

## **BARKER'S LANE COMMUNITY SCHOOL**

### **ADDITIONAL LEARNING NEEDS (A.L.N.) POLICY**

Barker's Lane Community School aims to be a caring school where all the pupils are valued and where staff demonstrate a commitment to meeting the needs of the pupils. Where a child has a learning difficulty, that child's special educational needs are met by providing the appropriate support for them to reach their maximum potential.

#### **Definition**

A child has additional learning needs if he / she is more able and talented (see MA&T policy) or he / she has a learning difficulty that calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- c) has a range of underlying factors such as, cognitive, physical or sensory difficulty, emotional and behavioural difficulty or difficulty with speech and language or social interaction.

Such children may need additional or different support from that given to other children of the same age.

Special educational provision means:

*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 LA, other than special schools, in the area.*

#### **Aims**

At Barker's Lane Community School we aim to:

- ensure that early identification of pupil's needs is made;
- ensure that all pupils reach their full potential;
- ensure that parents are fully involved from the onset;
- work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Educational Social Worker (ESW), School Nurse, etc
- that appropriate programmes of work are implemented;
- that the greatest possible access to a broad, balanced and relevant education is provided;
- secure the necessary provision for any pupil who has additional learning needs.

Pupils who meet our criteria for having ALN at Initial concern / School Action / School Action Plus will receive support from classteachers and teaching assistants within the classroom and in some cases from an ALN support teacher in a one to one situation, tailored to suit the provisions required.

### **Admission Arrangements**

In accordance with the Code of Practice, all schools should admit pupils with already identified ALN, as well as identifying and providing for pupils not previously identified as having ALN. Pupils with ALN, but without a Statement of Special Educational Need, are treated as fairly as all other applicants for admission.

A parent's wish to have their child with a Statement or an LA Agreement for Additional Resources at School Action Plus (ARSAP) educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children or in a case where the school feels it cannot meet that child's needs.

The Governing Body has an expectation that the LA will consult with the school before naming that school in the Statement or ARSAP. In such instances, the Governing Body will delegate this responsibility to the Headteacher who will meet with the parents and other agencies to establish the interests of that child in respect of the suitability of the proposed Agreement / Statement.

Barker's Lane Community School complies with LA policy. Parents of all children are requested to inform the school of any particular needs their child may have when registering to ensure the best possible provision is made for the child.

### **Roles and Responsibilities**

#### **The role of the Local Authority (LA)**

An essential function of the LA is to make effective arrangements for ALN by ensuring that:

- the needs of children with ALN are identified and assessed quickly and matched by appropriate provision.
- high quality support is provided for schools through educational psychology and other support services, and arrangements for sharing good practice in provision for children with ALN.
- children with ALN can benefit from coordinated provision – by developing close partnerships with parents, schools, health and social services and the voluntary sector.
- strategic planning for ALN is carried out in consultation with schools and others to develop systems for monitoring and accountability for ALN.

## The role of the Governing Body

A member of the governing body has responsibility for ALN. They work closely with the Additional Learning Needs Co-ordinator (ALNCo).

Our ALN governor is Mrs Pauline FitzHugh.

### *The Governing Body:*

- endeavours to ensure that the necessary provision is made for any pupil who has ALN.
- ensures that, where the headteacher has been informed by the LA that a pupil has ALN, those needs are made known to all who are likely to teach them.
- ensures that staff in the school are aware of the importance of identifying and providing for those pupils with ALN.
- consults the LA and the Governing bodies of other schools when it seems necessary or desirable in the interests of coordinated ALN provision in the family of schools / cluster.
- ensure effective inclusion - that a pupil with ALN joins in the activities of the school, together with the pupils who do not have ALN, so far as is reasonably practical and compatible, with emphasis being on the identified child receiving the ALN provision their learning calls for, the efficient education of pupils with whom they are being educated and the productive use of resources.
- report annually to parents on the implementation of the school's policy for pupils with ALN.
- ensures that parents are involved in making a decision about the ALN provision being made for their child.
- have regard to the Code of Practice when carrying out its duties towards all pupils with ALN.

