

# Ysgol Penyffordd



## ADDITIONAL NEEDS POLICY

To inspire a love of learning, now and forever.

## AIMS

At Ysgol Penyffordd we aim to create a positive ethos towards children with Additional Needs, providing a learning environment where every child is valued for their efforts and for their personal contribution to the life of the School.

One of our aims as a school is to provide our pupils with "the opportunities to achieve the highest standard of which they are capable and to realise their full potential". As a school we shall give our pupils encouragement, support and positive reinforcements for their efforts, in order to help them to achieve this.

## OBJECTIVES

*To meet the children's needs we aim to:-*

- Identify problems or difficulties at an early stage, through:
  - Observations during class lessons
  - Listening to parents' concerns
  - Using Standardised Testing and National Curriculum Levels.
  
- Provide a programme of differentiated work within the classroom (Class Action)
- Maintain effective communications between all concerned with the child including professionals and parents.
- Hold regular Review Meetings to review progress
- Regularly evaluate and update programmes of work
- Provide support for the child, either by providing Programmes of Work within the classroom, or by withdrawing the child for specific instruction.
- Make maximum use of the delegated funding available for Additional Needs children.
- Consider positive discrimination with regards to provision and allocation of funding.
- Involve parents in the education of their child e.g. by providing Home/School Books.

## CO-ORDINATING THE EDUCATIONAL PROVISION

At Ysgol Penyffordd we plan to provide a broad and balanced curriculum for our pupils. All Additional Needs children are entitled to the full range of curriculum opportunities, including extra- curricular as well as National Curriculum activities.

In their planning of curriculum activities the class teachers must plan for differentiation, providing activities to meet the various needs within each class. IEPs and one-page profiles are written by the ALCo and the class teacher, with contributions from children and parents.

Support and advice is available from the ANCo. to develop strategies for the additional needs children in the classroom. Materials are available for use within the school and these may be used to support Reading, Spelling, Comprehension and Mathematics.

Ysgol Penyffordd operates a policy of withdrawing pupils from their classes to work in small groups in the A N resourced areas. This provides an opportunity for an intense focus on an area of need, in a small group setting. It also provides a quieter and more private learning environment for pupils to improve their concentration, encouraging greater interaction between them and their teacher.

When children are withdrawn for specific Additional Needs support, the ANCo. liaises with each class teacher to ensure that the timing of the support coincides with activities of a similar nature in the main classroom.

### **ADMISSION ARRANGEMENTS**

The policy of the Governing Body is to accept all the pupils from the immediate catchment area.

The school will admit all pupils whose educational needs can be met from the resources provided to it and whose admission will not significantly detract from the needs of other pupils.

Where children have a statement of A.N. maintained on them, their admission must be negotiated via the LA's Statementing Office.

The school has partially been adapted for use by disabled pupils or staff.

### **IDENTIFICATION AND ASSESSMENT**

The school will follow the principles of the Revised Code of Practice for A.N. in that:-

- Provision for a child with Additional Needs should match the nature of his/her needs.
- There will be careful recording of a child's Additional Needs, the action taken and the outcomes
- Consideration will be given to the ascertainable wishes and feeling of the child.
- There will be close consultation and partnership with the child's parents/guardians
- Outside professionals should be involved prior to the School Action Plus stage.

The school has adopted the staged model, as laid down in the Revised Code of Practice, thus:

Class Action -	Class or subject teachers identify or register a child's Additional Needs and consulting the School's A.N. Co-ordinator, plan intervention. Targets will be set and these will be reviewed every term, where appropriate.
School Action-	The school's A.N. Co-ordinator takes lead responsibility for gathering information and for co-ordinating the child's special education provision, working with the child's teachers. At this stage I.E.P's will be prepared and reviewed at least 3 times a year.
School Action Plus	Teachers and the ANCo. are supported by specialists from outside the school, including speech and language, Flintshire Asst Team, Education Psychology. CAMHS, OT Behaviour Support, medical and nurse.  The L.E.A. consider the need for a Statutory Assessment and if appropriate make a multidisciplinary assessment.
Statement of Educational Needs	The L.E.A consider the need for a Statement of Special Needs and, if appropriate, make a statement and arrange, monitor and review provision.

NB Parents and pupils will be consulted at each stage.

### **ASSESSMENT**

The school follows the procedures for assessment as laid out in its Assessment Policy. This identifies pupils who may not be making sufficient progress. All biannual reading, spelling and maths results are scrutinised by the ANCo. and by the class teacher, and every pupil's progress is recorded using the 'Tracking' sheet. This follows the pupils from year group to year group.

In addition the ANCo. uses the revised Neale's Analysis of Reading, Young's Spelling Tests, NFER, BPVS and Ravens in order to obtain further specific knowledge of the pupil's abilities. The ANCo may choose to use other relevant assessments.

### **REVIEW PROCEDURES AND CLASS ACTION**

The ANCo will ensure that these provisions are being made and that progress is regularly reviewed; formally, that should take place at least twice during an academic year. Our

formal Parents' Evenings, held twice a year will be used to review progress during our 'Class Action' stage, so that the wishes of the parents and pupils may be considered alongside the observations of the class teacher.

The Review may result in:-

- New targets being set
- The child being moved on to School Action
- Class Action support no longer required

### **SCHOOL ACTION**

At this stage the ANCo becomes responsible for formally managing the child's Additional Educational Provision, working closely with the child's class teacher and other members of staff. She/he will:-

- Gather relevant information, (which may include information from services beyond the school).
- Ensure that an individual education plan and any age profile are drawn up
- Ensure that the child's parents are informed
- Monitor and review progress.
- Co-ordinates the collection of evidence and dates for referrals to outside agencies.

The Individual Education plan will be drawn up by both class teacher and ANCo. and should contain:

- The nature of the child's learning difficulties
- Action
- The special educational provision
- Staff involved, including frequency of support
- Specific programmes/activities/materials equipment
- Help from parents/guardians at home
- Targets to be achieved in a given time
- Any pastoral care or medical requirements.
- Monitoring and assessment arrangements
- Review arrangements and date.
- Parents and children will be consulted as much as is practicable
- Parents are asked to sign the I.E.P.

One page profiles should contain Review Procedures as outlined for Class Action except that:

- the child may revert back to Class Action if targets have been met.
- If difficulties persist, despite interventionist strategies, and after two Reviews the child may be referred for School Action Plus.
- All parties will be involved regarding the next action to be taken.

## **SCHOOL ACTION PLUS**

At this stage the ANCo. continues to take a leading role, working closely with the child's teacher and:-

- Draws on the advice of outside specialists, e.g. Educational Psychologists
- Ensures that the child and his/her parents/guardians are consulted and involved in the support process
- Ensures that an Individual Education Plan is drawn up, shared and reviewed
- With outside specialists, monitors and reviews the child's progress (or other appropriate services e.g. Speech and Language).

School Action Plus offers specialist teaching support, for a small group of pupils who would previously have only accessed this support via a Statement of Educational Needs.

### **The Individual Education Plan**

The I.E.P. for School Action Plus contains the same elements as that for School Action with the addition of:-

- External specialist involvement

### **Review Procedures**

- are as outlined for School Action except that:-
- the child may revert to School Action or Class Action
- the child may continue at School Action Plus; the ANCo., teacher and support services draw up a revised I.E.P.
- if difficulties persist, the child may be referred for a statutory assessment conducted by the Local Education Authority.

## **STATEMENT OF ADDITIONAL NEEDS**

The needs of the great majority of our children who have Additional Needs are met effectively under the school-based stages, without the involvement of the L.E.A. However, in a small minority of cases the L.E.A. may need to make a Statutory Assessment of Additional Needs.

The L.E.A. must identify and make a Statutory Assessment of those children for whom they are responsible who have Additional Needs and who probably need a Statement. Referral and assessment, however, do not always lead to a Statement.

It is the responsibility of the ANCo to co-ordinate the gathering of all the information about the child being referred, and give detailed evidence of how the pupil has been supported, and how his/her progress has been monitored.

The final stage of the process, is the issuing by the L.E.A. of a formal Statement of SEN, and this takes into account all the information about the child and indicates the way in

which they must be supported in the future. Depending upon the child's needs, it may indicate a different school placement or additional targeted support, and will certainly outline the key areas for the child's I.E.P. The Statement is a Legal Document and must be reviewed annually by all the parties involved with the child.

### **MONITORING AND EVALUATING THE A.N. POLICY**

The school will take reasonable steps to ensure appropriate support. The school will take all reasonable steps to ensure that:-

- The progress that is made by individual pupils. This is closely monitored through testing and through general discussions with the class teachers, parents/guardians and the child
- Those systems for identifying and assessing pupils are working effectively.
- Those records of all pupils who need to be on the Additional Needs Register are accurate and are updated regularly.
- That the systems of communication between teachers/ANCo and home are effective
- That parental contributions to learning discussions are valued and within the constraints parental support in the learning process is expected.
- That the school aims to create an atmosphere or ethos in which pupils' individual differences are recognised and valued. The high priority given to Additional Needs further underlines the worth of every individual child.
- That the head teacher/ANCo. Liaises with the Additional Needs Governors.
- That the Governing Body makes an annual statement regarding A.N. to parents.
- That a designated A.N. Governor is closely involved with the operation of the Additional Needs Policy.
- That A.N. is included in an SER in preparation for the School Development Plan
- That audits of A.N. are also made via the Flintshire Self Evaluation for schools model.

The key test for any A.N. Policy is whether the pupils are making adequate progress. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment base line but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

- Demonstrates improvements in the child's behaviour (A.N. Code of Practice 5.42)

## **PARTNERSHIP WITH LEARNERS**

The school believes strongly that a close working partnership should exist between school and the parents of the children with A.N. The school encourages parents/guardians to become actively involved in school life.

- The school believes that information is vital to a true partnership and attempts to share information equally with parents.
- Parents are formally consulted twice a year
- Parents are informally invited to discuss any problems or worries, or to check on progress with class teachers.
- Worries regarding a child's progress are discussed fully with parents, and advice given for parental support.
- Parents are encouraged to help at home with reading, learning of multiplication tables, spelling lists etc.
- Additional Needs parents are given additional time on Parents' Evenings by the ANCo.
- Consultations with parents to discuss strategies they could employ at home to help with Reading, Spelling etc.
- It is also important to listen to parents' viewpoints and to discuss their fears and anxieties, also to appreciate the child from their perspective.
- Supporting with one-page profiles and IEP.

The Code of Practice reinforces the need for a close working partnership with Parents/Guardians of children with A.N., but the School believes that this is essential for the Parents of ALL children.

When a concern regarding a pupil's progress is first expressed in School, the Parents /Guardians will be contacted by the Headteacher (ANCo.) to invite the Parents to discuss their concerns fully.

Parents' and pupils' views are incorporated into the assessments made of the children and they are kept fully informed of any wishes to alter a child's position on the Additional Needs Register.

## **ARRANGEMENTS FOR CONSIDERING COMPLAINTS**

- Parents are encouraged to come in to School to discuss any worries. They either come in to see the class teacher or the headteacher and are given immediate responses. The headteacher will see the Parents/Guardians to discuss any problems;



if these are still unresolved, the Additional Needs Governor may be involved, should the parents so wish.

- The Governing body will be informed if the complaint is regarding the provision within the school.
- If a complaint is regarding the provision from the L.E.A. then the headteacher (ANCo.) and the Governing Body will support the Parents, if they feel that the complaint is justified, to present their case to the appropriate officers within the L.E.A.

### Further Support for Parents

- Parents who feel that they require further support in accessing information regarding Additional Needs will be encouraged to Contact the Flintshire Citizens Advice Bureau (C.A.B.) Telephone No. 01352 706840, 0344 477 2020. or Parent Partnership.

### OUTSIDE AGENCIES

The Flintshire A.N. Handbook itemises the support available to schools.

Support exists centrally from the Educational Psychologist, the Speech and Language Service, and the Schools' Health Service.

The Educational Psychologist and other agencies work closely with the school in providing assessment of Additional Needs Children and also in providing Inset through advice and workshop sessions. The ANCo. Has access to resources based at other centres.

The school is visited regularly by the School Nurse, and any problems regarding a child's health or physical well being are discussed with her. Medical information is retained in the child's main file and passed on to the next school. The Inclusion Welfare Officer is kept fully informed of any children who are experiencing difficulty in either attending school regularly, or having problems at home, which are affecting their progress in school. The Inclusion Welfare Officer keeps the school fully informed of any discussions with parents/guardians or developments in the situation.

### High School - Castell Alun High School

Year 6 children receive a visit from the Year 7 Tutor, who is then able to discuss each child with the class teacher and concerns are highlighted. National Curriculum levels and Reading Ages and Spelling Results (Young's Spelling Test) are passed on to the High School to help with setting.

### Children joining Ysgol Penyffordd

Details are taken of their present School, which is contacted immediately for their School Records and Files.

### **Children leaving Ysgol Penyffordd**

The same procedures apply and the files are sent.

### **A.N. IN SERVICE TRAINING**

Additional Needs training is a high priority with the School. Specific courses on A.N. are attended by the ANCo. and by the A.N. Governor and information is cascaded back to staff during Staff Meetings and Inset Days. Whole staff have also attended A.N. Training (e.g. Dyslexia Training)

Less specific courses, appertaining to general classroom management and teaching are also attended by the rest of the staff, e.g. behavioural management courses, bullying, courses on teaching spelling, reading etc. Whole staff sessions on Additional Needs have been led by the Educational Psychologist and Medical Staff etc.

The ANCo. also provides informal support and training on a day-to-day basis, dealing with staff queries and requests.

The Governing Body has at least one designated Governor for Additional Needs who is able to attend courses on a Governor Training Programme when available; where appropriate they are invited to attend specific school based Inset on Additional Needs.

### **RESOURCES**

All of the allocated Additional Needs funding is used to provide support for the children on the School's Additional Needs Register. In addition, support is also funded from the school budget, including any grants which are available.

### **THE ROLE OF THE A.N. CO-ORDINATOR (ANCo)**

At Ysgol Penyffordd the Additional Education needs Co-ordinator is Mrs J Papper.

She is responsible for:

- The day to day operation of the school's A.N.Policy
- Liaising with and advising fellow teachers.
- Co-ordinating provision for children with A.N
- Liaising with parents of children with A.N
- Liaising with external agencies (including the Education Psychology Service and other support agencies, the Health and Social Services and Voluntary Bodies.)

- Advising the Governing Body on issues relating to A.N and reporting annually on the implementation of the A.N Policy.
- Liaising with the designated A.N Governor
- Purchasing A.N materials and sharing these with staff.
- In conjunction with parents, staff and pupils, drawing up and monitoring Individual Education Plans.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Ensuring that parents are aware of the local parent partnership services (e.g. C.A.B.)
- Ensuring that all records are regularly up-dated
- Contributing to the in-service training of staff.

Signed by chair of governors on behalf of the governing body:

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Date approved: \_\_\_\_\_

(by full governing body)

Date of review: \_\_\_\_\_