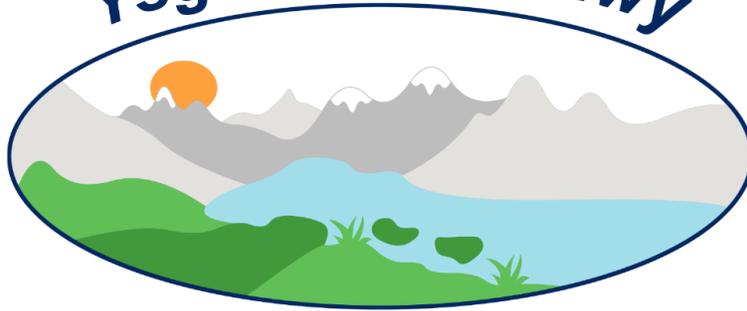


Ysgol Glan Conwy



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ALN Policy

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1. Information about ALN provision

Principles

- This school aims to ensure social and curricular equal opportunities for pupils with additional learning needs.
- This school aims to co-operate effectively with other statutory agencies and others which are relevant to the child and their difficulties.
- This school aims to work closely with parents /carers to ensure an effective partnership to assist the child.
- This school aims to ensure a whole school response to help the child.

Objectives

- Ensure that a system exists at the school for the early identification of a child who has difficulties which may hinder their education.
- Gather information from teachers and others to ensure that the best understanding is gained of the child's difficulties.
- Ensure that the necessary provision is made for any pupil who has ALN.
- Try to ensure the co-operation and support of parents /carers and others in relation to identifying and providing services.

1.2 Name of the ALN coordinator and designated governor

Coordinator: Charlotte Hughes

Governor responsible for ALN: Mary Oliver

Responsibilities of designated governor:

- Know about relevant documents and legislation
- Consult with the coordinator and implement the policy
- Monitor on behalf of governors
- Report to governing body
- Ensure that parents/ carers receive information about ALN through information about ALN in the school guidebook.
- Report on the policy at the annual parents'/ carers' evening.

1.3 Arrangements for coordinating provision

The ALN coordinator is responsible for coordinating the service within the school. The coordinator is accountable to the governors.

The coordinator's responsibilities are:

- Implementing the policy daily
- Coordinate with fellow teachers and advising them
- Coordinate provision for pupils with ALN
- Maintain the school's ALN register and supervise the records of all pupils with ALN and keep a file of information and record relevant intervention about the pupil
- Contact the parents of pupils with ALN
- Contact other support agencies, e.g. education, health, social, voluntary
- Regularly review the arrangements
- Feed training needs into the school's development plan.
- Self-evaluation and monitor provision within the school and act upon the findings.
- Feed findings following an evaluation and monitor the effectiveness of the provision into the SDP and report to governors.

1.4 Access Arrangements

The school accepts pupils with ALN by:

- co-operating with support agencies when accepting new pupils
- attending official meetings, e.g. statement reviews, transfer from primary to secondary, moving from a special school
- discussions and receiving information, e.g., moving from school to school
- the importance of discussing with parents
- dealing with an application in a positive manner and within an environment which exists at the school at the time in question.

1.5 ALN expertise and any special units

Staff attend all courses relating to ALN. An assistant is employed for 7.5 hours a week and a teacher for 5 hours a week to assist pupils who are on the ALN register who have numeracy and literacy difficulties. Use will be made of:

- ITC equipment to support foundation subjects e.g. Clicker, Word Shark, Catch Up.
- Teacher resources e.g. from behavior support teachers, speech therapists, reading diaries.

- Miss Carys Williams works with is a member of Conwy's LA inclusion team who supports a nurture group for 3 mornings a week.
- Miss Carys Williams has 3 sessions a week of Headsprouts for pupils that need Catch Up in reading & 123 Maths for pupils that need Catch Up in maths.
- A member of the Conwy LA inclusion team conducts social skills sessions with KS2 & FPh pupils.
- A volunteer conducts a weekly Reading for Dogs session with pupils.
- A volunteer listens to pupils reading every week.

2. Information about identifying, assessing and providing for ALN pupils

- Books and resources are bought as the need arises
- Miss Carys Williams supports KS2 pupils with reading diaries.

2.1 ALN expertise, resources, provision/support groups

School expenditure on ALN (2014-15)

The school's present expenditure on other resources is £10,961+, which may be as follows according to pupil needs-

specialist equipment / specialist programs : £200

INSET: £1000

support from a teacher for 1 afternoon per week & support from ALN assistants for 3 afternoons per week: £9761

support from an assistant with reading diaries.

The majority of mathematics assistance is done in the class through differentiation.

There are arrangements to review the progress of pupils which is done through termly reviews / twice per annum or more often according to the pupil's needs and through detailed discussions between the parents and teachers with an emphasis on the pupil's contribution.

There are opportunities for staff to receive training in ALN.

2.2 Identifying and assessing arrangements; review procedures

We identify pupils through:

- pupils who come to the school who were already on the ALN registered at the previous school
- track pupil achievement annually to identify trends
- regular class tests
- standardized tests to assess ALN pupils– parallel, Nfer, HAST 2, Basic Number, All Wales reading & Numeracy tests.
- We endeavor to identify pupil achievement early during their career at the school so as to act immediately upon any specific need.

Where a weakness is identified in the pupil's achievement, he/she will be referred and the Government's ALN guidance applied. Naturally, the pupil will be on the school's ALN register. Dependent upon the severity of the difficulties, we will:

- inform the parents/ carers of the concern
- create an individual program
- refer to an external agency.

2.3 Information about resources, assessing for ALN pupils

We identify learning needs early at this school by:

- receiving evidence from teacher observations and assessments bearing in mind that every teacher is a teacher of ALN pupils
- look at the performance of pupils against National Curriculum level descriptions and Foundation Phase outcomes
- ensure that screening methods and standardized assessments are known to all teachers
- be open and willing to respond when parents express concern, the pupil's own concern, or concerns by another professional worker.

2.4 Arrangements for providing access for pupils with ALN to a broad and balanced curriculum, including the National Curriculum

All pupils with ALN will mix with other pupils in all aspects of the curriculum. If there are difficulties:

- they will be given individual attention in the class
- offered small group/target group support
- the class teacher will provide individualized work for them
- co-operating with other pupils will be organized
- support agencies will be consulted
- an individual education plan will be prepared for the pupil within School Action, School Action+ and Statement
- discussions will be held with parents/ carers
- preparing an individual education plan for pupils within the action periods and School Action+.

2.5 How are ALN pupils included?

By referring to “inclusion” the school will provide sensitive and appropriate information to ensure that the pupil is included, as appropriate, in all school activities.

As there is more than one school year in a class, we endeavor to provide work on two levels. Details are highlighted in several ways:

- work schemes
- weekly planning sheets
- pupils’ work sheets.

We use various strategies with pupils who shine in order to advance the pupil further e.g.

- refer to advanced work in other handbooks e.g. Mathematics schemes
- preparing additional worksheets
- refer the pupil to advanced books within the school library

By implementing the above guidance, and by trying to remember that every individual is different, we hope to ensure fair play for all pupils in our charge.

2.6 Criteria for evaluating the success of the ALN policy

- Does the policy provide clear guidance for teachers?
- Have there been changes to the policy over the year? If yes, what are they?
- What was the financial allocation for ALN and how was it used?
- Do arrangements work effectively?
- How many pupils are there on the ALN register?
- How many pupils receive additional support?
- What are these pupils’ developments? It is possible to measure their skills progress?

- Have teachers been on courses in the field?
- Have meetings been arranged for teachers?
- Have comments been received from parents?
- What was the conclusion of any external report on ALN provision?
- Do we evaluate the policy annually, re-present to the governors and report annually to parents on its success?

2.7 How are pupils with ALN included?

The school will provide sensitive and appropriate support to ensure that the pupil is included in all school activities, as appropriate. The Code of Practice for the Rights of the Disabled (Schools) is followed, the 2001 AN & Disability Act, and the 2004 Disability Act. The school has prepared an Access Scheme which aims to ensure pupil, parents and visitors have access to the school, the curriculum and school information.

2.8 Arrangements for considering complaints about ALN provision

Parents wishing to complain may firstly contact the following:

- ALN coordinator/head
- parents representative on the governing body
- the identified special needs governor

If these methods don't provide an answer for the complaint, then parents may follow the following steps:

The *Local Arrangements document for considering complaints under Section 23 of the Education Reform Act*, which is available at all schools.

3. Information about staffing policies and external bodies

3.1 School arrangements for the in service training of the ALN coordinator to identify the training needs which feed into the process of developing the school, e.g.

Development Plan

- in the primary sector the school may apply to the area INSET committee

- individual schools may apply for training from LA or other Agencies using school finance or as part of the agreement with the LA.

3.2 Arrangements for external stakeholders.

Support services are available through the joint committee. Services are provided by:

- the Education Psychology Service
- specialist advisory teachers – visual impairment, hearing impairment, physical impairment, pre-school

3.3 Partnership arrangements with parents /carers

The school recognizes the all-important influence of parents / carers on the educational development of their child. To ensure an effective partnership, the school encourages the co-operation of parents / carers:

- paying professional attention to parents' concerns ensuring that the school discusses the concerns with parents/ carers for a reasonable period and at the earliest convenience
- contact parents when registering the child at any period requesting their opinion and comments
- provide prominence to parental support where appropriate
- provide professional opinion to parents / carers when preparing individual education plans
- provide information about sources of support
- ensure that this policy is available in its entirety for parents / carers to read
- include parents / carers in regular reviews of their child.

3.4 Contact with other main stream and special schools, including arrangements when a pupil changes or leaves the school

Any relevant information to be forwarded when the pupil:

- moves from a main stream school to another main stream school – contact for details, contact LA
- moving from primary to secondary school – nature of the contact, fill in Conwy LA school transfer documents, attend review meetings. The secondary school's ALN coordinator will be invited to meet parents and discuss any pupil who has a SA+ agreement or involved with external agencies. If a pupil is moving to a special school or back to main stream, there will be a meeting betwixt the schools, LA and parents / carers.

- There will be co-operation between schools, meetings with the local ALN unit. Different aspects of ALN will be discussed at area meetings.

3.5 Links with health and social services, the education welfare service and voluntary bodies

- Health services
- Social services
- Social services may be contacted at any time if there are concerns about the child
- Social Inclusion Service
- Education Welfare Service
- CAMHS
- Speech and Language Service

A list of sources of support is available in the “Special Educational Needs – Education Act 1996” file.

Policy adapted January 2015 Reviewed February 2016

Chair of governors:

Date:

Head:

Date: