



**POLICY FOR ADDITIONAL LEARNING NEEDS**

Achievement, Challenge, Excellence

*' A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'*

Name of policy	<b>A.L.N. Policy</b>
Author of policy	<b>Catherine Lambert</b>
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**1. Introduction**

This document is a statement of the aims, principles and strategies for the identification and management of children with additional learning needs at St Clare's school. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

St Clare's is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with additional learning needs (ALN) is at the discretion of the head teacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may

involve the use of specific tests. The head teacher will discuss the needs of the individual child with the school's Additional Learning Needs Coordinator (ALNCO). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

## **2. Principles**

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with additional learning needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for ALN.
  
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
  
- c) Early intervention: We recognise the importance of early identification and assessment of children with additional learning needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's additional learning needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some additional learning needs arising at all, and can minimise others.
  
- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the ALNCO and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
  
- e) All children have a right to a broad, balanced and relevant education. We believe that ALN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
  
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our ALN provision aims to actively involve children in this process in light of their age and understanding.
  
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning

and development. We will fully inform them about ALN provision for their child(ren), and take their views into account in respect of their children's needs.

- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

## **Aims**

The aims of our Additional learning needs provision at St Clare's are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEN (DfES 2001) and the Equality Act 2010*;
- to give every child with ALN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

## **3. Definitions**

**Definition of ALN** [SEN Code of Practice, 2001, p.6]

A child has additional learning needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

ALN can be categorised into:

- general learning difficulties;

- behavioural and emotional difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

**Definition of Disability** [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

#### **4. Roles and responsibilities**

Provision for children with additional learning needs is a matter for the school as a whole. In addition the school's head teacher, the ALNCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with additional learning needs.** Teaching such children is therefore a whole school responsibility.

Paragraph 5.2 SEN Code of Practice 2001

#### **The role of the ALNCO**

ALN arrangements are coordinated by the ALNCO whose role includes:

1. overseeing the day to day operation of the school's ALN policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;

5. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using IEPs and other records;
7. maintaining the school's electronic ALN register and overseeing other records for all pupils with ALN;
8. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with ALN, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and externally as well as networking with other ALN coordinators in Cognita schools;
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. managing the ALN team of teachers and TAs/ LSAs.

It follows from this that the ALNCO has planned time to administer the school's ALN arrangements.

### **The role of the teachers**

1. identify pupils of concern and liaise with ALNCO;
2. keep notes on ALN pupils in the system;
3. plan work for pupils at school action level;
4. liaise with ALNCO to plan work for pupils on school action plus level;
5. to review and write IEP's when required (supported by ALNCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about ALN children that they teach; and
8. liaise with the parents of identified pupils.

### **The role of the head teacher**

1. ensure that the ALNCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;

2. liaise with ALNCO regularly regarding individual children;
3. discuss staff training needs with ALNCO;
4. in discussion with ALNCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on ALN with the school's Cognita Education Officer.

## **5. Processes**

### **Identification**

Early identification and assessment of a child with ALN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and ALNCO will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the ALN register.

### **ALN Register**

At St Clare's we have due regard for the guidance in the Code of Practice which accompanies the ALN and Disability Act 2001.

The Code of Practice states:

"It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff."

COP 5:38

Our ALN register follows the following stages and children may be moved on or off the register at any point.

#### a) Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the ALNCO is informed.**

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the ALNCO who will then discuss it with interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

#### b) School Action

A pupil moves to school action if it is felt that staff, in consultation with the ALNCO, have identified that the child has additional learning needs which require additional support. Interventions are necessary that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Education Plan (IEP) is then drawn up by the ALNCO in consultation with the class/ form teacher for all pupils at school action which is reviewed and rewritten at least twice yearly in consultation with the parents/carers of the pupil. The IEP may be as part of a group of pupils with similar needs. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class and support teacher may decide that the child will come off an IEP and be monitored by the teacher whilst still receiving any necessary differentiation. At this time the ALNCO may set targets to ensure that progress is maintained, the parents/carers will be informed and their views taken into account before the decision is made.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or ALNCO, so that together they meet the child's needs. They should ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum. Parents/carers must be informed about School Action support.

#### c) School Action Plus

A pupil moves to school action plus if despite receiving an individual programme they continue to make little or no progress. The ALNCO works with the class/form teacher to complete forms for referral to outside agencies and the ALNCO provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class/form teacher, the ALNCO and assistant, if there is one, must work closely together to provide a comprehensive support programme for the child. The class teacher and ALNCO should revise the IEP in consultation with any other professionals involved with supporting the child in school. School Action support must remain in place and all those involved must keep clear records. IEP's will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where School Action Plus intervention proves successful, the child may revert to School Action. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

#### d) Statutory Assessment and Statementing

For a very small number of pupils, progress at school action plus may still not adequately support their needs. At this point parents can request a Statutory Assessment from the Local Education Authority, preferably with the support of the teachers and ALNCO and following consultation with the Head Teacher. The ALNCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, *School Action* and *School Action Plus*. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the ALNCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in a Statement of Educational Needs. A pupil with a statement will have their progress reviewed every six months with teachers/ALNCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the ALNCO to collate these records and to maintain the pupil's file.

### **Procedures relating to the ALN register**

#### **Records**

The ALN provision records are as follows:

- **Records of Concern/Nursery observations** are kept by the ALNCO in the school office and in the pupil's file. Blank copies can be found in the class ALN file or by applying to the ALNCO.
- **Assessment and progress files** are kept by the ALNCO in the office, in the pupil's file and the class file.
- **Initial Parent Contact forms** are kept by the ALNCO and in the pupil's file.
- **IEPs** are kept by the ALNCO. Copies are kept in the pupil's file. For all years the IEP's are on the school intranet system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **Data from school based assessments** are stored on the intranet in a separate folder titled "Learning Support". It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the ALNCO has made.
- It is the responsibility of the ALNCO to draw the attention of the teachers to the assessments.
- **IEP review forms** are kept with the relevant IEP's in the above places.

- **Any other records**, Educational Psychologist's reports, Speech therapy notes etc are kept by the ALNCO in the school office with copies in the pupil's file.
- **The register of pupils with additional learning needs** is on the staff intranet and all records are updated by the ALNCO when appropriate. The ALNCO emails all staff drawing their attention to the list when it is updated and at the start of each term.

These records will be kept in two separate registers: an *active* register detailing provision for all pupils currently receiving support and an *inactive* register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the ALN register and it is updated. All staff have access the current ALN Register including the Alert stage list. For every pupil on the register with a current IEP, this is kept in the file which may be electronic or paper copy. IEP's are working documents and used when planning – they are accessible in a file or on the school system but remain confidential. The IEP might include arrangements for withdrawal support.

### **IEPs**

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **s**hort;
- **m**easurable;
- **a**chievable;
- **r**ealistic; and
- have a define **t**ime.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the IEP and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the ALNCO whenever they need to.

### **Curriculum access for pupils**

Special needs provision is planned, monitored and reviewed by the ALNCO, who reports to the Head Teacher and the Senior Leadership Team.

The ALNCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the ALNCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the ALNCO timetabled administrative time to meet with class/subject teachers and for the ALNCO to observe ALN children on a regular basis with the class or subject teacher's agreement.

### **A graduated response to learning difficulties**

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEN Code of Practice 2001)

### **Behaviour and ALN**

Pupils with behavioural difficulties are included as having additional learning needs even if they do not have learning, or physical or sensory difficulties.

### **Integration**

Children with ALN are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

### **Examination Procedure**

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations.

### **Personal Development**

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

### **Future Schools**

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having ALN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

## **6. Testing**

### **Assessment in primary schools**

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
  - basic background details about the pupil. This may include taster sessions;
  - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children:
  - taster days prior to entry;
  - assessment of the pupil's reading age using a test which provides a standardised score;
  - National Curriculum levels of achievement including optional SATs;
  - informal assessments by the class teacher;
  - PiPs – externally moderated – in Y2 *and possibly Y6*
  - A single word spelling test;
  - Progress in maths tests;

## Assessment in secondary schools

<b>Assessment</b>	<b>Purpose</b>
LUCID Exact	GCSE Access Arrangements Reading Comprehension Reading Comprehension Speed Spelling Handwriting Speed Typing Speed
LUCID Lass	Visual Memory Auditory/Verbal Memory Phonic Reading Skills Phonological Processing Ability Word and Sentence Reading Spelling Reasoning
WRAT 4	Word Reading Spelling Maths Comprehension
WRAT 3	Word Reading Spelling Maths
WRIT	General Ability