

## **St Cyres Additional Learning Needs (ALN) Policy**

### **Values:**

- Inclusion underpins St Cyres “Strive Together, Challenge Yourself, Realise Everyone can Succeed” ethos;**
- ALN is not fixed and needs to be reviewed with family and professional partnership regularly;**
- All St Cyres staff work with Inclusion to support all of the students**

### **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice and has been written with reference to the following legislation, guidance and documents:

- Equality Act 2010
- SEND Code of Practice (2000)
- Welsh Guidance on Specific Learning Difficulties Framework (2015)
- Supporting Learners with Health Care Needs (March 2017)
- Professional Standards for teaching and leadership (2018)
- NASEN: Updating SEN Policy for Schools (2014)

NASEN documentation guidance has informed the structure and the process of developing the policy.

## **Section 1 - Introduction**

***All teachers are teachers of students with additional learning needs. Additional learning needs are therefore a whole school issue that requires a whole school approach.***

At St Cyres, we have placed Inclusion at the heart of our community. We pride ourselves in offering a broad and balanced curriculum to suit our diverse cohort. Every teacher is a teacher of every child, including those with additional needs, and this is reflected in the Quality First Teaching of our teaching body. We utilise strategies, methods and tools to present learning opportunities to children and carefully differentiate tasks and outcomes to match individual needs. Our Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching.

Additional Learning Needs in St Cyres is managed by Ms Elsa Torres, who is our ALNCo (Additional Learning Needs Co-ordinator) and the Deputy ALNCo Director is Mr Richard Taylor. Together they manage the Learning Support Assistants (LSAs) who deliver the ALN provision.

### **Specialist Staff at St Cyres School**

Mrs Jane Morgan, specialist teacher for Hearing Impairment

Mrs Michaela Smith, specialist teacher for Physical Impairment

The ALNCo and the Deputy Director can be contacted via our

school office: Telephone:02920 708 708

email: [etorres@stcyres.org](mailto:etorres@stcyres.org)

## **Section 2 – Aims**

### **The St Cyres ALN policy has been developed to:**

- Meet the diverse needs of all St Cyres pupils. We are committed to removing barriers to pupil learning and ensuring that they have equal opportunities to participate in the full curriculum of our school, while celebrating their successes.
- Adhere to the SEND Code of Practice (2000) and subsidiary Local Authority (LA) guidance (2015).
- Inform Quality First Teaching for all pupils using evidence-based approaches and practices that are applied consistently.
- Make certain that families are informed of ALN provision; how our school is organised; how ALN is identified, managed, and provided for; how educational plans coordinate with any Health/Social care provision and how this supports your child's development.
- Inform all parties of St Cyres ALN framework and management systems.

### **We work towards these objectives by:**

- Co-ordinating ALN provision that is integrated across the school by our ALNCo and the Pastoral team.
- Monitoring and reviewing pupil progress across the curriculum using assessment and whole school monitoring systems to ensure that high expectations and aspirational targets are maintained and progress is being made.
- Regular CPD and advice for all staff working with pupils with additional learning needs, giving staff additional training on methods and programs relating to ALN on a regular basis.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if families have a particular ALN concern that they do not feel is being adequately addressed by current arrangements. This procedure is set out in Section 16 of this Policy.

## **Section 3: Identifying Additional Learning Needs**

### **Definition of Additional Learning Needs**

A child has additional educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is additional

to or different from the normal adaptations that are made as part of Quality First classroom teaching.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities generally provided for others the same age.

Many children who have ALN may have a disability under the Equality Act 2010, that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have ALN, but there is a significant overlap between disabled children and a child or young person with ALN. Where a disabled child or young person requires special educational provision they will also be covered by the ALN definition.

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a student being recorded as having ALN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Pupils' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and interaction:**
  - Speech, Language and Communication needs
  - Autistic Spectrum Disorder including Asperger's and Autism
  - EAL
- **Cognition and Learning:**
  - Learning difficulties
  - Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health:**
  - Behaviour reflecting underlying health difficulties
  - Mental health difficulties (e.g. anxiety, depression).
  - Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or physical: Hearing Impairment**
  - Visual impairment
  - Physical disability
  - Multi-sensory impairment

The ALN Code of Practice recognises that all children are unique and that fixed categories of additional educational needs cannot reflect the diversity of need in many young people.

For some children, ALN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, which includes where pupils access support from learning support assistants or specialist staff. Class teachers, supported by the ALNCo and the ALN Team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (based on national expectations)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers (based on national expectations)
- widens the attainment gap

**Factors which can have an impact on progress and attainment:**

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute ALN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Development Grant
- Being a looked after child
- Being a child of service personnel
- Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN. Any concerns relating to a child or young person's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

In deciding whether to make special educational provision, the class teacher and ALNCo will consider all of the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also

include early discussions with the pupil and their families to determine the child's strengths and difficulties.

## **SECTION 4: A Graduated Approach to ALN Support**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have ALN. Additional intervention and support cannot compensate for a lack of good quality teaching. At St Cyres School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

Where a pupil is identified as having ALN, action is taken to remove barriers to learning and effective additional educational provision is put in place. This ALN support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



### **Assess**

In identifying a child as needing ALN support, class teachers working with the ALENCo will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment as well as information from our school's core approach to pupil progress, current attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of families, the pupils' own views and, if relevant, advice from external support services.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and appropriate interventions

are put in place and monitored. For some types of ALN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

## **Plan**

Where it is decided ALN provision is necessary, the student will be formally recorded on the ALN Register and an ALN IEP will be drawn up. The ALNCo, informed by the child, parent and class teachers will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the ALNCo and in consultation with the families and the student, will be responsible for implementing the ALN IEP. Families are made fully aware of the planned support and interventions and it is expected that families reinforce or contribute to progress at home.

## **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the student. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The ALNCo supports the class teachers in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the ALNCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Statements are, in many cases, issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of the cases the Local Authority may be requested to make a statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via our school's usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (families, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the Local Authority in no more than 20 weeks.

Any statement issued is specific to a particular need to meet clearly defined objectives and the

Local Authority provides additional resources to meet these needs. The statement is reviewed annually and families will always be involved in monitoring progress.

**Support available for improving the emotional and social development of pupils with ALN**

St Cyres School is committed to supporting all aspects of a child’s well-being and offers a variety of interventions to assist with this. Some of our provision in this area are as follows:

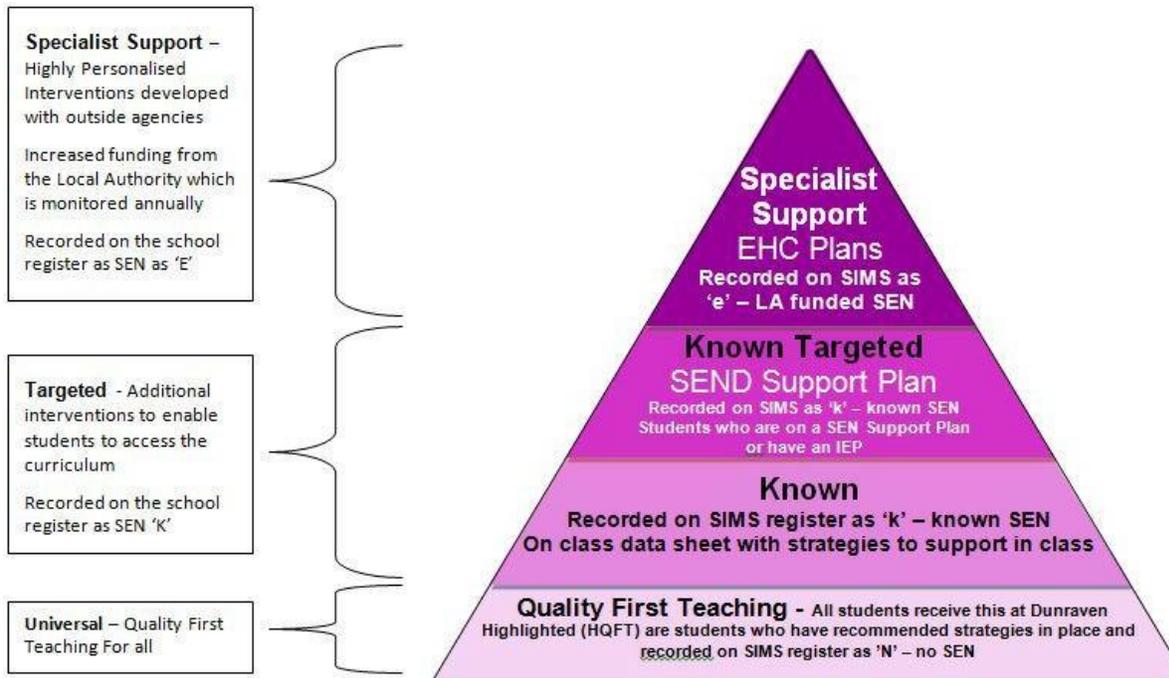
**Pupil Support Department**

This team is made up of Mentors for Learning, Cary Ann Tyler, Tracey Gimblett and Fiona Hobbs who support pupils with emotional and social difficulties that impact on their behaviour. The support is provided in 1:1 or group sessions and focus on self-concept, managing emotions, organisation, social skills, looking ahead and growth mindset. Mentees are responsible for putting together an action plan while engaging in a solution-focused programme. Mentors for Learning are also responsible for facilitating Restorative Justice sessions to help resolve conflicts between pupils.

There is a strong focus on academic learning in a small, supportive environment where attention to individual needs, educationally, socially and emotionally can be flexible and highly specific.

The climate is personal and positive, establishing routine and fostering trust with pupils and parents/carers. Expectations are very high. Staff ensure that pupils are able to develop strategies to overcome their personal obstacles and achieve or exceed their targets. Being confident and independent enough to find an appropriate path forward is an important part of this.

**Section 5: Managing the needs of pupils on the ALN Register**



### **Quality First Teaching:**

All lessons at St Cyres are planned and delivered through QFT.

### **School Action:**

Pupils who we recognise as having some kind of additional educational need fall into our 'Known' category. On SIMS they are recorded as 'SA'. This shines the light on each of these pupils highlighting to teachers the need to plan for their needs to enable them to access the curriculum.

### **Individual Education Plan (IEP) and ALN Support Plans**

Pupils who have the long-term support of ALN provision will be monitored by the ALENCo and the ALN Team and will have their needs recorded on an ALN Register. These pupils will be recorded at School Action Plus level. These pupils will have an Individual Education Plan (IEP) which is reviewed every six months by the ALNCo. Pupils in this category of support may need increased and sustained provision at which point these plans are reviewed at least three times a year and families are invited to attend additional meetings with their child. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the Plan. Updated ALN IEP Plans are sent home to families after each review.

### **One Page Profiles**

In line with the up-coming, revised ALN bill, we have already started the process of 'Person Centred Planning', and are completing One Page Profiles with a number of ALN learners. This process is on-going, in readiness for the new ALN Code of Practice.

### **Statement of Need**

If a pupil has complex needs, they may have a Statement of ALN. A formal review will take place each academic year (Annual Review). Families and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision that is in place. Pupils with a Statement may also have a Multi-Agency Provision Plan (MAPP) to monitor short term targets. This will be reviewed regularly by the ALENCo and shared with families/carers. Some pupils being supported individually by an LSA may require more frequent communication with the parent/carer and it may be appropriate to use a communication diary.

### **In class support**

All pupils identified as having an ALN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with statements of ALN are supported in class according to the requirements of their Statement. Any additional adult support is carefully managed.

If a pupil does not have a statement, individual in-class support is not routinely offered; however, this can be considered in extreme cases if deemed necessary. In all cases, we ensure that strategies to support pupils who have been identified with ALN are included on their ALN IEP Plan.

## **Interventions**

There are a wide variety of additional interventions which can be used to support pupils.

These include:

- Catch Up Literacy
- Toe by Toe
- Reading Reflex
- Power of TWO
- KAZ
- Speech and Language Groups
- The anxiety gremlin
- Talkabout
- Nurture
- ELSA
- CBT

Additional interventions are also offered depending on the need of the student.

