



Polisi Darpariaeth a Chefnogaeth ar Gyfer Disgyblion Anghenion Dysgu Ychwanegol

Policy for Provision and Support for Pupils with Additional Learning Needs

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Ysgol Gymraeg Y Fenni
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POLISI ANGHENION DYSGU YCHWANEGOL

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- All teachers are teachers of children with special needs and understand their responsibilities for meeting pupils' individual needs.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum.
- As there is a range of special needs, varying in degree from children who have mild to severe learning difficulties to children who are exceptionally gifted (please see MAT policy for more information), we aim to provide a commensurate range of special needs provision, as far as current resourcing levels allow.

With regard to these beliefs, the following document outlines the provision available at Ysgol Gymraeg Y Fenni.

Objectives of Additional Learning Needs Policy

At Ysgol Gymraeg Y Fenni we:

- accept that all pupils are the responsibility of all staff.
- aim to maximise the potential of each child by nurturing positive attitudes to learning and providing a supportive environment.
- encourage the development of positive self-esteem.
- aim to ensure that all pupils are considered individually so that the programme of study they follow is relevant to their needs.
- endeavour to identify individual learning difficulties and organise and manage the support of pupils at an appropriate level.
- provide support across the curriculum with particular emphasis on the basic skills of oracy, literacy and numeracy.
- use methods and materials suitable to the needs of the individual.
- provide opportunity for appropriate learning experiences.
- help learners become self reliant, progressing from the security of close support to as great a degree of independence as possible.
- actively seek the support and involvement of parents in achieving educational targets, by inviting them to attend reviews and ensure they receive copies of current targets. They are also invited to contribute to pupils One Page Profiles.
- Work with other agencies/professionals as appropriate.
- Involve pupils in decisions regarding their progress and invite them to contribute to their One Page Profiles.

Management of Additional Learning Needs

The ALN Co-ordinator, Mrs Gemma Hughes has the responsibility for the day-to-day operation of the additional learning needs policy.

The ALN Co-ordinator will:-

- Oversee the running of the provision for pupils with additional learning needs including general class, small group and individual pupil support.
- Support staff to organise and manage the work of the school's learning support assistants and support teachers.
- Maintain the school's Register of Pupils with Additional Learning Needs and all the required documentation.
- Maintain the schools' Gradual response register.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed. Ensure that intervention has an effect on progress. We use a tracking system on the drive to do this.

- Liaise with teachers, parents/carers and external agencies.
- Liaise with the pastoral team regarding pupils on the register for pupils with additional learning needs (secondary schools).
- Liaise with Literacy Co-ordinator, Numeracy Co-ordinator, class teachers to ensure the needs of pupils with additional learning needs are met across the curriculum.
- In line with the school's professional development policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff. ● Ensure annual reviews for statemented pupils are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of additional learning needs issues.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed. ● Liaise with class teachers to ensure the needs of pupils with additional learning needs are met throughout all the subjects of the curriculum.
- In line with the school's professional development programme/policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Meet when necessary with designated SEN Governor.
- Produce annual reports to the designated SEN Governor for Additional Learning Needs.

Admissions Arrangement

The school adheres to the Admission Policy of the Authority.

The school's admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her placement.

At Ysgol Gymraeg Y Fenni we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Specific medical conditions.

Arrangements for co-ordinating provision for pupils with ALN

At Ysgol Gymraeg Y Fenni, we have chosen to employ an LSA in order to develop the role of a Learning Mentor who will support pupils with ALN and vulnerable pupils. We have streamed the classes to ensure the best provision for all pupils. This includes children working in small groups. This ensures that support staff are available to work on the children's individual targets regularly.

Integration

All children entered on the school register of children with special educational needs are educated alongside their peers in mainstream.

Inclusion

The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

The school has access for the disabled at all entrances and can provide toilet facilities. There is a disabled facility with wheelchair access within the corridor and near the main entrance. This consists of specially adapted toilet, wash-hand basin and shower. At present we have no wheelchair bound pupils. When required, the needs of the pupil will be taken into account. In addition disabled parking places have been allocated near to the school's main entrance.

Analysis of Best Value

The ALNCO and the School Management Team use both quantitative and qualitative analysis in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records.
- Comparative data from standardised tests.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
- Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place, ongoing ALNCO monitoring, discussions with class teachers and ALNCO release for monitoring.
- ALNCo also accesses INCERTS to track progress against the NC / FP

Future Planning

Future planning of provision for pupils with additional learning needs takes place in accordance with:

- Ongoing tracking of pupil progress
- Ongoing evaluation of best value
- Annual ALN budget allowance
- Ongoing Authority and Government directives

Universal intervention/ Targeted groups / Multi-Agency Identification

The identification would be with regard to the information as outlined in the Code of Practice. The triggers for intervention could be the teachers or others' 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 mathematics 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 communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's additional learning need may be via:

- Liaison with parents/carers in school Parents' Meetings and individual contact.
- Liaison with teachers.
- Liaison with Nursery provision or in the event of new pupils arriving, liaising with the previous school.
- Liaison with other professionals/external agencies where pupils may have been known to their service.

Assessment of Need

- *Information from previous schools.*
- *Whole-school assessments.* To ensure academic progression the school uses published test materials as part of an assessment week during the summer term..
- *BPVS.*
- *Class teacher comments and analysis of progress* registered through:
- *Class teacher targets*
- *Class teacher ongoing marking/assessment* (Teachers maintain Up-to-date records of children's achievements- Taith 360 /Traciwr.)
- *End of Year Report* which is passed on to the relevant teacher
- *Pupils referred by class teachers as giving cause for concern and therefore meriting possible inclusion on SEN Register.*
- *Ongoing assessment, review and record keeping in line with the school's organisation of the Code of Practice.*

Process for Action, Record Keeping and Review

Upon referral to the ALNCO:

1. Appropriate information is gathered from staff teaching the pupil, support staff and any other member of staff who may have further information.
2. Discussion takes place with parents/carers to gather appropriate / relevant information on the child and to obtain written permission for the child to be placed on the Additional Learning Needs Register / Gradual response register.
3. Intervention Plan / Individual Development Plan. From collated information, the ALNCO and class teacher discuss the pupil's needs with the child and parents/carers and, where appropriate, upon agreement, issue the first IP / IDP targets along with Information regarding the child on the IP / IDP. The support to be provided for the child will be indicated on the IP / IDP (Where an IP / IDP is not required; the child will continue to be monitored by the class teacher).
4. Review/Evaluation. The class teacher with support from ALNCO and HLTA collects information from the pupil's reports and staff comments, collates information and discusses this progress with the pupil and parents. Either the next IP / IDP is formulated or it is agreed to remove the pupil from the ALN Register maintained for pupils with additional learning needs.
5. Class Teacher issues a new IP / IDP and either continues with the cycle or proceeds to ask for advice from other professionals.
6. Advice is sought from other professionals regarding the additional learning need, appropriate resourcing and possible action to be taken as part of The School Intervention .

Evaluating Success

Record keeping

The school records for pupils with additional learning needs will include the school's responses at all stages and information collected at Review Meetings. An appropriate combination of the following information regarding individual pupils will be available for scrutiny at any time:

- Description and nature of pupil's difficulties.

- Strategies to be adopted.
- Intervention Plans / Individual Development Plans.
- Intervention Plans / Individual Development Plans' evaluation.
- Reviews.
- Records of support requested.
- Reports from all other professionals involved.

Pupil Participation

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child. Pupils are included in Annual Reviews and when decisions are taken to:

- Write new IDP targets
- Review targets
- Increase/decrease the level of support
- Choose a new school
- Creating an IP / IDP in readiness for the Summer term IDP and to aid transition during the Autumn term.

Parent/Carer partnership

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be:

1. ALNCO and class teacher to meet with parents/carers to discuss pupil's placement at Universal/Targeted/Multi-Agency support.
2. Part of the cycle of reviews to take place at scheduled dates at the end of term.
3. ALNCO and class teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. Head Teacher, ALNCO and class teacher to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with an IDP will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

Monitoring Provision

The following information is available within school in respect of the effectiveness of the support available for pupils identified. It is obtained from monitoring and evaluation via observations of: ● Whole class/group teaching

- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Practical use of IP's/IDP's
- Target setting
- Pupil progress
- Book looks and discussions with pupils with ALN.

