



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



*Ysgol Gynradd
Aberbargoed
Primary School*



"Everyone Matters" – " Mae Pawb Yn Bwysig"

Policy Title:	Additional Learning Needs/Inclusion Policy		
Adoption Date:	February 2019 BP	Review Date:	Sept 2020
Signed:	<i>A.G. Collins</i>	Signed:	<i>David Lewis</i>
	Chair Of Governors		Headteacher



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



Additional Learning Needs/Inclusion Policy

Philosophy

Aberbargoed Primary values the abilities and achievements of all pupils, and is committed to providing for each pupil the best environment for learning.

All staff will encourage and support pupils to reach their full potential and produce positive self-esteem and success.

We recognise that many pupils will have additional or different needs at some time during their school life.

Aberbargoed Primary is an INCLUSIVE environment. All pupils irrespective of gender, culture, social background or need, will form part of a supportive and caring community.

Definition of Additional Learning Needs

This policy recognises the definition of SEN/ALN as within current legislation and statutory responsibility. (See Appendix 1)

Aberbargoed Primary will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs, and ensure that parents are notified when SEN/ALN provision is being made for their child.

Inclusion

This policy builds on our School Inclusion and Equal Opportunities Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN/ALN policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN/ALN.

Objectives

In addition to the main aims of our school we strive:

- To promote principles of inclusion within school as well as with parents and pupils.
- To offer access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to all individual needs.
- To ensure early identification of needs.
- To include parents and pupils as fully as is practical in decisions affecting their future.
- To review policy, procedure on a regular basis, keeping in line with current advice and best practice.



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



Roles and Responsibilities

Governors:

The Governing Body's responsibilities to pupils with additional and different needs include:

- Ensuring that provision of a high standard is made for SEN/ALN pupils.
- Ensuring that a "reasonable person" is identified to inform about the Statement, all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEN/ALN pupils are fully involved in school activities.
- Having a regard to the Code of Practice and Disabilities Discrimination Act Part4 2002, when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing SEN/ALN Policy, including the allocation of resources from the school's delegated budget.
- For the named governor (Mr Morris) to meet with the ALNCO (Mrs Persa) on a regular basis.

Headteacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, SEN/ALN provision included
- Keeping the Governing Body well informed about SEN/ALN within the school
- Working closely with the ALNCO
- Informing parents of the fact that SEN/ALN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and strategies encourage involvement in their child's education
- Support ALNCO in managing SEN/ALN procedures in school.
- Complete risk assessments for those children whose health, safety or welfare (of themselves or others) requires specific attention in collaboration and consultation with other professionals, and parents/carers/pupils when appropriate

Parents

Parents' responsibilities include:

- Their child's education
- Communicating appropriately with professionals in order to facilitate any appropriate support
- Communicating on a regular basis with their child's learning school, noting any concerns they might have about their child's learning or provision
- Fulfilling any home-school agreements which are set in place
- Playing an important part in the process of planning/reviewing their child's IEP/IBP/IPP
- Participating in the Annual Review of a Statement of SEN/ALN where such applies to their child
- Encouraging and supporting the idea of pupil participation in all their schools



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



ALNCO

The ALNCO plays a crucial role in the school's SEN/ALN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the Whole School Development Plan, SEN/ALN Development Policy and Provision, with the aim of raising SEN/ALN pupil achievement. Other responsibilities include:

- Liaising with link governor and governing body
- Overseeing the day-to-day operation of the SEN/ALN policy
- Co-ordinating the provision for pupils with SEN/ALN
- Liaising and giving advice to fellow teachers
- Managing Learning Support Assistants (LSA)
- Overseeing the records of pupils with SEN/ALN
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.
- Providing a ring binder for each member of staff which includes SEN/ALN school policy, blanks of letters to parents, Records of Concerns (ROC's) blanks and completed forms, copy of school assessment and SEN/ALN cycle dates. (See Appendix 2)
- Monitoring IEPs/IBPs/IPPs and SEN/ALN Register
- Ensuring PLASC SEN/ALN data held in SIMS is accurate at all times

Class teacher

"All teachers are teachers of children with special educational needs"
(Special Educational Needs Code of Practice for Wales 5.2,6.2)

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN/ALN pupils
- Collaborating with the ALNCO to decide what action is required to assist the SEN/ALN pupil to progress
- Working with the ALNCO to collect all available information on the SEN/ALN pupil
- Write IEPs/IBPs/IPPs and undertake termly reviews with parents. (See Appendix 3)
- In collaboration with the ALNCO develop IEPs/IBPs/IPPs for SEN/ALN pupils
- Keep IEPs/IBPs/IPPs and relevant assessment and review data in the class ring binder provided
- Working with SEN/ALN pupils on a daily basis to deliver the individual programme set out in the IEP/IBP/IPP
- Developing constructive relationships with parents being involved in the development of the school's SEN/ALN policy



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



Learning Support Assistants

Learning Support Assistants have an important role within the classroom. Their responsibilities include:

- To work with pupils or groups of pupils as directed by the ALNCO/ Class teacher
- To work collaboratively with the teacher in keeping regular records of support and intervention
- To attend review meetings as requested
- To meet regularly with the class teacher/ALNCO
- To contribute to and participate in INSET
- To work in partnership with outside agencies

Identification and Assessment

At Aberbargoed Primary we have adopted a whole- school approach to SEN/ALN policy and practice. Pupils identified as having SEN/ALN are as far as is practical, fully included in to mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of the school.