## The role of the Head teacher

### *The Head teacher will:*

- have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ALN.
- keep the governing body informed via the headteachers' report.
- work closely with the school's ALN team.
- will be familiar with reports and assessments made on identified pupils.
- be informed on a regular basis about their progress and possible changes in provision based on this progress.

## The role of the ALNCo

Mrs Alison West currently works in this role at Barker's Lane Community School, in close consultation with Mrs Christine Harrison-Edwards (Headteacher).

Mrs Liz Richardson will take up this role from September 2019 working closely with Mrs West for a period of transition.

*The ALNCo has responsibility for:*

- ensuring liaison with parents and other professionals in respect of children with ALN.
- advising and supporting other practitioners in the setting.
- ensuring that appropriate Individual Education Plans are in place.
- ensuring that relevant background information about individual children with ALN is collected, recorded, updated and shared with appropriate staff.
- ensuring that parents are aware of the local Parent Partnership services.

*The ALNCo takes the lead:*

- in further assessment of the child's particular strengths and weaknesses.
- in planning future support for the child in discussion with colleagues.
- in monitoring and subsequently reviewing the action taken.

The ALNCo attends relevant courses on ALN, disseminates information and, where possible, organises staff INSET on particular issues of concern.

#### The roles of teaching and non-teaching staff

All staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with ALN.

#### Arrangements for Co-ordination of Provision

All members of staff offer a variety of teaching approaches to meet the needs of individual children. Every member of staff ensures that their learning areas / classrooms offer a stimulating environment for all pupils.

The ALNCo is available to colleagues to offer support, to discuss, identify, intervene, co-ordinate data, and liaise with external agencies including the LA support and educational psychologist services.

Liaison with the Inclusion Service is an important part of the ALNCo's role as is consultation with parents and other relevant agencies.

Class teachers and the ALNCo work collaboratively to prepare I.E.P's.

The ALNCo supports class teachers in the breaking down of tasks relating to the programmes of study into smaller learning steps. This also allows the teacher to effectively teach groups with varying abilities and skills, whilst also considering:

- language of instruction;
- teaching strategies;
- learning styles;

- levels of support for the class teacher;
- class and classroom organisation;
- resources.

Learning support for children with A.L.N. is provided through the planned use of the ALNCo and L.S.As time in assisting small groups of children / individuals who have sometimes been withdrawn from class. However, bearing in mind our policy of integration and inclusion, great care is taken that these children have full access to all the other activities of the school. Mrs Liz Richardson is responsible for ensuring that the needs of more able and talented (MAT) pupils are met. Mrs West liaises with her in this matter, supported by all teaching staff.

The school also welcomes pupils from other cultures, in line with its policy on Equality & Diversity, and takes advantage of the authority's support service for children learning English as a second language.

ALN data and information is regularly shared amongst staff and with outside agencies as and when the need arises.

### **Specialist Provision**

The school has facilities to accommodate disabled pupils i.e. a toilet, ramps and doorways accommodating wheel chairs, thus enabling pupils with disabilities and A.L.N. to have access to mainstream provision. Requests for specific resources for a child with A.L.N. is dependent on the school's priorities as shown in the School Improvement Plan. However, the school is willing to liaise with the LA. for their support where a specific request for a child with A.L.N. is made, which is considered both reasonable and desirable to meet a child's needs. Specific resources are purchased where possible to enable specific pupils to be supported within school.

### **Identification – Assessment and Provision**

It has been estimated that up to 20% of children may have special educational needs at some point in their school life (Warnock 1978).

Early identification is essential. All staff are aware of our identification procedures and take the necessary appropriate action.

Some children may have been identified by health service officers at the pre-school stage, or during school medical or through family doctors, or by parents.

Learning difficulties can stem from social, emotional, intellectual or physical factors and all these factors are taken into consideration during identification, monitoring and intervention procedures.

The staff at Barker's Lane all work within the premise that "all teachers are teachers of children with additional learning needs". Teaching children with A.L.N. is, therefore, a whole school issue and a whole school responsibility.

