



WOODLANDS SCHOOL

ADDITIONAL LEARNING NEEDS PROVISION POLICY STATEMENT

Procedure/Guidance

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Policies to be read in conjunction with this policy:

- Individual Pupil Risk Assessment
- Education – the Curriculum
- Teaching & Learning

ADDITIONAL LEARNING NEEDS PROVISION - POLICY STATEMENT

Rationale

In providing for children with Additional Learning Needs we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender, or background and to give everyone access to the whole curriculum.
- Identify the needs of children, as early as possible, in order to support their physical, social, emotional, or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with additional learning needs throughout the school.
- Involve Parents/Carers/Social Workers in a partnership of support and at all stages of the assessment process.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Establish a structure for identifying, meeting, and recording additional needs which has due regard to the revised Code of Practice accommodating both the Codes of Practice in England and Wales (ALN).
- Secure the appropriate staffing and allocate resources to respond to that need(s)

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Co-ordination

The school's Additional Learning Needs provision is co-ordinated by the Head teacher (Masters in SEN) with and Assistant ALNCO (Post Graduate in SEN/ SENCO qualification). When a pupil has a Statement of Additional Learning Need/Education Health Care Plan (England) the ALNCO (head teacher) or the Assistant ALNCO will attend the Annual Review organised by the relevant LA or the school if the LA .

Provision

Additional Learning Needs provision at Woodlands School seeks to ensure that pupils who exhibit specific or additional needs are identified early and where appropriate specialist support allocated. The school:

- Screens all pupils on entry (including mid-year transfers) using agreed formal assessment procedures.

- Informs staff of pupils needs via the following: The publication of the Additional Needs Register; a system of written advice to teaching staff, additional updates from care, therapy, and multi-agency teams.
- Clear Individual Education Plans which are shared with pupils, parents/carers at Good Lives meetings as well as individual meetings with teachers and the head teacher.
- IEP targets are carefully monitored and reviewed by staff and updated half termly.
- Screens/identifies for pupils exhibiting demanding/complex behavioural difficulties
- Support in lessons.
- Regular review liaises with external agencies/GLM team.
- Provides training for support and teaching staff.
- Maintains high quality teaching resources in the all-curriculum areas.
- Addresses the needs of a cohort representative of the full range of ability ensuring access to full curriculum entitlement and by maximising strengths and minimising weaknesses e.g., with these students who exhibit ADHD, SpLD, MLD tendencies etc through appropriate teaching and learning strategies.

Identification and Assessment of Additional Learning Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of ALN. The approach recognises that there is a continuum of additional learning needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The 5 stage Graduated Approach:

Differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term, then they become 'Catch Up'. All pupils have provision maps and IEPs.
Catch Up	Those that are under achieving but will make progress with some provision in/out class. If the child makes no progress, then the child becomes 'School Action'.
School Action	Children receive additional support in class and/or in intervention groups if it is required.
School Action Plus	Outside agencies are consulted and support the school in allocating resources
Statemented Provision	A child receives specific support in class. If students are not making sufficient progress, an action plan is completed and monitored by teaching staff / the ALNCO.

School Action

The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- **Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.**

- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus (SAP)

The school would access an Educational Psychologist and any other assessing professionals who should be involved in considering whether to proceed to School Action Plus.

They should be provided with up-to-date information about the pupil, including all previous interventions and must include IEP targets set.

The triggers for School Action Plus:

- 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 an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to Statutory Assessment

If after advice from the EP or other professionals, the school and Parents/carers/social worker consider that help is needed from outside the school's resources the ALNCO completes the form requesting Statutory Assessment by the Authority.

Papers are forwarded to the relevant person in the Local Authority for the pupil, who with the Panel will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the ALNCO prepares further documentation about the child, which is sent to the Additional Learning Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Additional Learning Needs is completed.

The class teachers, in conjunction with the ALNCO are then responsible for drawing up an IEP to meet the objectives set out in the Statement.

The Statement must be formally reviewed at least annually. The Annual Review is chaired by the ALNCO.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are below what is expected or those that have not made progress. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the ALNCO, about the interventions in place and a review of the support in place is completed highlighting the provision strategies to be used to support this child. If there is a particular concern that the child is not making any progress, then the ISP is discussed at an earlier GLM meeting with carers/ social workers.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See School Action Triggers), then concerns should be raised and the issue discussed with the ALNCO. The ALNCO is responsible for updating the IEP and Provision Map.

Individual Support Plans (ISP)

The **ISP** will be a **single plan** with a common format which will be developed through using a person-centred planning approach. All ISP's will include personalised information around the young person's needs; alongside IEPs, SEMH targets, and Progress Reports. It will encourage key-working where needed and use flexible processes. The ISP is used alongside all other individual plans (e.g. the Individual Education Plan (IEP), SEMH targets, the Personal Education Plan (PEP) for Looked After Children (LAC) and possibly even Health Plans.

Provision Map

All students at Woodlands have a provision map. This is created when they first start at Woodlands and is reviewed and updated each term.

If a child has made little/no progress despite provision being used, then an action plan is put in place. This information is highlighted after half termly Progress Reports that are used to monitor progress in all lessons.

The young person is monitored and assessed, within lessons, to see if progress is being made. If not, then the subject teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision. If the provision is changed then a new provision map / action plan needs to be completed and passed on to the ALNCO.

Individual Education Plans

Strategies employed to enable the child to progress may be recorded within an IEP, which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IEPs should focus on up to three or four key individual targets and should include information about:

- The short-term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)

- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- A reflection from the pupil, and ideas for new targets

IEPs should be continually kept under review as a working document and should be shared with all staff who will be working with the child. These are discussed in fortnightly tutor sessions and students are given the opportunity to reflect on their progress.

The ALNCo is responsible for liaising with school staff and the young person to set new IEP targets. These targets are set every term (minimum) and are looked at / reviewed on a two-week basis in tutor sessions, as well as in class. When new targets are set by the ALNCo, a detailed document is sent out to all staff (education, therapy, carers) with strategies, success criteria etc (see above) and students are also provided with a simplified version to stick in their exercise books. Students are encouraged to think about how they can work towards their own targets and what support will be needed from staff.

The IEP tracker has been created by the Assistant ALNCo and is updated every time there is a change to IEP targets (at least every term). If a student has the same IEP target for three times in a row, this is flagged up on the IEP tracker and interventions are put in place to help the student meet their target.

Individual ALN Files

Each child has their own ALN file which is kept by the ALNCO in a filing cabinet. These files contain everything that concerns that child, including Referral information, ALN information, IEPs, reports from Outside Agencies, Progress Reports, and other important information. The subject teacher will be given a copy of reports as needed and all staff are encouraged to refer to the ALN files when they need further information on a child.

Partnership with Parents/carers

We aim to promote a culture of co-operation with Parents, carers, schools, LEAs and others. We will do this through:

- Ensuring all Parents/Carers are made aware of the school's arrangements for ALN including the opportunities for meetings between Parents/Carers and ALNCO.
- Involving Parents/Carers as soon as a concern has been raised. This may be done at a GLM meeting or by personal appointment with the Head teacher.
- Providing access to the ALNCO to discuss the child's needs and approaches to address them.
- Supporting Parents/Carers understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of ALN.

During GLM meetings, the Head teacher will explain any concerns there are and any targets that have been set.

When a child is at the Catch-Up stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent/carer but if the Parent/carer is informed then there must be an explanation of what the school are going to do to support the child and what the Parent/carer can do to help at home.

When a child is at School Action, the Parents/carer need to be informed that there is a concern. The Parent/Carer should be shown any intervention information and the provision being used in school. Targets that are set should be shared with the Parent/carer too.

During GLM meetings, the needs of the child are discussed, and provision, intervention, and targets are shared with all professionals (parents, carers, therapists etc). The student is also informed of their progress and give the chance to discuss how they are getting on at Woodlands.

From this point Parent/Carer involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

Broad and Balanced Curriculum

Pupils with a special need follow a broad and balanced curriculum. The exception to this may occur if it is considered in the students' best interest to follow a modified curriculum. Teaching staff will use appropriate differentiation within the classroom so that students with ALN will make academic progress in line with their prior attainment.

Evaluating Success

The policy will be evaluated against the following criteria:

- a) Students with a special educational need are identified early.
- b) Records/profiles of individual students demonstrate clear evidence of progress.
- c) Documented evidence demonstrates that appropriate strands of intervention and a review of those strands are reviewed regularly, and action taken accordingly.
- d) Staff express satisfaction with the support they receive in providing for the additional needs of students.
- e) Parents/carers and pupils express satisfaction with the support packages made available in addressing individual needs of pupils.

Concerns and Complaints

The school seeks to encourage parents/carers to participate fully in their child's education and to give prompt attention to any concern or complaint they may have. If any parent/carer has such a concern, they should approach:

- a) The Head teacher.
- b) The governor responsible for ALN, or any other member of the Governing Body. Contact should be made through school.

If any parent/carer should remain dissatisfied, they may approach the Directors of Woodlands limited.

External Support Services

The school is supported by external agencies and through them has access to:

- a) Speech and Language therapists.
- b) External agencies present at Statutory reviews held every six months.

A Careers Wales officer is at school once every half term to provide additional help/support/advice. She also supports with close transition to college through Transition Plans. The Assistant ALNCo liaises with the Careers Advisor to support the students in school with actions set in careers meetings.

The House Team, including Director, Head teacher and therapists meets monthly to discuss the performance of students singled out for concern and outline possible intervention strategies.

In addition, professionals' meetings are arranged as and when appropriate.

Consultation with Parents/Carers

The school welcomes carers/parent's views and encourages them to be involved in supporting their child's performance in achieving and attaining. They are encouraged to contact school at any time.

The school provides a programme of assessment, reporting and meetings for all parents. Parents/carers are notified by letter if their child has been placed on the Additional Learning Needs register and invited to contribute to the Annual Reviews and mid-year Reviews at SA+. The school's daily handovers provide an opportunity for informing parents/carers of exceptional success/issues which give rise for concern.

Children Requiring Further Provision

Name	Year	Stage of Graduated Approach	Provision Used

Analysis Sheet

Class: _____

Name	Year	Concern	Level	Target	Action to be taken	Comments

ALN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil _____ **Class** _____ **DoB** _____

1. Please tick which area(s) of ALN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with Parents.

Action taken by ALNC