

LVS ASCOT

ADDITIONAL LEARNING NEEDS POLICY

This policy is a statement of the aims, principles and strategies for ensuring the effective provision for children with Additional Learning Needs (ALN) at LVS.

Aims

1. To ensure that all pupils have access to a broad and balanced curriculum.
2. To provide a differentiated curriculum appropriate to the individual's needs and ability.
3. To ensure the identification of all pupils requiring ALN provision as early as possible in their school career.
4. To ensure that these pupils are fully included in all the activities of the school in order to promote self-esteem and the highest levels of achievement.
5. To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment.
6. To involve parents, pupils and external agencies in developing a partnership of support.

Introduction

LVS has implemented the Special Needs Code of Practice and adheres to a graduated approach of support. Children come to our school with a variety of needs. We make sure that all children on our ALN Register are integrated fully into mainstream classes and supported by all staff members, according to their individual needs.

Definition of ALN

Children have Additional Learning Difficulties if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

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 that 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 education authority.

The Code of Practice

The fundamental principles of the code are that:

- the needs of all pupils who may have ALN either throughout, or at any time during, their school careers must be addressed
- there is a range of needs and an equally wide range of support to meet those needs
- children with ALN require the greatest possible access to a broad and balanced curriculum and much pastoral support as they can be more at risk from prejudice
- the needs of the majority of children will be met in a mainstream setting, but some withdrawal may be necessary
- the knowledge, views and experience of parents and carers are vital
- effective assessment and provision will be secured where there is partnership between parents and carers, children's schools, the Local Authority and other relevant agencies.

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To meet these principles:

- teachers will identify any children who may have ALN so that they can be assessed as soon as possible
- all children should receive provision from the most appropriate agency.
- at School Action Plus and above external agencies may be called in, where needed.

"Special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding. There must be close co-operation between all the agencies concerned and a multi disciplinary approach to their solution of issues."

From: The Code of Practice

Objectives

- the school will update the ALN Register, which contains the names of children with ALN, at least once a term or as required
- the school will identify children with ALN as soon as is possible, and in accordance with the graduated approach outlined in the Code of Practice
- the school will review Individual Education Plans twice a year with input from one-to-one (1: 1) teachers, the SENCO and TAs and LSAs as appropriate
- parents and carers will be kept informed at all times
- the school will maintain clear and up-to-date records at every stage
- the school will refer children to appropriate Agencies where needed

Admissions

LVS does not discriminate on the basis of Additional Learning Needs. We are a non-selective school and have pupils across the ability range, all of whom are able to access our broad and balanced curriculum. We are not a Specialist School, however, and can only accept those pupils whose Additional Learning Needs can be met by a maximum of one hour of 1: 1 specialist support per week provided by specialist 1:1 dyslexia-qualified teachers. Pupils who apply with needs beyond that which we can cater for are not given a place, but we will assist them in any way possible to find a school that would be suitable who can offer the necessary support.

If we accept a pupil with a Statement of Educational Needs, we will register with the DCSF on an individual basis to register as a school who can supply the requirements of the Statement.

Transition

The Junior School SENCO is in close contact with the Senior School SENCO to ensure that Year 6 children experience a smooth transition into the Senior School. Each child and their specific needs are discussed and all relevant records and IEPs are passed over to the Senior School SENCO.

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Staff Roles

The SENCO is the designated responsible person in overall charge of the management of ALN provision and its resourcing. The Headteacher works closely with the SENCO to ensure that all procedures are followed to the benefit of every pupil.

The SENCO is responsible for the day-to-day implementation of the provision. She is responsible for:

- the provision of the 1:1 lessons where necessary
- liaising with, and advising colleagues
- co-ordinating the provision for children with ALN
- overseeing the records of pupils with ALN
- liaising with parents and carers of children with ALN, including House Parents of Bass House if the child is a boarder
- dealing with ALN administration
- liaising with and co-ordinating external agencies
- contributing to the In-service training of staff
- maintaining the ALN Register
- planning, monitoring and evaluating IEP targets
- evaluating progress of ALN pupils

Class and subject teachers have responsibility for the children with ALN in their class. We feel that it is vital that pupils with ALN are identified at an early stage. Every teacher is responsible for identifying pupils with ALN. Teachers are expected to:

- plan and deliver a differentiated curriculum
- work on IEP targets with the pupil
- provide appropriate learning materials/resources for pupils with ALN so they can fully access the curriculum in class
- collect and gather information
- liaise with parents and carers as appropriate
- attend INSET and training sessions

TAs (Teaching Assistants) and other support staff and colleagues:

- support ALN pupils in the classroom and in smaller groups
- attend INSET and training sessions

TAs who are directly involved with a child or group of children, will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child or children. The teacher will monitor pupils' progress regularly. In the Junior School there will be a TA available in each year group. Children with Statements of Special Educational Needs may have named TA support.

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Identification, Assessment, and Provision for ALN Pupils

Children new to LVS are monitored in the Junior School by their classroom teacher, who liaises with the SENCO. If the classroom teacher feels that the child is not attaining at least an average level, in accordance with National Curriculum levels, they meet with parents and fill in a Record of Concern, gaining permission from the parent for an assessment by the SENCO.

LVS administers CAT tests to all Year 4 pupils and to children who have joined the school in Years 5 and 6. The SENCO and class teachers analyse the CAT scores to identify any pupil whose scores indicate they may need further investigation. Twice yearly assessments in English and Maths also give valuable information regarding the pupil's progress.

Children's Individual Education Plans are reviewed twice a year through consultation between the class teacher, SENCO, TA and any involved agencies. The school reviews, extends and updates targets as necessary.

The school discipline policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

Evaluating Success

The criteria for success of the ALN provision is as follows:

- ALN Register to be updated at least once a term
- 1: 1 teachers will twice yearly assess those children having 1: 1 to track their progress
- SENCO will meet with each teacher termly to discuss all children to see if there are any upcoming concerns
- IEP meetings to be held twice a year with teachers and TAs. IEPs will be updated as a result. All associated paperwork to be forwarded to parents and carers and relevant agencies.
- parents and carers to be kept regularly informed and involved; children to be involved, as appropriate
- SENCO to be available to speak to parents and carers at school parents' evenings.
- relevant ALN paperwork to be filed in central location
- SENCO to involve external agencies where appropriate to a child's needs
- agencies to be managed effectively by SENCO and Head Teacher
- INSET/ALN updates passed on to colleagues where appropriate

ALN In-Service Training for Staff

The SENCO attends in-service training sessions and additional courses and conferences as appropriate. Staff are encouraged to attend all relevant INSET. In addition, the SENCO will have organised training for teaching staff and their Teaching Assistants on:

- The role of the Teaching Assistant (Structured Spelling)
- Intervention programmes (Reading/Spelling pack)
- Reading Support
- Handwriting

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SENIOR SCHOOL

Staff Roles

The SENCO is the designated responsible person in overall charge of the management of ALN provision and its resourcing. The Head and members of the SMT work with the SENCO to ensure that all procedures are followed to the benefit of every pupil.

The SENCO is responsible for the day-to-day implementation of the provision. She is responsible for:

- liaising with, and advising colleagues
- co-ordinating the provision for children with ALN
- overseeing the records of pupils with ALN
- liaising with parents and carers of children with ALN, including House Parents of boarding pupils
- dealing with ALN administration
- liaising with and co-ordinating external agencies
- contributing to the In-service training of staff
- maintaining the ALN Register
- planning/monitoring and evaluating IEP targets
- evaluating progress of ALN pupils

Subject teachers have responsibility for the children with ALN in their class. We feel that it is vital that pupils with ALN are identified at an early stage. Every teacher is responsible for identifying pupils with ALN. Teachers are expected to:

- plan and deliver a differentiated curriculum
- provide appropriate learning materials/resources for pupils with ALN so they can fully access the curriculum in class
- collect and gather information
- liaise with parents and carers as appropriate
- attend INSET and training sessions

Support staff and colleagues:

- support ALN pupils in the classroom and in smaller groups
- attend INSET and training sessions

Learning Support Assistants (LSAs) who are directly involved with a child or group of children, will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child or children. The teacher will monitor pupils' progress regularly. Children with Statements of Special Educational Needs may have named LSA support.

Identification, Assessment, and Provision for ALN Pupils

Children new to LVS Senior school are monitored by the tutor, subject teacher and/or Head of Department who liaise with the SENCO. If the child does not appear to be attaining at least an average level, in accordance with National Curriculum levels, parents will be consulted and an educational psychologist's assessment may be recommended.

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LVS administers screening assessments at Years 7 and 10 respectively. Scores are analysed to identify any pupil whose scores indicate they may need further investigation. Half-termly assessments in English and regular assessments in other core subjects also give valuable information regarding the pupil's progress.

Children's Individual Education Plans are reviewed twice a year through consultation between the SENCO, 1: 1 teachers, parents and any involved agencies. The school reviews, extends and updates targets as necessary.

The school discipline policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

Evaluating Success

The criteria for success of the ALN provision is as follows:

- ALN Register to be updated at least once a term
- 1: 1 teachers will twice yearly assess those children having 1: 1 to track their progress
- SENCO meets regularly with Heads of Department to discuss all children to see if there are any upcoming concerns
- SENCO attends all Key Stage 3 Parents' Evenings; 1: 1 teachers available to speak to parents and carers about IEPs at school Parents' Evenings
- relevant ALN paperwork to be filed in central location
- SENCO to involve external agencies where appropriate to a child's needs
- agencies to be managed effectively by SENCO and Head Teacher
- INSET/ALN updates passed on to colleagues where appropriate

ALN In-Service Training for Staff

The SENCO attends in-service training sessions and additional courses and conferences as appropriate. Staff are encouraged to attend all relevant INSET.

Reviewed ***January 2010***

Reviewed by ***H Donnelly/G Best/JS and SS SENCOs***