

# LLISWERRY HIGHSCHOOL



## ALN/SEN POLICY

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# LLISWERRY HIGH SCHOOL ALN/SEN POLICY

## Rationale

Llisbury High School, as part of its mission of promoting Learning for Life is committed to providing an appropriate and high quality education to all of its pupils. Its philosophy is based on the principle of educational and social inclusion. All pupils, regardless of academic ability, age, religion, gender, ethnicity, sexual orientation, impairment or social class are given access to a broad, balanced and relevant curriculum, including the full range of educational facilities and extra curricular activities.

We believe that all pupils should be equally valued and strive to eliminate prejudice and discrimination and develop an environment where they can flourish and feel safe.

Llisbury High School is committed to inclusion. Part of its strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we seek to respond to learners in ways which take account of their varied life experiences and needs.

It is our belief that educational inclusion is about equal opportunities for all learners, whatever their academic ability, age, religion, gender, ethnicity, sexual orientation, impairment or social class. It is our policy to pay particular attention to the provision for and the achievement of different groups of learners: including,

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees those who need support to learn English as an additional language (EAL)
- those with special educational needs
- those with impairments
- those who are gifted and talented
- those who are looked after by the local authority
- those who are at risk of disaffection and exclusion and
- others such as those who are sick; who are young carers; who are in families under stress and pregnant school girls and teenage mothers

This policy describes the way we meet the needs of pupils who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or emotional or social development, or to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are a range of factors which affect achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and recognise that these may be long or short term. We aim to identify their needs as they arise and provide teaching and learning contexts which enable them to achieve to their full potential.

Llisbury High School sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we seek to promote inclusion in all of our policies and practices. We are trying to move from an ALN approach that locates a problem with a pupil to looking at what additional provision we need to make for him/her.

## Objectives

1. To ensure the ALN, Discrimination and other related legislation, together with relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, pupils with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by subject teachers, ALNCO and support staff, as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having ALN at **School Action** or **School Action Plus**.
6. To ensure that pupils with ALN are perceived positively by all members of the school community and that ALN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the pupils themselves in planning and in any decision making that affects them.

## Arrangements for coordinating ALN provision

1. The ALNCO will review IDPs at least once a year, meeting with pastoral heads and external agencies to discuss additional needs concerns. For some pupils, it will be necessary to hold reviews more frequently.
2. At other times, the ALNCO will be alerted to newly arising concerns by referral by teaching staff, learning support staff and pastoral teams.
3. The ALNCO will discuss issues arising from referrals with the person referring the pupil and take appropriate action.
4. Targets arising from IDP meetings and reviews will be used to inform individual and where appropriate, promote/support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The ALNCO monitors planning for ALN and supports curriculum teams with curriculum planning.
6. The quality and effectiveness of the provision for pupils with ALN is monitored through the formal reviews / lesson observations undertaken by the school's Senior Leadership Team and Leaders of Learning. The ALNCO participates in and receives feedback from these, as appropriate.
7. ALN support is primarily delivered by subject teachers through differentiated teaching methods. Additional support is provided by the ALNCO and by trained learning support assistants (LSA's). This is funded from the school's core and ALN budgets. The support timetable is reviewed annually by the ALNCO and the leadership team, in line with current pupil needs, educational initiatives / priorities such as literacy and numeracy strategies and the budget.
8. Support staff, teachers, ALNCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly monitoring, assessing and recording the progress of **all** pupils is used to identify pupils who are not progressing satisfactorily and who may have

additional needs. There is also reference to information provided by:

- National Curriculum assessments / descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of ALN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment information and following discussions with subject teachers, pastoral teams, the ALNCO and parents, a pupil may be recorded as needing either:

Differentiated curriculum support within the class

Additional support through **School Action** provision

Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in '**Criteria for Assessment**' (Newport City Council)

### **Differentiated Curriculum Provision**

In order to make progress a pupil may only require differentiation of the lesson plans for the whole class. The differentiation may involve modifying learning objectives, teaching / learning approaches and access strategies.

Under these circumstances, a pupil's needs will be provided for within the whole class planning and individual target setting. Differentiation will be shown in the lesson planning by subject teachers.

**Monitoring** of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.

The pupil's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the pupil and his / her peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the pupil's behaviour

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of the pupil's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

**School Action** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions

- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of pupils recorded at **School Action**.

- Pupils who have needs similar to other children with additional needs within the class.
- Pupils who are considered to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these pupils within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for pupils to have **individual targets**.

Both groups of pupils will have provision for their common needs as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group will be taught by the subject teacher and in most cases supported by an LSA.

The responsibility for planning for these pupils remains with the subject teacher, **in consultation** with the ALNCO, who provides information relating to individual pupils in the form of IDP's.

A pupil receiving support at **School Action** will have an IDP.

This document forms an individual record for the pupil and contains information about school-based observation and assessment, a summary of the pupil's additional needs and action taken to meet them, including any advice sought from outside agencies. The LEA model, with minor adaptations, is used for this purpose.

**Monitoring** will be carried out on a regular basis with significant achievements and difficulties recorded. The ALNCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the pupil, if appropriate.

Individual Development Plans will be reviewed at least once a year, although some pupils may need more frequent reviews. The ALNCO will take the lead in the review process. Parents/carers and wherever possible, the pupil will be invited to contribute and will be consulted about any further action.

As part of the review process, the ALNCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period of time, the pupil continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

## **School Action Plus**

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and

strategies, specialised assessment or some direct work with the pupil. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the pupil's additional needs are such that the pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of pupils of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the his/her or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A pupil receiving support at School Action Plus will have an Individual Development Plan.

**Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

### **School request for a statutory assessment**

For a pupil who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA whose weekly Panel makes a judgment about whether or not the pupil's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's Criteria for making a request for statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs**

A pupil who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus together with additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the ALNCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the pupil.

### **The Schools Arrangements for ALN and Inclusion In-Service Training**

- Meeting additional needs and Inclusion issues are targeted each year through the school's review and development processes and the related School Development Plan. In-Service training and individual professional development is linked to the targets/priorities.
- All staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified either at an individual pupil or whole class level. The school's performance management system

- plays an important role in identifying individual training/support needs.
- Support staff are encouraged to extend their own professional development and the management team will seek to provide tailor-made training where it is appropriate.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly, following discussion at a termly Curriculum Link Meeting.
- The LA Advisory Teacher visit to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where the school does not have the necessary in-house expertise, for example, dyslexia.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. They work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialists, who also attend and contribute to IDP reviews.
- The ALNCO liaises frequently with a number of other outside agencies, for example:
  1. SPLD Service (Specific Learning Difficulties)
  2. Educational Psychology Service
  3. Behaviour Support Team
  4. Learning Development Officers
  5. Education Welfare Services
  6. Social Services
  7. Child and Adolescent Mental Health Services
  8. Careers Wales
  9. Home Tuition
  10. H I Service (Hearing Impaired)
  11. V I Service (Visually Impaired)
  12. Speech and Language
  13. Counsellor for the Deaf
  14. ALN section of Newport City Council

Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers are encouraged to work together to support pupils identified as having additional needs.
- Parents/carers are encouraged to be involved at all stages of the education planning process. An appointment is made by ALNCO to meet all parents/ carers whose children are being recorded as having additional needs. .
- At review meetings with parents/carers we try to always try to make sure that the pupil's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. We seek to ensure that all parents/carers go away from meetings clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IDP targets can include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IDPs and reviews are copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and

progress. Parents/carers are able to make other appointments on request.

- Regular communication between school and home will help to ensure that concerns are promptly acted on. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, a copy of which is available from the school, sets out the steps in making a complaint in more detail.

### **Links with Other Schools/Transfer and Admissions Arrangements**

Pupils are admitted to the school in accordance with LEA policy and procedures. During the year, when the pupils are in Year 6, the ALNCO attends the annual statement reviews, goes to all phase-transfer meetings and visits the partner primary schools. Admissions information is recorded and risk assessments are made if and when required to ensure a smooth transition for each pupil. Parents/carers are also invited to discuss the provision that can be made to meet the identified needs of their children.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the pastoral heads by the ALNCO and referrals made as appropriate.
- Social Services and the Education Welfare Service are accessed through the Social Services Team desk or the school's Education Welfare Officer as appropriate.
- There are many voluntary organisations supporting ALN. The ALNCO maintains an up to date list. Parents/carers are given details of these groups on request or as appropriate.

### **Inclusion Principles**

- The school values pupils of all abilities and supports inclusion.
- Staff and pupils are always involved in considering the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each lesson, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support children identified with additional needs is part of this process.
- Where appropriate, links with partner special schools are made and pupils included into the mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place to ensure that the most appropriate provision is being made for the pupil.

### **Access to the Environment (see School's Accessibility Policy/Action Plan)**

### **Arrangements for Providing Access to Learning and the Curriculum (see also the school's Accessibility Policy and Disability Equality Scheme and related Action Plans)**

- The school will ensure that all pupils have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every pupil's needs. (No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual



and leads towards inclusion.)

- Learning opportunities should be absorbing, rewarding and effectively differentiated and the teaching styles diverse.
- Staff should work in a way to avoid the isolation of the pupils they are supporting and to encourage collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit with activities being adapted or planned separately, as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate.
- The school seeks to ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- All pupils requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

### **Organisation of Teaching Groups**

On entry to the school, pupils are placed in classes according to their needs and abilities. ALN pupils who stay on into the 6<sup>th</sup> Form are allocated support according to their needs.

A number of LSA's are trained to deal with the physical, medical and personal needs of ALN pupil's. External agencies are closely involved in the training of support staff to ensure that the pupil's needs are correctly met.

### **Withdrawal Support**

Pupils on the ALN register with literacy, numeracy, behavioural, motor skills and social skills difficulties access a range of withdrawal lessons, according to their needs. Withdrawal lessons are delivered by Learning Support Assistants and teachers, under the line management of the ALNCO. Specialist programmes of study, directly linked to the pupils' IDPs are delivered and diagnostic assessment is carried out in order to measure progress.

### **Evaluating the success of the Schools ALN and Inclusion Policy**

Every year as part of our review and development planning processes, at both the whole school and subject department levels, we analyse data on the assessment of all pupils including those with ALN and low attainment. A range of comparative/benchmark data relating to the LEA, Wales and similar schools is used in the process and we use this analysis to identify and set targets/priorities for our School Development Plan.

Progress against these targets/priorities is reported to the governing body, who in turn report

to parents/carers through the Governors Annual Report. This Annual Report also includes the details of ALN provision together with the information required by the Disability Discrimination Act.

The Headteacher provides information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision is also noted. The Headteacher reports on any whole school developments in relation to inclusion, at the same time and ensures that governors are kept up to date with any legislative or local policy changes.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to ALN provision and planning are taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place annually and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report.

The policy itself will be reviewed annually by the school's Senior Leadership Team and ALNCO.

### **Dealing with Complaints**

If a parent/carer wishes to complain about the school's policy or provision they should, in the first instance, raise it with the ALNCO, who will try to resolve the situation.

If the issue can not be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

**Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy which is available on request from the Headteacher.**

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