



ALN Policy

This policy was agreed by the Governing Body in January 2012 and implemented in January 2012. It will be reviewed in March 2019.

Signed Chair of Governors

Signed Headteacher

Roles and responsibilities.

The designated school ALN co-ordinator is Mrs Rachel Macaulay-Lane and the Deputy ALN co-ordinator is Mrs Nicola Thomas.

The ALNCO is responsible for the co-ordination of ALN throughout the school on a daily basis.

This involves:

- Liaising with and advising teacher colleagues.
- Co-ordinating provision for children with ALN.
- Maintaining the school's ALN intervention register.
- Liaising with parents of children with ALN.
- Providing staff CPD training.
- Liaising with all necessary external agencies.
- Carrying out reviews of pupils at SA, SA+ and those with a Statement.
- Referring pupils to Access and Inclusion services.
- Managing the Assistant ALNCO, Deputy ALNCO and a large team of Learning Support Assistants (deployment, welfare and training).
- Tracking pupil progress.
- Liaising with primary schools to establish needs of new entrants.
- Strategic planning – writing the ALN provision map, the DIP and carrying out an evaluation of provision.
- Acting on referrals from teaching staff to identify pupils' needs and providing appropriate interventions.
- Chairing team meetings.
- Carrying out performance management of support staff.
- Managing the ALN budget.
- Writing policies, literacy reports.
- Arranging and providing staff-training.
- Line managing the MATCO.
- Representing the school on various working groups relating to the ALN Reform Bill

- Leading the school through changes relating to the ALN Reform Bill

The Governing Body in co-operation with the Headteacher:

- Determine the school's general policy and approach to provision for children with Additional Learning Needs.
- Establish the appropriate staffing and funding arrangements.
- Has the responsibility to see that the policy/development plan is reviewed annually and that the day to day operation of Learning Support is being managed in a manner consistent with the policy.
- Designate a Governor to take a particular interest and monitor the school's work on behalf of children with ALN. Currently this Governor is Mrs Alison Lagier

Headteacher:

- Has responsibility for the management of the provision for children with ALN.
- Keeps the Governing Body fully informed of matters relating to ALN.
- Works closely with the ALNCO.

Subject Teachers

- Make preliminary assessment of students' strengths and weaknesses and provide appropriate differentiation and monitoring of outcomes before referring to the ALNCO, Head of Learning and Skills or co-ordinator for More Able and Talented for advice when necessary.
- Implement recommended strategies to support the pupils with ALN in class.

Special Needs Support Assistants (SNSAs – LA funded)

- Provide support for teachers, students and groups in class, registration and social time.
- Liaise with class teachers, Head of Learning and Skills and the ALNCO as and when issues arise concerning the pupil that they support.

Learning Support Assistants (LSAs – school funded)

- Work with pupils in small groups, individually or in larger groups depending on the nature of the intervention.
- Undertake specific training in order to be able to carry out a range of interventions successfully.
- Work with pupils to set SMART targets for pupils' individual intervention plans based on outcome of diagnostic assessments.
- Review SMART targets in February and the Summer Term.
- Attend review meetings for pupils they support.
- Provide feedback for staff on the progress of the pupil that they are supporting and inform staff of which lessons the pupil will be withdrawn from in order to receive support.

Assistant ALNCO

- Deals with phone calls from parents and colleagues.
- Inputs the PLASC data.
- Runs KAZ touch-typing sessions 3 mornings a week for those pupils using laptops who need to develop their typing skills.
- Co-ordinates appointments for pupils with the SEN careers advisor and other outside agencies.
- Facilitates half yearly reviews for pupils with SNSA support.
- Is responsible for day to day administration tasks such as photocopying, typing letters to parents etc.

LSA Co-ordinator

- Leads the team of school funded Learning Support Assistants and LA funded Support Assistants.
- Communicates information via a daily bulletin to ensure all LSAs and SNSAs are aware of any specific issues.
- Represents the interest and concerns of the LSAs and SNSAs.
- Liaises with the ALNCO to identify areas for LSA and SNSA training.
- Is responsible for the timetabling of the SNSAs.
- Manages the Pupil Support Class.
- Carries out performance management interviews, lesson observations and back to work interviews.

Heads of Department

- Co-ordinate assessment, curriculum initiatives and differentiation within their departments.

Heads of Learning and Skills

- Co-ordinate and monitor personal and social needs of students.
- Produce, monitor and review support plans for pupils with behaviour problems.
- Refer to ALNCO for advice when necessary.

Staff Development and INSET Co-ordinator

- Works with the ALNCO to identify and provide access to in-service training to meet the current and anticipated needs of the school and the pupils.

Identification of pupils with an ALN.

- Most additional learning needs will have been identified during a child's primary school years, or before. Primary schools liaise with Treorchy Comprehensive School on all incoming students and relevant information is passed on for the Year 6 to Year 7 transfer (See ALN Handbook for detail on identification for each intervention).
- All teachers are responsible for monitoring the progress of their students, using such methods as classroom observation, the student's work, CATS Tests, National Curriculum levels and liaising with parents. They will take appropriate action if a special need arises (see More Able and Talented Policy).
- Late entrants to the school are assessed on entry using the YORK reading test.

A staged approach.

At Treorchy Comprehensive School we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs.

We follow the guidance as outlined in the documents SEN Code of Practice for Wales 2002.

