



Inclusion and Additional Learning Needs Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

Inclusion and Additional Learning Needs Policy.

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Our School's Background

Our school is a county and designated Welsh-medium primary school. It is located in Kingsbridge which is a village near Gorseinon in the City and County of Swansea. The school was opened in 1952 and serves a wide area that reaches from the Gower Peninsula along the outer edges of the city of Swansea. Our aim is to provide an excellent standard of education that seeks to respond to the needs of the individual in a supportive, friendly and Welsh atmosphere.

3. Our Inclusion Statement and Specific Objectives:

According to the National Assembly for Wales' circular, number 47/2006:

'Inclusion is a process, allowing pupils to partake in universal opportunities in a way that is relevant to their needs and where they truly belong to a school community.....'

and that '... requires an inclusive curriculum and measures to improve awareness of inclusive teaching and equal opportunities issues among teachers and other staff.'

At Pontybrenin, we aim to give each and every pupil the opportunity to develop to his/her full potential academically, socially, culturally and physically. We encourage and enable each pupil to contribute fully and according to his/her ability and talent to their own education, the school community and the wider community. By including and appreciating all learners, we ensure an equal opportunity for each pupil to reach his/her full potential. We therefore offer access to everything that the school has to offer, including extracurricular activities. We acknowledge and seek to gradually overcome the factors that can act as barriers to an individual participating fully and we avoid discriminating on the basis of gender, race or disability.

4. School Admission Policy:

As a school, and in accordance with the Special Educational Needs and Disability Act 2001, we admit pupils with additional needs, educational or otherwise, already identified as well as children in whom these needs have not yet been identified.

In accordance with The Special Educational Needs Code of Practice 2002, we are planning strategically and will be endeavouring to make the school premises, its land and its curriculum accessible to pupils regardless of any disabilities they may or may not have.

5. Fundamental principles

In light of our commitment to inclusion, any special needs or additional needs should be catered for as part of a broad, balanced and relevant education based on the Foundation Phase Framework and the National Curriculum for children aged 3 to 11.

As part of this endeavour, we use active, multi-sensory methods of presenting new information whilst always being open to other teaching techniques as well as the social and emotional needs of our learners. We also seek to diversify our teaching by varying the order of lessons, the pace of teaching, group sizes, materials and support. We believe in including learners in the learning and assessment process by taking into consideration the individual's own ways of learning. Individual learning plans are therefore devised with the child in mind and having discussed the learning targets with the child.

6. Success criteria

We monitor our success in implementing this policy by revisiting our Self-evaluation report, and also by considering our Inclusion Development Plan and Special Educational Needs. This requires considering factors such as the following:

- a. the success with which our pupils reach specific targets
- b. the effectiveness of learning, teaching and assessment
- c. to what extent does the learners' learning experience meets their needs
- d. do our learners feel that they are receiving care, guidance and support
- e. how effective is our partnership with parents
- f. how successful are we in terms of identifying a pupil with additional needs early?
- g. in which ways can we improve the efficiency of our teaching?

In order to monitor this success, reports, assessments and comments are regularly kept by teachers and teaching assistants. This information is used to track individual progress as part of the 'Incerts' programme.

7. Definition of 'Additional Learning Needs' and 'Special Educational Needs.'

According to the National Assembly for Wales' circular, number 47/2006, the term **'Additional Learning Needs'** can be defined as:

'... encompassing every child... who has more learning needs than the majority of his or her peers, and not only those that are considered to be special educational needs as defined by the Special Educational Needs Code of Practice for Wales legislation. '

'including those learners who need additional support, either due to their circumstances... or ill-health... or a long-term condition.'

and includes pupils from the following groups:

- families with difficult circumstances
- pupils with a disability
- more able and talented pupils
- pupils in Local Authority care
- pupils with medical needs
- children with additional learning needs

Special Educational Needs

This term is defined in The Education Act 1996 and in the Special Educational Needs Code of Practice for Wales (2002) legislation as:

'... a learning difficulty that requires specialist educational provision.'

Difficulties may include:

- a. 'learning is far more difficult than it is for peers,' or
- b. 'learners have a learning disability that impedes or hinders them from making use of educational facilities such as those provided generally to school children of the same age and within the Local Educational Authority's area,'

or, 'if they are not yet of compulsory school age, and either a. or b. above are relevant, or would be relevant should no special provision be made for them.'

Special educational provision means:

- a. For children aged 2 years or older, educational provision that is additional to the usual educational provision for children of the same age in Local Authority maintained schools in the area (with the exception of special schools), or that is in some way different to that provision.
- b. For children under 2 years of age, any kind of school provision.

8. Roles and responsibilities in the School:

The responsibility for observing, identifying, assessing and providing for children with special educational needs lays with all staff. Though the governing body, the head-teacher and the Additional Learning Needs co-ordinator have specific roles, all staff have an important part to play in order to implement of this policy.

The role of the head teacher and the governing body is to allocate the provision given to the school for children with Additional Learning Needs and to act in accordance with the Code of Practice 2002.

Responsibilities of the co-ordinator/support teacher:

- to communicate effectively with other teaching and non-teaching staff with regards to children with additional needs
- to make suggestions regarding resources and strategies to meet additional needs
- to keep an up-to-date additional needs register
- to lead the application of the county's annual Reading Survey
- to organise provision for individuals or groups either within or outside classes
- to keep a record of that provision for the provision map
- to maintain contact with parents, the educational psychologist and Local Authority agencies and external agencies who support children with additional learning needs
- to give support and advice to teachers as they revise and formulate individual plans
- to ensure the application of the Graduated Response, in accordance with the Code of Practice 2002
- to complete appropriate assessments, observations and research
- to attend termly and occasional courses for co-coordinators and support teachers
- to apply this policy on a day to day basis and to monitor its effectiveness by reporting back to the head teacher

The coordinator for 2019-20 is Miss Menna M George, and the governor with responsibility for Additional Learning Needs is Mr Jonathan Williams. Frequent meetings between the two are held in order to share information and monitor the needs and provision.

Support Staff

According to the Education Act, 1997:

'The contribution of teaching assistants is central to the success of special educational needs practices.'

The teaching assistant's role is to support the child according to the provision made in his/her Individual Education Plan, by following the guidance of the class teacher and the coordinator. This can be by way of preparing materials, working with a group of children or individuals, making notes of comments as and when necessary on a comment sheet that accompanies the individual education plan or according to the particular organisation of that class. They have a key role to play in monitoring and managing children's behaviour and in maintaining an alternative curriculum, tailored to the needs and various teaching methods of our pupils. We inform our classroom assistants of the learning objectives and targets of individual children and we appreciate their comments on the effectiveness of those interventions.

At Pontybrenin, we have a teaching assistant, Mrs Emma Evans, who supports children on an individual basis or in small groups out of the classroom. Having consulted with the ALN coordinator and the class teacher, she supports both in accordance with their needs and the agreed targets of the IEP.

There are further TAs working in different classes, supporting learning under the guidance and leadership of the class teacher and the ALN coordinator.

Therefore, at Pontybrenin, our teaching assistants:

- attend annual statement reviews, and contribute to reports
- participate in the organisation of the class and the teaching
- develop materials
- work in conjunction with the Additional Learning Needs coordinator and with class teachers
- apply our inclusion policy, and monitor its application
- attend appropriate training courses and in-house training
- collaborate with specialist teacher and external agencies

9. Expertise in the field of additional learning needs and in-house training arrangements

The majority of staff have had practical experience of working with, and providing for, pupils who appear to be on the additional learning needs continuum. Overall, we as staff are eager to benefit from further training opportunities by attending courses and receiving in-house training.

Our coordinator/support teacher attends termly courses with the county and disseminates information and awareness of good practice with all staff – teachers and assistants. She has also received extended training on teaching children with specific learning difficulties and children with language and speech difficulties. One of our teachers is a member of the British Dyslexia Association and two members of staff support infants and three members of staff support the juniors and have attended an ELKLAN course, designed to support children with language and speech difficulties. Several of our teaching assistants have been trained to use the Speechlink and LanguageLink programmes for children with language and speech difficulties and use the programme to support children. One teaching assistant has developed an expertise in DCD and Dyspraxia difficulties and supports children in small groups. All staff have benefitted from training on emotional and behavioural difficulties. Two members of staff, namely Gwenda West and Menna George, have completed three-day SCERTS courses on strategies for supporting children who are on the autistic spectrum. Two of them are now members of the county's specialist Working Group in this area and have visited other schools within the county to give guidance to staff on this matter.

A number of teachers and assistants have received MAKATON training for supporting children with hearing and communication problems, and the intention is to increase the number of staff who have received this training frequently in order to enhance language and communication skills among our pupils as much as possible.

As part of the Additional Needs Development Plan, we are continuing to further train our support staff by taking advantage of county training courses and by holding in-house training sessions.

10. Allocation and provision of resources for pupils with additional learning needs.

The provision for children with additional learning needs can only happen through the full and proper use of monies received by the school. This funding comes via two sources:

- i) Firstly, we received money allocated to us according to the county's funding formula, the use of which is prioritised via to the needs of classes and individual pupils following discussion between the Management Team and the use of the *Arf Monitro* ('Monitoring Tool').

- ii) Secondly, the School receives monies allocated to children who receive specific provision as part of their Additional Learning Needs statement.

It is the responsibility of the head teacher and the governors to decide on the precise way in which to use this funding, which can be used for the following:

- a. to employ class room teaching assistants and/or a supporting teacher to work with individual children or in small groups either in the classroom or outside it.
- b. to ensure suitable teaching or assessment materials for children with additional learning needs
- c. to train teachers and teaching assistants in the relevant areas

At Pontybrenin, we make use of the 'Provision Map' in order to raise awareness of the range of provision that exists for children with additional learning needs and to match resources to the need in the most efficient way.

11. Role of the Governing Body

The Governing Body is responsible, via its Performance Management, for setting specific targets for the educational achievement of pupils at the school, including those with additional needs. By studying pupils' annual achievement, the Governing Body can appraise results and measure achievement. They will then submit a report on the effectiveness of this policy, as part of their annual report, under the four following headings:

- the system for identifying children with additional learning needs
- the assessment system for children with additional learning needs
- the provision available for them
- the review and recording pertinent to them
- the use of external agencies
- the allocation of resources among children with additional learning needs during the financial year

12. Additional Learning Needs

The importance of identifying and assessing the needs of each individual child and catering for them accordingly as soon as possible cannot be overstated. The sooner action is taken, the better and the more likely a child will be to respond positively to it, and the easier it will be to ensure achievement.

We consider assessment to be a continual process and the child, as well as his/her parents, have a key role to play in this process. We will consult with them during every step of the process in order to gain their cooperation, which is crucial to the success of any intervention.

The start point for identifying children with additional learning needs within the school is the classroom. It is the responsibility of every teacher, and every teaching assistant working under teacher guidance, to observe and assess the needs of each individual learner.

We measure the achievement level and progress of every child by using the following:

- a. An initial assessment provided by the LEA in the form of the Foundation Phase Profile which is used during the first term in the Nursery class.
- b. Standardised reading and mathematics tests, i.e. NFER tests and the All Wales Reading Test which are held in the Autumn term and Welsh language tests; Statutory English and Mathematics (every May);
- c. Observations and informal monitoring across the curriculum that happens every day in the classroom

Should the outcomes of these assessments of observations suggest that a child has difficulties:

- i. The class teacher or supporting teacher will conduct further assessments in the area of concern - WELLCOMM assessments (which assess language and communication skills in children aged 3 to 5); 'Speechlink' and/or 'Languagelink' (which assess speech and language skills in children aged 5 to 7); and Dyslexia Wales assessment; and physical coordination assessment.
- ii. If there is concern about reading and literacy skills, Years 1-6 teachers will put the child's name forward for the county's annual Reading Survey which is held in October/November every year. Dependant on the results of this Survey, an application may be made for funding to give the child additional support. When a child's name is put forward for the Reading Survey, the parents will be informed during the parents' evenings that are held in October/November.

Alongside learning difficulties, we monitor emotional, personal and social development via informal observation and within the curriculum itself.

We also have a Welfare Officer, Miss Nerys Higgins, who supports children and their parents when additional social and/or emotional needs become evident in a pupil.

We acknowledge the impossibility of categorically categorising and labelling children who have special needs because each of them is unique. We also see a wide-ranging spectrum of needs in our children, needs that can co-exists and be linked. Nevertheless, the Code recognises four main areas of need, namely:

- a. Communication and Interaction
- b. Recognition and Learning
- c. Behaviour, and Social and Emotional Development
- d. Sensory and Physical Development

There is ready-made guidance to support children with ALN, available from the ALN coordinator personally and also in the form of literature on the 'Share Point' on the school's intranet.

Guidance on specific areas and support is offered at staff meetings and also during all staff INSET sessions on occasion.

13. The Graduated Response

In accordance with the SEN Code of Practice 2002, we as a school apply a 'graduated response' to the varying needs of our children. There are four steps to this process, namely:

1. A period of concern - a period of time in which there is **unofficial** recognition of a potential problem but in which the child does not appear on the School's Additional Learning Needs register. His/her development is, nevertheless, closely monitored.
2. School Action (GY)(SA)
3. School Action Plus (GY+)(SA+)
4. Statutory Assessment that could lead to an Additional Learning Needs Statement (D)(S)

Period of Concern (PoC):

As a result of noting that a child is having difficulty in any of the areas noted above, the class teacher will consult with the ALN coordinator to discuss a way of proceeding and how best to meet learning needs. Consultation is held with the parents and the child in order to ensure their input. The content of these discussions and a date to review the child's progress are recorded on a 'Period of Concern' form. Following the review, or sooner if need be, the child either stays in the 'Period of Concern' category or progresses to the 'School Action' stage or, alternatively, may step out of the situation altogether if the difficulties have been resolved.

School Action (GY)(SA):

Once the Period of Concern has been reviewed or the class teacher/coordinator finds that this child is not making the progress that had been hoped for following usual differentiation practice in the classroom, we prepare to intervene. This will be 'in addition or as an alternative to the curriculum and usual differentiation strategies in the classroom.' This will be discussed with the child's parents/carers so that the class teacher, in consultation with the coordinator, the parents/carers and the child, will be in agreement as to the best way of proceeding. As a result of these discussions, an Individual Educational Plan will be formulated for the child and will include:

- the child and the teacher's impression regarding his/her strengths and achievements
- the child and the teacher's ideas regarding which areas and skills need focus
- the child, the parents and the teacher's ideas regarding how to implement the plan
- short-term, specific targets
- the provision that is available
- who will assist the child in reaching these targets, and when
- success criteria
- a date for the review and its details

We aim to provide regular comments throughout the term and to include the child in the process so that he/she may feel a sense of achievement. An occasional comments sheet will be kept with each pupil's IEP so that all staff can record developments occasionally as they arise and in order to be able to feed them into planning for the next educational steps of the child with ALN. When the plan is reviewed, both the class teacher and the support teacher (where appropriate) can compare notes, dated, in the individual plan.

Formal revisions to the plan will coincide with parents' evenings in October and May so that parents can offer input into, and discuss, the next steps.

The support for the individual plan can take different forms and can be provided by the teacher, the teaching assistant and the parents. Children may receive individual support, support within a small group, specific support at home from his/her parents, support in the classroom and can, on occasion, receive special resources.

