

# Polisi ADY/ ALN Policy

## Ysgol Bancyfelin, Ysgol Llangain ac Ysgol Llansteffan



## **General Aims**

At Ysgol Bancyfelin, Llangain and Llansteffan, we will deal with the individual needs of every child with ALN –i.e. if he /she has a learning difficulty or a high level of ability that merits special education, this will be provided. ALN may vary from moderate to severe learning difficulties, therefore, provision for these children will also vary according to the needs of each individual child. Children with ALN will be taught in the mainstream when possible, in order to ensure that they receive the best possible access to the National Curriculum. Extra support will be given to individuals or groups of children within the classroom, where possible. Children will also be withdrawn in groups, or individually as necessary, in order to develop, enhance and extend learning skills. There will be an emphasis on integrating children with ALN into the day to day activities of the school, to ensure that they are integrated among children of their own age, and are accepted as full and active members of the school community. In order to ensure suitable provision for children with ALN, there will be close liaison between the school and any relevant outside agencies.

We will do this by ensuring that:

- All children have access to an education, including the National Curriculum and R.E. that is broad, balanced and relevant and matches their needs;
- All children are fully included in the life of the school;
- Appropriate measures are taken as early as appropriate to assess, identify, meet and review the educational needs of children and young people, providing additional support where necessary;
- The child's own wishes are taken into account;
- Procedures are applied in partnership with parents;
- There is close co-operation between the school and relevant agencies;
- All provision meets statutory obligations.

## **The Role of the Governing Body**

The Governing Body must consider the Code of Practice for ALN, together with part 2 of the ALN and Disability Act 2001 (which amends the Disability Discrimination Act 1995) when undertaking their duties towards all pupils with ALN. The Governing Body's Annual Report will contain information about how funding is obtained through the Local Education Authority (LEA) formula, and how this funding is used for ALN within the school. The report will also contain information about the changes to the ALN policy. The school governors will ensure that these resources are used effectively to meet the school's objectives for pupils with ALN. The Governing body will appoint one member to be responsible for ALN matters. The Governor with responsibility is Mrs Rhian Bowen (Ysgol Bancyfelin), Mrs Norma Pejsak (Ysgol Llangain), Miss Cerian Lodwick (Ysgol Bancyfelin).

## **The Role of the Head teacher.**

The Head teacher shares responsibility for ensuring provision for pupils with ALN, liaising with the ALENCO and keeping the Governing Body fully informed.

## **The Role of Parents**

Parents are considered as partners in the educational process in order to maximise the provision of ALN within the school. Parents will be informed early of any difficulties their child has encountered and there will be an opportunity to discuss the situation with the class teacher or ALENCO, so that the school can arrange extra provision or support. Parents'

opinions and concerns will be considered at each stage in the referral process. The school should make parents aware of any learning or behavioural strategies that need to be practiced and /or reinforced at home. Pupils will be encouraged to recognise their difficulties and to contribute positively to planning their own provision whenever this is practical.

### **The Role of the ALN Co-ordinator (ALENCO)**

The ALENCO is responsible for planning and co-ordinating support for pupils with ALN throughout the school, and for supporting these children whenever possible with their individual needs. The ALENCO will work closely with the teacher appointed to work with the children with Additional needs and the Class Teacher, in order to ensure that the ALENCO has an over view of Additional Needs provision within the school. The ALENCO is Mrs. Trefina Jones.

The ALENCO will also be expected to fulfil the following administrative duties to support and ensure adequate provision throughout the school.

- liaise with class teachers
- co-ordinate suitable provision for pupils with ALN
- formulate, review, and update IEP's with the class teachers
- keep an updated register of pupils with ALN
- collect and collate information for School Action Plus
- attend relevant INSET courses and feedback as necessary
- liaise as necessary with outside support agencies
- arrange Annual Reviews of Statements of ALN
- liaise with parents regarding progress, assessment etc.
- co-ordinate the work of Learning Support Assistants
- contribute as necessary to the Annual Report to Parents.
- review Additional Learning Needs Policy- and liaise with staff about the contents of the policy.

Co-operation between the class teacher and ALENCO in writing IEPs will help ensure progression and consistency. Members of staff will attend suitable INSET courses in order to meet the needs of pupils with ALN, and there will be feedback to other members of the staff as necessary.

### **Identification and Assessment**

#### **In the Classroom**

The first steps in identifying pupils with ALN will be the responsibility of the class teacher. She will assess and record these needs according to the guidelines of Staged Referral available in the Code of Practice. It will be noted how and when these educational needs first appeared and what strategies were implemented by the teacher to overcome/alleviate the difficulties facing each child. As progress is monitored, parents should be informed about the nature of the difficulties and of any strategies that can be used at home to reinforce class work. During this period the child's strengths and needs will be recorded together with the additional strategies that have been introduced within the classroom. These records will form the basis of the IEP, if needed, during the School Action stage. If the extra help within the classroom is not effective in overcoming the difficulties then the child will proceed through

stage referral. Each stage will be reviewed with parents being part of the review and planning process.

### **Involving the ALNCO - 'School Action'**

When it is necessary to move a pupil on to the 'School Action', the class teacher will inform the ALENCO and the child's parents. Together they will formulate an Individual Education Plan. Any assessments made during this period will be used to underline the individual strengths and needs of the child, and will be used as the basis of the IEP.

### **School Action Plus**

#### **External Support Services**

Occasionally, as part of the referral process the child may need specialist help or assessment by an external specialist e.g. Educational Psychologist, Health Service, Speech and Language Therapist etc. This referral will be made according to LEA guidelines. Relevant information will be collected by the Class Teacher/ALENCO to support the claim that extra provision is needed. **Parental permission will be sought before any referrals are made.**

If additional external support is provided/ arranged for the child, there will be close co-operation between the services and the ALENCO in order to maintain consistency. This stage is known as **School Action Plus**.

#### **Formal Assessment by the LEA.**

If this additional support at School Action Plus fails to meet the child's needs, then the LEA will be requested to make a Formal Assessment; again parental consent must be obtained by the school before this request can be made. Any assessments and reports from the external support agencies, together with educational advice from the school will inform any decisions made by the LEA regarding the need for formal assessment. The ALENCO will be responsible for collating the information and evidence needed for referral to the ALN panel. As a result it is possible that a small number of children may receive a Statement of Special Educational Need. When a statement is received by the school in respect of a pupil, the advice and information contained in it will form the basis of the child's IEP. Every effort will be made to adapt the ALN provision available to the child according to the guidelines within the statement, within the limitations of the school budget.

#### **The Annual Review**

Statements will be reviewed annually by the school and will be updated by the LEA as necessary, according to the recommendations of the review meeting. Annual Reviews will be carried out in line with the LEA guidelines and also those set out in the Code of Practice. As part of the review in Year 6 consideration must be given to the nature of provision that will be needed by the pupil in the secondary sector. The purpose of this is for parents to be able to consider the different choices available, and that enough time is allowed for appropriate arrangements to be made.

#### **Partnership with Other Schools.**

When a child moves to another school, or goes on to the secondary sector, there will be discussion between the Head teacher or ALENCO and the staff of the new school, in order to transfer information regarding the needs of each individual pupil.

#### **Complaints Procedure.**

Parents who are not satisfied with any aspect of the provision made for their child should in the first instance, inform the class teacher, the ALENCO or the Head teacher. A meeting will

then be arranged to discuss the problem. A further meeting will be arranged as necessary, to allow for discussion with relevant staff, and an action plan will be formulated to deal with parental concerns. In circumstances where parents fail to come to an agreement with the school, they should be made aware of the Tribunal which considers parental concerns - this is independent of the LEA.

**Monitoring/ Reviewing the ALN policy.**

The policy will be reviewed regularly with input from any staff who are affected by its implementation, using as assessment criteria the success of ALN provision, the progress of the individual pupils towards their targets, and effective use of resources. This information will then form the basis of the Governing Bodies Annual Report to Parents about ALN provision within the school.