Most children will have their needs met in the classroom by the class teacher working in conjunction with a Learning Support Assistant. Sometimes it is more advantageous to the child to be withdrawn, either as a member of a small group or on a 1 – 1 basis which is determined by the Classteacher / ALNCo.

We use Ravens and BPVS 11 tests, in conjunction with our support agencies, to aid in our assessments of pupils' abilities.

The tracking record of teachers throughout the school will also be consulted i.e. FPP/ national tests / FFTD / teacher assessments / target setting. These will all provide a clearer insight into the child's needs.

## **The Graduated Response**

### **Initial / School concerns – Differentiation**

- Teacher assessments and pupil observation.
- Any concerns to be recorded.
- If concerns persist ANCO / Headteacher to be informed.
- Class teacher to discuss with parent informally.
- Work is differentiated to meet the needs of individual pupil.

Following a review with parents, the pupil may continue to be closely monitored or be assessed as is usual in the class or the pupil will move on to School Action.

### **School Action**

When a class teacher identifies that a pupil has ALN, the class teacher together with the ALNCo devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. We aim to establish a pupil's potential through administration of BPVS II (British Picture Vocabulary Scale II) and Ravens Intelligence potential testing.

Pupils who are identified as having additional needs may then move on to the School Action Phase. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. In liaison with the ALNCo, an I.E.P. from the class teacher will usually be devised. The ALNCo will help in planning future interventions for the child and monitoring and reviewing the action in the termly reviews with the relevant A.L.N. support staff, class teacher and parents present. The child's own comments regarding his/her targets, as shown on the I.E.P., are also taken into account during a discussion of targets and progress between Mrs West and the pupil following these reviews. The parents' knowledge of the child as well as the child's own contribution will be used in

devising new I.E.Ps. and the parents/pupils will be asked to sign I.E.Ps. as contributors to the process. An I.E.P. will set only a small number of specific learning SMART targets (Specific, Measurable, Achievable, Realistic, Time Scale) for the child and will be reviewed termly, or possibly more frequently for some children. Miss Susan Cole provides additional individual support for ALN pupils, mainly from Year 2 onwards, following advice and resources from external agencies.

- The class teacher remains responsible for working with the child on a daily basis, following the Individual Educational Plan (IEP) devised for that child.
- ALNCo will support the classteacher in:
  - planning future interventions for the child in discussion with colleagues
  - monitoring and reviewing the action
  - possibly withdrawing children in small groups / on 1-1 basis

### **School Action Plus**

The basis for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Their stage of learning is significantly below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly have a negative impact on the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP) or Pastoral support Plan (PSP).
- Has sensory or physical needs and requires additional specialist equipment or regular advice, visits or targets by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause considerable barriers to learning.

The ALNCo and class teacher, in consultation with parents, ask for support from external agencies (*at least two reviewed IEPs are needed before S.A.+ intervention*).

The class teacher and ALNCo are provided with advice or support from outside specialists.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

The school has access to a wide variety of specialist services based within the LA. These include:

- Educational Psychologists
- Literacy Support Team

- Behavioural Support team
- IT Advisory Staff
- English as an Additional Language (EAL) teachers
- Pupil Liaison officers
- Speech & Language Therapy Service
- School Nurse
- Paediatric Consultant Doctors
- CAMHS (Child and Mental Health Services)
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Sensory Department
- Educational Social Workers
- Action for Children
- NSPCC
- SPOA
- TAC (Together Achieving Change)
- Activ8
- Voluntary organisations

Additional or different strategies to those at School Action are put in place – an IEP will usually be devised.

The ALNCo will support the classteacher in:-

- any further assessment of the child, including liaising with outside agencies
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken.
- withdrawing child as part of group / on 1-1 basis

### **Individual Education Plans (I.E.P.s)**

Our plans set SMART targets (Specific, Measurable, Achievable, Realistic, Time Scale). This ensures specific criteria to evaluate the success of our ALN provision.

