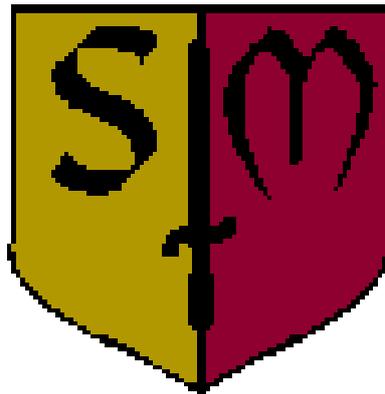


St Mary's Catholic **Primary School**



Additional Learning Needs Policy **Including** **More Able and Talented**

Review Body: R.Williams & E. Bennington

**Learning and Loving
Caring and Sharing
through
The message of Christ**



St Mary's Catholic Primary School is a happy community where we are loved and valued as individuals.

As Disciples of Jesus, we learn together, pray together and celebrate together as one in God's love.

Together with parents/carers, the parish and the wider community, we prepare our children to live and build God's kingdom on earth.

EQUALITY IMPACT STATEMENT

In St Mary's, we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships.

Introduction

At St Mary's Catholic Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

This policy will outline information regarding Additional Learning Needs and More Able and Talented Needs within St Mary's Catholic Primary School.

Our school aims to meet the needs of all pupils and to develop their basic skills of literacy and numeracy as far as possible thus offering them the opportunity to participate fully in all curriculum areas.

There are three specific phases within the Policy:

- Our School Aims and definitions of More Able and Talented and Additional Learning Needs.
- Information about the schools' staffing policies and partnership with external agencies.
- Information regarding the policy for identification, assessment and provision for all pupils with Additional Learning Needs at St Mary's.

At St Mary's our aims are to:

- ensure that early identification of pupils needs is made;
- ensure that all pupils reach their full potential;
- ensure that parents are fully involved from the onset;
- work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Educational Social Worker (ESW), School Nurse, etc.
- ensure that appropriate programmes of work are implemented;
- ensure that the greatest possible access to a broad, balanced and relevant education is provided;
- secure the necessary provision for any pupil who has additional learning needs.
- improve pupil's self-esteem and develop an awareness of their potential whilst maintaining an "open" dialogue and taking into account the pupil's wishes.
- ensure appropriate differentiation of work/learning opportunities to ensure that pupils are challenged at an appropriate level.
- engage with parents to gain a full understanding of pupil strengths and areas to develop
- enrich and extend the learning opportunities through multiple intelligences.
- provide an IEP for identified Most Able Pupils
- ensure that children are challenged through appropriate higher order questioning

Definition of Additional Learning Needs

A child has additional learning needs if he / she is more able and talented or he / she has a learning difficulty that calls for special educational provision to be made for him or her.

In Wales the term More Able and Talented is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. More able pupils, given extended opportunities, will both discover and also develop their talents. The term more able and talented encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority; or
- c) has a range of underlying factors such as, cognitive, physical or sensory difficulty, emotional and behavioural difficulty or difficulty with speech and language or social interaction.

Such children may need additional or different support from that given to other children of the same age.

Pupils who meet our criteria for having ALN at Initial concern / School Action / School Action Plus will receive support from class teachers / teaching assistants / in some cases the ALN support teacher.

Admission Arrangements

In accordance with the Code of Practice, all schools should admit pupils with already identified ALN, as well as identifying and providing for pupils not previously identified as having ALN. Pupils with ALN, but without a Statement of Special Educational Need, are treated as fairly as all other applicants for admission.

A parent's wish to have their child with a Statement or an LA Agreement for Additional Resources at School Action Plus (ARSAP) educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children or in a case where the school feels it cannot meet that child's needs.

The Governing Body has an expectation that the LA will consult with the school before naming that school in the Statement or ARSAP. In such instances, the Governing Body will delegate this responsibility to the Head teacher who will meet with the parents/guardians and other agencies to establish the interests of that child in respect of the suitability of the proposed Agreement / Statement.

St Mary's Catholic Primary School complies with LA policy. Parents/guardians of all children are requested to inform the school of any particular needs their child may have when registering to ensure the best possible provision is made for the child.

Roles and Responsibilities

The role of the Local Authority (LA)

An essential function of the LA is to make effective arrangements for ALN by ensuring that:

- the needs of children with ALN are identified and assessed quickly and matched by appropriate provision.
- high quality support is provided for schools through educational psychology and other support services, and arrangements for sharing good practice in provision for children with ALN.
- children with ALN can benefit from coordinated provision – by developing close partnerships with parents, schools, health and social services and the voluntary sector.
- strategic planning for ALN is carried out in consultation with schools and others to develop systems for monitoring and accountability for ALN.

The role of the Governing Body

A member of the governing body has responsibility for ALN. They work closely with the Additional Learning Needs Co-ordinator (ALNCO).

Our ALN governor is Mrs Esther Bennington.

The Governing Body:

- endeavours to ensure that the necessary provision is made for any pupil who has ALN.
- ensures that, where the Head teacher has been informed by the LA that a pupil has ALN, those needs are made known to all who are likely to teach them.
- ensures that staff in the school are aware of the importance of identifying and providing for those pupils with ALN.
- consults the LA and the Governing bodies of other schools when it seems necessary or desirable in the interests of coordinated ALN provision in the family of schools / cluster.
- ensure effective inclusion - that a pupil with ALN joins in the activities of the school, together with the pupils who do not have ALN, so far as is reasonably practical and compatible, with emphasis being on the identified child receiving the ALN provision their learning calls for, the efficient education of pupils with whom they are being educated and the productive use of resources.
- report annually to parents on the implementation of the school's policy for pupils with ALN.
- ensures that parents are involved in making a decision about the ALN provision being made for their child.
- have regard to the Code of Practice when carrying out its duties towards all pupils with ALN.

The role of the Head teacher

The Head teacher will:

- have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ALN.
- keep the governing body informed via the Head teachers' report.
- work closely with the school's ALN team.
- will be familiar with reports and assessments made on identified pupils.
- be informed on a regular basis about their progress and possible changes in provision based on this progress.

The role of the ALNCO

Mrs Ruth Williams works in this role at St Mary's Catholic Primary School, in close consultation with Mrs Rachel Acton (Head teacher).

The ALNCO has responsibility for:

- ensuring liaison with parents and other professionals in respect of children with ALN.
- advising and supporting other practitioners in the setting.
- ensuring that appropriate Individual Education Plans are in place.
- ensuring that relevant background information about individual children with ALN is collected, recorded, updated and shared with appropriate staff.
- ensuring that parents are aware of the local Parent Partnership services.
- providing extra learning support for children who require this. This support is to be relevant to the child's I.E.P. and in conjunction with the class teacher.
- providing help where required with class work for children who have difficulty dealing with the main class curriculum and to advise on materials.
- co-ordinating medical information and raising awareness with staff (including organising training).

The ALNCO takes the lead:

- in further assessment of the child's particular strengths and weaknesses.
- in planning future support for the child in discussion with colleagues.
- in monitoring and subsequently reviewing the action taken.
- The ALNCO attends relevant courses on ALN and More Able and Talented Needs, disseminates information and, where possible, organises staff training on particular issues of concern.

The roles of teaching and non-teaching staff

All staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with ALN and MAT.

Role of the parents

- Parent participation is welcomed and valued.
- Appointments can be made to see class teachers and the ALNCo at mutually convenient times.

- Parents are involved when a concern is raised and a child is placed on the ALN register.
- Parents of statemented children are encouraged to attend the annual review.
- All parents are invited to a formal meeting at least twice yearly to review IEPs.

Arrangements for Co-ordination of Provision

All members of staff offer a variety of teaching approaches to meet the needs of individual children. Every member of staff ensures that their learning areas / classrooms offer a stimulating environment for all pupils and Quality First Teaching is delivered.

The ALNCO is available to colleagues to offer support, to discuss, identify, intervene, co-ordinate data, and liaise with external agencies including the LA support and educational psychologist services.

Liaison with the Additional Needs Service is an important part of the ALNCO's role as is consultation with parents and other relevant agencies.

Class teachers and the ALNCO work collaboratively to prepare I.E.P"s.

The ALNCO supports class teachers in the breaking down of tasks relating to the programmes of study into smaller learning steps. This also allows the teacher effectively to teach groups with varying abilities and skills, whilst also considering:

- language of instruction;
- teaching strategies;
- learning styles;
- levels of support for the class teacher;
- class and classroom organisation;
- resources.

Learning support for children with ALN is provided through the planned use of the ALNCO and L.S.As time in assisting small groups of children / individuals who have sometimes been withdrawn from class. However, bearing in mind our policy of integration and inclusion, great care is taken that these children have full access to all the other activities of the school.

