



Ysgol Gynradd Brynhyfryd Primary School

"Breuddwydio, credu, llwyddo gyda'n gilydd!"

"Dream, believe, achieve together!"

Brynhyfryd Primary School is a Rights Respecting School

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Articles 3, 5, 13, 28, 29.

Additional Learning Needs Policy

Date: September 2020 **Date of Review:** September 2021

Signature: Cllr Mike White **Signature:** Mr James Knight

Post: Chair of Governors **Post:** Acting Headteacher

General Statement:

Brynhyfryd Primary school is committed to a policy of social inclusion of which inclusive education is the key dimension

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, A.L.N.Co and all members of staff have important day-to-day responsibilities. *'All teachers are teachers of children with special educational needs.'* Teaching such pupils is therefore a whole school responsibility.

In every class there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. Pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. The school recognises that around 20% of pupils may have Special Educational Needs at some time during their school career (Warnock 1978) and seeks to make provision for those pupils according to their needs.

At Brynhyfryd Primary School we recognise the definition of Special Educational Needs as stated in SEN Code of Practice for Wales 2002:

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for.

Children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority; or*
- *are under compulsory school age and fall within the definition(s) above or would do so if special educational provision was made for them.*

Special educational provision means for-

- *children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area,*
- *children under educational provision of any kind.*

Brynhyfryd Primary School staff recognises that pupils will have needs and requirements which may well fall into one of the four areas described in the Code of Practice.

These areas of need are:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Emotional, Behaviour and Social Development
- ❖ Sensory and/or Physical

UNCRC:

The Welsh Government has stated that all work with children and young people in Wales should be based upon the United Nations Convention on the Rights of the Child (2004). Here at Brynhyfryd Primary School we are a Rights Respecting School and we instil shared values and embed the UNCRC into the schools ethos and curriculum. This policy has taken into account the Articles of the UNCRC and has made explicit links to the following Articles:

Article 3 – The best interests of the child must be top priority in all things that affect children.

Article 6 – All children have the right to life. Governments should ensure that children survive and develop to their full potential.

Article 12 – Every child has the right to have a say in all matters affecting them, and to their views taken seriously.

Article 14 – All children have the right to think and believe what they want and to practice their religion.

Article 19 – Governments must do all that they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone who looks after them.

Article 23 – Children who have any kind of disability have the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 27 – All children have the right to a good standard of living.

Article 28 - All children have the right to an education.

Article 29 – All children have the right to reach their own potential and become the best that they can be.

Article 30 – All children have the right to use their own language.

Article 31 – All children have the right to relax and play.

Aims:

The school aims to:

- Identify, assess and provide for the pupil's special educational needs early and efficiently;

- Seek to secure the resources to ensure that pupils' needs are effectively met;
- Ensure that there is an equitable and coherent continuum of provision to support all pupils;
- Provide high quality support, guidance and professional development to ensure that school provides appropriately for pupils with Special Educational Needs;
- Ensure through regular monitoring that provision for pupils with special educational needs is of high quality and that resources are appropriately and effectively deployed;
- Work in partnership with parents and partner agencies to achieve the best for all pupils;
- Take into account the views of the pupil when making decisions about education, where possible and appropriate.

Objectives:

- Pupils identified as having special education needs make progress;
- Provision appropriate to their needs;
- Staff, parents, governing body and outside agencies understand policy and are able to implement it efficiently;
- Pupil's views should be sought and taken into account.

The school's Additional Learning Needs & Inclusion Co-ordinator is Mrs V. Jones

The Role of the A.L.N.Co is to be responsible for:

- Monitoring the implementation of the policy document
- Analysing and setting targets from pupil tracking data
- liaising with staff members in order to support teachers, to monitor the standard of skills, content, progression and the delivery of the curriculum
- Review the policy and resources on an annual basis. The review will inform any subsequent change
- Coordinate the day to day provision for children with Special Educational needs
- Maintain the school's ALN register
- Contributes to and manages the records of all pupils with ALN
- Coordinate Annual Review Meetings and Interim Review meetings in accordance with the Person Centred Planning Review guidance.
- Ensure that each child with a Statement of Special Educational Needs has a One Page Profile in Place. This will be compiled in conjunction with all involved in the child's learning.
- Support and advise colleagues and contributes to in-service training
- Manage the school-based assessments and completes the documentation required by outside agencies and the LA
- Act as a link with parents
- Act as a link with external agencies and other support agencies

- Monitor and evaluate the Special Educational needs provision and reports to the Governing Body
- Manage a range of resources, devise and tailor made programmes to assist with pupils specific difficulties

The SEN Governor: Mrs Debbie Whyte

The role of the ALN Governor is clearly set out within the role of the Governing Body. The ALN Governor is responsible for liaising with the A.L.N.Co to ensure that each pupil with ALN is receiving the appropriate support and for liaising with the Governing Body ensuring that they are aware of how pupils are supported and the procedures that are in place.

The Governing Body must ensure

- The necessary provision is made for any pupil who has special education needs;
- A 'responsible person' – the head teacher or the appropriate governor- has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Teachers in the school are aware of the importance of identifying and providing for pupils who have special educational needs;
- Pupils with special educational needs can engage in the activities of the school whenever possible
- They report annually to parents on the implementation of the school's policy for pupils with additional learning needs

Responsibilities of the Headteacher:

The Headteacher has responsibility for:-

- Managing of all aspects of the school's work including the provision for children with ALN
- Monitoring standards through analysing planning, monitoring books, listening to learners and through lesson observations
- Keeping the Governing Body fully informed of ALN provision
- Liaising with the School's A.L.N.Co

Role of Class Teacher:

All teachers are responsible for all the pupils in their care, including those that have additional learning needs.

They are responsible for:

- Creating a safe, stimulating and inclusive atmosphere for the pupil to be able to learn to his/her potential
- Differentiating work appropriate to the pupil's needs

- Providing different teaching strategies appropriate to all the pupil's needs, including multisensory methods
- Promoting inclusive learning
- Writing and reviewing IEPs. Giving the pupils opportunities for working towards the IEP targets in class
- Liaising with A.L.N.Co about concerns of individuals, progress, meetings with parents, etc.
- Confirming that teacher assistants know what the aims/objectives of a session are, to enable them to support the pupils effectively.

Role of the Support Teacher:

The Support Teacher, should:-

- Liaise with class teachers for and supporting pupil with SEN;
- Collaborate in the preparation of appropriate materials;
- Assist in differentiating materials;
- Collaborate in delivering a pupil's I.E.P.;
- Withdraw groups of pupils to focus on improving language skills;
- Review the progress of individual pupil with class teacher on regular basis;

The Role of Teaching Assistants (T.A.):

Teaching Assistants are employed to help individual children with specific requirements

The Teaching Assistant should:-

- Liaise with class teachers when supporting children with SEN;
- Promote pupils independence and help to support the inclusion of pupils into our school
- Assist the class teacher in writing new I.E.Ps
- Contribute to annual and termly reviews.
- Assist in differentiating materials;
- Help to administer specific programmes provided by outside agencies e.g. Occupational Therapy
- Review the progress of individual pupil with class teacher on regular basis;

Identification, Assessment and Review procedures:

Early identification is important. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and collaboration

The class teacher, A.L.N.Co and TA assess and monitor the pupil's progress in line with existing school practices. They work closely to plan an appropriate programme of intervention which is discussed at parental meetings. Additional meetings are arranged throughout the year to discuss any areas of concern.

The class teacher, child and the A.L.N.Co can set targets in order to aid progress and provide detailed and accurate indicators. This usually takes the form of an Individual Education Plan.

Assessment:

Assessment of a pupil's understanding of a topic can be carried out in several ways

- See Assessment policy
- The use of WALT, WILF in the Foundation Phase, Learning Objectives in Key Stage 2 and plenary sessions to assess a pupil's understanding
- Effective marking- (see marking policy)
- Through discussion in e.g. small group individual.
- All formative teacher assessment is used to inform planning and set targets for individuals
- Parents are informed of the progress of their child at parent's evenings, an annual written report is provided and through informal meetings.

The school uses the **Graduated Response** as recommended by the New Code of Practice (2002) to respond to pupil's Special Educational Needs and form part of the continuous cycle of planning, action and reviewing.

Stage 1-Initial Concerns-Class teacher identifies and consults with the A.L.N.Co - a list of pupils is kept by the A.L.N.Co and updated regularly. It is organised in year groups and contains information about the category of difficulty a child is expecting and what support they receive. It also contains the names of pupils that are to be monitored. The register is reviewed and updated regularly. Class teachers each have a copy of the register and of I.E.P's relevant to the children to enable continuity and co-ordination of provision between classwork and work conducted in withdrawal groups.

Stage 2-Early Years Action/School Action- The A.L.N.Co takes the lead in gathering information and coordinating the provision in school

Stage 3-Early Years School Action Plus/School Action Plus- The teacher and the A.L.N.Co are supported by outside agency involvement after referral by school

Stage 4- Statement- information and evidence is gathered and the LA may issue a formal statement of Special Educational Needs

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. The school keeps written evidence through Individual Education Plans from Early Years School Action and School Action upwards.

Transition to Secondary School:

Before transferring to Pentrehafod Comprehensive School all pupils attend a variety of induction activities. We recognise that a smooth transition to Secondary school is especially important for pupils with SEN

Staff from Pentrehafod Comprehensive School, including the year tutor, visits Brynhyfryd Primary School to discuss the incoming cohort. During this meeting staff are made aware of any pupil who has particular needs or difficulties. It is our practice that children with SEN have extra visits to their new school in order to help the pupil become familiar with their new environment. If a different Comprehensive is chosen then similar arrangements are made.

It is the A.L.N.Co's responsibility to ensure that all records relating to a pupil with SEN are transferred to the new school.

The A.L.N.Co from Pentrehafod Comprehensive is invited to the Year 6 Annual Review of statemented pupils in order to plan effectively for transition and to meet the pupil's parents. This enables any concerns to be aired and discussed.

Equal Opportunities:

It is the policy of Brynhyfryd Primary School to ensure equality of opportunity, irrespective of sex, race, religion, social class or disability.

The Head teacher, A.L.N.Co and staff will regularly review and revise the A.L.N Policy when appropriate and/or at times of significant legislative change.

This Policy was reviewed in

Due for review