

Milford Haven School

Additional Learning Needs (ALN) and Inclusion Policy

Polisi Anghenion Dysgu Ychwanegol a Chynhwysiant

(Oct 2017)



1988

..... (Signed by Chair)

.....Date

This policy will be reviewed on or before the following date

Inclusion Statement at Milford Haven School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning styles. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with ALN are valued, respected and are equal members of the school. As such, provision for pupils with ALN is a matter for the school as a whole. All teachers are teachers of pupils with ALN. The Governing Body, Headteacher, ALNCO and all other members of staff have important responsibilities. However, we believe that pupils with Additional Learning Needs may, at times, require extra resources if they are to achieve their full potential.

“Every child is gifted. They just unwrap their packages at different times.”

Milford Haven School values the abilities, achievements and contributions of all its pupils, and is committed to providing each pupil, irrespective of ability, gender and race, with a happy and caring environment for each pupil to develop to their full potential both academically and socially.

We recognise that there is a continuum of needs and that children with Additional Learning Needs (ALN) have the right to the greatest possible access to the broad and balanced education set by the National Curriculum. Milford Haven School aims to integrate all pupils into every aspect of school life.

ALNCO: Miss Reynolds,
HLTA Autism & Access Arrangement Manager: Mrs Corney,
HLTA Emotional literacy: Mrs Griffiths
Level 3 Nurture : Mrs Coe
Level 2 KS4 support: Mrs Barney
Level 1 Numeracy : Mrs Sanderson
Governor with responsibility for ALN: Mr. Bramley

Definition of Additional Learning Needs (ALN)

The term ALN (Additional Learning Needs) is increasingly used to describe a wider range of needs not traditionally included as part of Special Educational Needs (SEN). ALN can be long or short term and may arise through any of the following:

- Learning Environment
- English as an Additional Language (EAL)
- Family Circumstances

- Disability and Health
- Social and Emotional Factors

Additional support may take a number of forms and can come from health, social work or some voluntary organisations as well as from education.

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a learning difficulty which calls for special educational provisions to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.” *

The term Special Educational Needs (SEN) covers a wide range of needs including literacy, numeracy and other learning and thinking (cognition) skills, behavioural, social and emotional skills, communication and interaction skills (such as language difficulties or Autism/Asperger’s Syndrome) and physical/sensory skills including visual and hearing impairments.

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 this age in schools maintained by the LA, other than special schools in the area.”*

(* Education Act 1996)

ALN Department Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum where appropriate. All children are valued and their self-esteem promoted. We work in close partnership with parents/guardians who play an active and valued role in their child’s education.

ALN Department Objectives

The objectives of our department are:

- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability;
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, ensure that the targets set in Individual Education Plans (IEPs) are specific, measurable, achievable, realistic and time related;
- To work in close partnership with, and involve, parents/guardians of children who have additional learning needs;
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively;

- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional learning needs.

Roles and responsibilities within the ALN Department

The role of the ALNCO

The Additional Learning Need Coordinator (ALNCO) responsibilities include:

- overseeing the day-to-day operation of the school's ALN policy;
- maintaining the ALN register which incorporates the SEN, EAL, FSM and LAC registers;
- coordinating provision for children with additional learning needs;
- liaising and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability;
- managing ALN teacher, HTLA's and teaching assistants within the department;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- overseeing the records of all children with additional learning needs;
- hosting annual reviews for pupils with statements of SEN;
- attending transition reviews of year 6 pupils who are likely to transfer to Milford Haven School and prepare a file for staff on pupils' needs (to be updated at the beginning of each new academic year);
- writing applications for submission to the LA Communication Inclusion Panel;
- ensuring that parents/guardians are notified of a decision by the school that ALN provision is being made for their child;
- liaising with parents/guardians of children with additional learning needs and ensuring that they are given clear guidance about how they can support their child's educational needs;
- contributing to the in-service training (INSET) of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies etc.
- attending reviews for looked after children and reporting on their progress in school including contributing to Personal Education Plans (PEPs) twice yearly;
- working closely with EAL teaching and support staff to ensure effective monitoring and teaching of EAL pupils.

The role of the ALN Higher Level Teaching Assistants responsibilities include:

- Supporting the ALNCO in meeting the objectives set out above.
 - supports the ALNCO with ALN duties throughout the school.

The role of the Governing Body

The School Governing Body works in partnership with the headteacher :

- maintain a general oversight of the school's ALN provision and ensure that a high standard of provision is available for ALN pupils and that the school carries out its duties towards all children in accordance with the Special Educational Needs Code of Practice (2001);
- ensure that ALN pupils are fully involved in school activities.

