

Fornden Church in Wales Primary School

Additional Learning Needs Policy

The staff and governors at Fornden School believe that children should be encouraged and supported in reaching their full academic, social and emotional potential. The school accepts that some children will need more help than others and has an agreed policy for identifying and helping children with additional learning needs.

Definition

A child with additional learning needs is a child who needs extra support and/or encouragement to fulfil his or her potential.

Identifying Children with Additional Learning Needs

Teachers may identify the needs of a pupil as arising from any one of, or a combination of the following:

Hearing impairment
Multi-sensory impairment
Specific learning difficulties
Speech, language and communication difficulties
Autistic spectrum disorder
Emotional and behavioural difficulties
Physical difficulties
Medical difficulties

Identification of needs is generally dependent on close observation and teacher assessment. Identification may be aided by the use of:

- Baseline assessment
- Read, Write inc assessment
- NGRT (National Group Reading Test)/National Reading Test
- Single Word Spelling test
- Cognitive Ability Test
- Snapshot maths test/National Numeracy Test
- Basic Number Screening Test
- Lucid Rapid Dyslexia Indicator
- SNAP (Special Needs Assessment Profile)
- NC level descriptors/Foundation Phase Outcome descriptors

Scores from standardised tests are tracked.

POWYS ALN Register

Using the new Graduated Approach in Powys guidelines (based on the SEN Code of Practice for Wales 2004), School Action (SA) will be made available at the earliest possible stage to any pupil who experiences greater difficulty in learning than the majority of his/her peers. Progress is monitored and if it is maintained for 2 terms they can be removed from the register. If little or no progress is made in response to provision the school can move them onto School Action Plus (SA+).

Implementation

The Additional Learning Needs Co-ordinator is responsible for co-ordinating the policy. At all times the teacher, Co-ordinator and parents work in partnership to address a child's particular needs.

The ALN Co-ordinator has termly consultations with the area Educational Psychologist and/ or other agencies to discuss any concerns about pupils with additional needs. At these consultations advice is given and teaching strategies are suggested to help with pupils' difficulties.

When a child is identified as having ALN he/she is provided with interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This is known as **School Action**. **An Individual Education Plan (IEP)** will be produced to show the action taken and the child's learning goals.

The intervention may be in class or, particularly with those on the register, 1:1 support outside class.

Children making little or slow progress with learning phonics will go through the Read, Write inc 1:1 tutoring programme.

If a child has specific learning needs/ sensory deficit they will be placed on **School Action Plus**. This is when the school will seek help from external support services e.g. SALT.

Consultation with parents

Teachers and parents discuss IEPs at the beginning of the school year. At the spring term parent's evening they are reviewed. The IEP is updated by staff and children (as appropriate to their age) every term and a copy sent to parents. Parents are always welcome to come in to school (at an agreed time) to discuss their child's progress.

Links with Agencies

The school will make links with professional agencies when requested or appropriate e.g. educational psychologists, school nurse, hearing/sight impairment advisers, speech therapist, physiotherapist, outreach teacher etc.

The ALN coordinator refers to the SEN Toolkit to inform themselves of procedures

The policy is reviewed annually and revised as necessary.

Date for review

September 2019