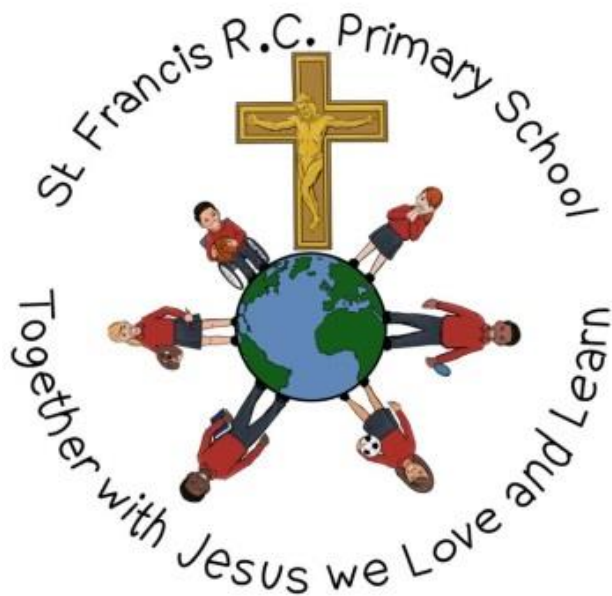


St. Francis R.C. Primary School



Additional Learning Needs Policy 2022-2023

Additional Learning Needs Policy

September 2021

Additional Learning Needs Coordinator (ALNCo) Douglas Philp

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Together with Jesus we love and learn.

Vision Statement

At St. Francis' Roman Catholic Primary School we work as a family with pupils, staff, parents, the parishes and the wider community. Each individual is valued and nurtured within a safe, stimulating, happy, caring environment where fairness and equal opportunities prevail.

Equality Statement

At St. Francis' R.C. Primary School we are committed to equality, promoting positive approaches to difference, and fostering respect for all people. We are opposed to all forms of prejudice and discrimination. Language or behaviour that is potentially damaging to any group will not be tolerated and will be challenged.

We at St. Francis' R.C. Primary recognise that we live in a diverse society and understand the importance of preparing our pupils to live in such a society, showing respect for others.

Nearly one in five pupils is considered to have additional educational needs and successive governments have developed the statutory framework to respond to the diverse needs of individual pupils. Schools and early education settings have to have a written ALN policy.

At St. Francis R.C. Primary we recognise that pupils may have additional learning needs (ALN) either throughout, or at any time during their school career. This policy aims to ensure that curriculum planning and assessment for pupils with ALN takes into account of the nature and extent of the difficulty experiences by the pupil.

This policy should also be read in conjunction with other policies - Learning and Teaching, Behaviour, Equalities and the Accessibility Plan.

There is a variety of gift but always the same Spirit: there are all sorts of service to be done but always the same Lord: working in all sorts of ways in different people, it is the same God who is waking in all of them. The particular way in which the Spirit is given to each person is for a good purpose.'

(Corinthians 12: 4-7)

School Philosophy

At St. Francis R.C. Primary we believe that:

- all pupils have a right to a broad and balanced curriculum, relevant and differentiated which demonstrates progression and coherence;
- all teachers are teachers of pupils with ALN;
- all pupils can learn and make progress, if only in very small steps;
- all pupils should be encouraged to take an active part in all aspects of school life;
- all pupils should experience success.

School Principles

We therefore intend that:

- the Additional Learning Needs Co-ordinator (ALNCo) will maintain a register of pupils with Additional Learning Needs (ALN);
- pupils with ALN will be identified as early as possible, in order that their needs are met;
- Individual Development Plans (IDPs) will be written to support pupils in line with the ALN Legislation (starting in January 2022 with Years 1, 3 and 5), IEPs will continue to be used and reviewed at least twice a year.
- the curriculum will be differentiated in order that all pupils can achieve success, taking into account grouping, pace of work, variety of tasks and methods of recording;
- teachers will identify and set appropriate learning challenges for pupils;
- teaching assistants (TAs) will provide effective support;
- all pupils will participate in Assessment for Learning (AfL) using age appropriate strategies and be involved in personal target setting;
- The school will continue to develop the good relationships with parents of pupils with ALN.