Identification, assessment and provision

Provision - The Graduated Approach

The graduated approach is at the heart of our whole school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Form tutors and subject leaders are at the heart of this approach and where potential additional learning needs have been identified this process becomes increasingly personalised. Responding overtime to a growing understanding of the young person's barriers and gaps in learning may result in individualised assessments of needs.

Milford Haven school uses Pupil Profiles and Individual Education Plans which set out clearly what needs have been identified, strategies for removing key barriers to learning, the pupil's strengths and interests, what outcomes/targets are being worked towards and what additional support is in place.

We aim to support all our children with ALN to help them succeed. Support is provided on the basis of meeting individual needs. The school uses the three-wave model of intervention.

Wave 1: Quality-first teaching for the whole class, where differentiation is embedded in teaching strategies which takes into account the learning needs of all pupils, to ensure pupil progress. Wave 1 runs through all three Waves.

Wave 2: Some pupils may need additional interventions to accelerate their progress to enable them to work towards age-related expectations. This could include: an in class Learning Support Assistant, small group work in Literacy/Numeracy/ELSA/Emotional Literacy. It may also be appropriate to involve external agencies.

Wave 3: This includes much more focused, targeted provision with one to one support. There would be more individualised programmes with tailored interventions necessary to accelerate progress to close the gap. External agencies e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist would become involved for their expertise.

We also offer support with intervention sessions which may be 1:1 or in small groups. Homework support is offered on a Monday, Tuesday & Wednesday after school. In-class support may be available in ALN ability groups.

- Some Year 7, 8 and 9 pupils have additional literacy and numeracy instead of studying an additional modern language lesson in order to further address their needs.
- Access to ICT and specialist equipment and materials when necessary
- Individual Education Plans/ Individual Behaviour Plans/Pastoral Support Plans are set up in accordance with the school's Positive Behaviour Policy

It may be that a child needs some type of support in their GCSE examinations. Assessments are carried out in Year 9 and Access arrangements, e.g. a reader, extra time etc. are put in place. If it is considered that a child would benefit from support, or there is a change to the allocated support, the ALNCO would contact the parent/carer to inform them about the decision. As always, the parent/carer may arrange an appointment to meet with the ALNCO to discuss matters. Some pupils granted a Statement of Need have a home/school contact book to keep parents/carers informed on a daily basis. It is useful to check comments made by the Teaching Assistant and subject teacher. The parent/carer can respond to the comments as well as writing in their own questions/comments.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with ALN is a priority.

The school will ascertain pupils' needs through:

- evidence obtained by teacher observation/assessment;
- understanding their ability, attainment and progress as expressed at National Curriculum levels, literacy and numeracy standard scores and Cognitive Ability Test (CAT) scores;
- records from previous schools;
- information from parents/carers.

The main methods used by the school for providing for the needs of ALN pupils are:

- full-time education in mainstream classes, with additional help and support from teachers through differentiated explanations, tasks and expected outcomes;
- periods of withdrawal to work with a Teaching Assistant;
- morning literacy and numeracy workshops;
- in-class support from LSA;
- support from specialists within class or as a part of a withdrawal programme;
- Hafan support;
- Nurture group;
- ELSA support;
- Autism support
- Mentoring (package of support is tailored as required)

Action to support a pupil with ALN operates at three levels:

Monitoring

At this level, concerns have been raised and discussed, teachers are aware of the needs of a pupil but no action is required beyond appropriate differentiated teaching. The pupil will remain on the monitoring list and be reviewed during staff meetings / informal discussions until they are no longer a cause for concern or until their needs warrant School Action.

The ALNCO should be informed, using the ALN referral form, so that this can be investigated further and the appropriate support put in place.

School Action

When a class teacher or the ALNCO identifies a child with additional learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is called School Action (SA). The triggers for intervention through School Action will be below average scores in literacy and/or numeracy or cause for 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 area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- 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 ALNCO, HTLA's and teachers will review the approaches to be adopted, an Individual Educational Plan (IEP) will be created and parents consulted. The IEP will be reviewed on a regular basis depending on need, but in any case no less than once a year. Pupils who have made significant progress may have their IEP removed but remain on the monitoring list of the ALN Department. IEPs in Milford Haven School are reviewed regularly by the class teacher, the ALNCO, HLTA and the Intervention Coordinators. Meetings with parents are usually conducted by the ALNCO and/or the HLTA in Milford Haven School.

School Action Plus

Where a pupil's needs warrant intervention from outside agencies the ALNCO will coordinate this so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases, provide support for particular activities. The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the pupil:

- continues to make little or no progress in specific areas over a long period of time;
- continues working at substantially below the National Curriculum levels that are expected of children of a similar age;
- continues to have difficulty in developing literacy, numeracy and social, emotional communication skills;

- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Request for a statutory assessment

Where a request for a statutory assessment is made by the school or parent/carer to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus.

This information may include:

- 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 in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals such as health, social services or education inclusion services.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school or external specialists, this may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special

educational needs is such as to require the LA to determine the child's special educational provision through a statement.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents/carers and the child and will reflect targets identified in the statement of educational need. These targets will be set out in an IEP and implemented, at least in part and as far as possible, in the normal classroom setting.

Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is, however, essential that resources and facilities are available to meet the pupil's needs and the Educational Psychology Service is sought when appropriate.

Transition

All Year 6 pupils attend two induction days in July. Parents are invited to share any concerns with the ALNCO during the Parents' Evening following this day. Additional transition visits and transition packs can be arranged for any pupils who are particularly anxious about transition. The ALNCO attends ASD (Autistic Spectrum Disorders) and SEMH (Social Emotional and Mental Health) consultations to gather information from parents and primary school teachers and TAs about specific individual needs.

- All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 National Testing results, details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. Teaching Group Confidential Information is available electronically in the Staff Shared Area. Pupil Profiles are available for Statemented pupils.
- Before entry in September all Year 6 pupils take a Reading, Spelling and Numeracy Test. This can help highlight any pupils whose additional learning needs have not previously been recognised. Results are available to all staff in the Staff Shared Area.
- Identification and assessment of need within subject areas is the responsibility of each department. A standing item on departmental agendas should be the consideration of pupils, not already identified, whose learning is a cause for concern. Where a pupil has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability that hinders the child from making use of the educational facilities within.

The school ALNCO liaises closely with primary schools that are transferring pupils. The ALNCO attends the Annual Reviews of statemented pupils in Year 6 (and, when requested by feeder schools and/or parents, year 5). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis. This programme of visits is tailored to suit the needs of each individual pupil and can include additional bridging visits (these usually occur regularly after Easter in year 6).

Professional Development

Through monitoring and evaluating our provision the ALNCO, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings or departmental

meetings. The effectiveness of such professional development will be monitored and evaluated by the ALNCO, and information provided during the annual evaluation of the school's overall ALN provision.

The ALNCO meets on a termly basis with the LA Inclusion service and other school ALNCOs.

- Attends local and national courses/conferences as appropriate including ALNCO Cluster Meetings and ALNCO forums
- Takes part in NQT induction programme
- Provides some in-service training for Teachers and Teaching Assistants

The Teaching Assistants:

- Attend a wide range of appropriate courses and meetings
- Have received training (April 2017) and Exam Access training (May 2017)
- Visit other schools and alternative curriculum providers

Links with Parents and Guardians

In accordance with the ALN Code of Practice we seek to work closely with parents at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for children academically and socially. As a department, we feel that input from parents and carers is crucial to the success of our pupils. We have an open-door policy and this is reflected throughout the department (ALNCO, HLTA and TA's).

Parents are welcome to phone or visit the school in order to discuss any concerns they may have. Parents are also invited to email the ALNCO (admin@milfordhavenschool.co.uk).

We also have an ALN Facebook page and a Twitter page in order to share news and information relating to the department.

The school provides user-friendly information for parents and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the ALN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provisions. Contact with parents is maintained at all stages of the student's progress through the school.
- At the Primary/Secondary Transition

- At the termly review meetings
- When special education needs are identified through assessments
- Parents evenings are held. This is when we are able to provide advice and support for their child.
 - Fortnightly Coffee Mornings or Drop in Sessions for parents/carers allows the opportunity to meet with the ALNCO to discuss any concerns they may have

FURTHER INFORMATION FOR PARENTS IS AVAILABLE THROUGH PEMBROKESHIRE COUNTY COUNCIL INCLUSION SERVICE

Links with LA Inclusion support services and external agencies

Close links are maintained with the LA support services and external agencies in order to ensure that Milford Haven School makes appropriate provision for children with additional learning needs. Where it is necessary to contact outside agencies, the ALNCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- Speech and Language Therapy Service
- Pembrokeshire Inclusion Service - Educational Psychology Service
- Pembrokeshire Advisory Service for pupils with English as an Additional Language
- Pembrokeshire Youth Offending Service (Restorative Justice)
- Children's Disability Team
- Parent Partnership
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Pembrokeshire Advisory Service)
- CAMHS
- Team around the Family
- Careers Wales

Reviewing and maintaining ALN procedures

The ALN procedures will be kept under review by:

- carrying out an annual self-evaluation of our ALN provision;
- identifying key areas for development in our departmental improvement plan;

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the ALNCO. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Date of review: October 2017

This policy will be reviewed in October 2018

Agreed at the governing body meeting on :

Date Signed (Chair of Governors)

Draft