ALNCo. We have staff who have had speech and language support in the classroom training; outreach training for

supporting children with Autistic Spectrum Disorders, and training to support children with social difficulties, using ELSA training to support pupils with emotional and behavioural difficulties.

Allocation of resources for Additional Learning Needs

The principles governing the school's allocation of resources for ALN are as follows:

- the Governing body in liaison with the Headteacher, is committed to ensuring that funds allocated for Additional Learning Needs are used appropriately and effectively
- provision is outlined in the annual SIP/SER and other funding.
- all effort is made to effectively resource ALN within the school, from available funding.
- all resources (staff and equipment) will be allocated and used as efficiently as possible. There is a central resource base for everybody's use and some classrooms have ALN resources for specific pupils.

Section 2: Identification, Assessment and Provision

Learning difficulties are categorised in this way:-

- General Learning Difficulties (GLD)
- Emotional & Behavioural Difficulties (EBD)
- Specific Learning Difficulties ; Dyslexia , Dyscalculia, (SpLD)
- Dyspraxia, ADHD
- Speech and Language Difficulties (SP./L.)
- Autistic tendencies (Aut.)
- Physical Difficulties (PD)
- Hearing Difficulties (HI)
- Vision Impaired (VI)
- Medical Problems (Med)

Foundation Phase/ Key Stage 2

- A general medical check is made during the reception year and vision and hearing also checked.
- Where there are concerns about hearing, a parental referral may be made to the audiology clinic, through the GP.
- A register is kept of all children with epilepsy, asthma, eczema or allergy related problems. Procedures for dealing with emergency situations relating to specific children eg. Diabetic coma, anaphalactic shocks are also posted in the main offices, and in class files.
- When children transfer to a new class or school, care is taken to ensure that relevant information for ALN or medical needs is passed on, and attention is drawn to this.

Identification of children with ALN

In school staff undertake the following methods of identifying pupils with ALN:

- continuous assessment through classroom observation of the physical, intellectual, emotional and social development of pupils
- consideration of the child's learning characteristics, the learning environment, the task and the teaching style
- comparison of progress compared with expected National Curriculum levels
- use of parental concerns, voiced during consultation evenings, or at other times.

- concerns of the child
- In addition specific assessments are made - refer to Assessment, Recording and Reporting Policy.

Class teachers are also able to discuss any new concerns with the ALNCo at any time, including those arising from parent or child.

When a child has been referred to the ALNCo and all existing information has been discussed, further tests may be advised by the ALNCo as appropriate. The class teacher will then discuss with the child appropriate targets to address their specific needs.

Parents /carers will be fully informed of the process and invited to discuss their child's needs with the school.

The main assessments used are:

- Baseline assessments
- Salford reading tests and Benchmarking
- National reading and numeracy tests in years 2 -6
- Non verbal reasoning tests
- Teacher Assessments

When difficulties have been identified that require help from outside agencies referrals will be made. However, most difficulties will be addressed within the classroom and additional support within the school.

Specialist Teacher Assessments for reading and spelling require an up to date hearing and eyesight test.

Provision

Baden Powell Primary school recognises that there is a continuum of special educational needs and adopts a graduated approach encompassing a range of strategies used in conjunction with The SEN Code of Practice (Wales).

Class Action

Children whose progress is causing concern, and who have been discussed with the ALNCo, but who do not fulfil criteria for ALN are placed at School Action by the mainstream teacher and given additional support through differentiation, additional teacher support and in some cases TA support. Their progress is carefully monitored and their needs discussed with parents who may provide support at home.

School Action

The triggers for School Action include:

Teacher / parent concerned that despite appropriate differentiation:

- little or no progress is made
- the child presents persistent emotional or behavioural difficulties not ameliorated by the usual behaviour management techniques
- has communication / interaction difficulties or sensory or physical problems and is making little or no progress.

Class teacher provides ALNCo with as much information as possible, further assessments may be made, parents and child are consulted. Reference is made to the descriptors in the Guidance Criteria and if appropriate the child is placed on the ALN Register at School Action.

- Class teacher and ALNCo devise an individual Education Plan (IEP) or in the case of emotional and behavioural difficulties an Individual Behavioural Plan (IBP) which is discussed with parent and child.
- The IEP contains 3/4 SMART targets arising from previous assessment (IBPs may only contain one or two targets which prioritise behaviour causing the most concern.)
- The IEP describes
 - the child's learning difficulties
 - action to be taken
 - staff / resource involvement
 - time / frequency of support
 - advice for help at home
 - views of the child
- IEPs are monitored by class teachers and ALNCo. The class teacher is responsible for the implementation of the IEP. Additional support is given from the ALNCo usually in the form of small group withdrawal. In class support from LSAs is sometimes given.
- The child is encouraged to monitor his/her own progress against targets set.
- The IEP and pupil's progress are reviewed every 3 months by the class teacher. (IBPs may be set and reviewed over shorter periods)
- The child will remain on the register following IEPs until sufficient progress is made to remove him / her.

If a child is removed from the register, progress will continue to be monitored in case of regression.

Should little progress be made at School Action then it may be necessary to place the child at School Action Plus.

Triggers for School Action Plus:

- when a pupil continues to have difficulties and every body involved feels it has become necessary to involve outside specialists
- when work levels are *substantially* below that expected
- when the child fulfils the descriptors in the LEA Guidance Criteria
- when EBD *substantially* and *regularly* interferes with the child's learning or that of the class

School Action Plus

- Class teacher and ALNCo and parent discuss the situation at a review meeting arranged by the ALNCo.
- Class teacher and ALNCo collect all relevant information.
- Help is sought from appropriate outside specialists.
- Advice received is used to plan a new IEP with class teacher, ALNCo, parent and child agreeing to appropriate targets and strategies.

- Termly reviews are set with the class teacher and ALNCo to review progress against targets set and discuss future targets.
- Additional support is given in class or through withdrawal.
- If insufficient progress is made then statutory assessment is considered.

Triggers for Statutory Assessment

If a child continues to have significant problems and they meet the LA guidance criteria, the parents or school can request the LA to make a statutory assessment.

- Evidence of School input through School Action and School Action Plus, medical reports and any other relevant reports and advice are sent to the LA.
- The LA decides if the child should receive a Statement of Special Educational Needs. The whole process taking a maximum of six months.
- If a Statement is issued additional provision may be provided or named by the LA.
- The school continues to take responsibility for an individual Education Plan in partnership with external provision / support / advice.
- An Annual Review of progress is arranged by the ALNCo to include the class teacher, ALNCo, parent and involved professionals, taking into account the child's point of view.
- When a child is about to move from KS2 to KS3 there is a Transition policy in place.

Accessing the curriculum

All children have access to a broad and balanced curriculum, including the National Curriculum. In rare cases children fitting the LA criteria for disappication will be referred to the LA and will follow a curriculum appropriate to the needs of the child. (The need for this is not anticipated.)

The school adopts a 'whole school' approach to Additional Learning Needs. Within the class, teachers differentiate the curriculum so that the task matches the ability of the child. Learning styles and strengths and weaknesses are noted and work and teaching styles are adapted to these. Great attention is paid to self-esteem and children are encouraged and praised for what they *can* do.

The school also adopts a whole school approach to emotional and behavioural problems and positive reinforcement of good behaviour and monitoring of bad behaviour is shared by everyone.

Planning

- Learning programmes match the child's level of attainment.
- Schemes of work are sufficiently open-ended to allow for active pupil involvement and a sense of achievement.
- Learning and teaching styles are varied, with regular, planned opportunities for reinforcement.
- Pupil groupings are flexible to enable the promotion of effective involvement for all pupils in every curricular area eg. mixed ability groups allowing for collaborative working, social groups, interest groups for topics, ability groups

All Year group or Key Stage planning includes differentiation for children with additional learning needs, where necessary using IEP targets.

Organisation

Pupils have access to all learning tasks through

- appropriate presentation eg. oral to complement written presentation, pictorial
- appropriate methods of recording eg. computer, tape, mind map etc.