Where necessary, this additional support is provided through small group or 1:1 intervention where students will be withdrawn from non-core lessons for the period of the intervention, usually by a fully trained Learning Support Assistant.

## **Involvement of specialists**

St Cyres School has access to a number of professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists.

The referral process varies according to the agency. Nevertheless, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

In some cases, families choose to have their children assessed privately for learning difficulties/disabilities. While our school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. The school follows strict Local Authority guidelines as to what scores are considered

within national averages (typically, percentile scores of between 16th and 80th percentile and standardised scores of 70 and above) and support will be offered as per the graduated approach.

### **Transfer arrangements**

The ALNCo and staff liaise over the external transfer of pupils with ALN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 students transferring to St Cyres School have the chance to visit the school during our transition days. For pupils with ALN additional visits to the school can be arranged. The ALNCo and other St Cyres representatives visit primary school to talk with the pupils in their primary school. The ALNCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. As part of the transition, ALN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements, the child's plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision.

### **Enhanced Complex Needs HRB Provision: HRB Resource Base**

The school offers Specialist enhanced provision through the Hearing Impairment Resource Base (HRB). This offers placement to a cohort of Pupils each year who access this provision by having a Hearing Impairment identified in their Statement. Admissions for the HRB Resource Base are made via the Local Authority ALN Admissions Panel. Please contact the Vale of Glamorgan Complex Needs Officer for more information about this resource.

### **Enhanced Complex Needs PI Provision: PI Resource Base**

The school offers Specialist enhanced provision through the Physical Impairment Resource Base (PIB). This offers placement to a cohort of pupils each year who access this provision by having a Physical Impairment identified in their Statement. Admissions for the PIB Resource Base are made via the Local Authority ALN Admissions Panel. Please contact the Vale of Glamorgan Complex Needs Officer for more information about this resource.

## **Section 6: Criteria for Exiting the ALN Register**

As a pupil starts to make adequate progress (as outlined in the Code of Practice), support will gradually be reduced. Where for two terms or more a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, the pupil will be removed from the ALN register. Their progress will continue to be carefully monitored and reviewed regularly.

## **Section 7: Supporting Students at School with Medical Conditions**

St Cyres recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education.

Some children with medical conditions may also be disabled and where this is the case, we will comply with the Equality Act 2010. Some may also have ALN and may have a Statement which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice is followed.

If a pupil has an additional medical need, a detailed Care Plan will be compiled in consultation with families/carers and professionals as appropriate and which will be shared with relevant staff. Mr Stuart McDonald (Assistant Headteacher) is responsible for all Health Care Plans.

## **Section 8: Monitoring and Evaluation of ALN Provision**

ALN provision is evaluated and adjusted regularly. This is done by:

- Classroom practice being monitored by the Senior Team (SLT), ALNCo and Directors of Faculty
- Analysing pupil tracking data
- Comparing value-added data for students on the ALN register
- Meetings of families and staff to plan outcomes and recognise progress or shortfalls
- Looking at how effective the ALN provision has been in relation to the resources allocated
- Monitoring of procedures and practice by the ALN link Governor
- Annual School Self Evaluation processes and heightened importance in the School Development Plan, in line with preparing St Cyres for the New ALN Code of Practice.
- Other Local Authority visits, meetings and inspections, which enable our school to compare provision to other schools and help identify best practice.

## **Section 9: Funding for ALN**

The Local Authority and Governing Body allocates money for the faculty for the financial year. Support teaching is allocated to classes, taking account of staff availability and expertise, and the needs of the pupils within the class. There can be some degree of flexibility with regard to the allocation of support teaching in response to need. When IEPs are written, thought is given to the resources necessary to implement any intervention successfully. The resources (personnel and equipment) allocated to statemented pupils are monitored by the ALNCo as to their distribution and efficacy.

## **Section 10: Training Teachers**

At St Cyres School our teachers are access high quality ALN training to enable them to support students. They are supported by experienced LSAs who also have expertise in a range of areas including literacy, numeracy, speech and language, occupational therapy, visual impairment, hearing impairment and Autistic Spectrum Disorders.

Through the monitoring and evaluation of ALN provision, the ALNCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the ALNCo or other experienced staff) or delivered through specialist agencies externally.

Whole school in-house training sessions are arranged, as appropriate, in response to particular needs within our school, where the current focus is on preparing all staff for the new ALN Bill. The ALNCo participates in the Regional Implementation Plan, attending all programmed funded events. The ALNCo runs ALN Staff Training covering the legal provisions necessary to commence the ACT and to provide for transition from SEN to the ALN system, which includes the following areas:

- Making the best use of Teaching Assistants
- School Readiness for the ALN ACT
- Person Centred Practice
- ALNET ACT rights and responsibilities

## **Section 11: Roles and Responsibilities**

### **The Governing Body is responsible for:**

- Appointing a member of the governing body or sub-committee with specific oversight of our school arrangements for ALN and disability.
- Ensuring that there is a qualified teacher designated as ALNCo for our school.
- Taking account of ALN pupils when planning all matters for our school as a whole. The Governing Body believes that good ALN provision benefits all students.

- Working with the head teacher and ALNCo to determine our school's general policy and approach to provision for children with ALN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require ALN support.
- Considering ALN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in our school's self-review and continuous improvement plans.
- Publishing information on their websites about the implementation of their policy for students with ALN, which will be updated annually or when information changes.

**The School Team is responsible for:**

- Regularly reviewing how expertise and resources used to address ALN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for students with ALN, and the progress made by pupils.
- Identifying any patterns in the identification of ALN both within our school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

**The ALNCo is responsible for:**

- Working with teachers to ensure day to day implementation of the ALN policy.
- Planning for all the Additional Needs provision at St Cyres – including resources, staffing, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on ALN identification, management and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.
- Setting LSA performance management targets and ensuring they have the resources to achieve them.
- Arranging external specialist assessment and support programmes and ensuring that their recommendations and advice is shared and implemented.

- Monitoring the regular review meetings of ALN pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the ALN Governor.

**Class Teachers are responsible for:**

- The progress of all pupils in their class including those with ALN.
- Including ALN pupils fully in their delivery and teaching of the Welsh National Curriculum by providing appropriately differentiated learning outcomes for ALN students. This means that wherever possible all children will follow a similar curriculum and lesson plans, but their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the ALNCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting families at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to families to let them know how a child is progressing towards their ALN learning outcomes, including planned reviews.

**Learning Support Assistants are responsible for:**

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with ALN within the class.
- Implementing and managing the differentiated programs prepared by the teachers/ALNCo.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including ALN IEP Plans and Statements.

**Section 12: Reviewing the Policy**

The ALN policy is reviewed annually by the Learning Support Faculty and the Governing Body to take into account any changes made to the Code of Practice or Vale of Glamorgan Guidelines.

## **Section 13: Accessibility**

### **Facilities:**

St Cyres School is fortunate in having a modern building which incorporates ramps, accessible toilets and lifts and is therefore usable by children with physical disabilities and those using wheelchairs. The school's main buildings are DDA compliant. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

### **Statutory Responsibilities:**

The school's Accessibility Plan G31 can be found in the school handbook.

## **Section 14: Dealing with Complaints**

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if families are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the Head of Year.

If the parent is not satisfied with the Head of Year's response or about ALN provision, complaints should be addressed to the Assistant Headteacher Ms Usha Hirani, and Mr Rob Bruton. They should be contacted via our school office.

If the complainant remains dissatisfied, complaints should then be made to the Headteacher or the Chair of Governors. The Principal or Chair of Governors should be contacted via our school office or via the Clerk to Governors.

Should the matter still not be addressed satisfactorily then the parent should refer to our school's Complaints Policy G22.

It is recommended that families obtain impartial information and advice on their expectations and entitlements. The Vale of Glamorgan have provided an independent free and voluntary service SNAP CYMRU, who provide impartial advice.

Updated Autumn 2019

Review Autumn 2020