



PUPILS WITH ADDITIONAL LEARNING NEEDS

Aims

'The aim of Ysgol Brynffordd is to provide a safe, secure and happy environment, where each child is developed to their full potential socially, emotionally, spiritually and academically. Ysgol Brynffordd School is a school where all are valued and respected within a caring and co-operative community...'

At Ysgol Brynffordd we believe that all staff, stakeholders and pupils have the right to be respected and to feel secure and happy in their teaching and learning. We encourage all children to develop self-discipline and a sense of self-worth, to respect the rights and feelings of others and to take responsibility for their own actions. Disruptive behaviour is unacceptable not only because it is anti-social but because it inhibits learning, and it will always be dealt with appropriately under the terms of our Discipline Policy.

This approach to the education of all pupils at Ysgol Brynffordd, alongside the school's overall stated aims and objectives, are particularly relevant to those children who have some form of special additional learning educational need. Ysgol Brynffordd is committed to providing the very best for all its pupils, but those with special educational additional learning needs are given additional attention and support so that they too can achieve their full potential. This policy outlines how this is planned, organised, funded and delivered and should be read alongside other school documentation e.g. School Prospectus, Individual Curriculum Policies and the Discipline Policy.

Objectives

Our objectives for all pupils including those with additional needs are:-

- to be literate.
- to be numerate.
- to have a wide range of communication skills.
- to develop effective social skills to enable them to work and play together.
- to develop appropriate behavioural skills and a sense of self-discipline.

- to become more independent as learners as they grow and mature.
- to have opportunities to work with a range of pupils and adults.
- to benefit from suitable resources and appropriate technology to support their areas of need.
- to have a positive attitude towards themselves, their peers, the staff and the school as a whole.

Our objectives for teaching and support staff who work closely with pupils are:-

- to ensure that all are trained to identify and support pupils with additional learning needs.
- to be familiar with resources and technology that can support pupils with additional learning needs.
- to have access to other specialists from a variety of agencies for expert advice and diagnosis.
- to use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class.
- to foster effective lines of communication between the class teacher, support staff, AN teachers and ALN Co-ordinator to ensure the most appropriate provision and support for pupils with ALN.
- to work very closely with parents of all pupils, but especially those with ALN, to ensure a partnership approach for the benefit of the child.
- to maintain effective links with the Inclusion Service at the Local Authority (LA).

Key Staff in the Provision for pupils with ALN

The Additional Learning Needs Co-ordinator (ALNCO) at Ysgol Brynffordd Primary school is Mrs Elaine Shickell. The ALNCO liaises with all classes to organise the provision for pupils with additional learning needs and provides the formal link to the LA and other agencies e.g. Educational Psychology Service, Social Services, Speech and Language Service, School Nurse and any other relevant agencies.

Ysgol Brynffordd School Additional Learning Needs are currently taught by TA's, who work with pupils in small groups within the classroom and also withdrawn from the classroom and , focussing on aspects of pupils' individual education plans (IEPs) which are usually related to literacy and numeracy.

If a pupil has a specific need which requires individual support under the terms of a formal Statement of Special Educational Need then this can be provided by the LA either in the form of additional teaching time at school or at a designated unit within the authority by a Learning Support Teacher (LST). Another form of support within school is the provision by the LA of an Ancillary Support Worker (ASW) for the statemented pupil with full time support. Pupils with less hours, for example, 10 hours, the TA support will be met from the school budget. From September 2015 an ALN delegated amount will be put into the school budget. The ASW works closely with the class teachers to support the child within the mainstream class setting

as well as focussing on particular aspects of the pupil's IEP. A child with a SLA (suggesting hours of support) is also met from school budget.

Identification Procedures and Admissions Policy

On entry:-

Ysgol Brynffordd Primary School operates a policy of early intervention as it is crucial that pupils who have ALN are identified quickly and the most appropriate support put in place to ensure a successful school experience. When parents visit the school to register their children, they are asked specifically if their child has any additional learning needs, and if so, information about the nature of the need and interventions from other agencies is gathered.

Pupils often transfer into Ysgol Brynffordd School at other times during their school career and again information is sought from their parents about the nature of any additional needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make some initial assessments during the first few weeks in their new class. Parents who wish to transfer their children into Ysgol Brynffordd School with a Statement of Special Educational Need already in place will be referred immediately to the Inclusion Service at the LA before admission can be granted as the provision under the terms their statement needs to be financed providing the support is full time. As a Community School, Ysgol Brynffordd School does not operate a policy of selective admission on the basis of academic ability or additional need.

At any other time:-

The co-ordination of educational provision for pupils within the school begins with the identification of a problem by any of the following:-

- the class teacher
- the parent
- the additional learning needs support teacher
- medical services
- social services.

A record of concern file is held by the ALNCO to record and monitor any concerns the class teacher may have when a child starts school. This is monitored and can result in an IEP being written or if concern has been resolved the pupil's name is then deleted from the file.

Meetings are held between all of the relevant parties to discuss the nature of the need and how the pupil can be best supported in school. The pupil is placed on the Additional Learning Needs Register and on the staged approach under the Additional Needs Code of Practice at the appropriate level (see below). A pupil can also be placed on the Additional needs register for medical reasons, for example, diabetic or nut allergy. A pupil with medical needs will not usually require an IEP unless their work is affected as a result of their special need. No further action is normally needed for pupils with medical needs and reference can be made to

their Health Care plans held in a file in the office. All staff are aware of these. An individual plan is drawn up for the child, identifying long and short term targets, additional provision, special resources and relevant scores from standardised tests to measure future improvements. This is then shared with the parents and the pupil. Individual plans are formally reviewed twice a year or earlier if deemed necessary and targets have been met and meetings called with the parents to discuss the progress being made. There are also further opportunities to discuss their child's progress through formal 'open evenings' which are held in the Autumn, Spring and Summer Terms. Ongoing assessments are made by all staff working with the pupil to monitor progress during the year.

If a child has an Individual Education Plan we ask parents to sign it as a recognition that they are aware of, and agree with the targets for their child and the provision being made to enable him or her to meet those targets.

Organisation

All pupils at Ysgol Brynffordd School are entitled to a broad and balanced curriculum and all children, regardless of their difficulties, are fully integrated into the overall life of the school. However, it is appropriate that where necessary, pupils with particular difficulties are supported in a specific way, in order that their individual needs may be best met.

Children with additional learning needs are supported first and foremost by their Class Teacher who will provide differentiated work within the classroom to ensure they have maximum access to the curriculum. This will be done in a variety of ways that may include modified tasks, additional adult support, use of specific resources and extra time allocation. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum. Pupils are monitored carefully and assessments made against their individual targets.

Ysgol Brynffordd School operates a policy of withdrawing pupils from their classes to work in small groups with the Additional Learning Needs Teacher or TA. This provides an opportunity for an intense focus on an area of difficulty, in a small group setting with a high level of specialist adult support. It also provides a quieter and more private learning environment for pupils to improve their concentration and encourages greater interaction between them and the teacher. On occasions, an individual pupil may be withdrawn for one-to-one support if this is deemed the best approach for that particular child.

Pupils are identified for this small group support after discussions between the Class Teacher, and the ALNCO and parents' permission is sought. This withdrawal is presented in a very positive light to the pupils (those receiving it and those who do not), so that there is no stigma attached to it. Pupils who are withdrawn are taught in the staffroom or library where they have a range of facilities and their work can be displayed and celebrated. In the same way pupils who are more able and talented (MAT) are also withdrawn from class in small groups.

Where pupils with significant additional learning needs are taught part time at a unit within the County or receive an additional teacher from the Learning Support Service at school, there is regular liaison between these teachers and the staff at Ysgol Brynffordd School to ensure continuity and progression. Annual reviews of statements of special educational needs are held jointly.

Circle Time

One of the main aims of Ysgol Brynffordd School is to help all pupils develop a sense of confidence and self-worth, and this is particularly true for pupils who have an additional learning need of some kind. Circle Time is a recognised strategy to promote these through improving children's communication and problem solving skills. It is used widely across the school to deal with issues that could possibly impair children's emotional and social development as well as being a time of celebration and recognition of progress being made in all aspects of school life. Circle Time is used informally in the Nursery and Reception (Foundation Phase) and is built on steadily through the key stages into a more structured forum as pupils' skills and understanding mature.

Premises and Resources

Ysgol Brynffordd School has great difficulty in accommodating pupils with physical difficulties. There are no special toilet facilities (and doors are not accessible to wheelchair users.) However, the side door is accessible for wheelchair users.

Ysgol Brynffordd School is constantly updating and improving its resources to support pupils with additional learning educational needs and now has a wide selection for use by all staff. This includes multi-sensory equipment, posters, charts, magnetic materials, literacy and numeracy games at many different levels, audio-visual equipment, computers and interactive whiteboards. Increasing use is being made of new technologies to support pupils. Specific software is used with pupils who have special educational needs e.g. to support phonic development, spelling strategies, to enhance presentation or to bypass writing difficulties. If a pupil needs a specific piece of equipment or software then contact will be made with the ICT Unit at the County for specialist support.

All pupils at Ysgol Brynffordd School, regardless of whether they have additional learning needs or not, are encouraged to be proud of their work by having it displayed in every area of the school. In the mainstream classroom day to day work is completed in exercise books and pupils complete topic books or folders during the year which are shared with parents and other members of staff. Pupils working with the Additional Learning Needs Teacher may have an additional book or folder in which they keep the work completed in their small group sessions.

Curriculum Cymreig and Cross Curricular Links

All pupils at Ysgol Brynffordd School have an entitlement to learn about the heritage and culture of Wales and this is delivered through all areas of the curriculum both by the Class Teacher and the Additional Learning Needs Teacher. Wherever possible, opportunities are taken for all pupils, and particularly those with additional learning needs, to make the links between what they are learning in one subject and how it can be applied in another. This helps to reinforce and consolidate the learning.

Staff Development

Training and development opportunities for enhancing the provision for pupils with additional learning needs is a priority and this may take place in a number of ways:-

- LA/ GWE provide in-service training
- school provide in-service training
- cluster group support
- advice from the Learning Support teacher **Angeline Byrne**
- advice from related agencies e.g. Speech and Language, Educational Psychology, Educational Social Worker, Occupational Therapy, Physiotherapy, School Nurse and Social Services.

The school culture is very much based on a team approach and sharing of ideas and good practice and this is particularly supportive of pupils who have additional learning needs.

Ysgol Brynffordd School is also part of a local consortium of schools that meet together on a regular basis. This helps to provide a positive working relationship between the local schools and encourages the sharing of expertise for the benefit of all.

Recording Progress and Reporting to Parents

Class teachers keep detailed records of pupil progress and these help to guide them in their planning for the next stage of learning. School based formal assessments are carried out at specific times of the year alongside standardised tests at a county and national level. All of this information contributes to the annual progress report to parents in the summer term.

All parents are invited to attend three open evenings during the academic year, one in each term where their child's progress is discussed. In addition to this, parents are invited into school on a more regular basis if their child has been identified as having an additional learning need to discuss what action will be taken and to find out how they are progressing. The school makes every effort to ensure that parents understand the nature of their child's difficulties, the role of the school in supporting them and what they can do at home to assist their child. Ysgol Brynffordd School has an 'open door' policy and positively encourages parents to work in partnership with the staff on the basis of mutual trust and respect.

Transfer to High School

There is excellent communication between Ysgol Brynffordd School and Holywell High School or which ever high school the child will attend to aid the transition of all pupils, but especially those with special additional learning needs .

The Year 7 co-ordinator or Headteacher visits the school during the early summer term to discuss the needs of pupils and those with ALN are highlighted for any necessary action. For those pupils with a statement, a Transitional Review is held by the school with parents and the Learning Support Service to outline the provision for the child at High School. All paperwork relating to pupils is passed through quickly, including statements, IEPs, medical information, reports by outside agencies and school records. Year 6 pupils experience induction days at their new secondary school late in the Summer Term.

The Special Needs Code of Practice and the Staged Approach

In April 2002 the revised Special Needs Code of Practice came into effect with the following stages.

1.School Action

School Action replaces Stage Two under the old code. Children previously at Stage One are catered for by the class teacher's general management of his/her pupils' individual needs through suitable classroom strategies and appropriate differentiation. Simple targets are set and monitored to assess any progress made. Parents are involved in informal discussions about the child's difficulties and their help is enlisted at home. The pupil is monitored carefully over two terms to measure any improvements and the next course of action planned. A file of concern is held by the ALNCO to record an early warning of potential problems. If a child recorded as a 'concern' improves and no held further action is needed their record of concern is then destroyed.

If after that period the child is still having major difficulties and is in need of more intensive school based support, then they are placed on the school's ALN register. A formal Individual Education Plan is drawn up by the Class Teacher, the ALNCO (and the Additional Learning Needs Teacher if one is employed) and the child is withdrawn for small group or individual support depending on the nature of the problem.

Very specific targets are set and formal reading, spelling and maths tests are administered to provide a baseline against which future progress can be measured. Again, parents are involved and their formal permission sought for withdrawal from class lessons.

The IEP is reviewed twice a year and a decision made about the next stage. If a pupil has made good progress they can be returned to general classroom support by the Class Teacher.

If there is some progress but there are still concerns then the support can continue at the current level but if, however, the intensive support being provided by the school is not having the desired impact then the pupil will be considered for the next stage of the process.

2. School Action Plus

As at the previous stage, the key element of support for pupils with additional learning needs at this point is the revision of their individual education plan. This may involve a change in the nature of the support being provided by the school and will certainly include very detailed and measurable targets for improvement. Specific resources will be targeted at the pupil and parents will be vigorously encouraged to support their child at home with individually tailored tasks e.g a structured reading programme, phonic or spelling activities, mental maths problems etc. It is at this stage that advice is sought from the Learning Support Team, the Educational Psychologist or any other specialist service to enhance the provision being made by the school. This is then incorporated into the IEP which is followed by all the staff involved with that child. Again, reading, spelling and maths tests are administered to monitor progress and all of this information is recorded for future reference. After two review periods a decision is made by all parties involved regarding the next action to be taken - whether to return to the previous stage, to continue at the current stage or to move onto the next stage in the process. If a pupil still shows no improvement, the ALNCo will then test the pupil using the County's Learning support service Assessment pack for schools and results forwarded to the schools Learning Inclusion support teacher who is Angeline Byrne.

The LA has instituted a new system of offering specialist teaching support to a small number of children who would previously have only had this support via a Statement of Additional Needs. It is called SAP support. To qualify for this support the school must demonstrate that the child has a significant level of learning difficulty. It must also show that it has made appropriate provision for the child but that he or she has not made expected progress.

If all of these previous stages have been implemented at school and the pupil has had a considerable amount of support from within the school's resources, with specific IEPs designed to tackle problem areas and the advice of the Learning Support Team and Educational Psychologist implemented, but yet there is still grave concern about their progress, then the school can request a statutory assessment by the Local Authority. It is the responsibility of the school to provide the LA with all of the information about the child being referred and give detailed evidence of how the pupil has been supported to date. The request will then be considered by the LA and if they are in agreement, with parental permission, the child will be formally assessed to ascertain the exact nature of their difficulties and the most appropriate way of supporting them.

3. Statement of Additional Needs

The final stage of the process, in the most severe of cases, is the issuing by the LA of a formal Statement of Additional Educational Need which takes into account all of the

information about the child and identifies the way in which they must be supported in the future. It may indicate a different school placement or additional adult support and will certainly outline the key areas that are to be targeted through the child's IEP. The statement is a legal document and must be reviewed annually by all the parties involved in the provision for the child. This final stage was previously known as stage five.

Monitoring and Evaluating the Additional Learning Needs Policy

The ALN policy at Ysgol Brynffordd School is continuously under review in the following ways:-

- ongoing discussions amongst all staff with regard to the provision arrangements for ALN within the school.
- regular meetings between the ALNCO and ALN teachers to discuss the ALN register, resources, individual IEPs and pupil progress.
- regular reviews with staff of their professional development needs and in-service training opportunities.
- development of successful and positive partnerships with outside agencies.
- constructive discussions with parents through open evenings and individual ALN meetings.
- regular contact with the Learning Support Team through the annual monitoring visit.
- detailed and measurable Individual Education Plans for pupils with ALN which are regularly reviewed.
- recording and assessment systems that are meaningful and manageable.
- the ALNCO with the Governor responsible for ALN reports annually to the Governing Body on the implementation of this policy.

Dealing with Complaints

If a parent makes a complaint about the ALN provision within the school they are invited into school for a meeting with the Headteacher where appropriate to establish the nature of their concerns. The Headteacher/ ALNCO will then decide upon the most appropriate course of action to be taken and the ALN teacher and Class Teacher will all be informed. After a period of time, to allow any changes to be implemented, the Headteacher will invite the parent to school for another meeting to review the situation and agree any further action. If the matter remains unresolved, then the Headteacher will request mediation by an officer of the Local Authority.

The Role of the Governing Body and the ALN Governor

The Governing Body at Ysgol Brynffordd School full-fills its requirements under the Special Needs Code of Practice and the Education Act of 1996 which requires them to do the following things:-

- 'support the interest of all children in their school, including those with special educational needs, whether with or without a statement'
- 'do its best to ensure that the necessary provision is made for any pupil who has AN'.

- 'ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has AN, those needs are made known to all who are likely to teach him or her'.
- 'secure that the teachers in the school are aware of the importance of identifying, and providing, for those pupils who have AN'.
- 'draw up their policy for pupils with AN and report annually to parents on its implementation'
- 'ensure that pupils with AN join in the activities of the school together with pupils who do not have AN, so far as is reasonably practicable and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources'.

The Governing Body has nominated an Additional Learning Needs Governor to liaise closely with the Headteacher/ALNCO and staff, to assist with the implementation of the ALN policy and to monitor the effectiveness of the provision for pupils with ALN within the school. The post is currently held by Mrs Elaine Shickell.

How this policy was drawn up

This policy was drawn up by the Headteacher in consultation with the following people:-

- the Additional Learning Needs Officer at the Local Authority
- the Additional Learning Needs Governor
- the Additional Learning Needs Support Staff
- the Teaching Staff

This policy will be reviewed annually by the HT/ALNCO and Governors responsible for policy review, to ensure it is relevant and accurate.

Policy Number	Date Reviewed	Date Adopted	Date of Next Review
YBGP38	March 2026	January 2022	January 2029