School Action

'The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence (completion of referral form to ALNCO. Appendix A), about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Presents persistent emotional or behavioural difficulties which are not ameliorated 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'

Following a referral the gathering of information in respect of identifying the pupil's additional learning need is done by:

- Liaising with parents/carers.
- Liaising with teachers.
- Liaising with other professionals where pupils may have been known to their service.

From the collated information, the ALNCO discusses the pupil's needs with relevant support staff and Head of Learning and Skills. Following consultation with parents, if deemed appropriate the pupil will be offered an intervention and the first individual intervention plan or group intervention plan (IIP/GIP) will be drawn up. The support to be provided for the child will be indicated on the IIP. (Where an IIP is not required, the child will continue to be monitored by the class/subject teachers.)

- **Reviewing IIPs at School Action.**

The LSA working with the pupil will review the IIP in consultation with the pupil. Either the next IIP is formulated or it is agreed to remove the pupil from the ALN intervention tracker.

- Where a GIP is in place, pupils will be reviewed on an individual basis.
- ALNCO issues a new IIP and either continues with the cycle or proceeds to ask for advice from other professionals.
- School asks for advice from other professionals in respect of the nature of the additional learning need and appropriate resourcing/possible action to be taken as part of School Action.

School Action Plus

Identification

The triggers for School Action Plus could be that, despite receiving an increased level of support at School Action, the child:

- 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 emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or 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 on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing needs will be through:

- School Action reviews
- Liaison with teachers and support staff
- Liaison with parents/carers
- Liaison with other professionals

From the collated information, the ALNCO discusses the pupil's needs with relevant support staff, Head of Learning and Skills and any outside agencies involved. Following consultation with parents, if deemed appropriate the pupil will be offered support / intervention at School Action Plus and a new IIP will be drawn up to reflect this. The support to be provided for the child will be indicated on the IIP. (Where it is not necessary for the child to be placed at School Action Plus the child will continue to be supported at School Action.)

Reviewing an IIP at School Action Plus.

The ALNCO collects information and requests comments from staff and other professionals, collates the information and discusses the outcomes with the pupil and parents. Depending on the progress made, either the next IIP is formulated at School Action Plus, or it is agreed to move to School Action.

Statutory Assessment/Statement of Special Educational Needs Identification

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.' A parent/carer or pupil over the age of 8 years old can request a Statutory Assessment. A school can also do this by means of the SEI form.

The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant information is essential to learning.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,
- Views of the parents/carers and of the child,
- Involvement of other professionals.
- Any involvement by social services or education welfare service and CAMHS.

Following a Statutory Assessment a pupil will be given a Statement of special educational needs. In some cases, where a Statement is not issued the child will remain at School Action Plus or revert to School Action.

On receipt of a Statement of special educational needs the ALNCO will formulate an action plan of support/provision.

Annual Review:

The Assistant ALNCO collects information from staff, parents/carers, pupil and other professionals and collates the information prior to the annual review, at the annual review, progress is discussed and a decision is made whether to:

- Maintain the statement
- Request an amendment to the statement
- Request ceasing the statement and revert back to School Action Plus.

Following review at School Action Plus, should the pupil continue to experience significant difficulties despite intervention, with the agreement of parents/carers a Specialist Placement Request (SPR) may be made. Within the context of the Local Authority of RCT a Statement is not an essential pre-requisite for this. The request must however be supported by other key professionals involved with the child.

Record keeping

The school records for pupils with additional learning needs will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Individual Education Plans.
- Individual Education Plans evaluation.
- Reviews.
- Records of support requested.
- Reports from all other professionals involved.

Pupil participation.

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child/young person. Pupils are included in annual reviews and when decisions are taken to:

- Write new IIP targets
- Review targets

Reporting to parents and guardians.

Parents and guardians are informed of any progress or changes that their child makes. In the first half of the Spring Term and the second half of the Summer Term they are given the opportunity to come to school for a review meeting of their child's IIP. Parents are also able to request a meeting to discuss any concerns they may have at any point during the school year. For pupils for whom the LA holds a statement of SEN, reviews of the statement are held annually. Parents are always consulted and signed consent obtained before any referral to an outside agency is made.

Assessment, monitoring and tracking.

The ALN intervention tracker is a working document, thus it is updated constantly as new information comes in or if circumstances change. It enables us to track data from when pupils start in Year 7 right through to when they leave the school. All staff have access to a paper copy of the information relating to the current year. Only the ALNCO, Deputy ALNCO and Assistant ALNCO are able to make alterations to the tracker. Staff are able to use the paper ALN register in conjunction with the Pupil Profiles to find out information such as a pupil's reading age, which type of ALN they have, which support they are accessing and which teaching group they are in.

The ALN tracker contains information of pupils with ALN. More Able and Talented pupils are tracked on a different register.

Pupils receiving literacy support are retested in February and again in June. Pupils who receive SNSA support hours or who are involved in the social group have their IIPs reviewed twice yearly.

Value added.

The notion of 'value added' is an important one to Treorchy Comprehensive School and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

- IIP targets met
- examinations/tests, both school based and external
- reading assessments, social skills assessments

This information provides a valuable insight into the progress of pupils with additional learning needs.

Compiled by: R Macaulay-Lane ALN Coordinator, R Jones, Headteacher	Revision Number: 6
Approved by: SMT, Leadership Forum, Governing Body	Revision date: March 2018 Person Responsible for Revision: ALN Coordinator and Mr R Jones Headteacher