- Edukey

Value Added

The notion of 'value added' is an important one to Ysgol Gymraeg Y Fenni and is monitored by pupil achievements in relation to assessments and results in the following ways:

- IDP target met
- Examinations/tests, both school based and external
- Taith 360

This information provides a valuable insight into the progress of pupils with additional learning needs.

Additional Learning Needs Register / Graduated response register

A register of children who have been identified as having additional learning needs has been devised. It is organised into sections according to the type of additional needs a pupil has and the intervention they receive. There is an ALN register for children with IDP's and a separate Graduated response register for children receiving different levels of intervention. A copy of the register will be kept on the central Drive under the ALN file.

Access to the Curriculum

At Ysgol Gymraeg Y Fenni we believe that every pupil has a right to a full range of curricular opportunities. (Various extra curricular activities are available for pupils). However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

At Ysgol Gymraeg Y Fenni we have devised schemes of work designed to accommodate children with additional learning needs. Class teachers differentiate their lessons to meet the needs of the individuals in their classes. A range of teaching strategies and approaches are used to enable children to participate fully at their level.

Opportunities are provided for individual/small group support as appropriate. Differentiation is identified on planning sheets. A list of children who receive support/differentiated work is kept by class teachers. Where other professionals are involved with a child, close liaison is maintained between advisory staff, class teacher and parents to minimise disruption for the children.

Disapplications

No children in the mainstream are formally disappplied from any aspect of the National Curriculum, unless deemed necessary by the ALNCo and the Head Teacher. Sometimes children have a restricted R.E. curriculum to respect the wishes and beliefs of parents.

Evaluating the Success of the Additional Learning Policy

The aims and objectives outlined at the beginning of the policy will lay the foundation for evaluation.

ALN Records

The school ALN records will collate and record the school's responses at all stages and the information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time.

Provision Map

Strategies to be adopted

Intervention Plans on Edukey/ Individual Development Plans

Intervention Plans / Individual Development Plans evaluation

Reviews

Reports from outside agencies

The Role of the Governors

At Ysgol Gymraeg Y Fenni a Special Needs Governor has been appointed. The Chair of Governors will meet termly to discuss special needs issues with ALNCO and the Head Teacher.

It is a responsibility of The Chair of Governors to keep the Governing Body as a whole, aware of these issues.

The whole Governing Body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the Additional Learning Needs policy in respect of:

1. Additional Learning Needs as an integral part of the school development plan.
2. Identification of need.
3. Notification to parents/carers of a child who is deemed to have additional learning needs.
4. Assessment of need.
5. Provision of meeting.
6. Provision of an inclusive environment for all.
7. Methods of monitoring, recording and reporting.
8. Additional Learning Needs funding and spending.
9. Deployment of equipment, personnel and resources.
10. The use made by school of other professionals and support services.

The Head Teacher is responsible for the day to day management of the provision for children with Additional Learning Needs. She will work closely with the ALNCO and will keep the Governing Body fully informed.

The Governing Body will:

- Do their best to secure that the necessary provision is made for any pupil who has Additional Learning needs.
- Ensure that, where the Head Teacher or Additional Learning needs Governors have been informed by the LEA that a pupil has Additional Learning needs, those needs are made known to all who are likely to teach him/her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs.
- Consult the LEA and the Governing Bodies of other schools when it seems to them necessary or desirable in the interest of co-ordinated Additional Learning needs provision in the area as a whole.
- Ensure that pupils with additional learning needs will work alongside pupils who do not have Additional Learning needs so far as that is reasonably practical and compatible with the pupil receiving the necessary Additional Learning provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

The whole of the Governing Body has a responsibility to produce an Annual Report which will state the number of students with additional learning needs in the school and comment on the school's effectiveness in the implementation of the SEN policy in respect of:

- i. Identification of needs
- ii. Notification to parents of a child who is deemed to have Additional Learning needs.
- iii. Assessment of need.
- iv. Provision for meeting Additional Learning needs.
- v. Provision of an inclusive environment for all.
- vi. Methods of monitoring, recording and reporting.
- vii. SEN funding and spending.
- viii. Deployment of equipment, personnel and resources.
- ix. The use made by school of the outside agencies and support services.
- x. SEN as an integral part of the school development plan.

Parent Partnership

Contact with Parents

At Ysgol Gymraeg Y Fenni we believe the school is an integral part of the local community and value highly the contribution and involvement of parents and grandparents. We welcome the opportunity to listen to parents and those with parental responsibility and to discuss with them any concerns. We actively encourage involvement in classrooms and participation in home-school projects.

With regard to children with Additional Learning needs, we aim to take account of the wishes, feelings and knowledge of parents at all stages in order to make informed assessments of individual needs and to record responses to a variety of carefully planned actions.

At Ysgol Gymraeg Y Fenni parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents in respect of pupils who have Additional Learning needs will be:-

1. ALNCO, Class Teacher and Head Teacher, where appropriate, to meet with parents to discuss pupil's placement at Universal / Targeted / Multi-Agency levels.
2. Part of the cycle of reviews to take place at scheduled dates at the end of term.
3. ALNCO and Head Teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. ALNCO and Head Teacher to meet with parents where an IDP is needed.
5. In addition to the reviews, those parents who have a child with an IDP will be invited to an Annual Review meeting.

Arrangements for complaints about Additional Learning provision

The Head Teacher and staff at Ysgol Gymraeg Y Fenni welcome the view of parents and those with parental responsibility and are open to questions about how we do things in school and what we consider to be important.

Parents who may feel unhappy with anything the school does when dealing with their child should approach the school to discuss their concerns with the child's class teacher, the school's Additional Learning needs Co-ordinator (ALNCO) and the Head teacher. The complaint will be registered at school and every effort will be made to address the concerns expressed. When a decision has been made with regard

to how to address the problem, it will be written down and placed on record with the child's documentation in their personal pupil SEN file.

Should parents feel that a complaint has not been resolved to their satisfaction, they should ask the Head Teacher to explain the complaints procedure of the Local Education Authority (LEA). For complaints which concern a child's Statement of Additional Learning needs, parents may wish to talk to the "Named Person" on their child's statement as well as to the staff of the school. The Named Person is someone who provides independent advice, information and support for parents and helps them to present their views. They may come from a voluntary organisation or parent support group or be a professional, friend or relative. Further information concerning the Named Person can be obtained from the ALNCO. Again, staff will be happy to discuss parents concerns and hopefully resolve any difficulties quickly. If, however, agreement cannot be reached with the LEA, parents have a right to appeal to the SEN Tribunal. The Tribunal considers parents' appeals against the decisions of the LEA about their child's Additional Learning needs. Further details concerning the SEN Tribunal can again be obtained from the ALNCO.

Arrangements for SEN In-Service Training

In-service training is available in respect of additional learning needs for the whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development. It will be delivered by one of the following:

- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants /trainers

A record of all ALN training delivered and subsequent evaluations will be kept by the Continual Professional Development Coordinator.

Other Professionals and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school

- Educational psychology
- Education Welfare Service
- Emotional and behaviour support - Inclusion
- Health services
- Hearing impairment
- Visual Impairment
- Social services
- Speech, Language and Communication
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations: S.N.A.P.
- 21 Plus
- SPACE
- In reach
- EST
- Mosts

Links with other schools

Ysgol Gymraeg Y Fenni is part of a cluster group of Primary Schools for Ysgol Gyfun Gwynllyw, Crickhowell, Monmouthshire and King Henry VIII comprehensives which are supportive and welcoming. In Year 5 and 6 children are given opportunities to visit the Comprehensive Schools (A small minority may choose to attend alternative schools). There is always an exchange of information amongst the professionals involved. Wherever possible, a key professional will make a visit from the new school.

Resources

Ffoneg Ffantastig

Read, Write Ink

Wellcomm

Nessy

Spelling Mastery

Wordshark

ELSA

DarllenCo

Lego Therapy

Drawing and Talking

Precision Teaching

Literacy Junction

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Signed:

Date:

