

*NURTURE – EMPOWER - ACHIEVE*

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# Gilwern

## Primary School



### **ADDITIONAL LEARNING NEEDS POLICY**



## **Nurture, Empower, Achieve**

### **School Vision**

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

### **RIGHTS RESPECTING SCHOOLS**

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that not only are the rights of the child ensured, but their responsibilities are clear.

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi- agency referral form (MARF) is completed and submitted to Children's Services via [childduty@monmouthshire.gcsx.gov.uk](mailto:childduty@monmouthshire.gcsx.gov.uk) . Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel."



## GILWERN PRIMARY SCHOOL

### ADDITIONAL LEARNING NEEDS POLICY

Co-ordinator (SENCo) Mrs Joanna Broad

#### **DEFINITION**

A child has special educational needs if he or 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/significant medical condition 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) is under compulsory school age and falls within the definition at a) or b) above or would do if special educational provision was not made for that child.

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

**Special education provision** means:-

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

(Education Act 1996)

#### **STATEMENT OF INTENT**

The intention of the school is:

- to ensure as far as possible that pupils take a full and active part in the life of the school
- to provide every child with a broad, balanced and relevant curriculum which takes account of individual needs and abilities, including, where legally required, the National Curriculum and the school's Religious Education curriculum;
- to ensure that all pupils make effective progress and realise their full potential;



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- to identify, as early as possible, individual pupils who have AEN;
- to address the variety of special needs recognised at any and every stage of primary education;
- to meet these needs in the most appropriate, positive and effective manner within the existing resources of the school and according to their entitlement.

### **IDENTIFICATION AND ASSESSMENT**

The earlier a child's additional learning needs are identified and assessed, and action taken to secure inclusive provision, the more responsive the child is likely to be and the more successful the outcome.

To assist in early identification of children with A.E.N., the school makes use of appropriate screening and assessment mechanisms.

Assessment is a continuing process and information transfers both within the school when the child moves from one class to another and from school to school when the child transfers between phases or at any time in between.

Care is taken to consider the child in the context of the home as well as the school and we will involve parents and the child in the assessment process and will keep them informed. Differentiation of class work within a common curriculum framework helps the school to meet the learning needs of all children.

### **THE STAGED PROCESS**

To give specific help to children who have A.E.N., the school uses the **SEN Code of Practice further supported by the ALN Act 2018**, (statutory from 2020) and adopts a staged response. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The nature of some additional needs is such that they are temporary and may not be evident at an early stage in a child's development. Class teachers may have cause for concern about an individual child at any time. The school, in line with the Code of Practice, adopts the staged response to provide specific help to those pupils identified either through the school's screening strategies or through individual class teachers' concern.

The stages are: School Action, School Action Plus including SAPRA, Request for Formal Assessment and Statement.

Responsibility for pupils at School Action and School Action Plus lies mainly with the school. The LEA and other outside agencies will be more closely involved at School Action Plus. The LEA and the school share responsibility at Statutory Assessment and Statement which may involve a statutory assessment under Sections 321 and 323 of the 1996 Education Act.

The majority of children will not pass through all stages of assessment; only children whose progress continues to cause concern once additional strategies have been implemented will need to be considered for moving on to the next stage in the process through person-centred approaches..



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Parental consultation will take place at each stage of this process.

## THE STAGES

### School Action

School Action is characterised by gathering information, increased differentiation within the normal classroom work, the initial involvement of parents and the child and the production of an Individual Development Plan (IDP). The IDP sets out the child's needs and sets specific, short-term measurable and attainable performance targets, teaching strategies, provision and monitoring arrangements. The class teacher should provide interventions in the IEP that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The IDP is reviewed at least twice a year and new targets set. At least one review will coincide with a Parents' Evening. Parents' views on children's progress will be sought as part of the review process. Where possible and appropriate the child will also take part in the review process and be involved in target setting through person-centred approaches.

There is an 'open-door' policy where parents can discuss their child's progress at any time.

### Responsibilities at School Action

#### Class teacher

- Initial identification of the child's ALN
- Gathering information
- Taking early action
- Informing the ALNCO of concern, providing information, and deciding with ALNCO if the school needs to help the child through School Action.
- Placing on the school ALN Register
- Writing the IDP with appropriate ALNCO support
- Informing parents and obtaining permission for ALN support.
- Organising class groupings and available resources so that the child receives support to achieve targets.
- Monitoring and reviewing progress.

#### AENCO

- Collaborating with the class teacher.
- Collating information
- Ensuring an IDP is drawn up
- Ensuring parents are informed and involved.
- Monitoring and reviewing progress
- Informing the Headteacher

### School Action Plus

The basis for this stage could be that, despite receiving an individualised programme at School Action for a period of at least two IDPs, the child

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



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- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service or EPS.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A decision to move to School Action Plus will be made by the ALNCO in discussion with the class teacher and parents. The child is then referred to relevant outside agencies for further assessment/strategies e.g. Behaviour Support Team, Educational Psychology Service, Advisory teachers, and Specific Learning Difficulty Service. Outside agencies can advise on new and appropriate targets and accompanying strategies for the School Action Plus IDP.

Although developed with the help of outside specialists, the strategies specified in the IDP should usually be implemented at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IDP continues to be the responsibility of the class teacher.

### **Responsibilities at School Action Plus**

#### **Class teacher**

- Continues to support the child in the same way as School Action incorporating any extra help and resources as specified in the IEP, attending reviews and working on advice offered by outside agencies.

#### **AENCO**

- Informs the parents of decision to initiate School Action Plus
- Completes any relevant paperwork
- Works in close liaison with outside agencies
- Develops IDP's with class teacher and relevant agencies
- Organises and coordinates review meetings

### **School Action Plus Resourced Agreement (SAPRA)**

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then the school will request additional support from the authority by making a referral to the SAPRA Panel.

The panel will consider the evidence presented by the school, together with any assessment information from support services and/or outside agencies, and, if appropriate, will meet with the school and parents to consider a SAPRA.

Funding for the pupil's Graduated Response provision may be an additional award by the Authority or via the delegated school budget. It is the responsibility of the school to evidence impact and pupil progress with monitoring by the Authority.

The pupil's needs, the provision to meet those needs, the respective roles and responsibilities of the school and the Authority, as well as and the funding allocated by each party will be set out in a Joint Resource Agreement (SAPRA).



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**For purposes of review, monitoring and evaluation, the Authority regards a SAPRA as equivalent to a Statement of ALN.**

### **AENCO**

- Informs the parents of decision to initiate SAPRA
- Completes any relevant paperwork
- Works in close liaison with outside agencies
- Develops IDP's with class teacher and relevant agencies
- Organises and coordinates review meetings
- Communicates with the relevant agencies to ensure cohesion of process
- Completes SAPRA paperwork
- Liaises with Local Authority

### **Statutory Assessment**

In some cases the school will decide that after action has been taken to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available at the school. The school may then draw the child to the attention of the L.E.A. with a view to an assessment under the 1996 Education Act.

A child will be brought to the attention of the L.E.A. as possibly requiring a statutory assessment after the child has been seen by the Educational Psychologist through:

- A referral by the school, or another agency,
- A formal request for an assessment from a parent, normally after consultation with the school

Children may also be drawn to the attention of the L.E.A. by the Health Services and Social Services Departments: this is more likely to happen with pre-school children.

The school will present the following information:

- The school's action through School Action, School Action Plus and SAPRA
- Evidence of IDP's (At least two)
- Evidence of regular reviews (At least two)
- Information about National curriculum levels of attainment and standardised scores in literacy and maths
- Additional information from outside agencies
- Views of parents
- Views of pupil
- Any other appropriate information e.g. special arrangements, resources

Where the balance of the evidence presented to and assessed by the L.E.A. suggests that the child's learning difficulties and/or disabilities:

- Are significant and/or complex
- Have not been met by relevant and purposeful measures taken by the school and external specialists, and
- Call for specialist educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools in the area.



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The L.E.A. will consider the case for a statutory assessment for the child's special educational needs.

Where the child is referred by a parental request for statutory assessment, the L.E.A. will contact the parents in order to:

- Investigate further the nature of their concern
- Ascertain the degree of their involvement and agreement with the special educational provision, which has been made for their child at school
- Give them full details of the assessment process

### **Statementing**

If the LEA agrees to formal assessment then the result may (or may not) be that a **Statement of Special Educational Needs** is provided. After taking consideration of the views of the school, parents and professional advice from outside agencies, it will set out the authority's arrangements for provision of additional support.

The statement is a legally binding document which is reviewed annually by the school, LEA, parents and other agencies that may be involved with the child. Additional funding and resources may be allocated from the LEA to facilitate the provision set out in the statement.

### **WORKING WITH PARENTS**

At Gilwern we work in partnership with parents and we strive to create a positive working relationship to ensure the achievement of educational objectives.

The AEN policy is available to parents.

### **INVOLVING THE CHILD**

Where appropriate, children are involved in planning for their ALN.

In line with the school's Assessment Policy, children will be consulted on a regular basis, their progress reviewed and feelings about provision and progress discussed.

### **ROLES AND RESPONSIBILITIES**

#### **Additional Learning Coordinator (ALNCO): Mrs J Broad**

Mrs Broad is responsible for the day-to-day operation of the A.L.N. Policy. Her main responsibility is ensuring the legal requirements of the SEN Code of Practice are met alongside the implementation of the ALN Act 2018, supporting the class teachers and co-ordinating A.L.N. resources, teaching and assessing. She maintains the A.L.N. directory of all children in the school who are of concern.

Liaison with parents and outside agencies is carried out by the ALNCo and the class teacher working closely together.

Mrs Broad takes responsibility for pupils in the school who need formal assessment and who subsequently receive a statement of their special educational need.

