

# **YSGOL BORTHYN**

## **RHUTHUN**



# **ADDITIONAL LEARNING NEEDS POLICY**

## **1. SCHOOL INFORMATION**

**School Name:** YSGOL BORTHYN

**Address:** DENBIGH ROAD  
RUTHIN  
DENBIGHSHIRE  
LL15 1NT

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**Head teacher:** Mrs T Lllwyd-Jones

**Assistant Headteacher:** Miss E Widdows

**Chair of Governors:** Helen Roberts

**Vice-Chair of Governors:** Rhian Williams

**ALNCo:** Miss E Widdows

**ALN Governor:** Sarah Benson

## **2. INTRODUCTION**

Ysgol Borthyn is committed to developing the abilities and achievements of all its pupils and will provide the best possible learning environment for each pupil.

We will have due regard to the Code of Practice for Wales when carrying out our responsibilities towards all pupils with Additional Learning Needs and will ensure that parents are notified when ALN provision is being made for their child.

All members of staff are committed to the principles outlined in this policy.

This policy has been developed by the Head teacher and the Additional Learning Co-ordinator (ALNCo) in consultation with all members of staff. The Governing Body has also been involved in the development of this policy. The policy has been approved by the Governing Body.

We will 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

### **3. AIMS and OBJECTIVES**

The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has Additional Learning Needs and that, where the Head teacher or the appropriate Governor has been informed by the LEA that a pupil has Additional Learning Needs, those needs will be made known to all who are likely to teach him/her.

The staff and governors in the school are aware of the importance of early identification of those pupils who have Additional Learning Needs.

The Head teacher, staff and Governors will draw up and report annually to parents on the policy and effectiveness of the school's work with Additional Learning Needs.

The staff will ensure that pupils with Additional Learning Needs join in the activities of the school, together with pupils who do not have Additional Learning Needs. This will be done so far as that it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

This policy builds upon our Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum.

### **4. RESPONSIBLE PERSONS**

The persons co-ordinating the day to day provision of education for our pupils with Additional Learning Needs are:

Miss E Widdows - ALNCo

The ALN Governor is Sarah Benson

## **5. ADMISSION and INCLUSION**

All teachers in the school are teachers of children with Additional Learning Needs. As such, Ysgol Borthyn adopts a 'whole school approach' to Additional Learning Needs which involves all staff adhering to a model of good practice.

The staff of the school 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 Education Authority.

The school operates an equal opportunities policy for children with Additional Learning Needs and they are afforded the same rights as other children. This includes both those children with statements of Additional Learning Needs and those with less significant problems.

## **6. ACCESS TO THE CURRICULUM**

The National Curriculum, Foundation Phase Framework and Foundation Phase Profile will be made available for all pupils. Where pupils have Additional Learning Needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Additional Learning Needs to match the nature of their individual needs. 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 grouping 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 all Additional Learning Needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **7. IDENTIFICATION PROCESS**

At Ysgol Borthyn we pursue a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practical, fully integrated into mainstream classes and are integrated into all aspects of the school. All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils are identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for ALN provision.

## **8. SCHOOL ACTION and SCHOOL ACTION PLUS**

The school offers a differentiated curriculum. When a pupil fails to make progress, OR shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent emotional and behavioural difficulties; sensory or physical problems; communication or interaction difficulties, the school will place a pupil at the 'School Action' level. This will lead to support that is additional to and different from the differentiated curriculum being provided, through an Individual Education Plan (IEP). The support can be provided in a range of ways including:

- Full time education in class with additional help and support by teacher, teaching assistant or ALNCo.

- Periods of withdrawal to work with a support teacher.
- In-class support with adult support. Support from specialists within class with differentiated tasks if required.
- Behaviour modification programmes.
- Group support.
- Access to LA support services for advice on strategies, resources or staff training.

The resources allocated to pupils who have non-statemented Additional Learning Needs will be deployed to implement those Individual Education Plans at 'School Action' as outlined in the revised Code of Practice.

Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress, despite the school taking the action outlined, advice will be sought from the appropriate support services. The child's IEP will be amended accordingly and the pupil will be moved to 'School Action Plus'.

## **9. MORE ABLE and TALENTED CHILDREN**

Ysgol Borthyn is committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness. Children who come under this category have Additional Learning Needs. Pupils who have been identified by a teacher as being More Able and Talented are entered onto the school's Record of Need.

The persons co-ordinating the day to day provision of education for our pupils with Additional Learning Needs in relation to More Able and Talented are:

Miss E Widdows – MATCo (More Able and Talented Co-ordinator)

## **10. IDENTIFICATION and ASSESSMENT**

If progress is still not achieved, despite 'School Action Plus', the children may be assessed, bearing in mind the County criteria, with a view to initiating a statutory assessment of Additional Learning Needs under the 1996 Education act. The identification of Additional Learning Needs will be undertaken by all staff, through the ALNCO, and the appropriate records and LEA forms will be maintained.

Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or ALNCo, together with the end of Key Stage attainment tests / teachers assessed levels.

Assessments allow the pupil to show what they know, understand and can do, as well as identifying any learning difficulties.

The progress of children with Additional Learning Needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews between class teachers, ALN teaching assistants and the ALNCo will be held termly. Additionally, the progress of children with a Statement of Additional Learning Needs will be reviewed annually, as required by legislation.

Detailed records will be kept of pupils receiving extra teaching support. These will include:

- Information from previous schools/phases.
- Individual Education Plans.
- Information from parents.
- Information on progress and behaviour.
- Pupil's own perception of difficulties where possible.
- Information from Health/Social Services.
- Information from other agencies.

## **11. RESOURCES**

Statemented pupils have access to additional support (27.5. hours), in relation to areas of their learning difficulties working under the supervision of the class teacher and the Additional Learning Needs Co-Ordinator (ALNCo) to deliver the programmes and approaches as set below.

The support may be provided flexibly (individually, small groups, in the classroom and at unstructured times) as appropriate to the pupils needs.

The support should not result in any child's over-reliance and should also promote independence.

Children who have English as an Additional Language (EAL) receive one session a week from the EAL support services.

The Governing Body will ensure that resources are allocated to support appropriate provision for all pupils requiring it.

## **12. 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 'School Action Plus' level and pupils with statements of Additional Learning Needs (as applicable)

- ALN Support Services.
- Psychological Services.
- Social Services.
- Audiology Service.
- Service for the Visually Impaired.
- Health Service.
- Welfare Service.
- Early Years Service.
- Looked After Children Officer.
- Reintegration Officer.
- Additional Learning Needs Service.
- Parent Partnership Service.

## **13. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS**

The procedure for managing complaints is outlined within the Governors' Complaint Policy.

## **14. STAFF DEVELOPMENT**

In-service training needs related to Additional Learning Needs will be identified by the Head teacher following consultation with the staff and will be incorporated into the staff development plan.



All staff are encouraged to attend courses that help them to acquire the skills needed to work with ALN pupils.

### **15. WORKING WITH PARENTS**

The school will actively seek the involvement of parents in the education of their children. It is recognised that this is particularly important for pupils who have Additional Learning Needs where the support and encouragement of their parents is often the crucial factor in achieving success.

Parents will always be kept informed about the Additional Learning Needs measures experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parents and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

Parents will be fully consulted before the involvement of LEA support agencies with their children and will be invited to attend any formal review meetings at all stages.

### **16. PUPIL PARTICIPATION**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Educational Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

### **17. THE ROLE OF THE ALNCo**

The ALNCo plays a crucial role in the school's ALN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policies.
- Co-ordinating the provision of pupils with ALN.
- Liaising with and giving advice to fellow teachers.
- Managing Teaching Support Assistants.

- Overseeing pupils' records.
- Liaising with parents.
- Making a contribution to INSET.
- Liaising with external agencies.
- Organising Individual Education Plans to include appropriate strategies for pupils' progress.
- Organising and conducting regular reviews of IEP's.
- Arranging for statutory assessment when required when individualised programmes of sustained intervention at School Action Plus have not been successful or when a statutory assessment is requested by a parent or outside agency.

## **18. EVALUATING SUCCESS**

This school policy will be kept under regular review. The Governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEPs, progress reviews and / or annual statement reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need.
- Success of the early identification process.
- Academic progress of pupils with Additional Learning Needs.
- Improved behaviour of the children, where this is appropriate.
- Pupil attendance.
- Number of exclusions.
- Consultation with parents.
- Number of pupils moving between stages.
- Pupils' awareness of their targets and achievements.

This Policy will be reviewed annually.

T Llwyd-Jones – Head teacher  
E Widdows– ALNCo

November 2020

