



# Ysgol Mynydd Isa



Vision	Core Values (Standards)
<b>Learning together-succeeding together</b>	> <b>Moving forward</b> e.g. <i>encouraging resilience through challenge</i>
Mission	> <b>Respect</b> e.g. <i>valuing self, others and the community</i>
<b>Believing in all</b>	> <b>Caring</b> e.g. <i>nurturing self esteem in a safe environment</i> > <b>Happy</b> e.g. <i>taking on every challenge with a smile</i> > <b>Together</b> e.g. <i>supporting all in an inclusive learning community</i>

## POLICY FOR Additional Needs

Approved On:	December 2019
Next Review:	December 2022
Signed:	

## YSGOL MYNYDD ISA

### POLICY FOR ADDITIONAL NEEDS

#### INTRODUCTION

The legal definition of Additional Needs is defined in the 1996 Education Act as follows:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

"A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught."

#### STATEMENT OF INTENT

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Additional Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

#### AIMS

- To provide a relevant broad based curriculum within a caring environment in which all pupils can develop and grow towards their full potential regardless of ability.
- To provide for and support the children with additional needs to follow the whole school curriculum and to achieve success and progress according to their potential.

#### OBJECTIVES

Our objectives for all pupils, including those with additional learning needs are:

- To be able to read, write and use numbers effectively and with confidence;
- To be actively involved in all decision making processes that occur in their education including the setting of learning targets and contributing to their individual educational plan (IEP)
- To develop the independence and self-reliance to become confident and capable learners;
- To benefit from suitable resources to support and develop their area of need;
- To have a positive attitude towards themselves, their peers, the staff and the school as a whole.

Our objectives for teaching and support staff who work with pupils with additional learning needs are that they:

- Be able to use the school's assessment arrangements to ensure that pupil's additional needs are identified as soon as possible;
- Provide pupils with additional needs full and equal access to a broad and balanced curriculum;

- Be familiar with resources and allocate these appropriately to ensure that the needs of pupils are met;
- Informed and actively encourage parents to be involved in meeting the needs of their children in partnership with the school and involved in any decision making concerning their child's SEN provision
- Make use of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate
- Set and review achievement targets on a regular basis
- Use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class;
- Foster effective communication between class teachers, support staff, AN support workers and AN Co-ordinator (ALNCo), to ensure the most appropriate provision for pupils with additional educational needs.

### **THE ROLE OF THE ADDITIONAL LEARNING NEEDS CO-ORDINATOR (ALNCo)**

The school ALNCo's are: **Mrs. Emma Curtis** (infant site) & **Mrs Sian Salisbury** (junior site)

The named **governor** for AN is: **Mrs. Sarah Parsonage**

**The ALNCo responsibilities include:**

#### **Liaison and Communication**

- Liaison with colleagues in the initial identification of children with additional learning needs and ensuring concerns are discussed with parents;
- Discussing strategies aimed at meeting the needs of such children within the classroom and from school based resources;
- Co-operating and providing guidance and support to all staff in deciding upon strategies and provision to meet the needs of such children;
- Co-ordinate the deployment of TAs supporting pupils with additional educational needs;
- Co-ordinate the day to day provision for pupils with additional needs including the co-ordination of review meetings;
- Liaising with parents and encouraging their participation in the educational and overall development of their child;
- Liaising with outside agencies as appropriate;
- Keep up to date with new developments by attending courses provided by the Local Authority and other organisations and feeding relevant information back to staff via in-house training.

#### **Record Keeping/Administration**

- Up-date the AN policy
- Help to establish individual education plans (IEPs) in line with EYA/School Action/EYAP/School Action Plus
- Carry out analysis and assessment of the pupils' needs and tracking the progress of children with additional needs;
- Overseeing and update the records of children with additional needs
- Work with feeder or transition schools;
- Organise training for staff
- Review and monitor;
- Annually report to the Governing Body on the success and development of additional needs

### **ROLE OF THE CLASS TEACHER**

- Be aware of the school's policy for the identification and assessment of pupils with additional needs and the provision it makes for them;
- Write IEP's/IBP's for additional needs pupils by working closely with the ALNCo and support staff;

- Review IEP's/IBP's with the relevant personnel responsible for delivering provision (i.e., person responsible for Letters and Sounds Group)
- Accept TAs as team members in the classroom
- Involve pupils at an appropriate level in planning for their own learning
- Accept and value the contribution of parents in their child's learning and identify the best way of involving parents in working with the school

