

2018

# CCPS-ALN Policy



Crickhowell Community  
Primary School

Powys County Council

IT Department

4/27/2017

## **The welsh government proposals for ALN reforms are:**

- A new ALN code of practice.
- Statements to be replaced with new Integrated individual development plans (IDP) for children
- ALNCO to replace ALNCO and be required to have extra qualifications.

This policy will need to be updated as soon as these changes are announced.  
To be added

- POLICY to reflect ALNCO as Person Centred Planning Coach- One page profiles/ Review IEPS

## **DEFINITION OF ADDITIONAL LEARNING NEEDS**

*Children have ALN if they have a learning difficulty, which calls for additional educational provision to be made for them.*

*Children have a learning difficulty if they:*

- a) have a significantly greater difficulty in learning than the majority of children of the same age*
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Authority (LA)*
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them*

*A child must not be regarded as having a learning difficulty solely because the language or for or language of the home is different from the language in which he or she will be taught.*

*Additional educational provision means:*

- a) for a child over two, educational provision, which is additional to or otherwise different from, the education provision made generally for children of the child's age in schools maintained by the LA, other than special schools, in the area*
- b) for a child under two, education provision of any kind*

**(see) Section 312 Education Act 1996**

Children with additional learning needs include those with learning difficulties, physical disability, emotional and/or behavioural problems, and different levels of achievement from that of their peers.

### **STATEMENT OF INTENT**

Teaching as a distinct art should not be too difficult a task to the trained experienced practitioner. However, making sure that all children learn what you want them to learn certainly is. This task becomes increasingly more difficult if a child's potential for learning and his/her motivation towards the discipline of learning is impeded or interrupted in some manner. It is quite clear that many of the children in our schools suffer from a variety of difficulties, which affect their attitude towards school and their performance, attainment and achievement in school. Such children may be described as those with additional learning needs and therefore will require some special or different or modified course of action at school.

The intention of the school is therefore:

- To address the variety of needs and additional learning needs recognized at any and every stage of education, and have these needs met in the most appropriate and positive and effective manners.
- To develop sensitivity to individual needs and a climate of warmth and support in which self- confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To ensure that children with additional learning needs (ALN), whatever they may be, receive the variety of learning opportunities, which are offered to all children, including the maximum possible access to the National Curriculum.
- To meet the needs of the majority of children in mainstream school not on the ALN register. However those children with additional needs should, where appropriate, be educated alongside their peer group in mainstream school, particularly if parents request this.
- To work in partnership with parents to meet the challenge of the child with ALN. The school needs to work very closely with parents in order to secure the most effective and positive provision of the child with ALN.

## **ARRANGEMENTS FOR CO-ORDINATING PROVISION**

The school has appointed a mainstream ALNCO, who has responsibility for co-ordinating ALN provision within the school, and who works closely with the Headteacher and Local Authority.

Mainstream ALNCO will provide support for staff, liaise with LA and external agencies, monitor and develop Additional Needs provision.

### **Support and Intervention Panel**

Set up September 2010 to look at assessments, track progress and assist in identifying children with additional needs and those needing basic skills development.

Panel comprises of:

- Headteacher
- ALNCO
- Lead Teaching Assistant

Termly meetings to review and monitor progress

## **WORKING IN PARTNERSHIP WITH PARENTS**

*Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LA's and others. This is important in enabling children with additional needs to achieve their potential*

***Point 2:1 SEN Code of Practice for Wales 2001***

We in Crickhowell Primary School aim to work with parents and will strive to create a positive working relationship to ensure the achievement of educational objectives.

We wish to foster the relationship between parents of children with ALN and our school. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents have.

We will involve parents at the assessment process, keep them well informed of their children's learning, well being and their day to day life in school.

Parents should also recognize they have responsibilities towards their child and the most effective provision will be made when they become involved.

The school provides the ALN Policy for parents if required. An Annual Report on the policy and practice in identification, assessment and provision, monitoring and record keeping of ALN is also provided within the annual report of the Governing Body.

Should any parent be dissatisfied with the school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the Headteacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of the school is named as having a particular interest and responsibility for ALN and complaints can be taken to him/her if necessary.

## **INVOLVING THE CHILD**

*Children who are capable of forming views have a right to receive and make known information to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.*

**(see) Articles 12 & 13  
The United Nations Convention on the Rights of a Child**

The school aims to involve children with ALN in formulating plans for provision and implementation of an Individual Educational Programme (IEP).

Children have the right to be heard. Older children in particular, have important and relevant information to contribute and should be encouraged in decision making regarding any provision. Even the youngest child can contribute.

Young children are more likely to respond positively to programmes in which they have been consulted and given responsibility for their own progress.

Children will be consulted on a regular basis, their progress reviewed and their thoughts and feelings about provision and progress discussed.

## **ACCESS TO THE CURRICULUM**

This school believes that all pupils should have access to a broad, balanced curriculum, irrespective of ability.

It is recognised that the various parts of the skills curriculum contribute to the educational experiences of each child and forms a coherent whole. Although each child's development is continuous, it is not expected to proceed at an even pace. Accordingly, this school makes appropriate provision for each child at Foundation Phase and Key Stage 2.

Matching of content and teaching methods to the abilities and needs of each child is crucial to the delivery of a satisfying and effective education. A variety of approaches should be employed to maximise the achievement of all pupils.

Assessment of the quality of learning demonstrated by pupils with ALN is based on the skills developed as learners in the work being undertaken.

At all stages the teachers are required to ensure pupil's attainments reflect their abilities and plan their programmes of work accordingly. The planning is flexible in order to recognise the needs of all the children as individuals and this ensure progression, relevance and differentiation. All the children are provided with the same opportunity to access each curriculum area by working at their individual levels as a result of flexible responsible schemes of works and policies.

Children who have ALN also have general needs in common with other children. It is realized that all decisions that affect education have implications for ALN.

Staff are expected to nurture an ethos where children with ALN are welcome into their classes and accepted for their abilities.

The Welsh Government recommends that development of skills across the Curriculum should be available to pupils with ALN including the broadening of the range of learning opportunities.

Signed

Headteacher:

Chair of Governing Body:

May 2017

## **IDENTIFICATION AND ASSESSMENT**

*The importance of early identification, assessment and provision for any child who may have ALN cannot be over-emphasised. The earlier action is taken the more responsive the child is likely to be and the more successful the outcome. Assessment should not be regarded as a single event but rather as a continuing process.*

**(see) Section 5:11 SEN Code of Practice 2001**

*To help identify children who may have ALN, we measure children's progress by referring to:*

- *their performance monitored by the teacher as part of ongoing observation and assessment*
- *the outcomes from baseline assessment results*
- *their progress in literacy and numeracy*
- *their performance against the outcomes at foundation phase and level descriptors at the end of key stage 2*
- *standardised screening, assessment tools and diagnostic testing results*

*Schools should also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child*

**(see) Section 5:13/5:14 SEN Code of Practice 2001**

### **Specialist Assessments**

As well as the above, we can provide a range of specific diagnostic assessments, e.g.

- Lucid Cops
- Lucid Rapid
- Lucid Ability
- Phonological assessment Battery (PhAB)
- Dyslexia Screening test (DST-J)
- Individual reading analysis (MIRA)
- Pre-reading skills assessments
- Numeracy progress tests
- Early Maths diagnostic kit
- Cracking the code with Maths assessments
- Middle Infant screening test

Parents who are worried about their child's progress can make an appointment to discuss this with the class teacher, Headteacher or ALNCO, who will undertake assessment procedures and, when necessary, liaise with external support agencies.

## ALN REGISTER

On an annual basis, the school is required to submit its ALN information to the LA (PLASC). It is required at the end of the autumn term usually at the end of January. The document is used for all ALN pupils who are placed on the COP at any of the stages. It contains information of each pupil including name, date of birth, Code of Practice stage, primary and secondary need and level of provision. This will be completed by ALNCO (information from Specialist teacher on those pupils accessing the centre).

## LA GUIDANCE CRITERIA

To complete this register accurately, the ALNCO uses the Powys Guidance Criteria together with other assessment and judgements (See Identification & Assess Procedures within school) to align the children to the correct stage on the ALN threshold.

Powys Criteria for Code of Practice placement  
(to be amended when new one is announced by WAG)

<u>Year group</u>	<u>School Action (SA)</u>	National Curriculum Attainment levels	<u>School Action Plus (SA+)</u>	National Curriculum attainment levels
Nursery				
Reception	Bury Score < 45	Working towards level 1(W)	Bury Score < 35	W and L 1
Year one	Bury Score < 45	W and L 1	Bury Score < 35	W and L 1
Year two	Attainment approx. 1 year delayed	W and L 1	Attainment approx. 1.5 years delayed	W and L 1
Year three	Attainment approx. 1.5 years delayed	L1 and W2	Attainment approx. 2 years delayed	L1
Year four	Attainment approx. 1.5 years delayed	L1 and W2	Attainment approx. 2 years delayed	L1 and W2
Year five	Attainment approx. 2 years delayed	L1, W2 and L2	Attainment approx. 2.5 years delayed	L1 and W2
Year six	Attainment approx. 2.5 years delayed	W2, L2 and W3	Attainment approx. 3 years delayed	L1, W2 and L2

## **RECORD KEEPING**

Each child on the register has a full pupil record kept on file by the ALNCO. These records contain all the information concerning the child's progress and behaviour in the current school, including IEP's (see fuller description in next section) and records from previous schools if applicable. The record also contains information from parents and relevant reports and recommendations from outside agencies. These records are available to relevant personnel and parents.

### **Black ALN files**

Every year group has a Black file. This contains all information on pupils identified with Additional needs. ALNCO has included in the files:

- ALN year group register:
  - Pupils that teachers are concerned about and are monitoring progress.
  - Identification of ALN pupils and their Code of Practice Threshold
  - Provision being made for them in addition to class teacher differentiation.
  - Recommendations by ALNCO
  - List of strategies/ resources to assist overcoming barriers to learning in Literacy and numeracy.
- ALN Provision Record For all pupils identified on:
  - School Action (SA)
  - School Action Plus (SA+)
  - Enhanced School Action Plus (ESA+)
  - and Statemented provision (ST)
- Confidential information including diagnostic screening or testing, letters from outside agencies, Social services, Education psychologist reports, teachers assessments etc.

Due to the confidential nature of this information, the files are kept in the locked office in the Specialist Centre.

## Timetable for pupils identified with ALN at Crickhowell Primary school

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b><u>Black ALN files</u></b> Read Black files for year group. Read information packs if applicable</p> <p><b><u>School Concern pupils</u></b> Identify school concern pupils and action/strategies teacher will implement</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> Set new targets for IEP by end week 3 Foundation Phase have IPP's <i>Teachers will need to discuss / liaise with former teacher to identify targets.</i></p>	<p><b><u>Black ALN files</u></b> Discuss with ALNCO any concerns/changes / pupils meeting guidance criteria</p> <p><b><u>School Concern pupils</u></b> Review School concern targets at end of term</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> Review IEP and set new targets at end of term</p> <p><b><u>Consultation</u></b> Discuss with ALNCO and collect evidence to present to Consultation group for discussion</p>	<p><b><u>Black ALN files</u></b> Discuss with ALNCO any concerns/changes/pupil meeting guidance criteria</p> <p><b><u>School Concern pupils</u></b> Identify school concern pupils and action/strategies teacher will implement</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> New targets for IEP sent to parents by end week 2</p> <p><b><u>Yearly Statement Review invitations</u></b> Letters go out to all agencies, along with parent review forms.</p>	<p><b><u>Black ALN files</u></b> Discuss with ALNCO any concerns/changes/pupils meeting guidance criteria</p> <p><b><u>School Concern pupils</u></b> Review School concern targets at end of term</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> Review IEP and set new targets at end of term</p> <p><b><u>Consultation</u></b> Discuss with ALNCO and collect evidence to present to Consultation group for discussion</p>	<p><b><u>Black ALN files</u></b> Discuss with ALNCO any concerns/changes/pupils meeting guidance criteria</p> <p><b><u>School Concern pupils</u></b> Identify school concern pupils and action/strategies teacher will implement</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> New targets for IEP sent to parents by end week 2</p> <p><b><u>Yearly Statement Review meetings</u></b> Outside agencies , parents and staff (High School ALNCO if applicable)</p>	<p><b><u>Black ALN files</u></b> Discuss with ALNCO any concerns/changes pupils meeting guidance criteria</p> <p><b><u>School Concern pupils</u></b> Review School concern targets at end of term</p> <p><b><u>School Action School Action Plus Statement pupils</u></b> Review IEP targets at end of term</p> <p><b><u>Consultation</u></b> Discuss with ALNCO and collect evidence to present to Consultation group for discussion</p>

## **Consultation Meetings – hosted here**

If further advice is needed for children on SA Plus, Powys LA provides termly consultation meetings run by Area Educational Psychologists and which are attended by cluster group ALNCO's and all outside agencies.

## **Request for School Action Plus Additional Resources Provision or Statutory Assessment**

Children will not be statemented unless they have medical needs or need special school provision.

All other children will be considered for School Action Plus Enhanced Provision.

*'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 ALN is necessary.'*

In some cases, the Specialist Centres/outside agencies and parents will decide, after action has been taken to meet the difficulties of the child, that the child's needs remain so substantial that they cannot be met effectively within the resources available to the school. The school may then draw the child to the attention of the LA with a view to a statutory assessment being considered. The school will provide the LA with documentation in relation to the child's progress and educational needs.

For example:

- The school's action through the earlier stages of the COP
- IEP's
- Record of IEP reviews and their outcomes
- Medical records
- National Curriculum Levels in Literacy and Numeracy
- Assessments and reports from school, advisory teachers and psychologist reports
- Views from parents and from child (if able)
- Reports of involvement from other professionals including Social Services if applicable

These documents are then considered and discussed by the LA at an ALN panel meeting.

*'LA's must identify and make a statutory assessment of those children for whom they are responsible who have ALN and who probably need a statement.'*

**Sections 321 & 323 Education Act 1996**

## **IF A STATUTORY ASSESSMENT IS TURNED DOWN**

The Panel's assessment of the child does not always lead to a statement being given. It may provide the school with a particular piece of equipment needed or alternative strategies advised by them to enable the child to progress

## **IF A STATUTORY ASSESSMENT IS AGREED**

If the LA agrees with the request for Statutory Assessment, they will then request further advice and information from all parties involved, including parents and school. Everybody concerned must reply within six weeks. When the LA has received all the advice, it must make a decision on whether to issue a statement within ten weeks.

## **IF A STATEMENT IS ISSUED**

If the LA agrees with the issuing of a statement, a draft statement is sent to all concerned. When agreed, a final copy is produced and issued. The statement must follow a format and contains information prescribed by regulations. The school and outside agencies named in the statement then have a legal right to provide the child with the correct amount of support to meet the needs listed in the statement.

## **REVIEW OF STATEMENTS**

All statements must be reviewed annually to assess the child's progress towards meeting the objectives specified in the statement. All parties concerned are invited to attend these reviews.

## **COMPLAINTS REGARDING STATEMENTING DECISIONS**

If it was decided by the LA not to issue a statement a 'Note in lieu of a Statement' is issued and it sets out reasons for the panel's decision and offers guidance as to the child's ALN provisions. The parent has a right to appeal to the ALN tribunal regarding their feelings about the decision.

## **COMPLAINTS PROCEDURE REGARDING SCHOOL ALN PROVISION**

Parents of children with ALN, who wish to make a complaint about the provision the school is making for their child, should do so either verbally or in writing to the Headteacher or ALNCO.

*Statements are to be replaced by IDP- see front cover of policy*

## **INDIVIDUAL EDUCATION PLANS**

Once the children's difficulties are identified and they are placed on the ALN register at School Action, School Action Plus or Statemented, the class teacher and members of the ALN team working with the child target the areas where the child needs extra support.

The strategies employed to enable the child to progress are recorded on an Individual Education Plan (IEP).

These plans include:

- Short term targets set for the child
- Teaching strategies to be used
- The provision to be put in place and the person(s) responsible for that provision

- The date the plan commences and its review date
- Ongoing monitoring section
- Review of progress made and outcomes

The IEP is crisply written, known as SMART targets (see Appendix a) and focuses on a maximum of 5 individual targets. The IEP targets are discussed and reviewed with parents and at an Annual Review for statemented children only.

The writing and reviewing of the IEP targets is a collaborative task. All teaching staff who have an involvement with the target work on the relevant next steps for the child.

### **THE ROLE OF THE ALNCO**

\* ALNCO is responsible for the organisation and running of mainstream ALN. This entails:

- Working closely as part of the ALN team.
- Member of the SIP team
- Identifying ALN support.
- Consulting, advising and supporting staff on ALN provision.
- Assessing children with ALN.
- Formulating, monitoring and assisting staff with their IEP's.
- Supporting colleagues when reviewing IEP's at EYA and SA stages.
- Ensuring relevant information regarding individual children with ALN is recorded and updated and also the collation of all of these records.
- Writing the ALN policy and overseeing the day to day running of it
- Supporting and counselling ALN children throughout the school.
- Assist with Annual Report to Governing Body.
- Liaising with Headteacher, governors, staff, parents, other schools and outside agencies.
- Completing annual PLASC returns to LA and collating all information.
- Timetabling ALN provision for mainstream classes.
- Organising any ALN provision for ALN pupils.
- Monitoring progress of intervention programmes.
- Responsibility for annual reviews of statemented pupils in mainstream.
- Liaise with High School ALNCO's (transition to KS3).

### **ALN SUPPORT**

Our school is a caring school and, although some staff are employed to support ALN children, the school ethos is such that every member of staff is fully committed to enabling every child to fulfil their potential. Staff do their utmost to provide the necessary support and care children need to succeed academically and to understand and respect other's feelings, culture and difficulties. To make sure each child is working at his or her correct level and pace.

- Following Read, Write, Inc sessions four times per week, children identified as needing extra reading/phonic intervention have a 15-minute multisensory phonic programme four times per week (on average). This is delivered by a trained member of staff, following class teachers identified targets.

- Paired reading sessions to further develop reading skills
- A Phonological Awareness Programme and speech development programme is offered to all pupils identified by the speech therapist in Early Years.
- LSA support for identified pupils in the classroom.
- Language development programme for identified pupils.
- A Social Skills programme is delivered to all pupils identified on the Autistic Spectrum.
- Social Stories are also used for pupils identified on the Spectrum.
- Behaviour modification programmes are available for identified pupils.
- Comprehension skills development
- Springboard programme (Basic maths skills development)
- A wide variety of other programmes are available when necessary including:
  - Listening skills
  - Memory training both visual and auditory
  - Narrative therapy
  - Story Starters
  - Self esteem

All staff delivering programmes have been trained by Specialist Centre staff and/or outside agencies.

### **LIAISON WITH OTHER SCHOOLS & AGENCIES**

In order to ease any transfer problems for children with ALN, arrangements are in place for liaison between playgroups and the nursery staff. In addition, Y6 children will be given opportunities to visit the High School and meet support staff there and also in our school prior to transfer. Additionally, there are regular liaison meetings between the Specialist Centre staff, all the special needs co-ordinators in the pyramid and the cluster group. The Specialist Centre teacher holds meetings with the High School ALNCO and parents and child to discuss transition to KS3. The ALN team liaises with specialists from external agencies, such as speech and language therapy, physiotherapy, social services, who are also used to support the progress of the children.

### **ALN TRAINING AND INSET**

All mainstream support staff have received training sessions to build up their knowledge and skills from Specialist teacher. ALNCO keeps file of in-house training offered.

These include a wide and varied range of programmes, for example:

- Phonological Awareness programme (PAP) for foundation phase support staff

- Making maths visual/ games based
- Dyscalculia
- Dyslexia and multi sensory tasks
- Narrative therapy

Records are kept of training offered by outside agencies e.g.

- Manual handling training
- Team-teach
- Epi pen training
- Eye gazer training

The ALNCO attends termly consultation meetings with other ALNCO's, educational psychologist and other outside agencies, to discuss issues regarding ALN. They allow ALNCO and staff to raise concerns on individual children, seek advice on next steps, set up assessments, feedback on provision within school and suggested strategies to overcome barriers to learning.

ALNCO support group within the cluster has been set up by Specialist teacher, offering advice and support when needed.

## THE DUTIES OF THE GOVERNING BODY

The Governing Body has named person with responsibility for ALN.

Governing Bodies of maintained mainstream school must:

- *do their best to secure that the necessary provision is made for any pupil who has ALN.*
- *ensure that, where the Headteacher or the appropriate Governor has been informed by the LA that a pupil has ALN, those needs are made known to all who are likely to teach him or her.*
- *ensure that the teachers in the school are aware of the importance of identifying for those pupils who have ALN.*
- *when necessary or desirable, in order to co-ordinate provision for pupils with ALN, consult the LA, and the governing bodies of other schools.*
- *ensure that the pupil joins in the activities of the school together with pupils who do not have ALN, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.*
- *draw up and report annually to parents on their policy for the pupils with ALN*  
**(see) Section 317 Education Act 1996**

## THE ANNUAL REPORT

The annual report will contain a report on the effectiveness of the school's implementation of the ALN policy.

It will address:

- the effectiveness of the identification and assessments of pupils with ALN.
- the provision made for those pupils.
- the school's arrangements for monitoring and record keeping.
- the school's use of external support services and agencies.
- any amendments to the ALN policy made or proposed over the year.
- the principles under which resources have been allocated.
- any consultation by the governing body under Section 161(3).

## Glossary

<b>Advisory Service</b>	Officers from the local authority who work with the school to improve the quality of teaching and pupils' learning
<b>ALN</b>	Additional Learning Needs. Encompasses children with Special Educational Needs (SEN) as well as those with other specific challenges e.g those who are learning English as an additional language.
<b>ALNCO</b>	Additional Learning Needs Coordinator
<b>ARR</b>	Assessment, Recording and Reporting
<b>ASD</b>	Autistic Spectrum Disorder
<b>Assessment for Learning</b>	Activities planned by teachers and undertaken by pupils that allows them to assess their own progress and decide the best ways to improve.
<b>CATs</b>	Cognitive Ability Tests. A standardised assessment that helps identify pupils' strengths, weaknesses and learning preferences.
<b>Foundation Phase</b>	The 'infant' classes: Nursery, Reception, Year 1 and Year 2
<b>IDP</b>	Individual Development Plan
<b>IEP</b>	Individual Education Plan. A specific plan for individual children aimed at addressing their learning needs. These are discussed with parents and reviewed termly.
<b>Key Stage Two</b>	The 'junior' classes: Year 3, Year 4, Year 5 and Year 6
<b>LA</b>	Local Authority
<b>PLASC</b>	Pupil Level Annual School Census. An annual survey of schools by the Welsh Government gathering data on pupil numbers and circumstances
<b>ALNCO</b>	Special Educational Needs Coordinator
<b>SIP</b>	School Improvement Plan. This is produced annually by the Head Teacher working in partnership with the staff and Governing Body. It outlines the school's priorities for the academic year.
<b>Specialist Centre</b>	A support class, funded by the Local Authority, for children with specific or moderate learning difficulties
<b>Support and Intervention Panel</b>	A panel of teachers including the ALNCO, Headteacher, Deputy Headteacher and Assessment Coordinator who meet on a termly basis to analyse individual pupil progress and review support programmes.