The school also welcomes pupils from other cultures, in line with its policy on Equality & Diversity, and takes advantage of the authority's support service for children learning English as a second language.

ALN and MAT data and information is regularly shared amongst staff and with outside agencies as and when the need arises.

Identification, Assessment and Provision – ALN/MAT

It has been estimated that up to 20% of children may have special educational needs at some point in their school life (Warnock 1978) and 'approximately 20 % of 3 – 19 year olds may be considered more able, while the top 2 % may be considered exceptionally able (Welsh Assembly Government Curricular May 2008).

Early identification is essential. All staff are aware of our identification procedures and take the necessary appropriate action.

Some children may have been identified by health service officers at the pre-school stage, or during school medical or through family doctors, or by parents.

The staff at St Mary's Catholic Primary School all work within the premise that "all teachers are teachers of children with additional learning needs". Teaching children with ALN is, therefore, a whole school responsibility.

Most children will have their needs met in the classroom by the class teacher working in conjunction with a Learning Support Assistant. Sometimes it is more advantageous to the child to be withdrawn, either as a member of a small group or on a 1 – 1 basis which is determined by the Class teacher / ALNCO.

Ability and talent can also manifest themselves in a variety of ways. For example, learners who accelerate very quickly through early milestones or those who learn new skills easily with little repetition and consolidation. Learners' abilities and talents can also develop over time. In St Mary's pupils are afforded a wealth of experiences and opportunities inside and outside of the classroom. It is our responsibility to ensure effective provision for all pupils, including those identified as More Able and Talented (MAT).

In St Mary's, pupils who are identified as More Able and Talented are effectively tracked and monitored to ensure they progress towards their end of Foundation Phase target of an Outcome 6 or their end of Key Stage 2 target of Level 5.

In St Mary's, pupils identified as exceptionally able in a particular area of the curriculum, are identified as **Most Able** and for these pupils, an IEP is written in conjunction with the Additional Needs Co-ordinator. Targets are set to further challenge and extend the pupil.

The Graduated Response ALN

Teachers consider matters such as classroom organisation, teaching materials, teaching style and differentiation to enable all children to learn effectively.

If a class teacher has a concern about a child in any of these areas, then this will be recorded by means of an on-going Reflection Sheet by the class teacher. These areas of need would be highlighted by the class teacher and possibly the parent/guardian.

- Literacy
- Numeracy
- Communication
- Behaviour
- Social Skills
- Fine and Gross Motor Skills

Class Action/ Initial concern

- Teacher assessments and pupil observation.
- Any concerns to be recorded.
- If concerns persist over more than half a term ALNCO / Head teacher to be informed.
- Class teacher to discuss with parent informally.
- Work is differentiated to meet the needs of individual pupil.
- Following a review with parents, the pupil may continue to be closely monitored or be assessed as is usual in the class or the pupil will move on to School Action.

School Action

The basis for intervention through School Action could be a teacher's or other's concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/ or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

An Individual Education Plan (IEP) is put in place. This will record any provision that is **additional to or different from** the differentiated curriculum that is already provided in the class and will include:

- 3/ 4 short-term targets set for the child
- The teaching strategies to be used
- The provision to take place
- Success and/or exit criteria
- Review date.
- (An evaluation of the progress made and the strategies used will be added when the IEP is reviewed)

At School Action an IEP will be reviewed at least twice yearly with parents and where appropriate, pupils will be invited to be involved in this.

School Action Plus

The basis for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Their stage of learning is significantly below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.

- Has emotional or behavioural difficulties which substantially and regularly have a negative impact on the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP)
- Has sensory or physical needs and requires additional specialist equipment or regular advice, visits or targets by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause considerable barriers to learning.

The ALNCO and Class teacher would seek further advice from external support services e.g. Area Support Teacher, Educational Psychologist, Speech and Language Therapist, Health professionals.

School Action Plus is the stage when a professional from an external agency is involved in advising on targets and strategies for the IEP. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. IEPs will be reviewed termly at this stage.

School Request for Additional Resources at School Action Plus (ARSAP) or Statutory Assessment

If, following significant input at School Action / School Action Plus, the child still demonstrates a significant cause for concern, together with parents the school consider making a request for Additional Resources at School Action Plus (ARSAP) or a Statutory Assessment.

All information about both types of request are discussed with parents and advice is sought from the LA.

When the ALNCO / Head teacher makes a request about a particular child, the following documentation should be available:

educational assessment and reports obtained from specialists such as educational psychologists and advisory teachers;
 the action taken by the school under the three stages;
 I.E.Ps for the child;
 regular reviews of the provision and outcomes of such reviews;

Also taken into account will be:

the views expressed by the child and his or her parents;
the health of the child;
the involvement of the education welfare or social services.

This will form the basis on which the LA can consider the request and make a judgement. Parents and school are informed of the decision regarding provision.

The Graduated Response- MAT

In St Mary's we assess:

the pupil's full range of abilities and intelligences
the extent to which pupils' abilities can be measured through attainment and performance
the views of a wide range of informed adults, including teaching and non-teaching staff
parents/guardians and other adults who work with children

We use:

Teacher observation and assessment
Foundation phase/ national curriculum attainment
Standardised test scores
Involvement and achievement in extra-curricular activities and competitions
Conferencing with children to access their thoughts and needs

Staffing Policies and Partnerships Beyond the School

The ALNCO attends any relevant in-service training sessions on ALN and MAT. All information gathered is shared with the whole staff and relevant information is duplicated and distributed. Further support, if required is sought from Learning Support Services. We also maintain close liaison with the Educational Psychologists team and the Education Social Worker.

Resources

Whilst every endeavour is made for the children with ALN and MAT to use their classroom resources, it is recognised that some children will need additional or specialist resources and materials. Such resources are kept in a central resource area where they are permanently and freely available to any member of staff.

Some children may be unable or have difficulty in communicating conventionally – either in verbal or written form – therefore may need a greater access to the curriculum through ICT. School makes great use of the available ICT resources, including the interactive whiteboard for class and group teaching sessions.

ICT can help pupils with ALN by providing them with:

- A greater motivation, making recording of learning easier
- Opportunities to work at their own pace
- Improvement in accuracy and appearance of work

Students Assistance Programme (SAP) & additional support groups

Pupil wellbeing is central to happy and successful learning. Groups of children who are identified as having social, emotional or behavioural difficulties are supported with our S.A.P programme, Forest School activities or Fun Friends groups.

Partnership with Parents

Parents are involved at all stages of their child's educational needs. They are considered as equal partners in their child's education. At parents evening they discuss their child's progress with the class teacher and also comment on the conferencing sheet. Additional meetings may also be arranged to review I.E.Ps. Should further clarification or support be sought from the ALNCO she is available at parents evening and throughout the year. We encourage parents to use the "Parent Partnership" facility based at Citizen's Advice. Parents are also able to request statutory assessment and the school and "Parent Partnership" staff will offer advice.

Liaison / Transition

We maintain close links with local Playgroups and the High Schools. The Head teacher and class teachers are kept fully informed and where appropriate material resources are shared. The ALNCO and Year 6 teacher also meet up with the High School ALNCO to discuss the Year 6 pupils that will require ALN support on transfer into Year 7. These pupils are usually provided with additional induction sessions, including Nurture Groups, in which to familiarise themselves with the High School and its staff and so ease transition.

In Service Training

The INSET Co coordinator responds to the particular needs of staff and children each year. We access support/training from a wide range of external/ LEA agencies e.g. CAMHS, Speech therapy, Physiotherapy, Area Support Teacher. The school welcomes liaison with outside agencies, the educational psychologist, doctor, speech therapist, occupational therapist, physiotherapist, educational social worker, behavioural therapist and any other support network.

Complaints

Parents of children with additional educational needs are encouraged to discuss their children's progress with the ALNCO and the class teacher. The Head teacher will be involved if there is a cause for concern, and welcomes parental participation. The concern will be dealt with as effectively as possible and in line with the school's complaints procedure.

The date for Review

This policy is to be reviewed annually. It will be evaluated against the successful identification and progress of pupils and ways will be constantly sought to improve effectiveness in all areas.

The Governors will gauge its success by:

- The children's awareness of their targets and achievements and their progress with IEP targets.
- Staff awareness of individual pupil needs.
- Success of early intervention.

- Academic progress and movement between stages.
- Improved pupil behaviour and self esteem
- Involvement of parents.

In St Mary's we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty, advance equality of opportunity and foster good relationships.

Mrs R Williams Additional Learning Needs Co-ordinator

Mrs E Bennington ALN Governor