



# Borrás Park Community Primary School

## ALN Policy

Signed: \_\_\_\_\_ Chair of the Governing Body

Date agreed: \_\_\_\_\_

Proposed review date: \_\_\_\_\_

### Accessible Formats

Other accessible formats of this document including Welsh, large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

This document was prepared by the subject Co-ordinators in consultation with  
Headteacher and Staff.

To request a copy of this document in an accessible format contact Borrás Park Primary School (01978 346890).

# Borras Park Primary School

At Borras Park Primary we endeavour to provide the best educational opportunities for each child in our school. We strive to provide a balanced, broad curriculum-based learning for all, irrespective of gender, ability and cultural needs.

## Definition

A child has additional learning needs if he/she is more able and talented (see MAT Policy) or if they have a learning difficulty which calls for additional educational provision to be made for them.

A child has a learning difficulty if he/she:

- Has a significantly greater difficulty in accessing the Foundation Phase and Key Stage 2 curriculums than the majority of children of the same age because they have social, emotional and behavioural and or mental health needs.
- Has a disability which either prevents or hinders 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
- Has a range of underlying factors such as cognitive, physical or sensory difficulties; emotional and behaviour difficulties with speech and language or social interaction

## Aims

At Borras Park Primary we aim to:

- Ensure early identification of a pupil's needs
- Ensure the views of the child are sought and taken into account
- Ensure that parents are involved from early identification
- Ensure all school staff work with the ALNCoS, outside agencies, parents and pupils. Outside agencies may include the LA, Educational Psychologist, Speech and Language, CAHMS etc
- Offer full access to a broad and balanced education for children with ALN
- Ensure that appropriate programmes of work are implemented

## The Role of the ALNCo

- Ensuring liaison with parents, relevant staff members, LA, Outside Agencies and the child
- Advising and supporting colleagues in the setting
- Maintaining the ALN register and overseeing the records of all children with ALN
- In-service training of staff, especially where there are links to the School Improvement Plan
- Ensuring that IEP/IBPs (both of these plans will come under the new **Individual Development Plan** when these are implemented by the Local Authority) are in place and are being regularly evaluated both by staff and pupil
- Ensuring that relevant background information about individual children with ALN is collected, recorded, updated and shared with appropriate staff
- Updating policy
- Data analysis, classroom observations and monitoring of the subject
- Attending SENCO Forums
- Performing specific assessments on children eg BPVS, Ravens with subsequent discussion and support of the child
- To attend Annual Reviews and complete the appropriate paperwork
- To attend relevant courses
- PCPs

## Staff Development

All teaching and support staff at Borrass Park CP School are committed to their on-going professional development. Training and development opportunities for enhancing provision for pupils with ALN is a priority and may take place through:

- LA In-Service training
- School in-service training
- Cluster group support
- Advice from the LA team
- Advice from external agencies eg SALT, E.P.

All staff are encouraged to ask for help and support from the ALNCoS and then from Outside Agencies if needed.

## **Curiculwm Cymreig**

All pupils at the school including those with ALN have an entitlement to learn about the language, heritage and culture of Wales.

## **Hearing Impaired Resourced Provision**

Pupils with a wide range of hearing impairment are admitted to the Hearing Impaired Unit from the age of three. Children either come into the unit with a Statement or one is undertaken when they join the unit. The pupils use a variety of communication modes depending on the degree of deafness. Children in the HIU are integrated into mainstream classes. Children are supported by specialist staff as they integrate. All staff and children in the school are encouraged to use some basic sign language to communicate with the children in the HIU. Staff within the units have more advanced signing skills and accreditation linked to deafness.

## **Pupil Centred Planning Personal Profiles**

Every child will have a PCP, done during the Autumn term with the class teacher; we call this the One Page Profile. The purpose of a PCP is to give the individual child an input into the way in which the people around them can help and support them. The ALNCo will oversee the process and give advice and suggestions from the results eg SAP group, Friends for Life. Enhanced PCPs can be done with those children where there are specific problems. The ALNCo will be responsible for the enhanced PCPs alongside the child and parents. The incoming Nursery children will be sent an All About Me booklet to complete during the summer holidays. This information will then be used as their first PCP.

PCPs will be reviewed in January.

## **Identification and Assessment Arrangements for Pupils with Additional Needs**

Initial identification of children with ALN may come from:

- Pre-school health services
- Parents
- Early Education

- Class teacher
- Medical services
- Local Authority

Meetings are held between relevant parties to discuss the nature of the problem and how to best support the pupil's needs.

Once the initial identification and additional need has been recognised then the Graduated Response as set out by the LA and the Code of Practice for Wales will be followed.

Procedure for provision is as follows:

### **1. Classroom Action (CA)**

The class teacher identifies that the pupil is learning or progressing at a rate noticeably discrepant to that of its peers. The ALNCo is informed and strategies for monitoring and supporting the child within the classroom are put into place. Parents are notified and the issues are discussed and strategies shared. The child's needs are taken into consideration and shared. These will be part of the child's PCP.

### **2. School Action (SA)**

If, following CA, the child is still experiencing difficulty and is considered to require additional support, further discussion will take place with the parents and assigned consent. If the parents are in agreement, a Plan will be drawn up by the class teacher and the ALNCo and the child may be withdrawn for additional support. The Plan is reviewed at least twice a year and new targets set by class teacher and ALNCo. If appropriate progress has been made additional support will be within and the pupil will return to CA. If there is some progress but some concerns remain, current support will be reviewed, may be modified and additional support will continue. At this stage the ALNCo will perform individual standardised testing such as Ravens and BPVS.

### **3. School Action Plus (SA+)**

If a child makes insufficient progress despite additional support, parents will be consulted and, if in agreement, assessment and/or interventional from outside agencies eg EP, SALT, CAMHS etc may be sought in order to determine the appropriate course of action for the child. Recommendations from such referrals will then be put into action. Plans may be re-written and revised targets or actions as specified in the report will be adhered to. If the child fits the criteria then outside intervention will be sought from the LA such as Primary Steps, Literacy Support, Language Outreach.

#### **4. Application for Additional Support from the LA**

If, following the above interventions/actions the child still demonstrates a significant cause for concern, the following course of action is to be taken. With parental agreement the ALNCo will send in an application for Additional Resources at School Action Plus (ARSAP) or Statutory Assessment to the LA. The ALNCo will be responsible for submitting the required evidence. Further assessments may then be requested by the LA which will be carried out by the ALNCo or the appropriate Outside Agency eg Educational Psychologist.

Statements will be reviewed on a yearly basis in school but with the LA and all appropriate outside agencies being present. The ALNCo is responsible for the Review paperwork and submitting the Agreed Actions to the LA after the Review meeting

### **Reporting to Parents**

Parents are invited to regular drop-in sessions and parent meetings through the year to discuss their child's progress and sign IEPs. Borrass Park CP School has an open door policy and as such parents are welcome to come into school to discuss any issues relating to their child with the staff at a mutually convenient time.

### **Transition**

Children from Early Education will have opportunities to meet their new teacher and Ta's in Early Years in the summer term. Similarly the Year 2 children will follow a transition plan in the summer term to the Juniors, consisting of visits for Gwasanaeth, Amser Chwarae and a tour. They will have many opportunities to meet their new teacher during this time.

Information about any additional needs will be passed on from the Infant ALNCo to the Junior ALNCo during regular meetings. Paperwork will also be transferred.

There is excellent communication between Borrass CP School and local secondary schools to aid the transition of all pupils, particularly those with ALN. The High School ALNCo and/or Head of Year7 visit the school to liaise with Year 6 staff and the ALNCo during the summer term to discuss the needs of all Year 6 pupils. ALN are identified and their individual needs are discussed and then all records relating to pupils with ALN are passed on to the relevant High Schools during the summer term.

For pupils with Statement of Additional Education Need a transitional Review is held by the school in Autumn term to outline the provision required for the child as they move to KS2 and/or KS3. Parents and an LA Officer, the High School and all other

agencies involved with the child are invited to attend this review. Further meetings are held in the Summer term to confirm all aspects of provision are in place

## **Formal Complaints**

Parents are invited to contact school if they have any concerns regarding their child's education. If this takes the form of a complaint the school will discuss this with parents and endeavour to solve the matter. Such concerns can be either verbal or written and should be directed to the Head teacher in the first instance. If however this is inappropriate, then concerns can be directed to the Chair of the School Governing Body. If the matter remains unresolved the Head teacher will request mediation by an LA Officer. Please see the school Complaints Policy.

