

The best possible start to a lifelong education



# SEN & ALN Policy

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# Caegarw Primary School

## Additional Learning Needs Policy

**The Additional Learning Needs Policy takes account of the Education Act 1996, the SEN Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning and the aims of the school as outlined in school documentation.**

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. At Caegarw Primary School we believe that:

All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

**With regard to these beliefs, the following document outlines the provision available at Caegarw Primary School**

## **The Management Of Additional Learning Needs**

The SEN Co-ordinator Mrs E Miller has the responsibility for the day-to-day operation of the Additional Learning Needs policy.

The SEN Co-ordinator will:

Oversee the provision for pupils with additional learning needs including in class, small group and individual pupil support.

Organise and manage the work of the school's learning support assistants and support teachers.

Maintain the school's register of pupils with additional learning needs and all the required documentation.

Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.

Liaise with teachers, parents/carers and other professionals.

Ensure annual reviews for pupils with statements are completed

Organise meetings as appropriate with teachers in respect of additional learning needs issues.

Regularly review and monitor provision for pupils with additional learning needs within the school.

Take part in formal meetings with other professionals regarding individual pupils to be assessed.

Liaise with the pastoral team regarding pupils on the register for pupils with additional learning needs (secondary schools).

Liaise with Literacy Co-ordinator, Numeracy Co-ordinator, class teachers/subject departments/teachers to ensure the needs of pupils with additional learning needs are met across the curriculum.

In line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.

Meet regularly with the designated SEN governor.

Produce termly reports to the designated SEN governor and an annual report for the 'Governors' Report to Parents'.

### **Admission Arrangements**

The school adheres to the admission policy of the Authority. (Faith schools have their own admission policy but are required to consult the Authority before the policy is determined).

The school's admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her school placement.

At Caegarw Primary School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

Communication and interaction

Cognition and learning

Behaviour, emotional and social development  
Sensory and/or physical  
Medical conditions

## **Inclusion**

The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

## **Access To The Curriculum**

To include pupils who have identified additional learning needs, the school and/or the LA provides:

Specialist teachers and/or learning support assistants to enable appropriate access to the curriculum via in- class, small group or individual support.

Individual teaching programmes designed to meet the needs of each particular child.

Individualised timetables to include specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).

Specialist equipment.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

## **Analysis Of Pupil Outcomes**

The SENCO and the school management team use both quantitative and qualitative data in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

Pupils identified with additional learning needs having made varying degrees of progress according to staff records.

Annual reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress.

Comparative data from standardised tests (name the tests) are used as guidelines for assessing the pupil's ability and potential.

By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.

Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place. (give examples)

## **Future Planning**

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

Ongoing tracking of pupil progress

Ongoing evaluation of pupil outcomes

Ongoing Authority and government directives

## **Identification, Assessment, Record-Keeping And Review**

At Caegarw Primary School we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the Authority's SEN Code of Practice for Wales 2002 Entry/Exit Criteria A Graduated Response and Guidelines for School Requests for Statutory Assessment.

## **School Action**

### **Identification**

'The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness

Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum'

The gathering of information in respect of identifying the pupil's additional learning need is done by:

    Liaising with parents/carers

Liaising with teachers.

    Liaising with pre-school provision/Infant School(s)/Junior School(s). (choose as appropriate)

    Liaising with other professionals where pupils may have been known to their service.

## **Assessment of Need**

Information from previous schools.

Whole-school assessments.

Specific screening tests

Diagnostic assessment of individuals highlighted from the above three areas.

Class teacher/subject area comments and analysis of progress registered through:

Class teacher/departmental targets

Class teacher/departmental ongoing marking/assessment

Pupil reviews

Pupil reports

Pupils referred by class/subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register.

Ongoing assessment. Review and record-keeping.

## **Process for Action, Record-Keeping and Review**

Upon consultation with the SENCO, an assessment of the pupil may be undertaken to identify the nature and severity of the need.

Appropriate information is gathered from staff teaching the pupil, support staff and any other member of staff who may have further information.

Discussion takes place with parents/carers to gather appropriate/relevant information on the child/young person.

Individual Education Plan:

From the collated information, the SENCO discusses the pupil's needs with the child/young person and parents/carers and, where appropriate, upon agreement, issues the first IEP.

The support to be provided for the child will be indicated on the IEP. (Where an IEP is not required, the child will continue to be monitored by the class/subject teachers)

Review/evaluation:

SENCO collects information from pupil's reports and staff comments, collates the information, discusses with the pupil and parents. Either the next IEP is formulated or it is agreed to remove the pupil from the register maintained for pupils with additional learning needs

SENCO issues a new IEP and either continues with the cycle or proceeds to ask for advice from other professionals.

School asks for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing/possible action to be taken as part of School Action.

## **School Action Plus**

### **Identification**

The triggers for School Action Plus could be that, despite receiving an increased level of support at School Action, the child:

Continues to make little or no progress in specific areas over a long period

Continues working at National Curriculum levels substantially below that expected of children of a similar age

Continues to have difficulty in developing literacy and mathematics skills

Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme

Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing additional learning needs will be through:

School Action reviews

Liaison with teachers and support staff

Liaison with parents/carers

Liaison with other professionals.

### **Process for Action, Record-Keeping and Review**

SENCO gathers information on the pupil from teachers, parents/carers, the child/young person and other professionals prior to formulating an action plan of support/provision.

