

Additional Learning Needs and Inclusion Policy



'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb ar gyfer dyfodol disgair'

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Reviewed By	Governing Body

This policy is a	School Policy using LA / WG guidelines
This policy is	Statutory
Key references	TBA
Staff Area / Subject Leader	Jo Davies and Kathryn Mountain
Link Governor	
Key Personnel in Policy	Head Teacher, ALNCo
Training / Accreditation	N/A
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Aims of Policy:

- To outline policy and procedures for identifying pupils with ALN (Additional Learning Needs).
- To outline policy and procedures for ensuring provision for pupils with ALN is appropriate and meets statutory guidelines.

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- To outline actions taken to ensure school is inclusive of all learners.

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Rationale:

Clytha Primary School is committed to providing an appropriate and high quality education to all the children in our school community. We believe that all children, including those identified as having additional learning needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Clytha Primary is committed to inclusion. Part of the school's strategic planning for improvement in our Equalities Plan, is to promote a learning environment with improved access for all.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with additional learning needs
- learners who are disabled
- those who are more able and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase (FP) pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Clytha Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Clytha Primary sees the inclusion of children identified as having Additional Learning Needs (ALN) as an equal opportunities issue,

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and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an ALN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The ALN Leadership role is shared between Miss Mountain and Mrs Davies, the Head teacher and both report regularly to the staff on this area.

An appointed ALN Governor meets with the ALN Leader termly so that they are informed and updated on ALN issues in school.

Objectives

1. To ensure the ALN Bill and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with additional learning needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, ALNCo, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having ALN at **School Action** or **School Action Plus**.
6. To ensure that pupils with ALN are perceived positively by all members of the school community, and that ALN and inclusive provision is positively valued and accessed by staff and parents / carers.
7. To ensure that we are able to meet the needs of all pupils in our school community.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents / carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating ALN provision

1. The ALNCo will meet with each class teacher at least three times a year to discuss additional needs concerns and to review ILPs.
2. At other times, the ALNCo and SENCo will be alerted to newly arising concerns through discussions with teaching staff.
3. Reviews will be held three times a year for all children on the ALN register.

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4. Targets arising from IDP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The ALNCo monitors planning for ALN.
6. The ALNCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with ALN.
7. ALN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the ALNCo and by trained teaching assistants (TAs) throughout the school. Support through interventions and programmes to meet the learners' needs. This is funded from the school's annual budget. The support timetable is reviewed annually, by the ALNCo and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, ALNCo and outside agencies liaise and share developments in order to inform reviews and forward planning.
9. In addition, we run our 'Two o'Clock Club' to develop social interaction and nurture basic skills to help independence.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Assessment of Foundation Phase outcomes at end of each year
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of ALN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, ALNCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in '**Criteria for Assessment**' (Newport City Council)

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and

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individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

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The responsibility for planning for these children remains with the class teacher, **in consultation with the ALNCo**.

A child receiving support at **School Action** will have an Individual Development Plan (IDP).

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. Our IDP procedure at Clytha, includes involvement and input from the child and family. It is an agreed process that all can work towards. The Teaching Assistant involved, will be part of this process, showing the targets and way forward. Progress is measured against the targets continually and formally recorded.

Monitoring will be carried out on a regular basis (at least half-termly). Significant achievements and difficulties will be recorded. The ALNCo will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

IDPs will be reviewed three times a year, although some pupils may need more frequent reviews. The ALNCo will take the lead in the review process.

As part of the review process, the ALNCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A child receiving support at School Action Plus will have an IDP. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

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School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA whose weekly Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LAs current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the ALNCo to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The Schools Arrangements for ALN and Inclusion In-Service Training

- The ALNCo attends regular cluster meetings to update and revise developments in ALN and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the ALNCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school according to need, following discussion with the ALNCo as to the purpose of each visit.
- The LA Advisory Teachers visit regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from outside services are used where we do not have the necessary in-house expertise – where possible.
- Teachers from SENCOM currently work in school to support children, both with and without

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Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to ILP reviews.

- The ALNCo liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. GEMS
 9. Hearing/Visual Impaired Services
 10. Dyslexia Wales

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The ALNCo will attend this meeting if appropriate.
- At review meetings with parents / carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents / carers can help at home; we ensure these are specific and achievable and that all parents / carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ILP / IDP targets sometimes include targets to work towards at home, and parents / carers are always invited to contribute their views to the review process. All ILPs / IDPs and reviews will be copied and sent to parents / carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents / carers and distributed on request. Parents / carers may be invited to work alongside pupils in the classroom where this is appropriate.
- ALN workshops are offered for parents / carers to attend, when appropriate.
- Parents / carers evenings provide regular opportunities to discuss concerns and progress. Parents / carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents / carers are able to make a complaint by contacting the Headteacher and by following our complaints procedure, available from the school office or on the school website www.clythaprimary.co.uk

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Links with other schools /Transfer arrangements

Foundation Phase staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the ALNCo after this meeting. Where necessary the ALNCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an ALN issue the ALNCo will telephone to further discuss the child's needs. At transition to secondary school the ALNCo will discuss individual pupil needs with the receiving school.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the ALNCo, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the ALNCo if there is a concern they would like discussed.
- There are many voluntary organisations supporting ALN. The ALNCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Parent's/carers will be made aware of relevant information sent from organisations.

Inclusion Principles

- Staff at Clytha Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Access Plan)

Clytha Primary School is a two site school, with Foundation Phase and Year 3-6 departments in separate buildings. There is a one-level entrance into the Foundation Phase building and steps/lift access to the Y3-6 building.

- There are two multi-purpose toilets enabling wheelchair access, which is in the Foundation Phase building and another in the Y3-Y6 building.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps and hand rails) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (blinds, quiet areas). See Hearing/Visual Friendly Protocol
- An access audit of the school has been carried out and an action plan is in place.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

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- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly base curriculum, and that the Foundation Phase and National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Clytha Primary uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

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Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission to reception is on a part-time basis for the first two weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with a Statement of ALN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of additional needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.
- Our Diversity Project across the school includes visits from Paralympians and disabled people, to inspire and educate. We are looking to improve provision for those with a disability, including ASD pupils and those with a Hearing Impairment or specific learning difficulty.

Terminology, imagery and disability equality

Equalities Statement

OUR VISION FOR EQUALITY AND COMMUNITY COHESION

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

The school has a disability scheme involving consultation with parents, staff, governors and the community. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to additional learning needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

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We aim to make optimum use of whole-school Diversity Projects, Collective Worship, texts, issues, SEAL and PSE/PSWBCD time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

Clytha Primary encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

Clytha Primary recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in a part of the school that is accessible.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. CD, DVD, large print, telephone, email etc.

Disability equality and trips or out of school activities

Clytha Primary tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at our afterschool activities.

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of ALN provision, along with the information required by the Disability Discrimination Act.

In our pursuit to meet the needs of all learners, we have trained all staff in Hearing Impairment Awareness and have developed a whole-school Hearing Impairment Awareness Protocol.

We have also benefitted from whole-school Dyslexia/Specific Learning Difficulties training and have developed a 'Dyslexia Friendly Classroom' Protocol. We have long been an ASD Friendly School, with all staff trained in ASD strategies including the TEACHH and PRINT approach. There is a whole-school consistency with our ASD ??? use of schedules, decluttered classrooms and individual schedules. The ALNCO and TA are working on the WG pilot programme- 'Learning with Autism'.

The 'Two O'Clock Club' is our innovative provision for nurturing, the development of social skills and independence for our most vulnerable learners.

Parent sessions include Nessy, where we seek to involve and develop our shared approach at Clytha. Information will be given to the governing body as to the numbers of pupils receiving additional educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy

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changes.

ALN and Inclusion is a standing agenda item at all full governing body meetings, which are then discussed as necessary.

This policy will be reviewed every year by the schools' Senior Leadership Team and ALNCo.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher, or the ALNCo who will try to resolve the situation.

If the issue is not resolved the parents should raise it with the Headteacher. If there is still no resolution the parents should follow the Complaints Procedure.

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