The Federation of Cwmfelinfach & Ynysddu Primary Schools

Additional Learning Needs and Inclusion Policy



Definition of Additional Learning Needs

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

ALN as defined within the ALN Code:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

> (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
>
> (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

(s.2:3, Pg 28, ALN Code)

For a child to have an ALN, they need additional learning provision (ALP), which is provision that is 'additional to, or different from, that is made generally for others of the same age, in maintained schools in Wales.' All staff at both Primary schools will have due regard for Additional Learning Needs and Education Tribunal (Wales) Act 2018 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when ALN provision is being made for their child.

Aims:

The federation is committed to delivering a fully inclusive education for all learners. We strive to implement a system where needs are identified early, addressed quickly, and all learners are supported to reach their potential. All staff are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers of learning; planning is flexible and responsive to the needs of our learners. We believe that learners should be at the centre of everything we do and that they and their parents/carers are equal partners in their learning (person centred approach).

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

The federation is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

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 to raise attainment, celebrate progress and set realistic goals which are motivating and jointly developed with children and young people.

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

- Girls and boys.
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees.
- EAL children who need additional support to learn English.
- Children will additional learning needs.
- Learners who are disabled.
- Looked after children.
- Those who are sick or whose families are 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, emotional or social development, or those which 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 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 Cwmfelin and Ynysddu Primary Schools we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential. All the teachers in school are teachers of children with Additional Learning Needs. As such the federation adopts a 'whole school approach' to additional learning needs which involves all the staff adhering to a model of good practice. School staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Our school sees inclusion of children identified as having additional learning needs as an equal opportunities issue and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The ALN co-ordinator is Miss Cerys Williams who also takes the lead roles in relation to inclusion and reports regularly on this area.
The ALN and inclusion governor is Mrs Jane Crook.

Objectives
The principles underpinning the ALN system are:

- **A rights-based approach** where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person are enabled to participate as fully as possible in the decision making processes.
- **Early identification, intervention and effective transition planning** where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
- **Collaboration** where all those involved in planning and providing support to children and young people with ALN should work together in the best interests of the child or young person.
- **Inclusive education** where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with ALN.
- **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

The Governing Body and all staff will do their best to ensure that the necessary provision is made for any pupil who has additional learning needs and ensure that, where the Headteacher, ALNCo or the appropriate governor has been informed that a pupil has additional learning needs, those needs will be made known to all who are likely to teach them. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs.

- To ensure the Additional Learning Needs and Educational Tribunal (Wales) Act (2018) and Disability Discrimination Act (2005) are implemented effectively across the school.
- To ensure quality of opportunity for all pupils and to eliminate prejudice and discrimination against children with additional learning needs.
- To continually monitor the progress of all pupils.
- To identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, ALNCo and support staff as appropriate.
- To provide specific input and intervention, matched to individual needs, in addition to differentiated classroom provision, for those pupils on the ALN register.
- 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.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- 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 future school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves and in any decision making that effects them.

Roles and Responsibilities

Governor:

The Governing Body's responsibilities to pupils with additional and different needs include:

- Have regard to the Code of Practice, oversee its implementation and provide strategic support to the headteacher.
- Ensure there is a qualified teacher designated as ALNCo.
- Cooperate with the Local Authority in developing local provision and when the school is being named in an individual development plan.
- Ensure arrangements are in place in school to support pupils at school with medical conditions. (Supporting Health Care Needs Guidance June 2018).

- Ensuring that provision of a high standard is made for ALN pupils.
- Ensuring that ALN pupils are fully involved in school activities.
- Being fully involved in developing and subsequently reviewing ALN Policy, including the allocation of resources from the school's developed/delegated budget.
- Meet regularly with ALNCo.

The following functions of the governing body are undertaken by staff members acting for the governing body:

- Decisions about whether a child or young person has ALN
- Preparation, content, form, review and revision of individual development plans
- Ceasing to maintain individual development plans.

Head Teacher:

The Head Teacher's responsibilities include:

- Overall responsibility for ensuring ALN duties are carried out.
- Pivotal role in driving culture change.
- Support ALNCo in engaging the whole teaching community to ensure everyone understands their roles and responsibilities.
- Ensure the ALNCo is able to influence strategic decisions about ALN.
- Ensure the ALNCo has sufficient time and resources to carry out their functions.
- The day-to-day management of all aspects of the work of the school, ALN provision included
- Keeping the Governing Body well informed about ALN within the school
- Working closely with the ALNCo.
- Ensuring the school has clear and flexible strategies for working with parents/carers which encourage involvement in their child's education.

Parents

Parents' responsibilities include:

- Their child's education
- Communicating appropriately with professionals in order to facilitate any appropriate support
- Communicating on a regular basis with their child's school, noting any concerns they might have about their child's learning or provision
- Fulfilling any home-school agreements which are set in place
- Playing an important part in the process of planning/reviewing their child's Individual Development Plan and One Page Profile
- Participating in a PCP Review where such applies to their child
- Encouraging and supporting the idea of pupil participation in all areas of school life.

ALNCo:

The ALNCo plays a crucial role in the school's ALN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the SDP and ALN Development Policy/ Provision, with the aim of raising ALN pupil achievement. Other responsibilities include:

- At a strategic level ensures the needs of all learners with ALN within the education setting are met.
- Strategic coordination of ALN resources, deploying and supporting staff and working SLT to plan and decide on the appropriate resources required to support staff within the setting.
- Actively involved in decisions around budgets and resources to help plan appropriate provision.
- Provide professional guidance, advice and support to teachers and, where needed, information and support to parents and other agencies/ institutions.
- Overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP.

- Arrange for identifying the learners' ALN and co-ordinate the making of ALP that meets those needs.
- Ensure IDPs and any other associated records relating to learners' ALN and ALP are maintained and kept up to date.
- Secure relevant services that will support learners' ALP and liaise with external agencies and professionals as required.
- Liaise and provide information to learners or parents of a child with ALN on a regular basis about that learner's ALN, IDP and the ALP.
- Promote learner's inclusion in the school community and access to the settings curriculum, facilities and extra-curricular activities taking into consideration the views, wishes and feelings of the child and the child's parents.
- Advise teachers about differentiated teaching methods appropriate for individual pupils with ALN.
- Supervise and arrange for the training of learning support workers who work with learners with ALN.
- Contribute to in-service training of all teaching staff to assist them to carry out the tasks referred to above.
- Keep up to date on the latest guidance, support and evidence of best practice available for ALN.
- Monitor the effectiveness of ALP; monitor the impact of interventions and assess progress achieved against planned outcomes for all learners with ALN.
- Provide professional support to all staff to enable to early identification, assessment and planning for learners with ALN.
- Ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate
- Act as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.

Teaching Staff:

All teaching practitioners are involved in teaching and supporting learners with ALN. Their responsibilities include:

- Undertaking regular professional learning in relation to ALN. Teaching practitioners have a responsibility for their own professional learning and development.
- Report any concerns/ observations regarding pupils with additional learning needs/ pupils they suspect may have additional learning needs to the ALNCo promptly.
- Ensure IDPs/ OPPs and all other documentation for pupils with ALN is maintained and updated regularly.
- Ensure all learners are accessing appropriate provision and support as stated in their IDP/OPP.
- Liaise with ALNCo by providing information and contributing to reports/referrals for outside agencies and professionals as required.
- Liaise and provide information to learners or parents of a child with ALN on a regular basis about that learner's ALN, IDP and the ALP.
- Promote learner's inclusion within the classroom and school community and access to the settings curriculum, facilities and extra-curricular activities taking into consideration the views, wishes and feelings of the child and the child's parents.
- Ensure a wide range of differentiated teaching methods are utilised in the classroom in order for all pupils, including those with ALN, to access the curriculum at an appropriate level.

Learning Support Assistants:

Learning Support Assistants have an important role within the classroom. Their responsibilities include:

- To work with pupils or groups of pupils as directed by the ALNCo and Class Teacher
- To keep regular records of support and intervention

- To attend PCP review meetings as requested
- To meet regularly with the ALNCo
- To contribute to, and participate in INSET
- To work in partnership with outside agencies

Arrangements for Decisions on Additional Learning Needs

Where it is brought to the attention of the governing body that a registered pupil may have additional learning needs, it must decide whether the pupil has additional learning needs. The federated governing body at Cwmfelinfach and Ynysddu Primary Schools have agreed that this duty should be carried out by staff acting on their behalf, namely the headteacher and ALNCo. If it is decided that the pupil does not have additional learning needs the child and parent will be notified of the decision and the reasons for the decision. If it is decided that a child does have additional learning needs then an individual development plan must be prepared and maintained. IDPs for pupils with additional learning needs must be prepared and maintained unless it is felt that the child has additional learning needs

a. That may call for additional learning provision that school feels they are unable to secure;
b. The extent or nature of the additional learning needs cannot be adequately determined;
c. Additional learning provision cannot be adequately determined.

