



# **Additional Learning Needs/ Special Needs Policy**

**2016-2019**

Chair of Governors: \_\_\_\_\_ Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## **Introduction**

At Marlborough Primary School our guiding principle is one of inclusion, and as a school we aim to provide a broad and balanced curriculum for all our pupils that takes into account; planning, teaching, learning and assessment. Within these arrangements nearly all of our children will progress suitably. However, we have to consider the minority of children who may experience difficulties with some aspect of school life. These children have special/additional needs. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **Aims**

As a school we aim to:

- encourage confidence and enjoyment in the child's daily school life and to promote self-worth.
- give every child the opportunity to develop their full potential and to the best of their abilities.
- provide our pupils with the necessary skills, knowledge and understanding whilst promoting their self-esteem.

## **Objectives**

As a school we strive to achieve our aims by making sure that:

- we are aware of and identify any pupils who have additional needs.
- we address and make provision for these needs, through the implementation of a structured system throughout the school.
- the children with additional needs will be included in all aspects of school life wherever practical.
- we are consistent in the way resources are allocated to children with additional needs throughout the school.
- we encourage a wide variety of approaches to be employed to sustain enjoyment and interest.
- we develop a partnership with parents of children with additional needs which is honest, open and informative.
- we develop close inter-agency collaboration liaising with outside agencies such as support teachers, educational psychologists, medical and social services.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to assist and support them, by parents, teachers and relevant agencies working together.

## **Definition of Additional Learning Needs (ALN)**

A child has additional learning needs if he or she has learning difficulties that call for additional educational provision to be made.

A child has learning difficulties if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (LA)
- Is under compulsory school age, or would be if special educational provision was not made for the child

### **Special educational provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

### **Staffing**

The SEN team of the school is:

Assistant Head Teacher – Leader for Inclusion (SEN Coordinator) Mrs. L. Crew

Early Identification(EI)/ALN/SEN Staff

Mr. S. Pedwell (FP SRB Class Teacher)

Mrs. J. West (KS2 SRB Class Teacher)

Mrs. B. Griffiths (FP SRB NNEB)

Miss. E. Williams (FP SRB Teaching Assistant)

Miss. H. Smith (FP SRB Teaching Assistant)

Mrs. L. Moger (KS2 Teaching Assistant)

Miss. J. James (1:1 SRB Year 3)

Miss. L. Henderson (1:1 Year 3)

Mrs. S. Evans (1:1 Year 3)

Mrs. J. Phillips (1:1 Year 3)

Mrs. P. Bird (1:1 Year 4)

Mrs. H. Price (1:1 Year 6)

Mr. M. Thomas (1:1 Year 6 )

SEN Governors – Mrs. Freda Salway & Mrs. Bethan Griffiths

## **Intervention Team**

1 <sup>st</sup> Class @ Number	Helen Beaven
1 <sup>st</sup> Class @ Number 2	Helen Coombes, Helen Beaven
Success @ Arithmetic-calculation	Alison Underwood, Helen Coombes
Success @ Arithmetic-number sense	Laura Dent, Helen Coombes
Catch up numeracy	Helen Coombes, Laura Dent, Alison Underwood
Fresh Start	Helen Coombes
RWI one-to-one	Helen Coombes, Alison Underwood
Wave 3	Helen Davies
Catch up literacy	Helen Coombes, Laura Dent, Alison Underwood
Language Links/speech links	Anna Parr, Caroline Nightingale, Katie Owen, Anna Mitchell
Talkabout	Helen Coombes, Robert Young, Beth Griffiths
Talking Partners	Helen Coombes, Robert Young
ELSA	Sam Clarke, Laura Dent, Robert Young
Handwriting Motorway	Helen Coombes

## **Admissions**

The Governing Body believes that the admissions criteria set by Cardiff County Council should not discriminate against pupils with additional learning needs and has due regard for the practice advocated in the Code of Practice for Wales, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.

Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33).

Admission into the school's Special Resource Base (SRB) is agreed by the Local Authority's Case Advisory Panel and Casework team. Children accessing the base will be in receipt of a statement of educational needs. The base currently caters for children with severe to complex difficulties. The school has an agreement with the LA that they will provide places for no more than 20 pupils.

## **Inclusion**

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our policy for additional learning needs reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with special/additional needs, in order for them to reach their full potential.

## **Evaluating the Success of Policy for Additional Learning Needs**

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given at the beginning of this document.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- Governors
- External professionals
- Pupil progress will provide evidence for the success of the policy for additional learning needs (relevant test data to be used)

This will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets as agreed with teachers, parents, pupils and others.
- Use of standardised tests where applicable/ appropriate (including BSquared).
- Evidence generated from IEP review meetings and IEP professionals' meetings.

## **Allocation of Resources**

The Assistant Head Teacher and ALN team ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Resources will include all the materials, objects and aids that can be used in helping children learn effectively. A variety of resources are essential to help learners express themselves, enquire, investigate, discover and record so that understanding is achieved. Over-riding these resources is the provision of time, which must be managed effectively. In considering the resource implications for pupils with additional learning needs the following points need to be considered

### **(1) Human Resources**

- The expertise within the school including the learners themselves.
- Support services from the LA (Educational psychologists, advisers, welfare officers, etc.)
- Parents and other community members who have a skill to offer.

### **(2) Material Resources**

- Resources frequently used within classroom areas should be differentiated to meet the needs of all pupils.
- Resources used less frequently should be accessible to all members of staff.
- Resources should be diverse to ensure engagement of all pupils.
- There should be an updated list of all specified resources available to members of staff.