## **Monitoring**

To ensure the success of the school's ALN policy it is reviewed via the Subject Evaluation Review at the end of every school year to establish how we can improve and ensure that the policy is a value added document. The ALNCo's have the opportunity to monitor the ALN provision throughout the school, eg monitor differentiation through Planning to evaluate the effectiveness of the provision.

## **Policy Review**

This policy was written by Janet Richards and Nicola Griffiths for the Amalgamation of the Infant and Junior Schools in 2016-17. This Policy will be reviewed in the school year 2017-18.

## Equality Impact Assessment

<b>Responsible Officer (Head Teacher)</b>	Sarah Hurst
<b>Assessment Owner</b>	Janet Richards, Nicola Griffiths
<b>e-mail address</b>	<a href="mailto:RichardsJ14@hwbmail.net">RichardsJ14@hwbmail.net</a> GriffithsN72@hwbmail.net
<b>Full job title</b>	ALNCO
<b>Title of Policy</b>	ALN Policy
<b>Rationale:</b> Why is it being considered?  What need is being addressed?	<b>Need to formulate whole school policy in light of amalgamation</b>  <b>Previous Policies separate and out of date</b>
<b>Aim:</b> What is the intended outcome of the policy?	Ensure consistency across whole school
<b>How:</b> How will it be delivered, by whom and by when?	Policy will be used by all stakeholders at all times
<b>Who:</b> Who are the people likely to be affected by this policy?  How have you consulted with the people who are likely to be affected?	Pupils, staff, parents and Governors  Consulted with joint subject leader, discussed at staff meetings and GB
<b>Measures:</b> How will you know you have achieved your aims?  What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy.  Consistent delivery of Additional Learning Needs throughout the school and appropriate involvement of parents/guardians and Outside Agencies
<b>Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of:</b>  <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships</li> </ul>	<b>This policy is a combination of previous Junior and Infant policies and has been updated to reflect best practice across both sites. The policy will need reviewing next year in light of the new 2018 curriculum.</b>  <b>The Policy reflects the legal requirements of the Code of Practice and the</b>

for your schools; and / or National policies e.g. Welfare Reforms

**Local Authority.**

**A new Code of Practice is expected to be published in the Spring term 2018.  
As a result of this amendments may have to be made to this policy.**

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientati on	Marriage Civil Partner ship	Gender Reassign- ment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?				█ -			█ -					█ -	
<b>Q2</b> Would this discriminate against any of these groups?													
<b>Q3</b> Would this				█ -								█ -	

proposal advance the equality of opportunity for these groups?													
<b>Q4</b>  Would this promote good relations between these groups /wider community?		-		-								-	

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

If your proposal will not have any impact on 'people' please outline why this is the case below:

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- What is the likely scale of the impact and how this can be reduced?
- Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.

## EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any '-' symbols you recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
<b>Disability</b>	Pupil Statements, SALT referrals, Primary steps, CAMHS referrals, Pupil IEP, Basic literacy screen, dyslexia testing, standardised testing results, parental info, Ed Psych report, TAC, MASH	Problems with pupils understanding receptive language, expressive language, pupils without speech, pupils with hearing loss, fine motor problems	Differentiated curriculum  SALT programme to improve service  Sign language support  Teoderescu programme  Signing interpreter  Directed interventions	Janet Richards  Nicola Griffiths	1:1 support  Class teachers  SALT  Ed Psych  HT  CAMHS  Sensory service  Inclusion Team	Ongoing

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
			Home-school links		OT  Physio  Community disability nurse	
<b>Race/ Ethnicity</b>	Admission forms, SIMS, CTF data	Understanding of Receptive language and expressive language problems	Consult EAL service	Janet Richards  Nicola Griffiths	EAL service	Ongoing
<b>Welsh Language and Culture</b>						
<b>Poverty</b>	FSM data, pupil profiles, Barriers to Learning matrix	Poor engagement with school and Outside Agencies eg SALT, lack of support with homework,	PDG grant, daily reading, targeted intervention	Janet Richards  Nicola Griffiths	HT  GB	Ongoing

## Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

Barriers to Learning Matrix, Code of Practice, IEPs, One Page Profiles, Reports from Outside Agencies, Inclusion Service Information

## Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

## Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?

b) Were the intended outcomes of the proposal achieved or were there other results?

c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?