### **THE ROLE OF TEACHING ASSISTANTS**

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of IEPs
- Contributing to the development of resources for pupils with AN
- Attending meetings as directed by the ALNCo
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher

### **ROLE OF THE GOVERNOR**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

### **THE ROLE OF PARENTS**

We encourage parents:

- To work closely with the school in order to develop a partnership that will support additional needs pupils. (see Partnerships)
- to take part in the review of IEPs/IEP(b)s;
- to attend annual reviews

### **THE ROLE AND RIGHTS OF PUPILS**

We encourage pupils with additional needs to understand their rights and to take part in:

- assessing their needs;
- devising their IEP (as appropriate);
- setting learning targets (as appropriate)

### **CURRICULUM**

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs

### **RANGE OF PROVISION**

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with learning support assistants;
- withdrawal support either individually or in small groups with LSAs (i.e., Letters and Sounds Phonics group - Year 2 & juniors & Catch-Up - Juniors)

### **IDENTIFICATION, ASSESSMENT AND LEVEL OF INTERVENTION**

**Early Identification:** We feel it is vital that pupils with additional needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with additional needs.

### Class Action (monitoring stage)

At this stage, the class teacher will:

- ✓ provide a differentiated curriculum
- ✓ observe and assess the child's level of knowledge and understanding (Baseline/NC)
- ✓ provide on-going classroom assessment & observation to provide feedback for planning
- ✓ discuss any concerns with child's parents and previous teacher to gain any relevant information
- ✓ adapt their teaching style to provide a carefully structured approach
- ✓ Review progress & discuss next steps with ALNCo and parents. Progress can also be discussed in pupil progress meetings.

**Intervention:** As advocated in the Code of Practice (CoP) once pupils have been identified as having AN, the school will intervene through either:

- **Early Years Action/School Action or**
- **Early Years Action Plus/School Action Plus**

### Early Years Action/School Action

This intervention can be triggered through concern that despite receiving differentiated teaching pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation

**The ALNCo and Class teacher** will consider an appropriate approach and will:

- ✓ discuss information gathered and identify priority targets for IEP
- ✓ write an IEP and/or IBP with SMART targets
- ✓ provide different materials or equipment
- ✓ use extra staff to work closely with the pupil
- ✓ review progress at least twice a year with parents and discuss the next step

If, a pupil makes little or no progress in spite of receiving an individualised programme under School Action, then the pupil should move to **School Action Plus**.

### Early Years Action Plus/School Action Plus

Action at this stage will always involve consultation with outside agencies, including strategies recommended from their reports

**The ALNCo and Class teacher** will consider an appropriate approach and will:

- ✓ complete the LSS assessment pack with the pupil for a learning concern
- ✓ arrange a specialist consultation/assessment which helps to identify the child's main needs
- ✓ write an IEP or IBP following the recommendations of specialist advice
- ✓ provide support that is additional to of different from the usual in class support
- ✓ review progress on a regular basis and discuss next steps with all concerned.

- ✓ Request SAP support from the LSS or the LEA (EP or other outside agency) if appropriate.

Following the graduated response in the Code of Practice, a **Statutory Assessment** may be requested from the Local Authority if the child still continues to make no progress and remains a cause for concern. Statutory assessment involves:

- consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary
- and if so
- conducting the assessment, in close collaboration with parents, schools and other agencies.

A Statement of Special Educational Needs will therefore be provided if the Local Authority feels that the child requires provision beyond what the school can offer.

**A Statement of Special Educational Needs** will:

- outline details of the Local Authority's assessment of the child's additional needs
- state the additional provision which will be made to meet those needs
- identify the type of provision which the Local Authority believes would be appropriate to meet the child's needs
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided other than at school

**The ALNCo will:**

- ✓ ensure the pupil receives extra support in addition to the differentiated curriculum
- ✓ write an IEP/IBP to reflect information in the statement and appendices
- ✓ liaise closely with any outside specialist agency and review progress
- ✓ agree a date for an Annual Review.

**The Annual Review will:**

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

### **PARTNERSHIPS**

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with additional needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

### **COMPLAINTS PROCEDURE**

Parents who have a grievance or complaint about the nature or amount of additional needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

**EVALUATION AND REVIEW**

The effectiveness of the **AN provision** provided by the school will be undertaken annually by the *Governing Body* and reported to parents in the *Annual Governors Report*.

The AN policy is a working document and is kept under constant review.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	