



Northop Hall C.P School

Policy Document

NHP20 – Additional Learning Needs

Revision Maintenance

This document demands review every 1 years:

Date	Reviewed by	Details of updates/changes
Feb 2014	Full Govs	No changes
Oct 2015	Full Govs	
Oct 2016	Full Govs	
Oct 2017	Full Govs	
Oct 2018	Full Govs	Added sentence about nurture group provision

Related Documents

This document is constructed using the following:

Drug Prevention and Schools (1998)

Signed by Head Teacher	Signed by Chair of Governors

1. Introduction

- a. Northop Hall C. P. School aims to provide each pupil with the highest standard of provision for teaching and learning, affording them the best opportunities to develop in the area of lifelong learning and basic skills. The Additional Learning Needs` policy adheres to the WAG Inclusion and Pupil support document 2006. An overview of developments in this area is summarised in the “contents” section of the document.
- b. The term Additional Needs includes those learners who require additional support, either due to their circumstances or because they have a longer term disorder or condition. In many cases, for example through sickness or where a family is experiencing temporary difficulties, children and young people may have additional learning needs for a short period only.
- c. The area of Additional Needs includes those pupils who are More Able and Talented. (See MAT policy) The area of Additional Needs incorporates the SEN area in school, but is broader still in that it caters for needs beyond the recognised “Special Educational Needs” spectrum. The term Special Educational Needs continues to be used to identify those learners who have severe, complex and/or specific learning difficulties as set out in the Education Act 1996 and the SEN Code of Practice for Wales (2002).

2. Objectives

- We value all the pupils in our school equally.
- We will ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- We believe that it is the responsibility of all teachers to identify and meet the additional needs of pupils. In this they can draw on the resources of the whole school and direct them beyond where necessary.
- We believe that every child is entitled to have his or her particular needs recognised and addressed.
- We will offer high quality support to ensure that all needs are met.
- We will ensure that pupils with Additional Learning Needs are offered access to all internal and external activities
- We believe that all pupils are entitled to experience success.
- We believe that consideration of ALN crosses all curriculum areas and all aspects of teaching and learning.
- We believe that all additional needs provision is more effective if pupils and parents are fully involved.
- We value the views of the child and take them into account.
- We will acknowledge and draw on parent knowledge and expertise in relation to their child.

3. Roles and Responsibilities/ Co-ordination of provision

- a. Additional Learning Needs is a whole school issue and is a part of the continuous cycle of assessment and review.
- b. Governing Body

The school governors have a specific responsibility to oversee the implementation of the SEN policy, giving heed to its legal responsibilities and

the additional policies and procedures within school. This will include the mission statement aims and objectives and inclusion etc.

In doing so Governors will have regard to the Special Educational Needs Code of Practice for Wales;, the Inclusion and Pupil Support document; and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their additional needs policy.

c. The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with ALN. The Head teacher at Northop Hall Primary School is also the ALNCo and keeps the governing body fully informed. The Head teacher seeks out and shares best practice with the LEA and other schools.

d. The School Staff

All teachers are teachers of children with ALN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's ALN policy and are aware of the procedures for identifying, assessing and making provision for pupils with AN. Staff are responsible for adhering to the policy and practices for ALN.

e. The Person responsible for Additional Learning Needs (ALNCo)

The Co-ordinator` for Additional Needs has responsibilities including:

- Co-ordinating provision for pupils with Additional Needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with Additional Needs
- Liaising with the Junior/Secondary school ALNCo, Educational Psychologists, School Nurse, Speech and Language Therapists and other health services.

The ALNCo meets regularly with ALNcos in other schools. This enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

4. Admissions and Inclusions

- a. Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.
- b. The school will work with external agencies to provide the highest standard of provision for teaching and learning.
- c. In order to deliver a curriculum that is broad, balanced and relevant and effective in promoting inclusion, our school will
 - Identify common needs, such as the well being of all children, before moving to those needs which are specific to individuals
 - Communicate effectively with all members of the school's community

- Use active, multi-sensory approaches to introduce new learning, taking account of the different learning styles and emotional needs of the children
 - Provide effective learning opportunities that use a variety of stimuli, relevant contexts and frequent review to aid memory
 - Have relevant learning outcomes and appropriate levels of challenge for students with additional needs/disabilities
 - Differentiate learning through use of different lesson formats, pace, groupings, materials and support
 - Provide opportunities for children to collaborate on activities in which learning objectives are appropriate to needs
 - Develop positive and proactive responses to the management of behaviour that take account of the school environment, that recognize and respect the contributions of the children and their responsibility for their own behaviour and learning
 - Include all pupils in activities outside the classroom, adhering to acceptable safety issues
 - Teach all pupils about diversity and equal opportunity issues
 - Involve pupils actively in their own learning and assessment, including seeking an understanding of their learning style and preferences
 - Ensure that pupils have access to appropriate support and make reasonable adjustments to enable them to show their skills and knowledge enabling them to take part in assessments
 - Value a wide range of achievement across the curriculum and beyond
- d. Potentially there are many groups who could be identified as having additional learning needs which need to be addressed.
- e. Those groups include:
- Children of families in difficult circumstances
 - Pupils with special educational needs
 - Pupils with a disability
 - Pupils of the traveller communities
 - Children of migrant workers
 - More able and talented pupils
 - Those who are looked after by the authority
 - Pupils with medical needs
 - Asylum seeking/refugee children
 - Some pupils of ethnic minorities for whom English is a second language may also experience learning difficulties. Such children would be able to access SEN in addition to EAL support.

5. Provision

- a. In Northop Hall C.P. School, we cater for these pupils in many ways, including;
- b. Provision for pupils with English as an Additional Language

- i. Pupils who have English as a second language and who speak their native tongue at home are able to access the support of the EAL team, who work in conjunction with the county and the school, parents and children to set achievable targets and support the pupil on a one to one basis for one or two sessions, weekly. They usually set language targets, agreed by the class teacher, on an IEP. These are evaluated and reviewed termly or half termly as necessary.
 - ii. Success Criteria - Pupils make progress that is indicated by being able to access the foundation phase/curriculum with increasing ability over a period of time. Parents become involved with their children's learning. Pupils celebrate success and grow in confidence.
 - c. Provision for pupils who obtain a part of a level that is just above the School Action level, but whose progress may remain a concern for the class teacher
 - i. At some time in the learning process, a pupil may be assessed as not making adequate progress in his/her learning. This may be identified in various ways – through tracking of teacher assessment, professional dialogue, and discussion with the pupil and a meeting with parents.
 - ii. At this point it would be agreed that extra support in school could benefit the pupil.
 - iii. The pupil would not be placed on the SEN register but the class teacher would fill in a concern form. The pupil would access one or more of the Early Intervention Strategies available, as agreed by the teachers, pupils, parents and other professionals concerned.
 - iv. Under the overall supervision of the Headteacher/ALNCo a pupil may benefit from one of the following strategies that are part of the Basic Skills Quality Mark provision (See SIP Basic Skills)
 - d. Catch Up - a scheme to support pupils' reading skills
 - i. Several staff members trained in this scheme which proves its success through a bi-annual tracking of the reading age of the pupil. Catch Up takes place twice a week and is delivered on a one to one basis. Emphasis is on parental support also and this is highlighted annually at the meeting for parents whose children are invited to take part in this one year course. Stickers, letters and awards are sent home to provide a vital home school link.
 - ii. Success Criteria – children improve literacy skills, attitude and confidence. Parents are more involved with their children's learning
 - e. Small Group Work/Booster Groups

- f. Throughout the school from Year 2 (and Year 1 in Spring Term), teachers will use their assessments to identify small groups who will benefit from extra phonic practice.
 - i. Success Criteria – Standards improve and children make progress that is measurable.
- g. Quality provision gives value-added results.
- h. Numicon/Booster groups
 - i. Pupils are able to access numerical strategies on a one to one basis/small group basis with a trained member of staff.
 - ii. Success Criteria – Standards improve and children make progress that is measurable.
 - iii. Quality provision gives value-added results for vital basic skills.
- i. Provision for pupils who exceed expectations of their age – within and beyond the curriculum – known as More Able and Talented
 - i. Another important provision for pupils is that made for the child who performs well above the norm – they may be perceived as being particularly gifted or talented in an area. These pupils too have Additional Needs which need identifying and for which we must cater or direct
 - ii. Pupils may be identified as being more able or most able/talented in that they perform in any curriculum area or beyond the curriculum in the top 20% or 2% respectively! Teachers are dedicated to recognising strengths beyond literacy and numeracy - strengths that set pupils in places where they may one day represent their school, county or country. Teachers may direct and positively encourage pupils into local clubs and lessons to provide differentiation/enrichment beyond the school day. IEP s with targets have been written for those identified as Most Able.
 - iii. Success Criteria – children’s learning and access to development of skills beyond the curriculum widens. Parental interest increases. Pride in achievements – celebrated by peers in assemblies.

6. Dyslexia Friendly Schools

- a. We recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have difficulty learning to read or to spell and write fluently. These pupils may be described as having specific learning difficulties or dyslexia.

- b. We recognise that these pupils have additional needs and that these needs have to be met to the best of our ability and resources; we recognise that these people have skills and talents which need to be nurtured and developed and that they have the same right of access to the curriculum and to all the activities of the school as all other pupils.
- c. Through all of our teaching and provision we intend to adhere to the Dyslexia Friendly Schools Policy.

7. Complaints procedures

- a. Parents may seek advice on resolving disagreements the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

8. Staff training and development

- a. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.
- b. The area of Additional Learning Needs is included within all school training. In addition staff attend training organised by the LEA.

9. Parent and Volunteer Helpers

- a. Parent and volunteer helpers from the community are a valued and vital part of our network. They support class teachers offering additional individual and group reading sessions.

10. Behaviour

- a. The school adopts a whole school approach to behaviour. (See behaviour policy)
- b. A small group of pupils who exhibit complex needs either linked to emotion or behaviour are supported within a small nurture group on specific afternoons during the week.

11. Partnership with Parents

- a. We recognise that parents have significant insight, knowledge and understanding of their children. Therefore we foster healthy relations with the families of the pupils and encourage their participation in the pupils` learning environment.

12. Links with other agencies and voluntary organisations.

- a. External support services play an important part in helping the school identify, assess and make provision for pupils with Additional Learning Needs. The school enjoys and benefits from close links with outside support agencies including Flintshire Learning Support Team, the Behaviour Support Team, Education Welfare, the Educational Psychologist, CAMHS, the Sensory Impairment Service, Speech and Language Dept. Wrexham.
- b. As the Additional Needs programme of support further develops, we expect to provide the Governors and all stakeholders with results that are measurable, and pupils who have developed further in their basic skills, knowledge and attitudes, resulting in a school that celebrates many successes at varying levels.