Introduction

School Procedures

We will achieve this by:

- updating the ALN policy each year;
- the updating of the ALN register at regular intervals by the ALNCo;
- reviewing the IEPs at least twice a year. The IEP is a working document and can be updated and reviewed at any time.
- IDPs will be created using a Person Centred Practice meeting involving professionals, parents and children. They must be reviewed at least annually but are a working document and can be updated or reviewed at any time following a PCP meeting with parents and child.
- using a staged approach in identifying and meeting ALN;
- building information about differentiation into class teachers' planning;
- promoting pupils' confidence and encouraging a positive attitude;
- encouraging parents to believe that they are important as our partners in the educational process, and valuing their opinions, keeping them informed and giving advice;
- Using Person Centred Practice strategies in teaching and engaging with parents and children
- working with outside agencies;
- maintaining and developing the ALN resources that are available to staff;
- and continuing to provide training for staff to help them support children with ALN.

School Performance

We measure:

- the number of pupils on the ALN register and the proportion of these who have achieved the desired targets;
- progress in the National Reading, Numeracy and Numerical Reasoning tests for pupils with ALN in Years 2 - 6;
- progress in the Foundation Phase Outcomes for pupils with ALN in Reception to Year 2;
- progress in National Curriculum Levels for pupils with ALN in Years 3 – 6;
- progress of pupils on the Language Link and Speech Link programmes;
- progress in the school based tests in reading and spelling of pupils with ALN;
- progress in Maths on the MaLT tests in Reception to Year 2;
- progress on the Boxall Profile, Pupil Attitudes to School and Self and Thrive Assessment for pupils with behavioural, emotional or social difficulties (BESD) and who attend the Nurture groups;
- progress in a wide range of interventions;
- the numbers of pupils with ALN who have taken part in extracurricular activities, e.g. class/school masses, eisteddfodau, concerts, assemblies, sporting events, after school clubs, choir, swimming instruction, music lessons and cycling proficiency, etc.

Key Objectives

The school will:

- continue to develop whole staff training in ALN issues;
- further develop Person Centred Practice;

- raise awareness and understanding of ALNET with staff and involve them in PCP meetings and development of IDPs;
- further develop effective teaching and learning strategies;
- extend the bank of resources for use in mainstream classes for pupils with ALN;
- continue to refine inclusive practice.

Section 1

Factual Information

Roles and Responsibilities of Head teacher, Staff and Governors

Provision for pupils with additional educational needs (ALN) is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with ALN in the class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in cooperation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with ALN. It maintains a general overview and has appointed a representative governor, who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for

- the management of all aspects of the school's work, including provision for pupils with ALN;
- informing the Governing body about ALN issues;
- working closely with the ALN personnel within the school;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with ALN;
- all staff are aware of the need to identify and provide for pupils with ALN;
- pupils with ALN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of others;
- they report to parents on the implementation of the school's ALN policy through the annual report to parents;
- they have regard to the requirements of the *SEN Revised Code of Practice (2002)* and the Additional Learning Needs and Education Tribunal Act (Wales) 2018 that will replace the Code of Practice (2002) being phased in from January 2022.
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about ALN issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with ALN;

- they, and the school as a whole, are involved in the development and monitoring of this policy;
- ALN provision is an integral part of the school improvement plan;
- the quality of ALN provision is regularly monitored.

The ALN Governor is Mrs Alex Kidd.

Staffing

Teaching Assistants:

Chantelle Castanho, Alicia Cooke, Chantelle David, Claire Donovan, Paula Edwards, Theresa Ellis, Tina Gauci, Kathleen Hillberg, Svetlana Horvatova, Candice Lewis, Ben Llewellyn, Melanie Matthews, Deepti Mishra, Louise Payne, William Spain-O’Leary, Alice Stratton-Ross, Mandy Skinner, Ceri Thomas, Rachel Thorne, Natalie White, Emily Williams

The A.L.N. Co-ordinator (ALNCo) is responsible for:

- the day to day operation of the school's ALN policy;
- maintaining the school’s ALN register;
- supporting teaching at all Stages of the Code of Practice / ALN Legislation;
- collaborating with staff to write IEPs/IDPs/IHCPs;
- maintaining own knowledge and skills at a high level in order to advise, support and inform staff on meeting ALN;
- providing staff with relevant, up to date pupil information;
- managing and coordinating learning support delivered by teaching assistants;
- co-ordinating the staged approach to school based provision and making referrals as necessary;
- managing and ensuring effective record keeping of pupils with ALN.;
- assisting in the monitoring and evaluation of progress of pupils with ALN through the use of all available assessment information;
- contributing to the development of joint and detailed assessments and observations of pupils with ALN;
- contributing to the in-service training of staff;
- liaising closely with parents and carers;
- liaising with Governors and Outside Agencies (e.g. Partnership Inclusion Officer, Educational Psychology Services, Behaviour Support, Medical Services, Social Services, and voluntary organisations where appropriate.)

The A.L.N. Coordinator is Mr Douglas Philp

Class teachers are responsible for:

- including pupils with ALN in the classroom, and for providing an appropriately differentiated curriculum;
- maintaining and updating IEPs;

- familiarising themselves with reports and resources in the class ALN file and using these to inform their teaching and support;
 - drawing on the ALNCo for advice on assessment and strategies to support inclusion;
 - making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with ALN;
 - giving feedback to parents of pupils with ALN.
- Teachers and the ALNCo meet regularly to determine appropriate planning and provision. IDPs are written by the ALNCo in consultation with parents, pupils, professionals and classroom teachers. IEPs are written by classroom teachers and monitored by the ALNCo.

Teaching Assistants (who provide support for pupils with ALN) are responsible for:

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with ALN;
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies;
- supporting pupils with special educational needs in all areas of the curriculum;
- supporting a pupil with a specific difficulty to enable him or her to access the curriculum;
- working with individual pupils under the direction of the teacher;
- working with groups of pupils under the direction of the teacher;
- assisting in the production of differentiated materials;
- where an intervention is run, that the progress is shown and updated on Teacher Share / Interventions.

The work of the teaching assistants is very important to the school. They work closely with the ALNCo and class teachers to provide additional support for the pupils. This support varies from delivering small group interventions for Literacy, Numeracy, Speech and Language and Social Skills: to listening to pupils read; to supporting pupils in class; to helping with practical activities. They employ positive behaviour management strategies, encouraging and supporting pupils to behave in a manner that allows them, and others, to make the most of their time in school.

ALN issues are regularly discussed at staff meetings as it is recognised that the responsibility of pupils with ALN is that of *all* staff.

The rights of the child

The Education (Wales) Measure 2009 is a piece of legislation that gives children and young persons in Wales the right to initiate legal proceedings in the Special Educational Needs Tribunal for Wales (SENTW) themselves.

Any pupil who has a statement of SEN or who is in the process of having their needs statutorily assessed will be allocated a "Key Worker".

Keyworkers or “Case Friends” are responsible for;

- explaining to the pupil any notice or document required to be given or served by a local authority in respect of a pupil’s SEN
- to contact the LA caseworker on behalf of the pupil
- to contact SNAP on behalf of the pupil
- to keep appropriate records relating to above

This role is usually, but not always, undertaken by the ALNCo.

Section 2

Identification, Assessment and Provision

Identification and Assessment

Early identification of a pupil’s needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support their child. The class teacher and the ALNCo assess and monitor the pupil’s progress in line with existing school practices. The ALNCo works closely with parents and teachers, TAs and external professionals (as appropriate) to plan a programme of intervention and support. The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCo can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

The assessment strategies used within the school are:

- Use of National Test Data;
- classroom observation - teachers are encouraged to be aware of any sensory impairment or medical condition which may affect the pupil;
- class teacher referrals when a pupil is making insufficient progress;
- school assessment tests in Reading, Spelling and Maths, Speech and Language;
- authority wide screening procedures,
- any expression of concern e.g. from parents, pupil, health authority, etc.

When a pupil has been identified as having difficulties, the nature and extent of those difficulties must be assessed as quickly as possible, in order that they may be addressed. An appropriate assessment is arranged by the ALNCo, who will liaise with the pupil's parents, class teacher and will discuss the difficulties and ways forward for the pupil.

Tests / Assessments include:

- New Salford Sentence Reading Tests
- Young's Parallel Spelling Test;
- Non-Verbal Reasoning Tests: Edinburgh Picture Test and N.F.E.R.
- WellComm Language Assessment
- Language Link Assessment
- Speech Link Assessment

- Observation Survey of Early Literacy Skills
- Letters and Sounds Phonics Assessments
- National Reading, Numeracy and Numerical Reasoning Tests
- Boxall Profile
- P Levels – literacy and numeracy (if appropriate)
- Foundation Phase Outcomes – teacher assessments
- National Curriculum Levels – teacher assessments

Assessment is seen as a continuous process. Careful records are kept and pupils' progress regularly reviewed. Methods of assessment and testing are constantly being updated.

Provision: A graduated approach of action and intervention.

(This classification system will no longer be in use in this way after January 2022)

In order to help pupils with S.E.N., the school has adopted a graduated response which is in-keeping with the Code of Practice for Special Educational Needs:

- School Action
- School Action Plus
- Statemented Provision

School Action (Stage 2 of the graduated response to SEN)

A pupil might be moved to School Action as a result of:

- performance monitored by teacher as part of ongoing observation and assessment;
- outcomes from baseline assessment results;
- lack of progress in literacy or numeracy;
- standardised screening or assessment tools;
- Behavioural, Social or Emotional Difficulties etc.

The ALNCo will, in consultation with the class teacher:

- review all performance/assessment information
- seek further advice if needed
- collaboratively with class teacher, TAs and parents, having regard for the views of the pupil
- monitor progress
- ensure parents are aware of any changes in provision
- give advice to parents regarding support at home
- inform head teacher
- liaise with external agencies as appropriate

School Action Plus (Stages 3 and 4 of the graduated response to SEN)

The basis for School Action Plus could be that despite receiving an individualized programme and / or concentrated support under School Action a pupil:

- continues to make little or no progress in specific areas,
- continues working at N.C. levels substantially below that expected of pupils of a similar age,
- continues to have difficulty in developing literacy or numeracy skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the group,
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by specialist service,
- has speech and language difficulties that are significantly impacting on their work;
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

At School Action Plus (SA+) a higher level of support is required.

The ALNCo, after consultation with class teacher and parents, may make a request for advice from external agencies via the Partnership Area Referral Meetings (PARM). At this meeting it will be decided which external specialist support would be most beneficial to the pupil.

The ALNCo will provide external specialists with all relevant information on the pupil in order for them to assess the needs of the pupil and to provide appropriate support and advice. This advice is shared with parents and may be used to draw up a new IEP/IBP. Support may again be individual or group support, withdrawn or in-class support.

Reviews are arranged three times per year to monitor targets. The ALNCo, class teachers, TAs and the pupil participate in the review with parents and external agencies, as appropriate. As a result of a review another IEP/IBP or IDP at School Action Plus may be written, or a reversion to School Action with appropriate IEP/IBP may take place.

The IEP/IBP sets out the nature of the pupil's difficulties, any special provision, the resources involved, frequency and type of support, nature of parental involvement, targets to be achieved, success criteria and a date for review. Support may be individual or group withdrawal, or in-class support, or monitoring (particularly in cases of BESD).

In a small number of cases, a Stage 5 request to the Local Authority for a statutory assessment of the pupil's needs will be made. During this time, and whilst any subsequent statutory assessment is being made, the pupil should continue to be supported with School Action Plus provision.

Formal Assessment

Although the special educational needs of the great majority of pupils will be met effectively within mainstream settings, in a very small number of cases the Local Authority will be asked to make a statutory assessment of special educational needs and then consider whether or not to issue a statement of those needs.

A pupil may be brought to the Local Authority's attention as possibly requiring an assessment through a school request with relevant evidence and assessment data, a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency.

This process, which requires parental, educational, medical, psychological, and social services advice, should be undertaken within a specified time limit.

Statement of Educational Need (Stage 5 of the graduated response to SEN)

When a pupil is issued with a statement that specifies our school as the appropriate setting, we work closely with the Local Authority and all the outside agencies involved, in order to provide the much higher level of support that is required.

A Statement of Educational Need provides additional resources for the pupil and a precise educational prescription based on an accurate and detailed analysis of needs. Parental involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure.

The school has adopted the Person Centred Planning approach for its review meetings.

This is a philosophy that puts the child and their needs at the centre of the review process. It uses a more informal approach of information sharing between the school, parents, pupil and any outside agencies involved with the pupil.

We consider:

What works well for the pupil?

What could be working better for the pupil?

What's important to the pupil?

What's important for the pupil?

Things we like and admire about the pupil

The pupil's strengths and interests

From all this information new targets and strategies can be agreed for the pupil.

Responsibility within the Graduated Response

School Action

The pupil's teacher, in liaison with the ALNCo:

- consults with parents;
- gathers information;
- organizes support within the classroom;
- monitors progress.

School Action Plus

The ALNCo, with the support of the child's teacher:

- supports and advises the class teacher
- consults with parents;
- gathers further information;
- involves external support services via a Stage 3 PARM referral;
- coordinates appropriate support within the school;
- monitors progress.

Statemented Provision

The ALNCo, with the support of all relevant school staff, does all of the above plus:

- Liaises closely with Local Authority and Parents;
- Ensures school follows specialist advice and provides agreed support;
- Facilitates the provision made by outside agencies / support teachers;
- Holds the Annual Review Meeting, ensures the Report is completed and sent to the Local Authority.

Access to the Curriculum

All teachers in the school teach pupils who have Additional Educational Needs and appreciate that the needs of these pupils are as important as any other pupil in the class.

Although often a difficult task, teachers work hard to provide a broad, balanced, relevant and differentiated curriculum for all pupils. In planning for differentiation, the needs of the more able child must be considered, as well as those with difficulties that are a barrier to them learning. Care is taken to

ensure that the level of work matches the pupils' abilities (including a challenge) and this is taken into account when preparing schemes of work. Differentiation takes place in different forms and continues to be developed. We have high expectations for all pupils.

Classroom management styles are regularly adapted and a variety of behaviour management techniques are used to help the pupils with behavioural difficulties achieve success.

A variety of teaching methods are operated e.g. whole class, small group, individual, paired work etc. and learning activities are planned for different learning styles.

Class teachers endeavour to develop a learning environment which is supportive to all pupils' learning. In order to do this they assess their classroom practice by posing the following questions:-

- Is the process of learning interesting and rewarding?
- Does the child understand what is required of him/her?
- Is the work adequately planned and matched to individual level for pace?
- Does the pupil learn by doing, i.e., opportunity for practical experience?
- Are the learning situations suitably varied?
- Does a good relationship exist between the pupil and the teacher which facilitates learning?
- Are physical conditions conducive to learning?
- Is independent learning being promoted?
- Is there a positive atmosphere with plenty of encouragement within the classroom?
- Is there adequate planning of the curriculum?
- Is there adequate differentiation which takes into account individuals needs and different levels of ability?
- Is expectation of each pupil high enough in terms of ability and progress?
- Are the materials/resources suitable for each pupil's level of functioning?
- Is learning taking place in a positive, safe, learning environment to enable all pupils to take risks?

Organisation of ALN Support within the School

The ALNCo draws up the timetable of support for the pupils with additional educational needs. An Individual Education Plan (IEP) is written for each child who is School Action Plus by the class teacher with TAs and pupil input. The ALNCo will assist the class teacher with the writing of IEPs for children with Statements. Targets from Individual Programmes by Specialist Teachers will be used as IEP targets.

At Stage School Action (SA) pupils receive several withdrawal sessions per week, delivered by one of the T.A.s under the direction of the ALNCo.

At Stage School Action Plus (SA+) the pupils will have extra sessions of support each week with one of the T.A.s. They may also have in-class support. This support is provided under direction of the ALNCo in consultation with the class teacher. Each child has an IEP written by the class teacher, TAs advice from specialist teachers /outside agencies and pupil input. Parents can also be included in the process.

Pupils who have been issued with a Statement of Special Educational Needs will have additional sessions of support each week and may have support within the mainstream class if appropriate.

Interventions

There are many highly skilled Teaching Assistants (TAs) in the school and they play an important role in delivering the many specialized interventions and programmes to the pupils with ALN.

We are currently using:

Makaton
WellComm
Speech Link
Cued Articulation
Language Link
POPAT
Talking Teddy
Sail
Mini Rainbows
Rapid Reading
Rainbow Reading
Sound Discovery
Phonological Awareness Training
Pegs to Paper
Handwriting Motorway
Toe by Toe
Maths Factor
Thrive
Nurture
ELSA

However, the range and variety of interventions undertaken at the school will vary on an annual basis according to the needs of the pupils.

Monitoring pupil progress and the effectiveness of the interventions is undertaken on a termly basis.

Inclusion

Pupils with any additional learning needs (ALN) are fully integrated into the life of the school, and are encouraged to hold responsibilities, represent the school, participate in social activities, after-school clubs and in educational visits.

There is close liaison between all the members of staff concerned to ensure inclusion is successful.

Benefits arising from Inclusion:

- allows access to the full curriculum;
- develops the social skills, understanding and tolerance of **all** pupils;
- individual strengths and talents can be seen and valued as all pupils contribute to the school community;
- increases self-esteem;
- helps to develop resilience and coping strategies needed to function in society.

Additional Learning Needs within the school

Learning Difficulties

Pupils have a combination of classroom support and group/individual withdrawal for their interventions.

Emotional and Behavioural Difficulties

There are a number of pupils within the school who require support to overcome their behavioural, emotional and social difficulties (BESD). The support varies depending on the needs of the child, and is underpinned by the school's ethos of Positive Behaviour Management.

An Individual Behaviour Plan (IBP) is written when necessary or daily behaviour monitoring target sheets are given that are linked to rewards and consequences. These are monitored by the ALNCo, who discusses progress, problem areas and ways forward with the pupils. Pupils at SA and SA+ are closely monitored and their progress reviewed termly. When necessary the school can seek advice and support from Educational Psychology Services, the Neurodevelopmental Pathway, specialist teachers in the Emotional Health and Wellbeing Team via a PARM referral, Teulu and CAMHS.

Pupils with BESD are encouraged to behave in an appropriate manner through positive behaviour management. The "Good to be Green" reward system is used consistently throughout the school.

The Pebbles Room (Nurture class) runs several times a week and that is attended by identified pupils of all ages. This is led by Ms. P. Edwards. The purpose of the class is to support pupils to help them overcome the underlying causes of their behavioural, emotional or social difficulties. Work is undertaken around the issues of attachment, self-esteem, resilience, social skills and anger management. Ms P. Edwards is available to discuss problems with children as they arise and to deliver one to one ELSA sessions. The ALNCo is a trained Thrive Practitioner and Nurture Practitioner and uses these resources to support the children. Ms P. Edwards is a trained Nurture Practitioner and Mrs K. Hillberg, Miss N. White and Mrs T. Gauci are all trained Thrive Practitioners. Mrs A. Williams is currently doing her Thrive Practitioner training.

Speech and Language Difficulties

A significant number of pupils enter school with difficulties with their speech, receptive or expressive language. Support for this starts in the Nursery class with the use of the WellComm programme to screen all pupils and provide activities to support them. In Reception class all pupils are screened once again using the Language Link and Speech Link programmes. These will also identify pupils in need of support and provide activities and resources. Those pupils will be retested in the summer term and the ones who are identified as still in need of support will remain on the programme into Year 1 or 2 until they reach the desired levels. All pupils are screened once again in Year 3 on Junior Language Link. The language of the KS2 curriculum is more demanding and pupils who were previously coping can develop difficulties from Year 3 upwards. Any pupil who is not progressing academically, despite being given plenty of support, will be screened because language difficulties have an impact on a pupil's understanding, reasoning and ability to express themselves in writing. The very small number of pupils who do not make adequate progress on the programmes will be referred to speech and language therapy or to specialist teacher teams via a Stage 3 PARM referral. Any programmes provided for pupils by Speech and Language therapy are delivered by trained TAs.

We also have a number of pupils with social communication difficulties such as Autism and Asperger's Syndrome. A number of these pupils have been given a statement for their special educational needs and

have 1:1 support from a TA. School staff work very closely with the parents, speech therapists, the Neurodevelopmental Pathway, specialist teachers from ECLIPSE, SCIP and ASD Teams and any other agencies.

Physical and Medical Difficulties

Pupils with physical or medical difficulties will have Individual Health Care Plans. Varying levels of support will be provided by the Local Authority. Staff are made aware of each child's needs by the ALNCo, and details recorded on a health care plan. The child's progress is monitored termly, and if a statement of S.E.N. or Funded Care Plan has been issued, a review is undertaken annually. There is always close contact with parents and liaison with appropriate outside agencies.

English as an Additional Language

Any pupils with English as an Additional Language (EAL) are monitored by their class teachers and the ALNCo. If we feel a child is experiencing difficulties that may require specialist intervention, then a referral to the EMTAS team via a PARM referral is made by the ALNCo. Any advice given will be implemented and monitored.

An annual Needs Assessment Survey is undertaken by the class teachers and ALNCo to determine which category of EAL each identified child is at. Each child has their own assessment sheet which acts as a record of any progress made in their acquisition of speaking, reading and writing skills.

Looked-After Children in Education (LACE)

Any LACE pupils have a Personal Education Plan (PEP). Their academic progress is monitored every term and reported to the Local Authority. If they have any ALN, then they will be supported in school in the usual way. The LACE Co-ordinator or head teacher will attend the LACE meetings and work closely with social services and any outside agencies.

Allocation of ALN Resources

- Provision is mapped and costed to ensure efficient and effective use of resources.
- The ALNCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including coordinating the provision for children with statements of special educational needs.
- The head teacher consults with the governing body with regards to how the funding is best deployed to support additional educational needs.
- Appropriate resources for pupils with additional learning needs support all areas of the curriculum.
- A central resource base of a comprehensive selection of support materials and equipment is kept in the ALNCo's classroom and is available to staff. The ALNCo will give advice as necessary.

Section 3

Staff Development and Partnership

Staff Development

In order to implement the Code of Practice for S.E.N and Additional Learning Needs Education Tribunal Act (Wales), the school recognises the need for staff training and professional development.

This can be achieved by:

- access to relevant LA Inset Courses;
- school based Inset provided by the ALNCo, Specialist Teachers, Inclusion Officers , Medical Services or independent specialists
- access to the ALNCo for professional guidance/support;
- on-going training of teaching assistants and midday supervisors.

Support Services

The school is in regular contact with Outside Agencies and is visited, regularly, by professionals who provide valuable information to the school.

Partnership with Parents

'Partnerships between a Catholic School and the families of the students must continue and be strengthened. It is not a question of convenience, but a partnership based on faith.' (*R.D.E.C.S.)

**The Religious Dimension of Education in Catholic Schools*

- The school continues to develop the relationship with parents of pupils with ALN recognising the importance of their role as partners in the educational process.
- Parents are able to contact the head teacher and make an appointment to discuss any concerns about their child, which will be acted upon.
- The school based stages of assessment place an importance on parental involvement. They are kept informed and asked to contribute their views in the regular reviews.
- Parents are encouraged to take an interest in their child's school work and help with homework, spelling lists, reading, maths "Learn Its" etc .
- Parents receive regular information letters, and are invited to attend school assemblies, concerts, celebrations and Open Evenings.
- The school seeks to foster a close partnership between home, school and parish to ensure pupils' spiritual needs are met.

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of the child’s needs, and the best way of supporting them”. (2:2 Special Educational Needs Code of Practice for Wales 2002).

It is considered very important, therefore, by the staff and governors of our school, that parents are treated as partners in their children’s education and as such are involved and informed as much as possible as soon as a special need is first identified and additional support is being considered. Parents will be invited into school to discuss the problem initially with the class teacher on an informal basis (e.g. bringing the child to or collecting the child from school. When additional support is being considered, discussions may then take place between the parent, Head teacher, Class Teacher and Additional Learning Needs Co-ordinator.

Any programmes, whether for learning or behaviour, take into account the knowledge, wishes and feelings of the parent. If the pupil is being given behavioural support, with a structured programme, then reinforcement at home by the parents will be paramount. It is essential that parental views are represented in any assessments or reviews.

Good links with parents already exist within the school, and, therefore, parental involvement in additional educational needs is seen as an extension of these links. As well as this, various schemes are organised from time to time to involve parents in the school.

Review meetings for pupils with ALN are held termly. The school believes it is vitally important that parents are able to express their views and have them carefully considered. Consequently, all parents of pupils with ALN have the opportunity to discuss IEPs with the ALNCo, or Class Teacher. The review meetings focus on progress made, the effectiveness of the IEP, updated information and future action.

Links with Other Schools

There are close links with Mary Immaculate High School and other feeder High schools that pupils transfer to in Year 7. Year 5 and 6 pupils have several transition days to familiarise themselves with key staff, with the layout of the school and experience a few lessons.

More vulnerable Year 6 pupils take part in an emotional literacy/transition group that runs in the summer term. MIHS staff visit the school one afternoon a week for a period of 6 weeks. These sessions give those pupils an opportunity to allay any worries they may have about transferring to high school, in an enjoyable and stress-free way.

Also vulnerable Year 6 pupils will also be given additional visits to help build their confidence and independence.

There is close liaison between the ALNCoS of both schools to ensure that they have all relevant information and documentation prior to transfer.

An Individual ALN Pupil Profile is completed by the ALNCo with TAs and class teachers for each of the Year 6 pupils on the ALN register. These profiles are used to give high school important background information on the pupils.