The child's progress is then monitored in the IEP, via occasional observations, in school/homework diaries, class diaries and assessments. Targets are reviewed at least twice a year and at any other appropriate time.

School Action Plus (GY+)(SA+)

The IEP of a child subject to School Action (GY) is reviewed on the date noted in the individual plan, or earlier if required. Following an agreement between the parents, the teacher, the child and the coordinator that the progress is not sufficient and that there is a need for involvement from council agencies from outside the school, the child will be moved to the 'School Action Plus' stage (GY+). With the parents' consent, the child can now be referred to an educational psychologist, advisory teacher from a number of fields, a language and speech therapist or other health agencies.

In light of intervention from relevant external agencies, the individual plan and the targets therein will need to be revised according to the guidance received.

Statutory Assessment of Special Educational Needs:

In a small number of cases, when the child has not progress following a period of SA+ support, we will make a referral to the Local Education Authority for a statutory assessment. As part of this formal process, the Local Education Authority will work with parents, the school and, as appropriate, the external agencies to consider whether the child requires a statutory assessment. If it is deemed necessary, the assessment will be held in close cooperation with parents, the school and the relevant agencies.

The Authority may deem the extent of the child's learning difficulty, and the nature of the provision required to meet those educational needs, so great that the Authority is required to determine the need for additional educational provision for the child by way of an 'Additional Learning Needs Statement.' (The Statement)

The information gathered during the assessment may suggest ways in which the school might meet the needs of the child without the Local Authority needing to provide educational provision via a Statement. It may be that the school can provide an additional piece of equipment that would enable the child, under the appropriate instruction of a specialist, to meet the needs of the child. Alternatively, there may be a way of enabling the child to make progress by using alternative strategies, in accordance with the guidance of the Local Educational Authority's support services.

Every Statement must be reviewed at least once a year. The Statement's yearly review ensures that the parents, the pupil, the Local Authority, the School and every professional are invited to consider the progress made and to submit a report. The

information collated is used to review the provision and the long-term targets that are included in the Statement.

14. Medical needs

According to the Welsh Assembly Government's circular, number 47/2006:

'From time to time, the majority of pupils will have a medical condition that could affect their ability to participate in school activities... Other pupils may suffer from a medical condition that could impede on their access to education without the appropriate treatment. Such pupils are therefore considered to have medical needs.'

Our main aim is to reduce, as far as is possible, the disruption to usual education, whilst ensuring the safety of the child and exercising sensitivity to his/her emotional needs.

If the medical condition is serious enough to be a threat to the child's life, details of the medical condition and relevant coping mechanisms will be noted in the 'Individual Medical Care Plan.' The plan will be drafted by the ALN coordinator under the guidance of the relevant medical agencies, the parents and, where appropriate, the child. We will ensure that the parents are in agreement with the content of this Plan, and will then formally register it centrally with the Local Authority and the Health Authority. A copy of this plan is kept in the classroom, and another is kept by the ALN coordinator. The Medical Care Plan will be reviewed at least once a year but it may be revised sooner, where required.

It is the coordinator's responsibility to disseminate information concerning the medical needs among all school staff and to organise the appropriate training for specific staff where required. This training can be offered to parents and members of the Local Authority. All staff have undergone training in the use of Epipens (February 2020) for children at risk of anaphylactic shock and we will ensure that any new members of staff will receive the same training.

We work closely with several departments of the Health Authority for the well-being of individual children. We will seek parents' input for the purposes of the Health Care Plans and/or the Statement.

We employ 'Personal Care Plans' for those pupils who have difficulties resulting in wetting and soiling. The coordinator meets with parents and relevant staff to draft this plan, in order to protect the dignity of the individual pupil and staff safety.