## **Identification, Assessment and Provision**

At Marlborough Primary School, we have adopted a whole-school approach to our special/additional needs policy and practice. Pupils identified as having additional learning needs are, as far as is practicable, fully included in the mainstream classes. Every effort is made to ensure that they have full access to the Framework for Children's Learning / National Curriculum at a level appropriate to them and are included into all aspects of the school.

The SEN Code of Practice for Wales (2002) makes it clear that all teachers are teachers of pupils with additional needs.

All teachers are responsible for identifying pupils with additional learning needs and, in collaboration with the Inclusion Leader, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment and continuous monitoring is the process by which pupils with additional learning needs can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for additional provision.

### **Early Identification**

Early identification and a graduated response of pupils with ALN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in Foundation Phase (F.P.)/National Curriculum (N.C.) judged against level descriptions.
- Pupil progress in relation to objectives in Literacy/Numeracy Framework.
- Standardised screening or assessment tools such as:

- Speech Link
- Language Link
- Smart Moves
- Foundation Phase on entry profile/National Test Data
- Tick/check lists
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- Foundation Phase/National Curriculum results

### **Additional Learning Needs Provision**

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning as each child moves from the Foundation Phase and into Key Stage 2. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified additional learning needs the inclusion leader and class teacher will use the records to:

- Provide starting points for an appropriate curriculum;
- Identify the need for support within the class;
- Assess learning difficulties;
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning;
- Involve parents in a joint home-school learning approach.
- Involvement of external agencies where appropriate or needed.

### **The Range of Provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum.
- Periods of withdrawal in the first instance as a means of Early Identification and to provide the learners with a 'boost' of support through intervention programmes, specialist teachers, EAL teacher.
- In-class support with adult assistance (support staff).
- Use of a variety of teaching styles and appropriate resources.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional learning support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where pupils fail to make adequate progress the Inclusion Leader is the first to be consulted. The Inclusion Leader and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years/School Action Plus and involvement of outside/multi agencies. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

### **Record-Keeping**

The school will record the steps taken to meet pupils' individual needs. The Inclusion Leader will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour

- Pupil's own perceptions of difficulties
- Information from outside agencies such as health/social services etc...

## **The Code of Practice for Wales**

The Code of Practice for Wales advocates a graduated response to meeting pupils' needs. When they are identified as having special/additional needs, the school will intervene through Early Years/School Action and School Action Plus as described below.

### **Early Identification**

Where a child is at risk of under-achieving the school will undertake a baseline assessment in order to ascertain the child's current basic skills/developmental functioning. If the child's results indicate that he/she is performing below their chronological age the school will offer Literacy/Numeracy intervention to further support their development and hopefully give them the boost they need to perform confidently at an age appropriate level. This support will be offered in the first instance for a term/term and a half. If the child fails to make adequate progress after this time the school will address their needs through the following stages.

### **School Action (SA)**

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support

to make progress, the Inclusion Leader, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### **Nature of Intervention**

The Inclusion Leader in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- Individual Education Plans/Play Plans/ Individual Behaviour Plans
- Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:
  - Short-term Specific, Measurable, Achievable, Realistic, Timed (SMART) targets
  - The child's strengths and areas for development
  - Teaching strategies
  - Provision made
  - Date for review
  - Success and/or exit criteria
  - The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with and signed by the teacher, pupil and the parent.

### **Reviewing IEPs**

IEPs will be reviewed termly, two of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

### **School Action Plus (SA+)**

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the Inclusion Leader after full consultation with parents at an IEP review undertaken within School Action.

External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil.

Parental

consent will be sought for any additional information and assessments required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- F.P. Outcomes / N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Annual Reviews of Statements**

Statements must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The head teacher will organise these reviews and invite:

- The child's parent;
- The child if appropriate;
- The relevant teacher;
- The relevant support staff;
- The Assistant Head Teacher;
- A representative of the LA;
- Any other person the LA considers appropriate;
- Any other person the head teacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

With due regard for the time limits set out in the Code of Practice for Wales, the head teacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

### **SEN Training**

All staff are encouraged to attend courses that help them to acquire the skills needed to work

with SEN pupils. Part of the Inclusion Leader's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupil with additional needs. As a routine part of staff development, INSET requirements in ALN will be assessed.

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Governing Body will undertake a similar review of training needs. Additional Needs Support staff requirements in supporting pupils' needs will be considered frequently.

### **Partnership with Parents**

Marlborough Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with additional needs to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education.

They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of pupils with additional learning needs as partners in the process. Depending on age and appropriateness, pupils with additional learning needs will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with additional learning needs, details of the parent partnership service available through the LA. The SEN Code of Practice for Wales (2002) outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

## **Complaints Procedure**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice for Wales (2002) outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **Links with External Agencies/Organisation**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with additional learning needs. When it is considered necessary, colleagues from the following support services will be involved with pupils with special/additional needs:

- Educational Psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Achievement and Inclusion Service
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The local nurseries with the aim of providing continuity between pre-school and school
- School Nurse
- Health Visitors
- Friends of the School/Marlborough PTA (parent/friends association)
- The Local Authority (LA)
- Specialist Services
- Education Welfare Officer
- Social Services
- SNAP Cymru
- CAMHS
- Primary Mental Health
- Action for Children

## **SEN Policy Review**

The school considers the policy document for additional needs to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Self Evaluation Report.

## **Conclusion**

Marlborough Primary School believes that 'Learners are at the heart of all that we do and that every child and young person benefits from personalised learning' ('Qualified for Life' WG 2014).

Through the implementation of this policy the Head Teacher, staff and Governing Body of Marlborough Primary School will ensure that all children are respected as individuals and that as an outcome of high quality teaching and learning they experience success and develop high self –esteem and a feeling of self-worth.