

Ysgol Pontrobert Additional Learning Needs Policy

Cadarnhawyd gan y Corff Llywodraethol/ Policy approved by Governing Body

Dyddiad / Date: Mawrth/March 2019 Dyddiad adolygu / Review date: Mawrth / March 2020

Llofnod Pennaeth / Headteacher's signature:

Llofnod Cadeirydd / Chair's signature:

Dyddiad / Date

General Aims

1. Entitlement to a broad balanced, relevant and differential education is the right for all.
2. Neither age, gender, race, creed nor exceptional needs should constrain individual entitlement.
3. Trained and experienced personnel are essential for the delivery of quality education.
4. Independence, self-advocacy, respect for others and development of self-esteem are integral aims.
5. Thoughtful assessment and testing should be used to the benefit of the learner.
6. Learning is the most effective when it takes place in a happy environment.
7. Equality of opportunity is an integral part of our ALN provision.
8. Maximum partnership with parents and other agencies that are involved with pupils is essential.
9. Educators should choose teaching strategies that are responsible different learning styles.
10. Noteworthy achievement is made by all learners and should be recorded.
11. Total commitment to the principles of entitlement must be the responsibility of the staff.

Additional Learning Needs Statement

The school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible. We recognise that children will have special educational needs at some time during their school life. Our main aim is that by making this policy statement work, the children will be helped as much as possible to overcome or minimise their difficulties.

Our aim is to: -

- a) To provide a policy that identifies individual learning difficulties and offers a support structure to manage the individual provision that meets learning and curriculum needs.
- b) To provide a behaviour policy that creates a positive atmosphere of encouragement and acceptance, one that respects achievement and shows sensitivity to individual needs. Within the National Curriculum Framework all children share the right to a broad, balanced, relevant and differentiated curriculum.

Integration

Children who have special education needs must engage in the activities of the school together with children who do not have those needs providing it is reasonable and practical.

- a) Location
- b) Social
- c) Functional

All pupils with special educational needs become part of an infant or junior class developing through all aspects of the curriculum alongside their fellow pupils. By doing so they will learn valuable educational and social skills from others.

The range of provision to be found at Ysgol Pontrobert is as follows: -

- Full time education in the pupil's own class with any necessary help and support.
- Education in own class plus periods of withdrawal.

All pupils on our Additional Learning Needs register have support.

Staffing

Head teacher

ALN Co-ordinator

Governors responsible for ALN

Each class teacher retains the responsibility for identifying pupils who are experiencing learning difficulties and differentiating their work accordingly.

Resources

Additional Learning Needs resources are identified in accordance with the need of individual pupils. All classroom equipment and material is made available to all pupils covering all areas of the curriculum.

Funding

- a) Formula funding
- b) LEA funding for pupils with statements or extended school action plus.

Multi-disciplinary support and co-operation.

The range of ALN is often vast and complex. Accordingly Ysgol Pontrobert welcomes and encourages multi-disciplinary co-operation with colleagues from various agencies.

Educational Psychologists

A close link has been developed between the school and School Support Special Needs Officers. Regular conversations take place to make arrangements, discuss, assess and arrive at conclusions of the way forward for the benefit of the pupil/pupils concerned. When the need arises contact is made with Speech Therapists, Physiotherapists and Advisory Support Officers to arrange meetings and to meet the need to be addressed at any given specified time.

Assessment and Recording

Additional Learning Needs pupils are assessed in accordance with our assessment policy. In addition: -

- a) Our policy focuses on collecting information.
- b) Assessment is based on an appreciation of the pupil's progress against the National Curriculum or sequence of skills.
- c) The policy encourages an early response, both to ensure problems are easier to meet and to prevent them becoming entrenched.
- d) Teacher assessment is an integral part of the teaching process.
- e) Strategies for behaviour modification include the use of praise and approval, establishing clear rules, shaping behaviour by rewarding good on task behaviour.

Record Keeping

All information relating to an individual child will be regarded as confidential and will be shared only with those who have a direct professional relationship with the child. The request for confidentiality made by parents will be respected at all times.

Arrangements for Parents

Parents of Additional Learning Needs children will be kept informed of all events, progress, arrangements and visits from external bodies at all times. They will be made aware of all practices undertaken and procedures available continuously.

Individual IEPs will be discussed at parents Evenings each term on work covered and the way ahead. Copies are supplied to parents concerned.