Individual Education Plan:

From the collated information, the SENCO discusses the pupil's needs with the child/young person and the parents/carers and, where appropriate, upon agreement, issues an IEP at School Action Plus to staff and parents/carers which is shared with the child /young person. The support to be provided will be indicated on the IEP. (Where it is not necessary for the child to be placed at School Action Plus the child will continue to be supported at School Action.)

Review/evaluation:

SENCO collects information from pupil's reports and requests comments from staff and other professionals, collates the information and discusses the outcomes with the pupil and parents. Depending on the progress made, either the next IEP is formulated at School Action Plus, or it is agreed to move to School Action.

SENCO issues a new IEP.

### **Statutory Assessment/Statement of Special Educational Needs Identification**

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:

The school's action through School Action and School Action Plus.

Individual education plans for the pupil.

Records of regular reviews and their outcomes.

The pupil's health including the child's medical history where relevant.

National Curriculum levels.

Attainment in literacy and mathematics.

Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,

Views of the parents/carers and of the child,

Involvement of other professionals.

Any involvement by social services or education welfare service.

## **Process for Action, Record-Keeping and Review**

Following a Statutory Assessment a pupil will either have a note in lieu or a statement of special educational needs. On receipt of a statement of special educational needs or note in lieu (School Action Plus) the SENCO will:

Formulate an action plan of support/provision and an Individual Education Plan:

Discuss the child's needs with the child/young person and parent/carer and issues an IEP to staff and parents/carers which is shared with the child/young person, based on collated information and advice from other professionals. The support to be provided is indicated and set within short-term targets. (Where a statement is not issued, the child reverts to School Action or School Action Plus).

For any subsequent informal review the SENCO will:

Collect information from pupil's reports and requests staff comments, collate the information, discuss with the pupil and parents/carers and either the next IEP is formulated to continue until the next review or if necessary an annual review is initiated early.

For an annual review of statement or note in lieu (School Action Plus) the SENCO will collect information from staff, parents/carers, pupil and other professionals and collates the information prior to the annual review, at the annual review, progress is discussed and a recommendation is made whether to:

Maintain the statement unamended

Request an amendment to the statement

Request that the statement is ceased (and the pupil reverts to School Action/School Action Plus

Request a full statutory re-assessment

## **Evaluating Success**

### **Record keeping**

The school records for pupils with additional learning needs will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

Description and nature of pupil's difficulty.

Strategies to be adopted.

Individual Education Plans.

Individual Education Plans evaluation.

Reviews.

Records of support requested

Reports from all other professionals involved.

### **Pupil Participation**

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child/young person.

Pupils are included in annual reviews and when decisions are taken to:

Write new IEP targets

Review targets



Increase/decrease the level of support  
Choose a new school

## **Parent/Carer Partnership**

### **Contact with parents/carers**

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be as follows:

SENCO will meet with parents/carers to discuss pupil's placement at School Action and School Action Plus.

SENCO will ensure that part of the cycle of reviews will take place at scheduled parents' evenings

SENCO will initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.

SENCO will meet with parents/carers where a request for formal assessment is to be made.

In addition to the informal reviews including parents evenings, those parents/carers who have a child with a statement or note in lieu (School Action Plus) will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to help an individual pupil.

### **Monitoring Provision**

The following information is available within school in respect of the effectiveness of the support available for pupils with identified, it is obtained from monitoring and evaluation via observations of:

Whole class/group teaching.

Small group/individual teaching.

In-class support.

Use of differentiated teaching/resources/specialist equipment.

Practical use of IEPs.

Target setting.

Pupil progress.

### **Value Added**

The notion of 'value added' is an important one to Caegarw Primary School and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

IEP targets met  
Examinations/tests, both school based and external  
School's award schemes  
Extracurricular activities  
Work experience success and the destinations at the end of the pupil's school career (for secondary schools).

This information provides a valuable insight into the progress of pupils with additional learning needs.

## **The Role Of The Governors**

The governor with responsibility for additional learning needs will provide termly reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits.

The whole governing body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the additional learning needs policy in respect of:

Additional learning needs as an integral part of the school development plan

Identification of need

Notification to parents/carers of a child who is deemed to have

Assessment of need

Provision for meeting

Provision of an inclusive environment for all

Methods of monitoring, recording and reporting

Additional learning needs funding and spending

Deployment of equipment, personnel and resources

The use made by school of other professionals and support services

## **Training**

In-service training is available in respect of additional learning needs for whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development Plan and funded through Better Schools Fund. It will be delivered by one of the following:

SENCO

Individual members of staff within the school who have a designated specialism

Authority's support services

External consultants/trainers

A record of all ALN training delivered and subsequent evaluations will be kept by the SENCO.

## **Other Professionals And Support Services**

The school works closely with other professionals to focus on the identification and provision for those children who have additional learning needs. All services involved with the school

are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to the school:

Educational & Child Psychology

Learning Support Service

Behaviour Support Service

Education Other Than At School (EOTAS)

Education Welfare Service

Health Services

Children's/Social Services

Ymbarel/PLACE Team

Eye to Eye Counselling Service

Voluntary organisations (list those with whom the school has connections or has input from)

### **Queries And Complaints**

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. (Identify which policy in school sets out the procedures for complaints.)

If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the Authority.

Policy last reviewed during *Summer 2014*

By E Miller SENCO

and H Griffiths Headteacher