



Tai Education Centre



SEN and ALN POLICY



Introduction

The Additional Learning Needs Policy takes account of the Education Act 1996, the SEN Code of Practice for Wales 2002, the Special Educational Needs and Disability Act 2001, policies and guidelines issued by the Directorate of Education Leisure and Lifelong Learning and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. At Tai Education Centre we believe that:

- All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

With regard to these beliefs, the following document outlines the provision available at Tai Education Centre.

The Management Of Additional Learning Needs

The SEN/ALN Co-ordinator has the responsibility for the day-to-day operation of the Additional Learning Needs policy.

The SEN Co-ordinator will:

- Oversee the provision for pupils with additional learning needs including in class, small group and individual pupil support.
- Organise and manage the work of the school's learning support assistants and support teachers.
- Maintain the school's register of pupils with additional learning needs and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents/carers and other professionals.
- Ensure annual reviews for pupils with statements are completed.
- Organise meetings as appropriate with teachers in respect of additional learning needs issues.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Liaise with teachers to ensure the needs of pupils with additional learning needs are met across the curriculum.
- In line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.



Admission Arrangements

The school adheres to the admission policy of the Local Authority.

The admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her school placement.

At Tai Education Centre we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions

Inclusion

The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

Access to the Curriculum

To include pupils who have identified additional learning needs, the school and/or the LA provides:

- Specialist teachers and/or learning support assistants to enable appropriate access to the curriculum via in- class, small group or individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to include specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
- Specialist equipment.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Analysis Of Pupil Outcomes

The ALNCO and the Strategic Leadership Team use both quantitative and qualitative data in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress.
- Comparative data from standardised tests (Abacus Maths, Big Writing Criterion Scale, PM Benchmark etc) are used as guidelines for assessing the pupil's ability and potential.



- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.

Future Planning

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

- Ongoing tracking of pupil progress
- Ongoing evaluation of pupil outcomes
- Ongoing Authority and government directives

Identification, Assessment, Record-Keeping And Review

At Tai Education Centre we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs. We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002, the Authority's SEN Code of Practice for Wales 2002 Entry/Exit Criteria A Graduated Response and Guidelines for School Requests for Statutory Assessment.

School Action Plus

All pupils attending Tai Education Centre are School Action Plus.

Identification

The triggers for School Action Plus could be that, despite receiving an increased level of support at mainstream School the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing additional learning needs will be through:

- School Action reviews
- Liaison with mainstream teachers and support staff
- Liaison with parents/carers
- Liaison with other professionals.

Process for Action, Record-Keeping and Review



- ALNCO gathers information on the pupil from teachers, parents/carers, the child/young person and other professionals prior to formulating an action plan of support/provision.
- Personal Development Plan (PDP),
- From the collated information, the ALNCO together with class teacher discusses the pupil's needs with the child/young person and the parents/carers and, where appropriate, upon agreement, issues an PDP at School Action Plus to staff and parents/carers which is shared with the child /young person. The support to be provided will be indicated on the PDP.
- Review/evaluation
- ALNCO collects information from pupil's reports and requests comments from staff and other professionals, collates the information and discusses the outcomes with the pupil and parents.
- Class teacher working in collaboration with the ALNCO issues a new PDP when targets are achieved. Targets are identified with the pupil.

Statutory Assessment/Statement of Special Educational Needs

Identification

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil in a PDP
- The pupil's health including the child's medical history where relevant.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,
- Views of the parents/carers and of the child,
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

Process for Action, Record-Keeping and Review

Following a Statutory Assessment a pupil could have a statement of special educational needs. On receipt of a statement of special educational needs the ALNCO will:

- Formulate an action plan of support/provision and a Personal development plan.
- Discuss the child's needs with the child/young person and parent/carer and issues an PDP to staff and parents/carers which is shared with the child/young person, based on collated information and advice from other professionals. The support to be provided is indicated and set within short-term targets. (Where a statement is not issued, the child reverts to School Action or School Action Plus).

For any subsequent informal review the ALNCO will:

- Collect information from pupil's reports and requests staff comments, collate the information, discuss with the pupil and parents/carers and either the next PDP is formulated to continue until the next review or if necessary an annual review is initiated early.

For an annual review of statement the ALNCO will collect information from staff, parents/carers, pupil and other professionals and collates the information prior to the annual review, at the annual review, progress is discussed and a recommendation is made whether to:



- Maintain the statement unamended
- Request an amendment to the statement
- Request that the statement is ceased (and the pupil reverts to School Action/School Action Plus)
- Request a full statutory re-assessment

Pupil Participation

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child/young person.

Pupils are included in annual reviews and when decisions are taken to:

- Write new PDP targets
- Review targets

Parent/Carer Partnership

Contact with parents/carers

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be as follows:

- ALNCO / class teacher will meet with parents/carers to discuss pupil's placement at School Action and School Action Plus.
- ALNCO / class teacher will ensure that part of the cycle of reviews will take place at scheduled parents' evenings
- ALNCO/ class teacher will initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- ALNCO will meet with parents / carers where a request for formal assessment is to be made.
- In addition to the educational reviews held twice per year, those parents/carers who have a child with a statement or note in lieu (School Action Plus) will be invited to an annual review meeting.

Further to this, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

Monitoring Provision

The following information is available within school in respect of the effectiveness of the support available for pupils with identified needs. It is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment.
- Practical use of PDPs.
- Target setting.



- Pupil progress.

Value Added

The notion of 'value added' is an important one to Tai Education Centre and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

- IEP targets met in their PDP's
- Tests, both school based and external
- Interventions delivered.

This information provides a valuable insight into the progress of pupils with additional learning needs.

Training

In-service training is available in respect of additional learning needs for whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Improvement Plan and funded through SEG/PDG. It will be delivered by one of the following:

- ALNCO
- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants/trainers

Other Professionals And Support Services

The school works closely with other professionals to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to the school:

- Educational & Child Psychology
- Learning Support Service
- Behaviour Support Service
- Attendance and Wellbeing Service
- Health Services
- Children's / Social Services

Links With Other Schools

Our local secondary schools are supportive and welcome contact. Liaison takes place via the ALNCO. An induction programme for Year 6 pupils going out to local Secondary schools in order to establish a welcoming environment.

Queries And Complaints

Parents / carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school procedures for complaints.



If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the Authority.

Monitoring and Review

The Headteacher will report to the Management Committee' on any relevant aspects of the working of the policy as appropriate. This policy will be reviewed annually.

Signed (Chair of Management Committee):
Signed (Headteacher):
Date:
Review: