



POLICY FOR ADDITIONAL LEARNING NEEDS

'We exist to provide high quality teaching and learning experiences, carried out in a supportive, caring and safe environment. All our actions are dedicated to that end.'

'Gyda'n gilydd cymaint mwy'



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Author: Additional Learning Needs Coordinator (ALNCO)

Policy Revision Information

This is the official document for Hendy C.P. School.

Renewal Period (years)	1
Dates Adopted and Reviewed by Governing Body	Feb 2016, March 2017 September 2017
Signed - Chair of Governors	
Signed - Headteacher	
Next review date	September 2018

All children have a human right to be educated alongside their peers. At Hendy School we are fully committed to meeting the needs of those pupils with Additional Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities the School adheres to the Special Educational Needs Code of Practice 2002 and the Equality Act 2010.

Headteacher: Mrs Rhian Kenny

ALNCO: Mrs Rachel Davies

Definition of Additional Learning Needs ALN:

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the Code of Practice for Wales.

Pupils with additional learning needs include those who:

- have Special Educational Needs (SEN);
- have disabilities; have medical needs; and
- have emotional, social and behavioural difficulties and/or mental health needs.

Pupils are more likely to have additional learning needs (ALN) when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- children and families in difficult circumstances;
- pupils at risk of homophobic bullying;
- young carers;
- pupils educated otherwise than at school;
- pupils learning English as an additional language;
- pupils with Basic Skills needs; and
- gypsies and travellers.

Definition of Special Educational Needs

The School follows the Code of Practice 2002 formally and commonly referred to as the Special Educational Needs Code of Practice definition: 'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than majority of children of the same age; or
- Have a kind of disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in School within the area of the Local Education Authority.
- Under five and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in School maintained by the LA/other Advisory Body, other than special School in the area.

Principles and Values

In providing for those pupils defined as having Additional Learning Needs (ALN) at the School we seek to:

- Ensure that all pupils are valued equally
- Ensure that all pupils make progress
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs / Additional Learning Needs are identified and assessed as early as possible
- Ensure pupils' needs are met as soon as is practicable
- Ensure that all children have access to relevant, broad and balanced Curriculum
- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systematic basis

Partnerships

At Hendy School we believe that to meet successfully the needs of children with ALN, requires strong partnership between all those involved - LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnership with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

The School value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

We endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the ALN Framework
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA, which should provide support, information and relevant training.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

We fully support parents whose child has gone through the Statutory Assessment process resulting in a "Statement" and review meetings are held at least annually or sooner as the outcomes warrant.

The School has been involved in the robust trialling of a Person Centred alternative to Statements- an initiative by the Welsh Government which is planned to eventually replace statements. Training and support is available to staff and parents.

Parents are informed of the Additional Learning Needs Policy implementation and any changes to the policy in the Annual Report. This policy is available to parents on request.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and ALNCO, all members of staff have important responsibilities.

The Governing Body

The Governing Body, with the Head Teacher and staff have agreed this policy and the procedures for meeting the needs of those pupils with Additional Learning Needs, with or without a Statement. The Governors determine the staffing and funding arrangements and generally oversee the provision and work.

The Governing Body and ALN Governor monitor the school's work closely on behalf of the children with ALN. The Governing Body reports annually to parents on the school's policy on ALN.

The Governing Body of the School endeavour to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2001 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has Additional Learning Needs
- Ensure that where the 'responsible person' - the Head Teacher or the appropriate Governor - has been informed by the LA that a pupil has Additional Learning or Special Educational Needs, those needs are made known to those who are likely to teach them
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Additional Learning Needs
- Ensure that a pupil with Additional Learning Needs joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher will keep the Governing Body fully informed on Additional Learning Needs issues. The Head Teacher will work closely with the ALNCO.

ALNCOs

The ALNCO plays a key role in determining the strategic development of the ALN Policy and provision in the school in order to raise the achievement of children with ALN.

The ALNCO takes day-to-day responsibility for the operation of the ALN policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The ALNCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching with ALN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the ALNCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The ALNCO collaborates with Curriculum Co-ordinators so that the learning for all children is given equal priority.

The principle responsibilities of the ALNCO include:

- Overseeing the day-to-day operation of the ALN policy
- Co-ordinating provision
- Liaising with, and advising, teachers
- Managing learning support assistants
- Overseeing the records of all children with Special Educational Needs
- The administration of reviews, Individual Play Plans (IPPs) Individual Education Plan (IEP)s , Individual Development Plans (IDPs) and the ALN Register
- Liaising with parents of children with ALN
- Contributing to the in-service training of staff
- Liaising with external agencies, including the LEA and Educational Psychology Services, Health and Social Services and voluntary bodies

The school acknowledges the importance of this role and the time required for managing Additional Learning Needs. The ALNCO is given time for administration and monitoring and clerical support is also provided where necessary.

Teaching Staff

- To liaise with the ALNCO in planning, reviewing and supporting children with special educational needs.
- To write IPP/ IEP/ IDP targets, alongside the child.
- Prepare appropriate (including differentiated) materials
- Make provision for the delivery of a child's IPP/IEP/ IDP
- Ensure continuity, particularly when children are withdrawn
- When appropriate liaise with parents, TA's and others as appropriate
- Ensure all children on ALN register have a one page profile.

All Teaching and Non-Teaching Staff

All staff should be involved in the development of the school's ALN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with ALN.

Class teachers are fully involved in providing for the needs of the children in their care in the Pre-ALN, Early Years Action, Early Years Action Plus ,School Action and School Action Plus Categories, in writing IPPs/ IEPs/ IDP and collecting additional information for the ALNCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. Learning is differentiated so all children can achieve success.

Teaching Assistants (TAs) are employed to support a child or children with additional learning needs, have appropriate responsibility for the child's specific needs during their time with that child or children. They should liaise with the class teacher and ALNCO on planning, on pupil response and on progress.

Teaching Assistant

- To work with children on an individual or small group basis
- To work with and support children in the classroom in consultation with the class teacher
- To liaise with other members of staff
- To carry out duties as stated in a Statement of Educational Need or as instructed by the school or LA under the guidance of the class teacher / ALNCO or other appropriate member of staff

Early Identification

We believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Additional Learning Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop an IPP and provide additional support if necessary and practicable.

If a child is identified as having a Additional Learning Need, the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use Curriculum and "On Entry" Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- Involve parents in developing and implementing a joint approach at home and in school

Hendy School are open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

Record-keeping

We acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed:

- Class teachers have responsibility for keeping records of concern, intervention and progress in the class
- The ALNCO is responsible for ensuring that comprehensive records are kept properly and available as needed
- A child previously referred for Statutory Assessment to the LA, would have their work, including the resources or special arrangements already used made available
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the ALNCO, including IEPs (where appropriate)
- Copies are kept in the school for future reference

Monitoring Children's Progress

At school, the progress of all pupils is monitored by the class teacher, who should keep records and provide differentiated work, if appropriate. Where the teacher is concerned about a child's progress, the following procedures should be followed.

Pre-ALN Category: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise concerns they may have.

In Foundation Phase, a child's Baseline assessments / Focused Assessments / ChATT profile, Boxall profile and staff monitoring are taken into consideration if there are ongoing concerns.

Observations, intervention strategies used, and concerns expressed about a child must be maintained.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the ALNCO should be consulted.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through School Action or Early Years Action depending on the age of the child.

The child's name will be placed on the school's Special Educational Needs Register. At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child because the child might have ALN.

Progress

The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties the main test of how far their learning needs are being met, is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- Closes the attainment gap between the child and the peer group
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- Matches, or betters, the child's previous progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

Early Years/School Action Category

When a class teacher or ALNCO identifies a child with ALN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated Curriculum.

Code of Practice Triggers for Early Years/ School Action

The triggers for intervention through Early Years/ School Action could be the teacher's or other's concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little progress even when the teaching approaches are targeted to areas of weakness
- Shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some Curriculum areas
- Presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques
- Has sensory or physical problems and conditions and continues to make little or no progress despite the provision of special equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated Curriculum.

If a child's class teacher, in consultation with the parents concludes the child might need further support to make progress:

- The teacher should seek help from the ALNCO
- The teacher, together with ALNCO, considers the reasons for concern, referring to any information already in school
- Additional information is sought from the parents
- The school liaises with other agencies, for example, Health or Social Services, if they are involved with the child
- The ALNCO should take a lead in:
 - Assessing further the strengths and weaknesses of the child
 - Planning future support for the child in discussion with colleagues
 - Monitoring and reviewing subsequently the action taken
- The child's class teacher should remain responsible
 - For working with the child on a daily basis
 - Planning and delivering an Individual Educational Programme whereby these targets are written at the back of the pupil's "One page profile" (KS2) and an IPP and a separate "One page profile" for pupil in the "Foundation Phase"
- Parents are always consulted and kept informed of the action taken to help the child, and the outcome of this action
- The information collected about the child and details of extra help given should be incorporated in the child's records

Nature of Intervention

It is the School' responsibility at this stage to provide any support.

The ALNCO and the class teacher should decide on the action needed to help the child to make progress, consulting the Head Teacher if extra resources are required.

Intervention strategies could include:

- Deployment of extra staff to enable one-to-one or small group tuition (this will depend on the financial resources and staff availability)
- Provision of different learning materials or special equipment

- Staff development and training
- One-off or occasional advice from the LA

IEPs/IPPs

All children on the ALN Register in the Foundation Phase are entitled to an Individual Play Plan (IPP) and KS2 pupils are entitled to an individual Education Plan (IEP).

It is the responsibility of the child's class teacher to draw up and review the plan at this stage. The ALNCO and class teacher work together to devise an IEP and IPP and review where necessary.

Strategies employed to enable the child to make progress should include information about the short-term targets set for or by the child, the teaching strategies to be used, and the provision to be put in place, the review date, success criteria, and outcomes (recorded at the review).

The IEP/IPP targets should record only what is different from, or additional to, the differentiated curriculum. It should be written crisply and focus on no more than three or four targets that match the child's needs.

Where a child is at serious risk of disaffection or exclusion, the IEP should reflect appropriate strategies to meet their needs.

IEP/IPP/ IDP Review

IEPs/IPPs should be reviewed termly or at least twice a year, though certain children might benefit from more frequent reviews. The review meeting should be organised by the class teacher. Parents are invited to contribute to the IEP/IPP reviews and their views on the child's progress should be sought. One review could coincide with the Parents Evening. Where possible, the child should also take part in the review process and be involved in setting targets. If a child is not at the review, their views should be considered in any discussion.

Early Years Action Plus/School Action Plus Category

Early/School Action Plus is the next stage in the ALN support and assessment process, when external services become involved.

At an IPP/ IEP meeting the school and parents might decide to request help from the external services. Both School approach specialist consultants when they act on behalf of a child through Early Years Action Plus/ School Action Plus. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new IPPs/ IEPs with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

Code of Practice Triggers for Early Years Action Plus/ School Action Plus

The triggers for Early Years Action Plus/ School Action Plus could be that, despite receiving an individual programme and/or concentrated support under Early Years Action/School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at Foundation Phase Outcomes/ National Curriculum levels substantially below that expected of children of similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class group

- Has sensory or physical needs and requires specialist equipment or regular advice or visits by specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External Support Service Intervention

Where the school seeks help from external support agencies, the following points are taken into consideration:

- The support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved
- The support agencies can advise on new and appropriate targets for the child's IEP/IPP and accompanying strategies
- The targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, Educational Psychologists could be required from this
- The ALNCO, class teacher, Literacy and Numeracy Co-ordinators and the external specialists consider a range of teaching approaches, appropriate equipment, and teaching materials, including ICT
- The external specialist might act in an advisory capacity, assess the child or be involved in teaching the child directly
- In some instances, improved management, based on advice from health professionals, might reduce the child's Special Educational Need considerably
- The strategies specified in the IPP/ IEP should be implemented as far as possible in the classroom setting
- The delivery of the interventions drawn up in the IPP/ IEP are still the responsibility of the class teacher
- If the ALNCO and external specialist consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought
- The ALNCO should note in the child's records:
 - What further advice is being sought
 - The support to be provided for the child pending receipt of the advice.

IDP Category. The proposed Way Forward for ALN provision in the Primary School.

The Special Educational Needs of the majority of children in the Primary School should be met effectively through Early Years Action/ School Action and Early Years Action Plus/ School Action Plus. However, in a small number of cases, where the child remains a significant cause for concern after intervention in School Action Plus, the school will ask the school's Educational Psychologist for advice regarding organising a multi agency meeting in preparation for an IDP.

Person Centred Planning (PCP) has been identified as the inclusive, child-centred approach to underpin the Welsh Government's proposed system for statutory reform and the approach will be used to generate an Individual Development Plan (IDP) for the child.

An IDP will include:

a) basic information, such as biographical information about the child or young person, contact details and information about those working with them.

b) contributions from children, parents and carers and professionals around main aspects i.e

"what's important to" the child

"what's important for" the child now and in the future

"what's working"

"what's not working"

"what we like and admire"

c) an action plan, outlining how the child's needs will be met, by whom and how this plan will be reviewed in the future.

How will an IDP be developed?

Once a child's need for an IDP has been identified, the process will be initiated by the support coordinator.

For a child identified as having complex needs, the support co-ordinator is likely to be:

- the Health Visitor or key-worker for pre-school children, using the Early Support principles
- the Additional Learning Needs Co-ordinator (ALNCO) if the child is attending school or other lead professional as appropriate

For a child or young person with less complex needs, the support co-ordinator is likely to be:

- the lead professional in pre-school e.g. Early Years' ALNCO, Health Visitor, Speech and Language Therapist
- the class teacher or Additional Learning Needs Co-ordinator (ALNCO) if the child is attending school

The support co-ordinator will amalgamate the relevant material, and arrange a meeting involving the child or young person, their parents and/or carers and the professionals working with them. A review meeting will be agreed as part of the action plan, and will be held within a maximum of 6 months, but can be more frequent if the need arises. Support coordinators will be expected to liaise closely with Parent Partnership Services (PPS) who will provide information and support to parents at all stages of the IDP process. For children and with severe and complex needs, the key worker will also provide this information and support.

The IDP is envisaged as a 'living' document, with agreed changes being implemented when appropriate. It is intended to be a flexible, responsive plan and its complexity will vary according to the child's needs. For some, an IDP may be very simple, and only include for example, the child, their parents/carers, the ALNCO and the class teacher. For others with more severe and/or complex needs, it will be much more in depth, with a large number of professionals from health, education and social care involved.

Provision Maps.

Provision Maps are a tool used by our ALNCO, to enable us to detail the range of support provided for children with ALN in each Year group. A whole school Provision Map gives an overview of the provision made as a school at the "Action" stage, the "School Action Plus" stage and for pupils with statements, notes in Lieu and pupils with complex needs. These may be reviewed termly or when the need arises.

For pupils who have gone through the Statutory Assessment process, the following evidence will have been provided :

- The school's action through School Action and School Action Plus
- Individual education plans for the pupil
- Record of regular reviews and their outcomes
- The pupil's health, including medical history where relevant
- National Curriculum Levels
- Evidence of progress over time
- Attainments in Literacy and Mathematics

- Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- The views of the parents and child
- Evidence of the involvement of other professionals
- Any involvement of Social Services or Education Welfare Services

The description of the child's learning difficulty and progress, with information about the specialist provision made, formed the basis on which the LEA considered whether a Statutory Assessment was necessary.

If the LEA, in particular the Educational Psychologist, had been involved, the LEA would also make a decision relatively quickly on whether a Statutory Assessment was necessary.

Meanwhile the child would have been supported through School Action Plan.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. Immediate referrals to the LEA therefore are made as the need arises.

Statements

The Statement should specify clearly the provision necessary to meet the needs of the child.

We endeavour to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with a statement have short-term targets set out in an IEP. IEPs for pupils with Statements are prepared by the ALNCO, with support from the external agencies and the class teacher.

Where the LA declines to provide a Statement the school can request a reassessment after six months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

Annual Review

All Statements must be reviewed at least annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the statement
- In the case of the first annual review, to assess the child's progress towards the targets in the IEP
- To review the special provision made for the child

- To consider the appropriateness of the Statement in the light of the child's performance
- To consider if the statement is to be maintained

Annual Review Procedures

The Head teacher has delegated responsibility for the administration of Annual Reviews to the ALNCO. The Head Teacher assists with reviews where appropriate.

- The LA notifies the school at the start of each term with a list of pupils who will require an annual review that term
- The ALNCO should provide the LEA with a report following each annual review
- The ALNCO seeks written advice from
 - The child's parents
 - Anyone else specified by the Authority
 - Anyone else the ALNCO considers appropriate

- The ALNCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.
- The school's advice should contain commentary on:
 - The child's progress towards meeting the objectives in the Statement
 - Progress towards short-term targets
 - The application of the National Curriculum
 - The progress in behaviour and attitude towards learning
 - The continued appropriateness of the Statement

Annual Review Meeting

The review meeting will normally be arranged in the school and should be chaired by the Head Teacher.

The Head Teacher will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, the ALNCO and Head Teacher, a representative of the LA, any other person whom the LEA considers appropriate, and any other person whom the Head Teacher or ALNCO thinks appropriate.

Wherever possible, pupils should be involved, attending all, or part of the review.

Agenda items should consider:

- Whether the Statement remain
- Whether any amendments are required
- Whether the LA maintain the Statement, or if the LEA should be recommended to cease the Statement and the child's needs be met in School Action Plus?
- Any new targets to meet the objectives set out in the Statement
- Whether any additions or amendments should be made to an existing transition plan.

After the annual review, the ALNCO should prepare a report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier.

Transfer to Secondary School

When organising the annual reviews, Hendy School will consider the following points before the child's transfer to Secondary school:

- The move to Secondary school will be considered in the review in Year 5
- In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage
- Parents will be encouraged to visit the Secondary School to consider the options available to them
- If the options are not clear, an interim review will be held early in the Autumn Term of Year 6
- In Year 5 Annual Reviews should be amended during the year of transfer, in the light of recommendations of the annual review, the parents views and preferences and the response to consultation by the LEA with the school or School concerned
- All the arrangements for a child's placement should, therefore, be completed no later than the beginning of March before transfer
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made
- The ALNCO of the receiving school will be invited to the final annual review

Further advice on the annual review process can be found in the Code of Practice and the ALN handbook.

Resources

Funding for ALN is received through the LA budget and from the Standards Fund. The separate budget allocated for those pupils with Statements is used to provide teaching, specialist support assistants and materials for the individual children. Funding for administration, teaching support, other agencies and materials, is provided by the school budget and the Special Needs element of the school budget. The Standards Fund Special Needs element is spent on training/service level agreement/assessments/pupil support. ALN funding is reviewed annually and reported to parents in the Governors' Report.

The ALN Co-ordinator maintains detailed records of all pupils on the Special Needs Register. All teaching staff have a Special Needs File containing copies of this ALN Policy, ALN Register, copies of IEPs for their children and other relevant information. This file is made available to all those working with the children.

ALN resources have been acquired to support those pupils with ALN.
Hendy School building is accessible for disabled pupils.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, ALNCO, ALN Governor, teaching and non-teaching staff. It will be an agenda item on the full annual Governors meeting in which the annual report to parents on ALN will be written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Complaints procedures

In the first instance, parent's complaints about the provision or organisation of ALN are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to the ALN provision, the LEA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a ALN tribunal at any stage.

More detailed information can be found in the SEN Code of Practice 2002.

NAME	SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE
RE KENNY						
NK DAVIES						
EJ MORRIS						
S LLOYD						
LA NICKLIN						
CN DELLOW						
SV DAVIES						
RJ DAVIES						
B BATCUP						
SL MATHIAS						
N BATCUP						
CA TAYLOR						
H RYAN						
EM GRIFFITHS						
K PRITCHARD						
T GROVES						
R LEWIS						