When any pupil with ALN transfers to another school care is taken to ensure that the new school has all the relevant information and documentation for that pupil.

The ALNCo meets regularly with staff from other schools in the MIHS Cluster ALNCo meetings, Ely/Caerau Cluster Meetings and the Cardiff ALNCo forums.

Links with Outside Agencies

The school makes full use of outside agencies to support the needs of the pupils within the school. Some of these outside agencies are provided by the LA Achievement Service, for example specialist teachers from Speech and Language, Literacy Numeracy Support, Emotional Health and Wellbeing, Autism, Visual Impairment and Hearing Impairment teams. Some pupils with Social, Emotional and Behavioural difficulties may receive support from the Fast Track Team. The school has also consulted the Educational Welfare Officer, Social Services, paediatric medical experts at St. David's Hospital, speech therapists, the Early Years Forum, the School Nurse and the Health Visitor.

The school is in regular contact with the following:

- School Nurse;
- Social Services;
- Paediatricians at St. David's Hospital
- Medical departments at University Hospital of Wales;
- Stoma Nurse
- Continence Nurse
- Occupational Therapist;
- Speech Therapist;
- Child Psychologist at University Hospital of Wales;
- Educational Psychology Services;
- Specialist Teachers from the Emotional Health and Wellbeing Teams, Literacy and Numeracy Teams, Learning Intervention, Speech and Language, Visual Impairment, Hearing Impairment, Autistic Spectrum Disorder and EMTAS teams;
- Barnardos (5 – 15)
- Cardiff Family Advice and Support
- Teulu;
- Fast Track
- Cardiff Against Bullying
- Education Welfare Officer
- Community Police Officer

The school will continue to consult with a variety of outside agencies according to the needs of individual pupils.

Complaints Procedure

We endeavour to work harmoniously with parents and are always pleased to discuss any concerns parents may have about decisions that have been made for their child or the type of support being received. Most concerns are usually resolved through discussions with the class teacher and/ or the ALNCo. However, further discussions or actions may require the input of the Head teacher.

However, if despite all the school based efforts, a parent is still not satisfied, then it is the parent's right to

complain formally in writing to the Chair of Governors, Mrs Alex Kydd. She will investigate the issues and work to find a resolution.

In some cases, particularly those where decisions are taken by the Local Authority, there are other agencies who will act on behalf of parents.

- SNAP Cymru

45 Penarth Road, Cardiff. CF1 5DJ

Snap Cymru is a registered charity which offers free, independent and confidential advice to families of children and young people who have, or may have, special educational needs.

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- ACE

ACE is a London-based organisation which will also offer advice and help to parents and guardians of children with special educational needs.

The ALNET specifies a new process of complaints procedure and tribunal for appeal.

ALNET (Additional Learning Needs Education Tribunal) May 2018

Readiness:

The ALNCO will attend all ALNCO Forums and Cluster meetings in relation to the ALNET Act and the Readiness programme. The ALNCO will take part in the preparation along with the cluster lead for the ALNET Act. As material is available, the ALNCO will pass this on to Governors, Staff and parents.

Evaluation

Under the 1993 Education Act it is the duty of the school through the Head Teacher, ALNCO and nominated school governor, to evaluate the effectiveness and efficiency of the policy and to report back to the remaining governors and to the parents annually. This evaluation will be done through the following procedures: -

- Reporting on the means of identifying and assessing pupils with additional educational needs;
- References to examples of previous and current work of special educational needs pupils;
- The level of attainment achieved by special educational needs pupils in relation to the general level of attainment for the whole school through assessments, TA results where appropriate and records of achievement;
- Periodic review of progress as detailed in this policy;
- Physical, personal and social development of special educational needs pupils;
- The number of pupils who have special educational needs provision, distinguishing between those with and without statements;
- Attendance figures.

Arrangements for Monitoring and Evaluation

The success of the school's ALN policy and provision is evaluated through:

- monitoring of classroom practice by the ALNCo and subject co-ordinators;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the ALN register;
- meetings between ALNCo and ALN Governor;
- school self-evaluation;
- the governors' annual report to parents, which contains the required information about the implementation and success of the ALN policy;
- the school's annual ALN review, which evaluates the success of the policy and sets new targets for development;
- visits from Local Authority personnel and ESTYN inspection arrangements;
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/IBPs/IDPs and targets, revise provision and celebrate success.