Classroom resources are

- appropriate to pupil's needs- reading materials appropriate in readability and interest level
- accessible to pupils -enlarged or modified if necessary
- used in conjunction with other aids as appropriate eg. sloping desk, wedge, magnifying dome, reading rulers, hand grips etc

Inclusion

Pupils with additional learning needs are involved in all aspects of school life eg. Class assemblies and worship, achiever's assemblies, school fund raising events, celebrations, dramas, concerts, educational visits, games, P.E., after school clubs.

Personal and social development

It is recognised that self-esteem is essential for a pupil's personal, social and academic development.

Opportunities will be provided, if appropriate, for pupils with additional learning needs to:

- receive advice and counselling through ELSA and nurture groups where appropriate
- take part in self monitoring and evaluation and have some input into their IEPs
- take more responsibility for their own learning and development
- be made aware of targets set for them and involved in target setting where appropriate
- make progress through small steps
- achieve success through differentiated, manageable tasks
- raise the perception peers have of them

Assessment

- Teacher Assessment procedures will be modified to allow pupils with special needs to demonstrate their achievements within the context of their individual programme and programme objectives.
- The results of assessment will influence the planning process for pupils with additional learning needs providing a base reference for the next stage of the individual's programme.

Section 3: Staff Development and Partnership

Staff development

Baden Powell is committed to raising the awareness of all teaching staff to a range of additional learning needs, building on and sharing the expertise already held.

In service training may be school-based, through the ALNCo, at times drawing on the expertise of the Partnership Inclusion Officer, Mrs Karen Evans, or other outside agencies. Outside agencies, who may also be asked to advise on any aspect of ALN.

Support Services

The LA Pupil Support Service may be called upon to give advice where necessary, or assess and teach children whose difficulties lie outside the expertise within the school eg. hearing and visual impairments. Regular links are maintained with the support service to discuss concerns for pupils moving through referral procedures.

Parents

The school recognises the central role of parents in the education of their children, as is evident in the Baden Powell Primary Home-School Agreement, particularly in the case of those with additional learning needs.

If parents are concerned about their child they should contact the class teacher or Acting Headteacher initially. Where a learning difficulty is found, the class teacher will consult the ALNCo to decide on the best way forward.

Through every stage of assessment parental involvement is important. For children with additional learning needs parental support, encouragement and understanding is especially vital.

A Home-reading scheme is established on entry to school, where children take books home to share with parents. Throughout the school reading books are taken home regularly, and parents and teachers have opportunities to comment on progress or concerns in the shared pupil Reading Record book. This regular reading and opportunity for shared home/school support is valuable for all children.

Parents of Reception children are asked to help children learn letter shapes, sounds and practise words from word sheets; if appropriate to the child; level of development.

Year 1 children are asked to learn spellings and Year 2 children are asked to learn Maths tables and spellings. Some children with special needs have a programme of spellings to learn and work on at home. Reinforcement work is sent home where necessary to consolidate learning.

Parents of children on the ALN register will be invited to discuss their child's progress with the ALNCo each term. Learning reviews take place every term and ensure children on the ALN register receive the best possible provision available.

Links with other schools

Links between primary and secondary schools are particularly important for children with additional learning needs, in order for these pupils to continue from the level of learning reached and to build on progress made.

ALNCo/Transition officer from 'Feeder' Secondary Schools will visit Baden Powell in the Spring term to meet with Year 6 teachers and the ALNCo. Information, reports and

previous IEPs/IBPs are sent to these schools, including suggested targets for the first IEP/IBP in secondary school in order to ensure a smooth transition and oral information is given via the telephone where necessary.

Where a child transfers to Baden Powell Primary School, particular efforts are made to seek evidence of attainment, reports, IEPs and work covered from the previous school.

Links with outside agencies

Links with outside agencies are made in response to the needs of individual children.

Complaints Procedure

Initial concerns regarding a child's special educational needs should be made to the Class Teacher, ALNCo or Acting Headteacher.



If after action is taken, concerns remain and a parent wishes to make a complaint about a child's provision, the procedure outlined in the School Prospectus should be followed.

Policy evaluation

Evaluation of the effectiveness of the ALN provision is included in the whole school self-evaluation process (SER), on an annual basis.

The annual report to parents

- Governors will report annually to parents on the ALN policy and on the provision made to meet the needs of children in Baden Powell Primary School.

Monitoring and Review	
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