All teachers are responsible for identifying pupils with SEN/ALN and in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN/ALN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN/ALN provision.

Pupils with SEN/ALN are identified through:

- Evidence obtained by teacher observation/ assessment
- Their performance in N.C. judged against level descriptors and their performance in desirable outcomes
- Standardised screening or classroom focussed assessments (See appendix for cycle of SEN/ALN related assessments)
- Information from parents

Additional Learning Provision

On entry to school each child's attainment will be assessed. This will help to inform the school of the child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.

Account will be taken of information received from outside agencies prior to school entry, for example, Physiotherapists/ Visually Impaired Service. The records provided help school to provide appropriate differentiated learning programmes. For children identified with SEN/ALN, their records will be used jointly with the class teacher and ALNCO to:

- Identify the need for additional support within the classroom



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



- Assess learning difficulties and ensure on going observations provide feedback for planning the next stages in learning
- Involve parents in a joint learning approach

All pupils will have access to a broad and balanced curriculum. There is a graduated response to pupils' needs through the following range of provision:

Early Years Action
Early Years Action +
School Action
School Action +
Statement

If a pupil is assessed as having SEN/ALN, the ALNCO in collaboration with the class teacher, will develop a programme of support and intervention.

The main methods of provision made by the school are:

- Full – time education in classes (Nursery 50%), with additional help and support by class teacher through a suitable IEP/IBP/IPP
- Periods of withdrawal to work with a support teacher
- In class support with adult assistance (LSA)

Partnership

Parents

- Parents are included at all stages of admissions and identification
- Parents are invited to termly IEP/IBP/IPP review meetings as part of mainstream parents evenings
- Parents are informed of support agencies e.g. SNAP/JAFF
- Parents are included in the development of programmes of intervention to be used at home and in school
- Parents are made to feel welcome and supported when contacting school

Pupils

- Pupils are included in all stages of admission
- Pupils are involved in the development of the programmes of intervention to be used at home and in school
- Pupils are encouraged to take responsibility for their learning and their own actions
- Pupils are involved wherever possible in setting appropriate targets and reviewing their progress with their class teacher.



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



Staff

- The ALNCO will provide staff with up to date information regarding pupils from outside agencies
- Staff collaborate in developing intervention strategies to reduce barriers to learning
- Staff provide appropriate information for pupil reviews

Outside Agencies

Aberbargoed Primary recognises the important contribution that external support services provide. When it is considered necessary, children will be referred to the relevant agencies for additional help, support and guidance.

Training/ Inset

Staff (including LSAs) are encouraged to attend courses that help them to acquire the skills needed to work with pupils. The ALNCO/ Head teacher/ Governors regularly attend any relevant conferences to update and extend existing skills. Throughout the year the ALNCO will update staff on any relevant SEN/ALN issues and discuss the dates for reviews etc. As a routine part of developing the whole child, SEN/ALN children and their progress is regularly discussed in weekly staff meetings. INSET requirements of the whole school and individuals will be included in the School Development Plan.

Monitoring, Evaluating and Review

The school considers the SEN/ALN policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan

Links Between Schools

- The ALNCO and Year 6 teacher take part in regular cluster meetings with the feeder comprehensive school to aid transition
- Early and additional transition activities are arranged for those pupils whose SEN/ALN/ALN requires this provision;
- Appropriate records are transferred to other schools within statutory timescales
- The ALNCO meets regularly with professionals from other schools to share best practice



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



Appendix 1

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty than the majority of children of the same age; or
- b) Have a greater 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
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

- a) For children of two or over, 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
- b) For children under two, educational provision of any kind.

See Section 312, Education Act 1996



Additional Learning Needs File

Contents

Section 1 – Class Information

- Class List of ALN/SEN Pupils
- Class overview of vulnerable and MAT children
- Class timetable of interventions
- Timetable for 1:1 support (if applicable)

Section 2 – Children's Information

- Individual concern forms and supporting evidence
- Children on Early Years/School Action (IEPs/IBPs/IPPs, reports from outside agencies etc. ONLY current and previous year's information)
- Children on Early Years+/School Action+ (IEPs/IBPs/IPPs, reports from outside agencies etc. ONLY current and previous year's information)
- Children statemented (Statement, IEPs/IBPs/IPPs, reports from outside agencies etc. ONLY current and previous year's information)
- General children's information (EAL, MAT, concern forms, parental letters, Social Services information etc)

Section 3 – Supporting Information

- Script for writing IEPs/IBPs/IPPs
- Initial concern blank form
- Levels of Provision for Pupils with SEN/ALN blank form
- Letter templates

Section 4 – Additional Information

- Assessment Information (Teaching Talking screener etc)
- Referrals (made by the teacher for the current academic year ONLY)
- Any additional information

NB

- **IEPs etc are to be written and reviewed termly**
- *Only documents for the current year/previous summer term need to be kept in this file*
- *Autumn Term plans must be written by the child's previous teacher with the new teacher at the end of the Summer Term and passed on to the child's new teacher*
- *On transition Teachers must pass on the contents of Sections two and three to the child's new teacher*