

Saltney Ferry C.P School



Additional Needs and Inclusion Policy 2022

Chair of Governors:	Headteacher:
Ratified on:	Revised by:

SALTNEY FERRY CP SCHOOL
ADDITIONAL NEEDS AND INCLUSION POLICY

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 2014
- School standards and organisation (Wales) Act 2013
- Gender Recognition Act 2004
- Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Additional Learning Needs Code for Wales 2021

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We value each child as a unique individual and we work hard to meet the needs of all our children.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Additional Learning Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are more able and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all pupils we wish to work closely with the health service, social care, the nurture support team, and the education social worker.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To provide places for all pupils who have expressed a preference to join this school.
- To give all pupils regardless of their age, additional learning needs, ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To enhance each child's self-esteem and confidence.
- To encourage a willingness to learn
- To endeavour to make the learning environment as effective as possible for each child.
- To share good practice within the school and with other schools.

Objectives

All pupils including those with Additional Learning Needs:

- To be literate
- To be numerate
- To have a wide range of communication skills
- To develop social skills to enable children to work and play together
- To become independent learners
- To benefit from suitable resources and appropriate technology to support their area of need
- To have a positive attitude towards themselves, their peers and staff at the school

At Saltney Ferry CP School all pupils are entitled to a broad and balanced curriculum and all pupils are fully integrated into the school.

Pupils with particular difficulties are supported in specific ways in order that their individual needs are met. Children with additional learning needs are supported first and foremost by their class teacher using person-centred planning approaches, preparing differentiated work and individual resources. This ensures they have maximum access to the curriculum – using modified tasks, use of specific resources, and/or multi-sensory strategies. Pupils identified with additional learning needs may also receive small group or individual teaching sessions which follows phonic, spelling or reading programmes e.g. Direct phonics, PAT, paired spelling, priority reading.

Where pupils with significant additional learning needs are identified, further assessments are requested from external agencies and/or educational psychologists. Pupils with ALN will have annual reviews held jointly with school staff, parents and external agencies.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff as ALNco – to be responsible for Additional Learning Needs.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
 - Disability and Accessibility policy
 - Equal Opportunities Policy
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that the statutory responsibilities of the ALNco are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the ALNco;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the ALNCo;
- to ensure that:
 - an effective pupil tracking system is in place
 - individual pupil needs are identified early and that strategies are put in place to address them
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- work closely with the link governor and ALNco;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ensuring pupils are set challenging targets
 - analysing data to see if pupils from all groups are achieving their full potential
 - examining the number of pupils who have been excluded
 - analysing attendance data
 - analysing numbers of pupils from different groups who are more able and talented
- Annually report to the Governing Body on the success and development of this policy.

Role of the Additional Learning Needs Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- co-ordinate provision for pupils with additional learning needs.
- Maintain the school's Additional Learning Needs Register and oversee the review of pupil's IDPs.
- Liaise with parents, pupils and external agencies to support pupils' needs.
- work closely with the class teacher to track pupil progress of all groups by ensuring pupils:
 - are making the expected level of progress
 - are set challenging targets
 - are supported to achieve their targets
- assess the level of English of all new arrivals;
- provide the necessary support for all new arrivals;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership

The Senior Leadership Team will:

- consider Inclusion being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy.

Role of School staff:

School staff will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with the ALNco and outside agencies;
- devise and monitor:
 - IDPs
 - pastoral support programmes
- ensure pupils with ALN have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure pupils with behavioural needs have their own pastoral support programme;
- ensure pupils with English as an additional language access the necessary support from the EAL advisory teacher;
- ensure early intervention programmes support pupils eligible for free school meals;
- ensure pupils who are more able and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated.

Role of Pupils

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to support and attend review meetings with school staff and external agencies;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Code of Practice

The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The code of practice outlines Schools' responsibilities in relation to pupils with ALN.