Working in partnership with parents

The Code of Practice for children with Special Needs states that a working partnership with parents is key to creating an atmosphere of cooperation between parents, schools, the Local Education Authority and young people (paragraph 2.2). It therefore also enables pupils with Special Needs to fulfil their potential. In our school, the headteacher, teachers, coordinator, classroom assistants and pastoral staff all play a part in this cooperation. We recognise the value of parental input to the Individual Education Plans of their children and we appreciate their contribution to meetings with teachers and members of external advisory teams.

We operate an 'open door' policy and invite parents to discuss the progress and contribute to individual plans at least twice a year, in order to be able to:

- benefit from the knowledge and expertise of the parents with regards to their own child
- recognise the personal and emotional investment of the parents
- ensure that the methods are understood and ensure support as their contribution is prepared
- respect the various needs that parents themselves may have, such as communication and language difficulties
- be flexible in terms of the timing and structure of the meetings

We therefore encourage parents to play an active role in the ways in which the school responds to their child's needs. We recognise how important it is that they understand the purpose of any intervention and they are informed of the partnership with parents service upon discovering special needs. We seek to ensure that parents are fully aware of the nature of the special needs, and the methods used by the school to respond to those needs, through discussion and explaining any content, and we ask them to sign to indicate their permission for a referral for specialist support to go ahead.

16. Complaints Procedure

Should parents feel that the school is not fulfilling its duties with regards to their child, they can contact the local Parental Support Group (SNAP Cymru – see appendix 1). There is also a specific procedure set out in chapter 2.22-2.30 of the Code of Practice for Special Educational Needs Wales, which is available at the school.

17. Working with other supporting agencies

We recognise the importance of working closely with other schools, the Local Authority's specialist service and other bodies for the well-being of our children. According to the individual needs of the child, therefore, we will make referrals for the purposes of assessment and/or advice to our nominated Educational Psychologist, Specialist Teachers, our school Medical Officer and to the language and speech therapist. In addition, the Education Effectiveness service may advise us on strategies, techniques and suitable curricular material. (Please see Appendix 1)

We communicate with other school coordinators in termly networking meetings. There is a close working relationship between other coordinators in Welsh-medium schools across the county, in particular so that Welsh-language resources may be shared. The headteacher meets with county officers in order to ensure the best use of the allocated funding and the county's monitoring equipment.

Referrals procedure

We are required to pass on full details of children when they leave the school, either at the natural end of their time at the school or at any other time in order to attend another school. This must be done within 15 days of the child leaving the school's register. As a result, our coordinator will forward the Individual Plan along with any relevant reports, and will note or discuss the child's needs with the coordinator or relevant staff in the new school. When a child with additional needs transfers to a secondary school, we discuss and forward the information in the same way, so that a full and clear picture of the child is transferred. Often, with parental consent, we organised additional visits for those pupils (and sometimes their peers also, to facilitate the visit) in order to encourage a smoother transition in due course.

We also encourage parents to contact the secondary school's coordinator to discuss any concerns they may have and to facilitate the transition for the child. When a child in possession of a Statement transfers to another school within the Local Authority, we make an application to change part 4 of the Statement either during the yearly review or when the need arises. The school will send its representative to share information about the pupil in the admissions meeting that is organised by the Educational Psychologist, to pave the way for children with Statements to transfer to the comprehensive school.

Policy Adoption

Date on which the Policy was adopted by the Governing Body:

3/4/2020

Date endorsed by the Governing Body 3/4/2020

Chair of Governors Signature:

Appendix 1:

Specialist partners

Helen Osborne: Senior Educational Psychologist, Civic Centre, Oystermouth Road, Swansea SA1 3SN.

Tel: 01792 636162

Rachel Vallance: Specialist Teacher in Language, Speech and Communication and Specialist Teacher for the Deaf, Language and Speech Resource, Ysgol Gyfun Bryn Tawe School, Heol Gwyrosydd, Penlan, Swansea SA5 7BU.

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Nicola McWilliam: Specialist Teacher in Emotional and Behavioural Difficulties, Tŷ Dan-y-Coed, Huntingdon Close, West Cross, Swansea SA3 5AL.

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