They include:

- the nature of the child's learning difficulties;
- targets to be achieved;
- strategies to achieve targets/action taken with respect to the special educational provision; the staff involved, including frequency of support and specific programmes/activities/materials/equipment;
- help to be given by parents at home, if applicable;
- success criteria/ monitoring and assessment arrangements;
- arrangements and dates for review.

The IEP only records that which is additional to or different from the differentiated curriculum which is in place as part of the provision for all children.

Dates for reviews are set on the I.E.P. Reviews focus on the progress made by the child, the effectiveness of any support provided, the effectiveness of the I.E.P. and future action. The frequency of such reviews is a matter for the school, but the Code suggests termly reviews.

Barker's Lane Community School reviews as and when necessary for each individual pupil, but at least termly in all cases.

### **Referral**

If following significant input at School Action / School Action Plus the child still demonstrates a significant cause for concern, together with parents the school consider making a request for Additional Resources at School Action Plus (ARSAP) or a Statutory Assessment.

All information about both types of request are discussed with parents and advice is sought from the LA.

When the ALNCo / Headteacher makes a request about a particular child, the following documentation should be available:

- educational assessment and those obtained from specialists such as educational psychologists and advisory teachers;
- the views expressed by the child and his or her parents;
- the health of the child;
- the involvement of the education welfare or social services, and

written evidence of:

- the action taken by the school under the three stages;
- I.E.P's for the child;
- regular reviews of the provision and outcomes of such reviews;
- any involvement of other professionals.

This will form the basis on which the LA can consider the request and make a judgement. Parents and school are informed of the decision regarding provision.

### **Statutory Assessment**

The process of Statutory Assessment is the responsibility of the Local Authority in close collaboration with parents, schools and other agencies. Wrexham Local Authority conduct statutory assessments in line with the procedures described in the Special Educational Needs Code of Practice for Wales (April 2002).

Requests for statutory assessment can come from: a) parents b) schools c) other agencies e.g. Health Authority Board, Safeguarding and Support Services Department.

Statutory Assessment is undertaken following school based support and intervention decisions as to whether to undertake statutory assessment are made on consideration of a range of evidence.

Statutory assessment is carried out if the evidence provided shows that the child has significant difficulties and despite appropriate help and support the child has not made significant progress. Statements of Special Educational Need are written if the pupils' special educational needs are significant, long term and the provision to meet the needs cannot be reasonably provided from the resources normally available to schools and early years settings.

All decisions about Statutory Assessment are made by a moderation group from the Local Authority. More information about this is available in their policy. This is available on [http://www.wrexham.gov.uk/english/education/Special\\_Educational-Needs.htm](http://www.wrexham.gov.uk/english/education/Special_Educational-Needs.htm)

After a request is made, if a decision is made not to carry out a statutory assessment, the Local Authority write to parents, school and all Statutory Agencies advising them of their decision. Parents are invited to discuss the reasons for the decision with their Named Officer and their rights of appeal are explained in detail.

If after assessment is undertaken, the decision is made not to issue a Statement, parents are informed by the Local Authority. A note in lieu is produced and parents are invited to discuss the reasons for the decision and their rights of appeal are explained. A note in lieu of a statement provide advice to both parents and school to meet on how best to meet the needs of the child from within the schools resources.

### **Staffing Policies and Partnerships Beyond the School**

The ALNCo attends any relevant in-service training sessions on ALN. All information gathered is shared with the whole staff and relevant information is duplicated and distributed. Further support, if required is sought from Learning Support Services. We also maintain close liaison with the Educational Psychologists team and the Educational Social Worker.

### **Resources**

Whilst every endeavour is made for the children with ALN to use their classroom resources, it is recognised that some children will need additional or special resources and materials. Such resources are kept in a central resource area where they are permanently and freely available to any member of staff. We can also access resources from the Local Authority.

Some children may be unable or have difficulty in communicating conventionally – either in verbal or written form – therefore may need a greater access to the curriculum through ICT. School makes great use of the available ICT resources, including the interactive whiteboard for class and group teaching sessions. Children with a more specialised need can be referred directly to the ICT Service.

ICT can help pupils with ALN by providing them with :

- A greater motivation, making recording of learning easier
- Opportunities to work at their own pace
- Improvement in accuracy and appearance of work

### **Nurture & other additional support groups**

Pupil wellbeing is central to happy and successful learning.

Groups of children who are identified as having social, emotional or behavioural difficulties are supported with additional programmes, for example, S.A.P programme, Forest School activities or Friends groups.

We also have two ELSA trained staff.

### **Health and Safety**

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times. Children's physical or medical needs are always considered to ensure inclusion.

### **Equality**

Equality of opportunities is always observed with positive attitudes being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion.

### **Working in Partnership with Parents**

We work very closely with all the parents in the school as we feel that by sharing the responsibility of a pupil's education, children's achievements will be maximised. Parents are consulted at all stages and are invited to all discussions with outside agencies.

- It is the LA's statutory duty to arrange for the parent of any child with ALN in their area to be provided with advice and information relating to those needs.
- LA's must take whatever steps they consider appropriate to make parent partnership services known to parents, headteachers, school and others.

The core activities of parent partnership services are:

- Working with parents
- Information and publicity
- Training, advice and support
- Network and collaboration
- Helping to inform and influence local ALN policy and practice.

Partnership with parents plays a key role in promoting a shared culture of trust and co-operation.

### **Liaison / Transition**

We maintain close links with local playgroups and the high school. The headteacher and class teachers are kept fully informed and where appropriate material resources are shared. We maintain close links with the health services, education welfare officer and social services. We work closely with the school nurse and the welfare officer.

On rare occasions it is necessary for a pupil to attend another school, usually on a part time or temporary basis. Close links with all persons involved are maintained.

The ALNCo / Y6 teacher also meets up with the High School Y7 Manager / ALNCo's to discuss the Year 6 pupils that will require ALN support on transfer into Year 7. These pupils are usually provided with additional induction sessions, including Nurture Groups, in which to familiarise themselves with the High School and its staff and so ease transition.

Required documentation is transferred accordingly as are the records of any child who transfers to another primary school. Barker's Lane Community School welcomes any further consultation desired by the next school.

### **Evaluation of the Success of the School's ALN Policy**

Evaluation is ongoing; modification is dictated according to need.

The Governing Body's Annual Report must include information on:

- the success of the ALN policy;
- significant changes in the policy;
- any consultation with the LA., the funding authority and other schools;
- how resources have been allocated to and amongst children with special educational needs over the year.

### **Arrangements for Complaints**

Make an appointment to see:

- I. The class teacher / ALNCo to discuss your concern.
- II. If you are not happy make an appointment to see the Headteacher/Deputy Headteacher outlining the nature of your concern.
- III. If you are still not satisfied please arrange with the Headteacher to make an appointment to meet with the nominated governor for ALN, Chair of Governors, together with the Headteacher.
- IV. There are parent representatives on the governing body. They are always willing to listen and will direct you to avenues of complaint.
- V. The school has adopted the LA complaints policy procedure, our 'I have Something to Say' leaflet available from the office or on the school website outlines this in full.

### **Right to Appeal**

Parents and / or children have the right to make an appeal to SENTW (Special Educational Needs Tribunal for Wales) if they disagree with certain decisions made by the Local Authority about their child / their own special educational needs.

Appeals must be made in writing to the SENTW. More information about this is available on [www.sentw.gov.wales](http://www.sentw.gov.wales)

In Wrexham, children can have help to get their voice heard from 'Second Voice Advocacy Service' by ringing 0800 0322 630 or by emailing [secondvoice@wrexham.go.uk](mailto:secondvoice@wrexham.go.uk)

### **Monitoring / Review**

The ALNCo will monitor additional learning needs in school.

It is the responsibility of the whole staff of Barker's Lane Community School to implement this document.

This policy document was compiled by Mrs Christine Harrison-Edwards and Mrs Alison West in March 2014, in consultation with all staff and governors.

It was reviewed and amended in June 2019.

The headteacher, staff and governors will review this policy in line with new guidance / revised Code of Practice or at the latest Summer 2021.