In such cases the pupil will be referred to the local authority to decide on whether the pupil has additional learning needs and an IDP is required. If the local authority decides that the pupil does have additional learning needs they may direct the school to prepare and maintain an IDP, or the IDP may be prepared and maintained by the local authority, depending on the complexity of the case. In the case of a Looked After Child having additional learning needs, the local authority will prepare and maintain an IDP.

If it is decided that a pupil does have additional learning needs and an IDP is required to be prepared and maintained school must:

a. Secure the additional learning provision described in an individual development plan and,
b. If the plan specifies that a particular kind of additional learning provision should be provided in Welsh, take all reasonable steps to secure that it is provided to the child or young person in Welsh.

Where an Individual Development Plan is created for a pupil, a copy of the plan must be given to the pupil and parents/carers. Where a pupil or pupil's parents have been notified of a decision that they do not agree with they are able to request that the local authority review the decision within a prescribed period.

Arrangements for co-ordinating ALN Provision

- The ALNCo will be alerted to newly arising concerns through informal regular meetings where issues will be discussed and the next step planned.
- Reviews of individual development plans will be held annually for children throughout the primary phase. Reviews of one page profiles will be held twice a year, in line with parents evening in the Autumn and Spring Term.
- Targets arising from individual development plans and one page profiles, meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The ALNCo monitors planning for ALN support.
- The ALNCo, together with the Headteacher, will monitor the quality and effectiveness of provision for pupils with ALN through classroom observation, planning and IDPs/ One Page Profiles.
- ALN support is primarily delivered by class teachers through differentiated teaching methods. Trained learning support assistants provide additional support throughout the school. This is funded from the school's annual budget and training opportunities are explored regularly for all

staff. The support timetable is reviewed termly, by the ALNCo, and the SLT, 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.
- Support staff, class teachers, ALNCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Curriculum for Wales will be made available for all pupils. Where pupils are identified as having additional learning needs, a graduated response will be adopted. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

Staff will make provision for pupils with additional learning needs to match the nature of their individual needs and the class teacher and ALNCo will keep regular records of the pupils' additional learning needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing a Graduated Response

Universal Provision

In order to make progress a child may only require differentiation of the planning 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 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 definition of adequate progress 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 **Targeted Support** level may need to be made.

Targeted Support
Pupils would fall into the targeted support category 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.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope for each child to work on individual target/s.

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

The group may be taught by the class teacher or supported by a Learning Support Assistant who has been trained to deliver a specific intervention programme such as 'Tackling the Tail', 'One Step at a Time', 'Rainbow Readers' etc.

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

A pupil receiving support at this level will have a detailed One Page Profile and achievable targets. Monitoring will be carried out on a regular basis. Significant achievements and difficulties will be recorded on individual pupil chronologies. The ALNCo will look at the monitoring information on a half-termly basis and adjust the provision for the child, if appropriate. One Page Profiles will be reviewed at least twice a year, although more frequent reviews will be arranged if it is felt there is a need.

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 a provision at the **Specialised Support** level.

Specialised Support
Provision at this level always includes the involvement of specialist services as part of the graduated response. 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.
Specialised support 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 Specialised Support will have a school-based individual development plan (IDP). An IDP must be reviewed annually through a person-centred approach. At both Primary Schools, all IDPs are monitored at least twice a year (one full PCP meeting and one review with the class teacher/ALNCo). Monitoring will take place more frequently if required or requested by a parent/carer. Provision will run concurrently with differentiated curriculum support.

Multi-Agency Support
Pupils who are being supported by more than one agency for a prolonged period of time will fall into the multi-agency support category. These pupils will have an individual development plan, which may be school based or under the direction of the local authority. All agencies involved will contribute to the individual development plan and attend annual review meetings.

Specialist Provision (SRBs)
Specialist Provisions, such as those provided at the Ynysddu Nurture Unit or The Learning Centre may become necessary for some children at some point. Entry is based on the following:

- Entry and exit criteria
- Arrangements for Inclusion
- Assessment
- Additional aims

Full re-assessment may take place prior to an Annual Review. Interim reports may be provided to alert other professionals to any significant changes in the required provision for the child. Provisions are all identified on the school provision map, which is updated on a termly basis.

Liaison
Parents will always be informed when an external agency becomes involved with their child. Regular liaison is maintained with the following external agencies for pupils at Specialised or Multi-Agency Support [as applicable]:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Behaviour Support Service (BSS)
- Careers
- Child Adolescent Mental Health Service (CAHMS)
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Portage
- Speech therapists
- Physiotherapists
- ALN Support Services
- Social Services
- Safeguarding
- SENCOM (visual and hearing impaired services/ COMit)
- GEMS

One Page Profiles with Personalised Outcomes
All pupils who are identified as having additional learning needs will have a detailed One Page Profile. Within the One Page profile will be:

- What people like and admire about the learner
- What is important to/for them
- How best to support them

One page profiles are set and reviewed twice a year – in October and March. All stakeholders including school staff, pupils, parents and any other stakeholders are involving in setting and reviewing one page profiles. The ALNCo will work with the class teachers and advise on suitable targets during the review process.

Individual Development Plans

Some pupils identified as having additional learning needs will have an individual development plan, which is reviewed with parents, pupils and all other stakeholders annually. An individual development plan is a document that contains:

a. A description of a person's additional learning needs;
b. A description of the additional learning provision which the person's learning difficulty or disability calls for;
c. Anything required or authorised.

Reviewing and Revision of Individual Development Plans

A pupil's individual development plan must be reviewed within 12 months of the IDP being put in place. The IDP must then be reviewed annually until the plan ceases to be maintained by the school. Within this 12 month period an interim review can be called at any time by the pupil, parents, staff or other professionals if it is felt that there are have been significant changes or new information has become available. In the case of Looked After Children the local authority is responsible for organising a review of the IDP.

Person Centred Review

All ALN reviews conducted at both Schools are person centred. Person centred reviews put learners at the centre of the discussions and focus on:

- the aspirations of the learner and their family
- understanding what is important to the learner
- addressing what is important for the learner to develop and progress
- describing what good support looks like
- analysing what is working and not working from different
- perspectives
- developing an action plan based on person-centred outcomes.

The principles of person-centred reviews are to keep the learner at the centre, have information available to all and to enable everyone to contribute on an equal footing. The process and the meeting will include the learner, people they would like to be there and any key people who have to be there. It is a facilitated meeting which shares and records information in an open and transparent way. The facilitator (ALNCo) guides everyone at the review through a conversation to develop person-centred outcomes which move the learner towards their aspirations, change what isn't working, and build on or maintain what is working. Person-centred reviews will be held in different ways for different learners. They can be small events with only the learner, a parent and a teacher or ALNCo taking part; or they can involve people from a number of other agencies as well as the learner, their parents and teachers. In these larger meetings, contributions would be recorded so that they are clearly visible to all attending. There will be a strong focus on raising aspirations and ensuring these are reflected in the outcomes and provision in the learner's person centred plan.

The Schools Arrangements for ALN and Inclusion In-Service Training

- The ALNCo attends regular cluster meetings and wider EAS/Welsh Government meetings to update and revise developments in Additional Learning Needs and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the SDP. 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/twilights/INSET days 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 headteacher and ALNCo attend one ALN planning meeting in the autumn term per academic year where they discuss pupils of concern.
- The Educational Psychologist visits the school regularly (according to a pre-arranged timetable), to discuss individual children for whom the school is requesting advice on strategies and/or support.
- LA Advisory Teachers visit regularly to provide specific information, share resources and provide in-service training. Clinics are arranged whereby staff can discuss an individual or a group needs within their class. Advice as to strategies to employ and courses of action to try is offered and where it is deemed to be necessary follow up observations are arranged in conjunction with permission from the child's parents.
- Specialist, direct teaching from specific services is organised where additional expertise is required – for example specific language development programmes from the Speech and Language Service.
- Teachers from the SENCOM (vision impairment, hearing impairment and ComIT) service work in school to support children. The specialist teachers work directly with the children who fit their criteria. Class teachers plan alongside these specialist teachers who also attend and contribute to PCP reviews, wherever possible.
- The ALNCo liaises frequently with a number of other outside agencies, for example: *Social Services, Education Welfare Services, School Nurse, Community Paediatrician, Speech Therapy, Physiotherapy, Occupational Therapy, GEMS and Hearing/Visual Impaired Services*

Permission from Parents/carers is always requested if any outside agency is to be involved with their child's education.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs. One Page Profiles are shared with parents at consultation meetings and support is given via resources.
- Pupils who are at the specialised or multi-agency level of support will have a dedicated PCP review meeting to review their individual development plan. This is led by the ALNCo and attended by parents/carers, pupil, relevant school staff and any other professionals that are involved with supporting the pupil.
- 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 the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we endeavour to ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- IDP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IDPs, one page profiles and reviews will be copied and available to the parents if they wish to have their own home copy.
- Regular Curriculum workshops are offered for parents/carers to attend.
- 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 or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Rights to Appeal

A pupil, or parents of a pupil, may appeal to the Educational Tribunal for Wales against the following matters:

a. A decision as to whether a person has additional learning needs;
b. A decision as to whether it is necessary to prepare and maintain an individual development plan;
c. The description of additional learning needs within an individual development plan;
d. the additional learning provision in an individual development plan or the fact that additional learning provision is not in a plan (including whether the plan specifies that additional learning provision should be provided in Welsh);
e. The school named in an individual development plan, or if no school is named;
f. A decision not to revise an individual development plan;
g. A decision not to take over responsibility for an individual development plan following a request to consider doing so;
h. A decision to cease to maintain an individual development plan.

On appeal the Education Tribunal for Wales may:

a. dismiss the appeal;
b. order that a person has, or does not have, additional learning needs of a kind specified in the order;
c. order the governing body or a local authority to prepare an individual development plan;
d. order the governing body of an institution or a local authority to revise an individual development plan as specified in the order;
e. order a governing body or local authority to continue to maintain an individual development plan (with or without revisions);
f. order a local authority to take over responsibility for maintaining an individual development plan;
g. order a governing body or local authority to review an individual development plan;
h. remit the case to the governing body or local authority responsible for the matter for it to reconsider whether, having regard to any observations made by the Tribunal, it is necessary for a different decision to be made or different action to be taken.

Links with other schools/Transfer/Transition arrangements

Every effort is made to ensure pupil's ALN records are requested from and/or submitted to school when pupils move schools or transfer to the next phase.

- Meetings are held at key transition points e.g., moving to a new class/ transferring schools.
- The ALNCo from the Secondary School is invited to attend PCP Reviews of pupils from year 5 onwards.
- Information is collated and distributed to the secondary schools where necessary.
- ALN Transition Panel is considered during the autumn term for pupils in Year 2 or Year 6 who are likely to require specialist provision in Year 3 or Year 7.

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 HT/ALNCo if there is a concern they would like discussed.

Inclusion Principles

- Staff across the federation 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.

Arrangements for providing access to learning and the curriculum:

- The school will ensure that all children have access to a balanced and broad curriculum, and that 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 so as to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Curriculum overviews and policies for each area of learning and experience are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning objectives 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 extra -curricular activities are barrier free and do not exclude any pupils.

Access to Information

The school will endeavour to access information in formats other than print if this is necessary. 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. Our school uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately. Parents are informed that they are able to request interventions/review meetings through the medium of Welsh/ other languages and mediums of communication (e.g. braille, BSL).

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.
- Prior to starting school, parents/carers of children with additional learning needs will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The Health and Wellbeing AOLE includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational 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.

Terminology, imagery and disability equality

We endeavour to ensure we have positive images of disabled children and adults in displays, resources etc.

Issues of bullying are dealt with fairly and quickly.
We aim to make optimum use of restorative approaches for raising issues of language and other disability equality issues.

Learning targets for disabled pupils and those identified with additional needs
The federation encourages the inclusion of all children in all pupil groups, Criw Cymraeg, learning spies, Ciw Caredig and the Eco Committee. We also have reflective 'check-ins' throughout the school to develop restorative practices.
We include the children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

Working with disabled parents/carers
Our school recognises that there will be a number of disabled parents/carers of children within the school, and we work hard to try and ensure they are fully included in parents/carers activities.

When a child starts at the school we ask the parents/carers about their access needs and try to help them to access school life in any way possible.

Disability equality and trips or out of school activities
Our school tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our after school activities and clubs.

Assessment (also refer to the Teacher & Learning Policy / Feedback Policy):
Marking will be carried out regularly and in accordance with the school marking policy. Where appropriate, close the gap marking will be used and the next steps identified. Children will be encouraged to self-assess and peer assess their work and to reflect on ways in which it can be improved.
Progress in the area will be reported to parents annually.

Equal opportunities and Additional Educational Needs:
As stated previously, we take positive steps to ensure that the contribution of each and every pupil is valued and we are committed to meeting the needs of all children irrespective of gender, ability, race, religion and social circumstance. Children are encouraged to become independent thinkers and learners and develop their wellbeing throughout all areas of learning and experience. There is also an ELSA intervention group for pupils who need support with their emotional development. Lessons are differentiated appropriately to meet the needs of all pupils and to ensure that all pupils reach his/her full potential.

Health and Safety:
The safe use of equipment is promoted at all times.
Health and safety issues in Inclusion provision include:

- Children being supervised within classrooms other than their own peer group areas.
- The safe use of cutting equipment for practical activities
- Access to water within group support sessions as in the classrooms
- Access to ground floor classrooms where a physical disability would make climbing stairs difficult.
- Adequate support on visits out of school for children with emotional or behavioural issues.

Pupils with additional learning needs have detailed, individual risk assessments where this is relevant.