

Ewloe Green C. P. School

Additional Learning Needs Policy

Ewloe Green C. P. School aims to provide each pupil with the highest standard of provision for teaching and learning, affording them the best opportunities to develop in the area of lifelong learning and basic skills. The Additional Learning Needs` policy adheres to the WAG Inclusion and Pupil support document 2006. An overview of developments in this area is summarised in the “contents” section of the document.

The term Additional Needs includes those learners who require additional support, either due to their circumstances or because they have a longer term disorder or condition. In many cases, for example through sickness or where a family is experiencing temporary difficulties, children and young people may have additional learning needs for a short period only. The area of Additional Needs includes those pupils who are More Able and Talented. (See MAT policy) The area of Additional Needs incorporates the SEN area in school, but is broader still in that it caters for needs beyond the recognised “Special Educational Needs” spectrum. The term Special Educational Needs continues to be used to identify those learners who have severe, complex and/or specific learning difficulties as set out in the Education Act 1996 and the SEN Code of Practice for Wales (2002).

Objectives

- We value all the pupils in our school equally.
- We will ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- We believe that it is the responsibility of all teachers to identify and meet the AN of pupils. In this they can draw on the resources of the whole school and direct them beyond where necessary.
- We believe that every child is entitled to have his or her particular needs recognised and addressed.
- We will offer high quality support to ensure that all needs are met.
- We will ensure that pupils with Additional Learning Needs are offered access to all internal and external activities
- We believe that all pupils are entitled to experience success.
- We believe that consideration of AN crosses all curriculum areas and all aspects of teaching and learning.
- We believe that all additional needs provision is more effective if pupils and parents are fully involved.

- We value the views of the child and take them into account.
- We will acknowledge and draw on parent knowledge and expertise in relation to their child.

Roles and Responsibilities/ Co-ordination of provision

Additional Learning Needs is a whole school issue and is a part of the continuous cycle of assessment and review.

Governing Body

The school governors have a specific responsibility to oversee the implementation of the SEN policy, giving heed to its legal responsibilities and the additional policies and procedures within school. This will include the mission statement aims and objectives and inclusion etc.

In doing so Governors will have regard to the Special Educational Needs Code of Practice for Wales, the Inclusion and Pupil Support document and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their ALN policy.

The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with ALN. The Head teacher keeps the governing body fully informed and works closely with the school's Additional Learning Needs Co-ordinator. The Head teacher seeks out and shares best practice with the LA and other schools.

The School Staff

All teachers are teachers of children with ALN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's ALN policy and are aware of the procedures for identifying, assessing and making provision for pupils with ALN. Staff are responsible for adhering to the policy and practices for ALN.

The Person responsible for Additional Learning Needs (ALNCo)

The Co-ordinator for Additional Needs has responsibilities including:

- Co-ordinating provision for pupils with Additional Learning Needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with Additional Learning Needs
- Liaising with the Junior/Secondary school ANCO, Educational Psychologists, School Nurse, Speech and Language Therapists and other health services.

The ALNCO meets in a group bi monthly with ALNCOs in other schools together with the Educational Psychologist. This enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and Inclusions

Pupils with ALN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

The school will work with external agencies to provide the highest standard of provision for teaching and learning.

In order to deliver a curriculum that is broad, balanced and relevant and effective in promoting inclusion, our school will

~ identify common needs, such as the well being of all children, before moving to those needs which are specific to individuals

~ communicate effectively with all members of the school's community

~ use active, multi-sensory approaches to introduce new learning, taking account of the different learning styles and emotional needs of the children

~ provide effective learning opportunities that use a variety of stimuli, relevant contexts and frequent review to aid memory

~ have relevant learning outcomes and appropriate levels of challenge for students with additional needs/disabilities

~ differentiate learning through use of different lesson formats, pace, groupings, materials and support

~ provide opportunities for children to collaborate on activities in which learning objectives are appropriate to needs

~ develop positive and proactive responses to the management of behaviour that take account of the school environment, that recognize and respect the contributions of the children and their responsibility for their own behaviour and learning

~ include all pupils in activities outside the classroom, adhering to acceptable safety issues

~ teach all pupils about diversity and equal opportunity issues

~ involve pupils actively in their own learning and assessment, including seeking an understanding of their learning style and preferences

~ ensure that pupils have access to appropriate support and make reasonable adjustments to enable them to show their skills and knowledge enabling them to take part in assessments

~ value a wide range of achievement across the curriculum and beyond

Potentially there are many groups who could be identified as having additional learning needs which need to be addressed.

Those groups include:

Children of families in difficult circumstances

Pupils with special educational needs

Pupils with a disability

Pupils of the traveller communities

Children of migrant workers

More able and talented pupils

Those who are looked after by the authority

Pupils with medical needs

Asylum seeking/refugee children

Some pupils of ethnic minorities for whom English is a second language may also experience learning difficulties. Such children would be able to access ALN in addition to EAL support.

In Ewloe Green C.P. School, we cater for these pupils in many ways, including;

Provision for pupils with English as an Additional Language

Pupils who have English as a second language and who speak their native tongue at home are able to access the support of the EAL team, who work in conjunction with the county and the school, parents and children to set achievable targets and support the pupil on a one to one basis for one or two sessions, weekly. They usually set language targets, agreed by the class teacher, on an IEP. These are evaluated and reviewed termly or half termly as necessary.

Success Criteria - Pupils make progress that is indicated by being able to access the foundation phase/curriculum with increasing ability over a period of time. Parents become involved with their children's learning. Pupils celebrate success and grow in confidence.

Provision for pupils who obtain a part of a level that is just above the School Action level, but whose progress may remain a concern for the class teacher

At some time in the learning process, a pupil may be assessed as not making adequate progress in his/her learning. This may be identified in various ways – through tracking of teacher assessment, professional dialogue, discussion with the pupil and a meeting with parents.

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At this point it would be agreed that extra support in school could benefit the pupil. The pupil would not be placed on the ALN register but the class teacher would fill in a concern form. The pupil would access one or more of the Early Intervention Strategies available, as agreed by the teachers, pupils, parents and other professionals concerned. Under the overall supervision of the Headteacher and ALNCo (Additional Learning Needs Co-ordinator) a pupil may benefit from one of the following strategies that are part of the Basic Skills Quality Mark provision.

### **1. Catch Up** - a scheme to support pupils` reading skills

There are two staff members trained in this scheme which proves its success through a bi-annual tracking of the reading age of the pupil. Catch Up is delivered on a one to one basis. Emphasis is on parental support also and this is highlighted annually when approaching parents whose children are invited to take part in this one year course. Stickers, letters and awards are sent home to provide a vital home school link.

*Success Criteria* – children improve literacy skills, attitude and confidence. Parents are more involved with their children`s learning

### **2. Small Group Work/Booster Groups**

Throughout the school teachers will use their assessments to identify small groups who will benefit from extra phonic practice. This will be with the knowledge and/or support of the ALNCo and the Deputy Head teacher.

Success Criteria – Standards improve and children make progress that is measurable. Quality provision gives value-added results.

### **3. RM Maths/Numicon/Booster groups**

Pupils are able to access numerical strategies on a one to one basis/small group basis with a trained member of staff.

*Success Criteria* – Standards improve and children make progress that is measurable. Quality provision gives value-added results for vital basic skills.

### **Provision for pupils who exceed expectations of their age – within and beyond the curriculum – known as More Able and Talented**

Another important provision for pupils is that made for the child who performs well above the norm – they may be perceived as being particularly gifted or talented in an area. These pupils too have Additional Needs which need identifying and for which we must cater or direct.

Pupils may be identified as being more able or most able/talented in that they perform in any curriculum area or beyond the curriculum in the top 20% or 2% respectively! The Deputy Head teacher is responsible for the development of this vital area. Initially parents filled in a questionnaire to help teachers identify more able and talented children (Please see More Able and Talented policy). Teachers are dedicated to recognising strengths beyond literacy and

numeracy - strengths that set pupils in places where they may one day represent their school, county or country. Teachers may direct and positively encourage pupils into local clubs and lessons to provide differentiation/enrichment beyond the school day. IEP s with targets have been written for those identified as Most Able.

*Success Criteria* – children’s learning and access to development of skills beyond the curriculum widens. Parental interest increases. Pride in achievements – celebrated by peers in assemblies.

### **Dyslexia Friendly Schools**

We recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have difficulty learning to read or to spell and write fluently.

These pupils may be described as having specific learning difficulties or dyslexia.

We recognise that these pupils have additional needs and that these needs have to be met to the best of our ability and resources; we recognise that these people have skills and talents which need to be nurtured and developed and that they have the same right of access to the curriculum and to all the activities of the school as all other pupils.

Through all of our teaching and provision we intend to adhere to the Dyslexia Friendly Schools Policy.

### **Literacy and Numeracy Framework**

Literacy and Numeracy skills are developed throughout the curriculum. In order to emphasise their learning, children are encouraged to apply their knowledge, understanding and skills through a wide range of learning experiences.

Literacy and Numeracy skills are tracked and assessed against the framework. Progress is reported to parents regularly. Pupils in Years 2 to 6 will be tested annually in Reading and Numeracy as part of the National planned programme.

### **Equality Diversity**

We recognise diversity and the protected characteristics of our school community and adhere to the practices within the Strategic Equality Strategy Plan

### **Complaints procedures**

Parents may seek advice on resolving disagreements from the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Staff training and development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

The area of Additional Learning Needs is included within all school training. In addition staff attend training organised by the LA.

## **Parent and Volunteer Helpers**

Parent and volunteer helpers from the community are a valued and vital part of our network. They support class teachers offering additional individual and group reading sessions.

## **Behaviour**

The school adopts a whole school approach to behaviour. (See behaviour policy)

## **Partnership with Parents**

We recognise that parents have significant insight, knowledge and understanding of their children. Therefore we foster healthy relations with the families of the pupils and encourage their participation in the pupils' learning environment.

## **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with Additional Learning Needs. The school enjoys and benefits from close links with outside support agencies including Flintshire Behaviour Support Team, Education Welfare, the Educational Psychologist, CAMHS, the Sensory Impairment Service, Speech and Language Dept. Wrexham, CLASS.

**As the Additional Needs programme of support further develops, we expect to provide the Governors and all stakeholders with results that are measurable, and pupils who have developed further in their basic skills, knowledge and attitudes, resulting in a school that celebrates many successes at varying levels.**

## **COVID 19**

**Due to the ongoing pandemic, a new RA has been drawn up to reflect the required safety and management measures to ensure that the site, practices and procedures are in line with recommendations from the WG and LA.**

**The RA is overseen by the LA and Compliance and it is reviewed regularly**

**Date adopted: 2020**

**Date of review: 2023/24 or sooner (Note anticipated New Code of Practice due 2021)**

**Signed Headteacher**

**Signed Chair of Governors**