The code states that schools **must**

- Determine if a pupil has ALN in accordance with the Act
- Where a pupil is determined to have ALN, prepare an IDP (Individual Development Plan) detailing the ALP (Additional Learning Provision) to be put in place in order to meet the Pupil's needs.
- Monitor the IDP, involving the Pupil and their family by using person-centred tools.
- Review the effectiveness of ALP and adjust if necessary
- Seek advice from relevant external agencies in order to determine the correct ALP for supporting each individual pupil

The ALN determination process can be triggered at any time. This could come from a parent/carer raising their concerns about their child's progress or about a specific learning or emotional, social, behavioural difficulty or from a member of staff raising their concerns to the ALNco after a period of in-class monitoring and additional differentiated support. The school must decide whether a pupil has ALN within 35 working days and prepare an IDP, following guidance set out by the local authority.

At Saltney Ferry we offer three levels of provision under the new code.

Universal provision –

The learning experiences, resources, support and scaffolding which is put in place to meet the needs of all learners. At our school this will include

- A broad, balanced and relevant curriculum
- High quality Teaching, which is differentiated and personalised
- High expectations of every pupil
- Ambitious targets based on appropriate assessment
- Early detection of potential difficulties and removal of barriers to learning
- Ongoing assessment, monitoring and review of pupils' development and progress

Targeted Universal Provision (TUP) -

The carefully planned interventions which pupils can access if they have an identified area of need which we have not been able to meet through our Universal Provision. Our TUP groups will be ever-changing and adapted to the needs of the pupils, however they will include support for difficulties in the following areas:

- Cognition and learning
- Communication and interaction
- Social and behavioural needs
- Emotional well-being and mental health
- Sensory and/or Physical needs

We will also seek advice from relevant external agencies in order to support pupils at this stage of provision.

Additional Learning Provision (ALP) –

The code defines ALP as ‘provision that is additional to, or different from, that made generally for others of the same age’. In our school this might include:

- Access to shared support from an LSA
- Access to 1:1 support from an LSA
- Individualised support from external agencies
- Specialised resources, equipment or programmes
- Support with medical needs
- Individualised close support with social/interaction/play skills
- Individualised close support to stay safe and follow classroom routines

Progress and reporting to Parents

Class Teachers keep detailed records of pupil progress. School based formal assessments are carried out in May each year. In addition, the ALNCo may carry out diagnostic tests e.g. BPVS, RAVENS, NARA, and staff can use the County Support Pack to identify reading, spelling and number difficulties. All this information contributes to the ALN determination process and subsequent preparation of an IDP, if needed. An annual progress report is sent to parents in the summer term. All parents are invited to Parents Evening twice a year to discuss their child/children’s progress. In addition to this, parents are invited into school on a more regular basis if their child has been identified as having ALN to discuss what action will be taken and to find out how they are progressing. Parents are also invited to review meetings with school staff and external agencies in line with the person-centred approach.

More Able and Talented (MAT)

More Able and Talented is the general term.

- Children may be **more able and/ or talented** in diverse fields (academic, creative, sporting, social, leadership);
- **More able** children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;
- **Most able** children will be working at two NC outcomes/levels above the majority of children in the class and would sometimes require additional and different provision. This would be supported by an IEP;
- **Talented** children demonstrate an innate talent or skill in creative or sporting fields
- More able and talented children may be “high flyers”, coasters or disaffected.

Organisation

- The school’s policy for MAT children will work within the framework of the teaching and learning policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources;
- Teachers will deploy appropriate teaching styles with children and evaluate their outcomes;
- Teachers will use their assessments to inform future planning;
- There will be sufficient differentiation for all children, offering appropriate challenge for the more able.

Teaching and Learning – MAT

Teaching and learning strategies may include where appropriate:

- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Awareness of learning styles;
- Visits by experts;
- Use of MAT children as peer supporters/mentors.
- Opportunities for creativity and investigation.

Training

All school personnel:

- Have equal opportunities to access training, career development and promotion
- Receive training on induction which specifically covers:
 - All aspects of this policy
 - Additional Learning Needs
 - Pupil Behaviour and Discipline
 - Equal opportunities
 - Inclusion
- Receive regular training so that they are kept up to date with new information.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.