

**YSGOL  
LLANYBYDDER  
SCHOOL**



**ALN  
POLICY**

**2018-19**

## **Introduction**

**The ALN Educational provision at Ysgol Llanybydder School is coordinated by the ALNCO Mrs MW Davies, in close consultation with the Headteacher and teaching staff.**

### **AIMS**

- At Ysgol Llanybydder, we believe that all children benefit from a broad and balanced curriculum and are entitled to full access to the National Curriculum. However, we recognise that learning difficulties can significantly restrict this access and therefore give priority to the development of basic skills in Numeracy and Literacy.**
- At Ysgol Llanybydder we aim to develop the full potential of each child. It is, therefore, important to ensure early identification of additional learning needs whether physical, emotional, social, behavioural or educational (both particularly low and high in attainment). Identification will result in an appropriate strategy to cater for those additional needs.**
- In the majority of cases, early identification is made by the class teachers, parental concerns or an outside agency. This will initiate a speedy response from the school. The difficulty may require further diagnostic assessment from the Additional Learning Needs Co-ordinator (ALNCO) or referral to an outside agency such as speech therapist, physiotherapist, occupational therapist, educational welfare officer, educational psychologist or behaviour support community team.**
- An appropriate plan of action to address difficulties will be drawn up; this is called an Individual Educational Plan (IEP). The purpose of the IEP is to give a flexible but structured response to difficulties. Children who have been identified as requiring additional support for behavioural issues are provided with a Behaviour Support Plan (BEP) or in the case**

of a child having both learning and behavioural difficulties, the targets for behaviour are included on the IEP.

**The procedure for reviewing is:**

- Children on the ALN register at stage; School Action, School Action Plus and children with statements will have IEPs in accordance with the guidance from the Carmarthenshire Inclusion Handbook for Schools.
- IEPs will be formally reviewed at least bi-annually but usually each term.
- The children on the ALN register will be re-assessed termly, in line with the school's assessment policy.
- The assessments are utilised as part of the planning for continuous improvement.
- The necessary adjustments and alterations identified from the assessment process will be made to the IEP. The issues for consideration in the IEPs are condensed into targets within the individual target books and are focused upon as part of the child's daily learning.
- Parents are aware that they can discuss their child's progress with the class teacher at any mutually convenient time. In addition, parents are given the opportunity to formally re-view and discuss their child's IEP during any of the open evenings that are held on a termly basis.
- Formal reviews for statemented children are held annually with both parents and external agencies being invited to discuss the child's progress with the ALNCO.
- Children with Statements have IEPs targeted for their specific learning, medical, emotional, and behavioural difficulties. The teacher and LSA responsible will ensure that the IEP is addressed during the delivery of the curriculum.
- It is important to recognise that children who have been experiencing learning difficulties have a low self-esteem. It is, therefore imperative that these children experience success, in order to enable them to develop self-confidence and thus motivation. A great deal of emphasis is placed therefore on

praise, reward and celebration of achievement via merit points and the award for “Seren yr Wythnos” from each class.

### **Educational Inclusion:**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences. We successfully use circle time, talking partners and thinking skills to enhance learning opportunities.

Teachers’ respond to children’s needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children’s understanding through the use of all available senses and experiences;
- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to play an active part in their own learning.

### **School’s Accessibility plan**

This is closely linked and interrelated with many other aspects of the school life and environment. At Ysgol Llanybydder everyone endeavours to ensure that no pupils are compromised as a result of their disability/learning difficulty. We consult closely with all outside support agencies to enable them to have equality of opportunity in every aspect of the curriculum and extra curricular

activities. (Please refer to Ysgol Llanybydder's Accessibility/Disability Equality Policy).

## **ORGANISATION**

### **Staffing, partnership with parents and outside agencies.**

The school recognises that a school's staff is its major resource. Positive relationships between teachers, support staff and pupils are fundamental to the success of all children.

### **Teachers**

The ALNCO has regular discussions with both teaching and support staff with regards to current concerns, progress of individuals and all issues relating to additional needs of children within the school. Teachers are fully informed of all developments in debriefings and at staff meetings. The ALNCO keeps a record of the matters discussed. Class teachers are consulted about IEPs and BEPs and have full access to all documentation. The ALNCO discusses with the class teachers the individual needs of the pupils as part of an ongoing programme to ensure continuity and progress. Teachers' planning reflect the pupil's IEP.

### **Governors**

The Governing Body is committed to maintain an Additional Learning Needs provision in the school. The Head teacher updates the Governing Body on the management and development of the ALN provision via the Head teacher's report.

### **Parents**

The school encourages open dialogue between parents and teachers. It recognises how crucial involvement is to the progress of pupils. This is particularly true of children with learning difficulties whose parents are able to make a mutually convenient appointment with the class teachers to discuss problems and progress. In the case of children with behavioural difficulties, parents are encouraged to work closely with the school to provide

a consistent approach towards dealing with behaviour. The use of reward charts and home/school log books have proved successful.

### Outside Agencies

The school also has access to various external support agencies: Carmarthenshire LEAs Pupil Progress Officer, Speech Therapist, Occupational Therapist, Visual and Hearing Impairment Support Services, Health Visitor, School Medical Services, Social Services, Educational Welfare Services and Educational Psychologists Services. It is important to work in close co-operation with Carmarthenshire ALN services in order to make full use of their expertise.

### Links with other schools

The school has close links with the local comprehensive school. The ALNCO of Ysgol Bro Pedr meets with Ysgol Llanybydder's ALNCO in the summer term prior to transition of Year 6 pupils who are on the ALN register. Relevant documentation is forwarded to the comprehensive school prior to the end of the summer term. In addition, the Headteacher or ALNCO of Ysgol Bro Pedr are invited to attend the last Annual Reviews before transferring to Year 7.

### Identification and Assessment

- An on entry assessment is undertaken during the term of a child's 4<sup>th</sup> birthday. This usually gives the first indication that there are concerns about a child on entry to a school.
- Identification may be by class teacher observation.
- The involvement of outside agencies and prior concerns of pre-school provision.
- Expression of parental concerns.
- In line with the school's annual assessment policy, children are assessed using NFER Progress in English and Mathematics and Swansea Reading test starting in Year 2 throughout the school.
- Children who are experiencing difficulties will be further assessed.

### Procedure

**In accordance with “The Carmarthenshire Inclusion Handbook for Schools”, the following procedure is undertaken if there are concerns about an individual child:-**

- **N stage**
  - **School Action**
  - **Action Plus**
  - **Statement**
- **Children with learning difficulties will be placed on the ALN register (see above list of stages). Before placing a child on the ALN register, the reason will be fully discussed with parents.**
  - **Teacher observations and/or assessment indicates areas of concern, the class teacher will consult with the ALNCO and the child is placed on the appropriate stage.**
  - **All pupils on any stage of the ALN register are reviewed termly, and if progress or increasing concerns are noted, pupils will move up or down on the register as necessary. Following discussion extra testing or intervention will take place if required. Parents are kept informed.**
  - **Referral – pupils on Action Plus will be referred to outside agencies if appropriate. The head teacher, ALNCO and class teachers will consult regarding referral priorities. No child can be assessed by an outside agency without parental permission. The ALNCO in liaison with the pupil’s class teacher will complete the necessary documentation.**
  - **Outside agencies will visit the school to observe the child and give advice to the ALNCO/class teacher. These strategies are then incorporated into the child’s IEP, discussed with parents and anyone else working with the child.**
  - **A follow up visit from Outside Agencies will address any ongoing problems or issues. If the strategies are working and progress is being made the child remains at Action Plus on the ALN register. If the child continues to experience considerable difficulties and is not making progress than it may be that in discussion with the parents and professionals, that the child should be put forward for further assessment.**

- **Statutory Assessment is undertaken in line with Carmarthenshire's guidelines.**

**THE HEADTEACHER AND PARENTS ARE MADE FULLY AWARE OF ALL RELEVANT DOCUMENTATION BEFORE BEING FORWARDED TO THE LEA.**

### **Allocations of resources and provision**

- **The provision for the Foundation Phase pupils are provided for by the teachers. Children in Year 2 who are experiencing difficulties receive small group work by an LSA e.g. Dyfal Donc.**
- **Pupils in Year 3,4,5 and 6 who are experiencing difficulties are withdrawn for individual targeted support e.g. Dyfal Donc, Llythrennau a Synau and RWI One to one.**
- **Statemented pupils are supported by a LSA as appropriate to the provision stated in their statement.**

### **Differentiation**

**It is recognised that all children are individuals even when they are taught as a class. They bring different skills to the lesson and take different knowledge and skills away as a result of it.**

**Teachers differentiate in different ways at different times.**

**Differentiation is carried out in terms of:-**

- **Expectation and outcome**
- **Teachers response**
- **Tasks**
- **Support**
- **Time**

**With teachers response and support being the most important aspects.**



**A successful activity is seen as one where there are extensions to challenge the most able and support the least able. Differentiation is noted in each teacher's planning for the class.**

### **Children with Behavioural Problems**

- **Detailed records are kept on all children with behaviour problems by the class teacher. If a child gives cause for concern, their behaviour will be assessed.**
- **Behaviour Modification programmes are graded according to the extent of disruptive and unacceptable behaviour.**
- **Initially a child whose behaviour is unacceptable, will be sanctioned by the class teacher, ALNCO and Head teacher if necessary. Parents will then be contacted, in order to promote consistency and continuity for positive behavioural management.**
- **If there are persistent difficulties with behavioural modification a referral to the Behaviour Support Community Team will be made**
- **If a child's behaviour becomes very disruptive and normal sanctions/strategies fail, the child will be suspended for a cooling off period of three days.**
- **A pupil will only be excluded if all other measures have failed.**
- **Good behaviour will receive positive re-enforcement in the form of praise and other suitable rewards.**



### **Complaints Procedure**

**In the first instance complaints will be dealt with by the Class Teacher or ALNCO who will report back to the Head Teacher. The**

school has a complaints policy, which is communicated to parents via the school prospectus and this followed.

**Evaluation of Effectiveness of Provision**

The success of the school's Additional Learning Needs policy is monitored by continuous consultations between the Headteacher, ALNCO and whole staff. Further consideration is given to feedback from parents, pupils, governors and teachers. The LEA and Educational Psychologists' Service will be involved as appropriate.

	Name	Signature	Date
Chair of Governors	Daryl Thomas		12/1/2018
Headteacher	Gareth Rhys Jones		12/1/2018

Review Date	12/1/2019
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