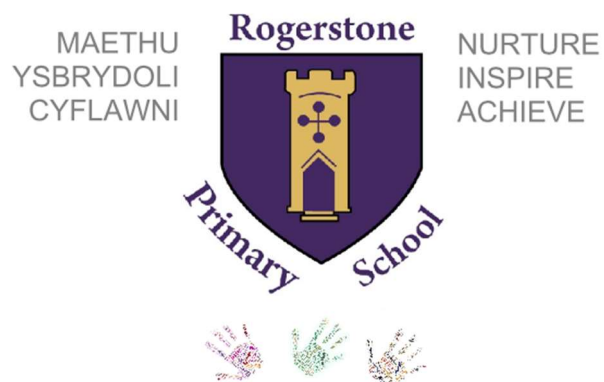


# Rogerstone Primary School

## Additional Learning Needs Policy



## **Our vision**

### **Nurture, Inspire, Achieve**

To achieve our vision statement we will ensure a safe, secure, happy learning environment, that provides a variety of opportunities for all, making learning fun, that will allow every child to develop life long skills for the future and to reach their full potential.

### **Our Aims**

- To ensure all pupils of all abilities and backgrounds achieve their full potential.
- To establish and maintain a caring and inclusive ethos, with the wellbeing of all a priority.
- To support all our learners in becoming ambitious, capable learners who are ready to learn throughout their lives.
- To enable our children to be enterprising, creative contributors who are ready to play a full part in their education, life and work.
- To support all children to become ethical, informed citizens who are ready to become citizens of Wales and the world, and who have respect for each other.
- To ensure children develop into healthy, confident individuals who are ready to lead fulfilling lives as valued members of our society.

To achieve our aims we will:

- Listen to our children and provide opportunities for pupil participation in school life
- Provide a stimulating, caring and safe environment, both inside and out
- Provide a versatile curriculum, that is challenging, creative and highly stimulating
- Equip our children with 'Learning Assets' : collaborating, researching, communicating, self-managing and thinking. These skills and dispositions will act as important assets to them as learners across the curriculum, in school and beyond.
- Ensure a relevant 'Pupil Offer' of experiences and opportunities that is unique to the needs of our learners and learning community.
- Provide an open door policy for parents and carers
- Provide high quality, caring, well trained staff
- Provide opportunities for pupils to work confidently, both independently and collaboratively
- Provide consistent and fair positive behaviour management strategies to ensure a calm working and learning environment
- Provide appropriate and good quality resources to aid teaching
- Provide strong, effective management and leadership
- Celebrate our learners' successes with our enthusiasm and smiles!

## **1. Rationale:**

Rogerstone Primary School is committed to providing an appropriate and high quality education to all our learners. We believe that all learners, including those identified as having additional learning needs (ALN) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all learners should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all learners can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

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

This policy describes the way we meet the needs of learners who experience barriers to their learning, which may relate to sensory, medical or physical impairment, learning difficulties or emotional and social difficulties. At Rogerstone Primary School we aim to identify these needs as they arise and provide teaching and learning opportunities which enable every child to achieve to their full potential.

## **2. Objectives**

- To ensure the ALN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with additional learning needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum\* through differentiated planning by

class teachers, ALNCO, and support staff as appropriate.

- (\*Except where disapplication, arising from a Statement occurs, disapplication is rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having ALN at **School Action, School Action Plus, Funded IDP or Statement of Educational Needs**
- 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.
- To enable learners to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the learners in planning and in any decision making that affects them.
- To ensure that SMART targets are set for pupils with ALN and that these targets are monitored and reviewed through the academic year.

### **3. Procedures for coordinating ALN provision**

- The school will ensure it has a designated Additional Needs Coordinator (ALNCo), who has undertaken appropriate training.
- The school will recognise the role of the ALNCo and arrange support, release time and training.
- The school will ensure every member of staff
  - Is aware of their individual role and responsibility in supporting learners with an ALN
  - Receives appropriate training to support individuals and groups of learners
  - Understands the importance of record keeping
  - Understands the importance of early identification of potential additional learning needs
- The ALNCO will meet with each class teacher at least twice a year to discuss additional learning needs concerns and to review Individual Development Plans (IDPs) and set new SMART targets.
- At other times, the ALNCO will be alerted to newly arising concerns through discussions with staff.
- The ALNCO will monitor planning for individual ALN support and groups of learners.
- ALN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school.
- Support staff, class teachers, ALNCO and outside agencies liaise and share developments in order to inform reviews and support forward planning.
- Targeted interventions for individuals or groups of learners are identified by the ALNCo and class teachers. Impact of this provision is monitored half termly by the ALNCo and the 'Big Picture' Provision Map is updated accordingly. These targeted

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interventions are recorded on SIMs.

#### **4. Identification and Assessment Arrangements, Monitoring and Review Procedures**

- The school's system for regularly observing, assessing and recording the progress of **all** learners, supports the identification of learners who are not progressing satisfactorily and who may have additional learning needs.
- Based on the school's observations and assessment data and following a discussion between the class teacher, ALNCO and parent, the learner may be recorded as needing either:
  - Differentiated curriculum support within the class as part of universal provision
  - Additional support through **School Action** provision (supported by school staff using in house provision/ strategies)
  - Additional support through **School Action Plus** provision (supported by school staff using advice from external reports or agencies)
- **Statement of Special Educational Needs(SSEN):** For a child who is not making adequate progress, despite a period of significant support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.
- The SSEN will be reviewed annually by the ALNCo in partnership with the class teacher, parents, appropriate external agencies and the LA as required.

#### **5. Partnership with External Agencies**

- The ALNCo will make referrals, with parental permission, to external agencies as required.
- School staff will use advice given from external agencies to support learners and will review progress at least twice per year at the IDP review

#### **6. Transition Arrangements**

- The ALNCo will ensure that appropriate transition arrangements are in place for learners throughout their time at Rogerstone Primary. Enhanced transition arrangements may be put in place to support identified individuals or groups of learners. Pupils joining Rogerstone Primary may also require enhanced transition arrangements, which we will support.
- The ALNCo will ensure safe, confidential and timely transfer of ALN paperwork to the receiving school.

#### **7. Access to the Environment**

- The School Access Plan can be found in the Policy File in the SLT office.

## **8. Equality**

➤ The school's Equality Policy details our approach to developing an understanding and acceptance of the diversity and varying beliefs and values within the school and wider community. The Equality Policy can be found in the Policy File in the SLT office.

## **9. Specialised Provision**

Rogerstone Primary School hosts 3 Learning Resource Bases for the local authority. 2 of the LRB classes are for learners whose needs can be met within a small class provision with higher adult to learner ratios. The 3rd LRB class is a more specialised ASD provision, for learners with more specific and profound ASD additional learning needs.

Mainstream ALNCo: Mairi Dunn  
LRB ALNCo: Cath Loizos  
ALN Link Governor: Marc Batten