### **The Governing Body**





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The Governing Body, in co-operation with the Headteacher, will determine the school's general policy and approach to the provision for pupils with A.L.N. and will establish the appropriate staffing and funding arrangements. They will report each year to parents at the annual general meeting on the school's A.L.N. work, the success of the A.L.N. policy and about any changes to the policy. They will also ensure that the school's prospectus outlines the A.L.N. Policy.

### **The Named Governor**

Mr B Kriel is the named Governor for A.L.N. and works closely with Mrs Broad by taking an active role in the implementation of the policy, visiting the school on a regular basis and has detailed knowledge of all A.L.N. procedures.

### **Class Teachers**

All the class teachers recognise their responsibility in providing for the needs of pupils in their class who have A.L.N. and keep staged record forms in their assessment folders. The targets for pupils with IDPs are incorporated into their weekly planning. They spend a percentage of their time in providing individual and small group teaching to cater for the needs of these children. They differentiate:

**By Input** in matching the information offered to the child's level of understanding i.e. the language used by the class teacher – consideration of the concepts that the child needs

**By Tasks** in matching the work expected from the child to the individual needs. Children are allowed to work at their own pace. They may present their assignment, for example, in different ways – pictorially or digitally.

**By Resources** in presenting work given by the class teacher, which is accessible to the individual's needs i.e. consideration of design, layout, readability of textbooks – information sheets – worksheets, use of a digital resource.

**By Support** in using the learning support staff, peer group tutoring and parental supports.

**By Response/Outcome** in determining the levels of ability and by setting objectives for individual pupils.

### **Learning Support Assistants:**

It is the responsibility of the LSA:

- to support individuals /small groups in consultation with class teachers and ALNCO;
- to monitor progress in the achievement of targets set in IDPs;
- to contribute to the review process;
- to keep appropriate records of work and progress.

## **PRESENT ARRANGEMENTS**

### **Admission Arrangements**

The school accommodates children from four years to eleven years. If a child has severe or complex disabilities and the Headteacher is approached to admit such a



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child, there will be full liaison with the L.E.A. and the medical services involved. The outcome of their liaison will be reported to the Governors before confirming admission.

### **Access Facilities**

The school is of a level design. Main access to the school is fully accessible for wheelchair users and disabled toilet facilities are available.

### **Links with Under Fives**

There are transition arrangements in place between Hopscotch Nursery and Gilwern School. Miss Vicky Trevett is the Nursery Manager.

Mrs Sharon Randall-Smith acts as the SEN link between the Playgroup and School.

### **Resources**

There is an annual review of resources in line with the number of ALN children.

### **Information Technology and a Special Needs Resource Bank**

The School has invested heavily in ICT, all ICT is fully accessible to all children.

### **In service training**

All staff take part in a planned programme of in-service training and the ALNCO/Headteacher identifies the areas to be addressed and how the training is to be organised. The Educational Psychology Service works closely with the school.

The ALNCO has taken advantage of the L.E.A.'s central training programme.

### **Complaints Procedure**

The class teacher will deal with any problems in the first instance, but if parents are not satisfied the Headteacher/ALNCO will always meet concerned parents in order to resolve difficulties.

A parent who is still not satisfied should contact the Chair of Governors or the named Governor responsible for Additional Learning Needs. Names and telephone numbers can be obtained from the School Administrator. The full complaints procedure is available within the Complaints Policy.

## **OUTSIDE AGENCIES**

The school works with the Educational Psychology Service, who can provide a variety of support and advice when pupils have special educational needs, but particularly at the School Action Plus Stage. The E.P.S. has an advisory teacher as well as Educational Psychologists.

The school is supported by SENCOM, who provide the following services:

- Educational Service for Pupils with Visual Impairment
- Educational Service for Pupils with Hearing Impairment
- ComIT for pupils with communication difficulties.

The school is also supported by:



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- Educational Service for Pupils with Specific Learning Difficulties (Dyslexia)
- Educational Service for Pupils with Communication Impairment (Speech and Language Difficulties)

### Links with feeder schools and other agencies

Good links with Comprehensive Schools in Abergavenny, Brynmawr and Crickhowell exist. Arrangements are made to pass on information regarding all pupils with ALN to ensure a smooth transition and continuation of provision. A representative is invited to attend Year 6 Annual Reviews.

Specialist Units are available, if necessary, for pupils with complex needs.

There are close links with the Health Services via the Abergavenny Children's Centre, particularly with the occupational therapists, physiotherapists and speech therapists.

The school has regular visits from the school nurse and there is access to an Educational Welfare Officer and liaison with social services occurs when necessary

### EQUALITY

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Special Needs Policy will be reviewed and updated annually.

Signed..... Signed.....

R M T Guy, Headteacher

B Davies, Chair of Governors

Date.....

Date.....



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## Appendix I

### Useful contacts

Educational Psychologist	Michelle Mansell Julia Young (cover for MM – January 2016 - present	
Educational Welfare Officer	Helen Jones	
Visually Impaired	Lorraine Flack	
School Health Nurse	Nicky Harry	
Social Services		
Specific Learning Difficulties	Ruth Davies	
Hearing Impaired	Ann Jenkins	
Abergavenny Social Services		

