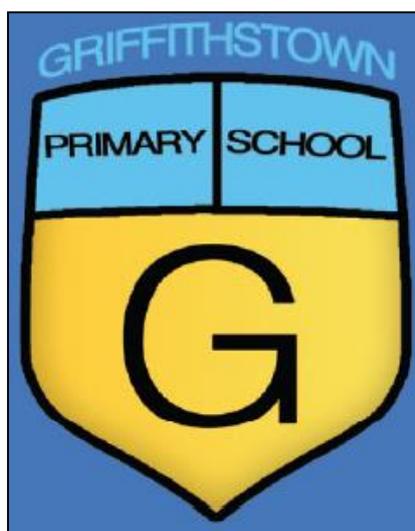


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	ALN
<b>Date</b>	November 2016
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**INSPIRE CHALLENGE ACHIEVE**

ALN Policy  
**Griffithstown Primary School**

**Introduction**

At Griffithstown Primary School we provide a broad and balanced curriculum for all children. The National Curriculum and the Foundation Phase Framework for Children's Learning are a starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having additional educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities and assessment.

Children may have additional educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the difficulty experienced by the child.

A child or young person has ALN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age.
- (b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

Pupils with ALN and/or disabilities admitted to Griffithstown Primary School could have difficulties with one or more of the following:

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and/or physical

### **Aims and Objectives**

The aims of this policy are:

- To ensure that the school complies with all statutory requirements.
- To create an environment that meets the additional educational needs of each child.
- To ensure that the additional educational needs of children are identified, assessed and provided for.
- To reflect the views, wishes and feelings of children and their families.
- To identify the roles and responsibilities of staff in providing for children's additional educational needs.
- To enable **ALL** children to have full access to all elements of the school curriculum.

### **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's' needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.

- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

### **The Role of the Leader for Inclusion**

- Manages the day to day operation of the ALN policy
- Co-ordinates the provision for and manages the response to children's ALN
- Supports and advises colleagues
- Maintains the school's ALN register
- Co-ordinates and manages the records of all children with ALN
- Co - ordinates school-based assessment and assists teachers with the completion of documentation required by outside agencies and the LEA
- Liaises with parents in conjunction with class teachers
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as a link with external agencies
- Monitors and evaluateS the ALN provision and reports to the Headteacher
- Manages a range of resources; human and material, linked to children with additional educational needs.

### **Identification and Assessment**

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of a high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist support services. The benefits of early identification are recognised by staff at Griffithstown Primary School.

Where ALN is identified, interventions are put in place. This forms part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.

**School Action/Early Years Action:** the 'Action' can be – further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be the need for additional adult support.

**School Action Plus:** the school requires advice from external support services

**Statement of SEN:** The LEA issues a formal statement of additional educational needs.

Strategies and interventions are recorded on an Individual Education/Behaviour Plan (IEP/IBP) . They are working documents for all teaching staff, recording long term and short term targets and strategies for an individual pupil on the ALN register. Pupil voice is also in important part of the IEP/IBP and allows pupils to discuss their targets and the progress they are making. IEPs are reviewed termly. Statutory reviews of statements take place annually or earlier if circumstances dictate.

At Griffithstown Primary School we also complete Pupil Centred Profiles/Reviews (PCP/PCR). Using this approach we ensure that parents and children are involved in all aspects of planning and decision making. A one page profile of the child helps to ensure that those working with them and their parents have an accessible summary of the information about them and reflect aspirational and achievable outcomes. PCPs are usually completed for children on School Action Plus. PCPs are usually completed yearly or earlier if circumstances dictate.

### **List of Assessment Tools**

- Teacher Assessment
- Reception Baseline
- Teaching Talking Screen
- Jolly Phonics Sounds Assessment
- PM Benchmarking
- Literacy Profile
- WRAT
- Talkabout (Social Skills assessment)

- Nessy (Reading and Spelling)
- Pearson Dyslexia Assessment
- Alfie
- National Tests

### **Partnership with Parents**

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and ask parents to read and sign IEPs and subsequent reviews.

We aim to have regular meeting with parents to share their child's progress. We seek permission from parents before involving any outside agencies and we share the decision making by providing clear information relating to the education of children with additional education needs.

### **Transition**

Griffithstown Primary School prides itself on excellent transition plans for both the transition to Comprehensive and also transition through the key stages. Griffithstown Primary has excellent links with the local comprehensives and ensures that children with additional educational needs have a smooth transition from Primary. Transition through the key stages is well thought through and planned for, with parents involved at all stages of the transition.

Review: November 2017