



## **Revised Policy on Additional Learning Needs/More Able and Talented Pupils YSGOL LLANDYGAU**

### **A. Aims and Principles**

#### ***Principles***

Ysgol Llandygai aims to :-

- Provide an equal opportunity both curricularly and socially for SEN pupils.
- Effectively collaborate with statutory agencies and others in relation to the child and his difficulties.
- Closely collaborate with parents to ensure an effective partnership to assist the pupil.
- Place an emphasis on the pupil's contribution and fully take his opinions into consideration.
- Ensure a whole school response to assist the pupil.

#### ***Aims***

- Ensure that the school has a system in place to identify at an early stage the child who has difficulties that may be hindering his education.
- Identify More Able and Talented pupils and support them.
- Information gathering by teachers, parents, the pupil and others to ensure the best possible understanding of the nature of the child's difficulties.
- Ensure that all SEN pupils receive the necessary provision.
- Try and ensure the collaboration and support of parents and others as regards service provision.

#### ***Name of ALN Co-ordinator***

The ALN Co-ordinator is **Mrs Lowri W. Pritchard** and the Designated Governor is **Mrs Rhian Llewelyn Jones** since October 2012

### **B. Information about the ALN provision**

#### ***Arrangements for provision co-ordination***

Service co-ordination at the school is the Co-ordinator's responsibility.

The Co-ordinator is responsible to the Management Team/Headteacher and to the Governors.

#### ***The Co-ordinator's responsibilities are as follows:***

- Policy implementation from day to day
- co-ordinate and collaborate with teachers and advise them about the provision
- co-ordinate with parents of ALN pupils
- co-ordinate provision for ALN pupils
- monitor pupils development
- keep the school's ALN minutes and regularly monitor every ALN pupil's records
- co-ordinate with other support agencies e.g. education, health, social, voluntary
- ensure that arrangements are regularly reviewed
- input training needs into the school development plan.

#### ***Admission arrangements***

The school admits ALN pupils through:

- collaboration with the support agencies when admitting a new pupil
- attending official meetings, such as reviewing statements, e.g. primary to secondary transfer, transferring from a special school
- discussions and receiving information, e.g. move from school to school
- discuss with parents
- positively handle the request and within the prevailing school circumstances
- provide sensitive and appropriate support to ensure the pupil's inclusion in all the school's activities in compliance with the Rights of the Disabled Act

#### ***ALN Specialization and any special units***

Opportunities are provided for staff to receive training in ALN.

**C. Information on identifying, assessment and provision for ALN pupils**

At this school, educational needs are identified at an early stage through:

- obtaining evidence of teachers observations and assessments bearing in mind that every teacher teaches ALN pupils
- look at pupils performance in comparison with National Curriculum level descriptors
- ensure that every teacher is aware of standardized screening and assessment methods. All Wales Reading Tests, All Wales, Young Spelling Tests and NFER Mathematical Tests are used.
- be open and provide a ready response when parents express concern, concern voiced by the pupil or concerns of other professionals.
- MaT pupils are identified as a consequence of teachers continuous assessment and also following tests held at the end of the Summer Term. Their IEP has been planned to develop and enhance their strengths in subjects or aspects of specific subjects. An IEP review is held twice a year.

***Arrangements for providing ALN pupils with access to a wide-ranging and well-balanced curriculum, including the National Curriculum***

All ALN pupils follow the curriculum with other pupils. If difficulties arise, then:

- i. one to one attention is provided within the class
- ii. work for a particular pupil is prepared by the class teachers.
- iii. collaboration is arranged with other pupils
- iv. support agencies are consulted
- v. discussions are held with parents
- vi. an individualized education plan is provided for pupils within School Support, School Support Plus and Statemented pupils.

**LITERACY AND NUMERACY FRAMEWORK 2013 Pupils who have additional learning needs (ALN)**

The LNF includes all pupils. A series of expectations have been prepared in which all pupils are included and that will ensure that ALN pupils are included in all elements. Progression is noted from the early precursory skills described in detail in the pathway map *On the Learning Trail*. The LNF outlines how pupils skills are fine-tuned and extended as they progress towards the expected standards for the Reception class. Certain skill elements will not become apparent until a later phase in the LNF. In such instances, the relevant cells in the LNF are coloured grey to indicate that.

Teachers, pupils, parents and guardians use these follow-up statements in methods similar to those described above. The LNF also describes a continuum of development and pupils can progress further or faster in some aspects than others, with achievements encompassing several years. This can be especially suitable for ALN pupils, especially when achieving specific items are prevented through disability. As regards more able and talented pupils, who work at higher levels, schools should set a greater challenge. The level of difficulty may be increased through extending breadth, depth and complexity of the tasks.

The statutory Tests as well as the LNF and formative, narrative assessments against it, we present national reading and numeracy tests.

These will provide summative data, nationally gathered and analysed and used as part of the national accountability model. Test data will provide teachers with clear indicators of skills development and progress, and will make an important contribution to the evidence teachers use to reach an annual judgement about pupils acquired skills.

Assessment against the LNF and test outcomes will provide a different perspective on pupils progress. This reflects that they assess slightly different aspects on the same skills and that one is an overview or summative view whilst the other uses a much broader range of evidence. When test results appear to contradict outcomes against the LNF or other assessments, what is most important is that teachers consider the reasons for any difference and give due attention to them.

***How are ALN pupils included***

The school provides sensitive and appropriate support to ensure that the pupil is included in all the school's activities, whenever possible. Rights of the Disabled Commission's Code of Practice (Schools) and the 2001 SEN and Disability Act are complied with.

#### **Resources**

#### **PDG Expenditure 2016-17**

#### **Allocation - £34,900**

Field	Expenditure
Staffing Key Stage Two to implement various intervention programmes: <b>Assistant 1:</b> an additional 8.75 hours to those of the county. <b>Assistant 2:</b> 28.75 hours. <b>Assistant 3:</b> 25 hours.	£24,192
Headsprouts Intervention Programme	£1,000
Class Act by Anomaly company –promote verbal/literacy work.	£2,200
New computers to support the Headsprouts programme	£2,417
Reading books -	£3291
Iris Connect – observe lessons to bridge the gap	£1,800
<b>Total</b>	<b>£34,900</b>

A large proportion of the PDG is used to employ specialist assistants who will support and track pupils progress through various interventions. Some of the PDG has been used to invest in equipment and lead resources. Careful and thorough tracking will be implemented to ensure value for money.

The aim is to provide ALN support mainly in Literacy and Numeracy.

There are arrangements to review pupils progress and this is done through termly reviews and through detailed discussions between the parents and the teachers, placing an emphasis on the pupil's contribution.

Use is made of a new room in the corridor (Music room/ SEN), the Library and the corner of the hall, to teach individual pupils/groups by Specialist Teachers. All ALN documentation and information is centrally stored in a room in the corner of the Hall. As the school site is on one level (separate from the mobile cabin), with very few steps, it has not been necessary for modifications to be made to the building until August 2013. In August 2013, a ramp was installed into the Cabin and a ramp into the main building at the side entrance of the school. Handrails were installed along some walls and it was ensured that the stairs leading up to the stage are appropriate to enable all pupils to gain access to the stage.

#### ***Arrangements for deliberations over complaints about the ALN provision***

A parent wishing to lodge a complaint can contact the following in the first instance:

- The ALN Co-ordinator
- The Headteacher
- Parents representatives on the Governing Body
- The designated ALN Governor

If the above do not resolve the complaint, the parent can pursue the following:

A copy of the document *Local arrangements for deliberating over complaints lodged under Section 23 of the Education Reform Act* is available at every school.

#### **D. Information on staffing policies and partnership with external bodies**

##### ***School arrangements for ALN inset***

- training need requirements to be identified by the Co-ordinator and input fed into the Development Plan
- the school can present a request to the catchment-area INSET Committee

##### ***Parents Partnership arrangements***

The school acknowledges parents crucial influence in their pupils educational progress. To ensure an effective partnership, collaboration with parent is encouraged through:

- addressing parents concerns at a professional level, discussing them at a reasonable time and at the first convenient opportunity
- contact the parents when it is decided to act to deal with learning difficulties through School Action or School Action Plus, seeking their opinion and comments
- give pride of place to parental support where appropriate
- give professional focus to parents opinion when preparing individualized education plans
- information sharing about sources of support
- ensure that the entire policy is available for parents to read
- include parents in regular reviews on their child
- provide a section in the School Handbook discussing ALN.

***Contacts with other mainstream schools and special schools, including arrangements when pupils transfer to another school or leave a school***

The school has close contact with schools within the catchment-area and hold joint discussions with them when a pupil:

- transfers from a mainstream school to another mainstream school – contact for details.
- Transfers from a primary to a secondary school – transfer information, review meetings
- Transfers to a special school or returns to the mainstream - discussions held between the schools and the SEN Joint-Committee

Collaboration also occurs with schools and catchment-area/county-based training is received.

***Contacts with support health services and agencies***

The support service in the LEA is available through the SEN Joint-Committee. A service is provided by:

- i. ***the Educational Psychology Service***
- ii. ***Specialist Teachers – visually impairment, hearing impairment, physical impairment, the pre-school service, behavioural support***

iii. ***Health Services***

The school nurse can be contacted - a regular visitor and a point of contact with other personnel. With Parental consent, a pupil can be referred through the School Nurse to be seen by the Community Paediatrician. Formal contact can also be made with the Community Paediatrician, with parents consent, to request information relevant to the pupil's education.

iv. ***Social Services***

The initial point of contact is the Education Welfare Service to direct the school to the appropriate place. Contact with Service members has also been developed over several years. Social Services are directly contacted at any time when urgent matters need to be addressed.

v. ***Education Welfare Service***

The Welfare Officer regularly visits the school and visits homes where required. The service also provides guidance and support referring the school to other agencies.

vi. ***Voluntary Bodies***

A list of support sources are listed at the back of the file: Wales Special Educational Needs Code of Practice 2002.

vii. ***Children and Young People Mental Health Services [CAMHS]***

viii. ***Careers Wales***

ix. ***National Council of Wales for Education and Training***

Policy Adopted: Spring 2013

Policy Reviewed: Spring 2014, Spring 2015

Chair of Governors: Rev J Matthews

Head teacher: C Hughes

Policy Reviewed: Spring 2017

Chair of Governors: Rev J Matthews

Head teacher: Mr Elfed Morgan Morris