



Achieve Excellence

Exceed Expectations

Ysgol Maes y Felin

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Additional Needs Policy

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Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format contact Mrs. Debbie Dickinson (01352 711366).



Additional Needs Policy

Aims:

“The aim of Ysgol Maes y Felin Primary School is to provide a safe, secure and happy environment, where each child is developed to their full potential socially, emotionally, spiritually and academically. Ysgol Maes y Felin Primary School is a school where all *are* valued and respected within a caring and co-operative community...’

At Ysgol Maes y Felin Primary School we believe that all staff and pupils have the right to be respected and to feel secure and happy in their teaching and learning. We encourage all children to develop self-discipline and a sense of self-worth, to respect the rights and feelings of others and to take responsibility for their own actions. Disruptive behaviour is unacceptable not only because it is anti-social but because it inhibits learning, and it will always be dealt with appropriately under the terms of our Behaviour Management Policy.

This approach to the education of all pupils at Ysgol Maes y Felin Primary School, alongside the school's overall stated aims and objectives, are particularly relevant to those children who have some form of special educational need, Ysgol Maes y Felin Primary School is committed to providing the very best for all its pupils, but those with special educational needs *are* given additional attention and support so that they too can achieve their full potential. This policy outlines how this is planned, organised, funded and delivered and should be read alongside other school documentation e.g. School Prospectus, Individual Curriculum Policies and the Behavioural Management Policy.

Objectives:

Our objectives for all pupils including those with additional needs are:

- to be literate;
- to be numerate;
- to have a wide range of communication skills;
- to develop effective social skills to enable them to work and play together;
- to develop appropriate behavioural skills and a sense of self-discipline;
- to become more independent as learners as they grow and mature;
- to have opportunities to work with a range of pupils and adults;
- to benefit from suitable resources and appropriate technology to support their areas of need;
- to have a positive attitude towards themselves, their peers, the staff and the school as a whole.

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Our objectives for teaching and support staff who work closely with pupils are:

- to ensure that all are trained to identify and support pupils with special educational needs;
- to be familiar with resources and technology that can support pupils with special educational needs;
- to have *access* to other specialists from a variety of agencies for expert advice and diagnosis;
- to use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class;
- to foster effective lines of communication between the class teacher, support staff, AN teachers and AN Co-ordinator to ensure the most appropriate provision and support for pupils with AN;
- to work very closely with parents of all pupils, but especially those with AN, to ensure a partnership approach for the benefit of the child;
- to maintain effective links with the Special Needs Service at the Local Education Authority (LEA).

Key Staff in the Provision for pupils with ANCO:

The Additional Needs Co-ordinator at Ysgol Maes y Felin is Mrs Coxey-Evans. The ANCO-liaises with all class and special needs support teachers to organise the provision for pupils with special educational needs and provides the formal link to the LEA and other agencies e.g. Educational Psychology Service, Social Services, Speech and Language Service, School Nurse and any other relevant agencies.

Ysgol Maes y Felin currently employs a Special Needs Support Teacher, who works with pupils in small groups withdrawn from the classroom, focussing on aspects of pupils' individual education plans(IEPs) which are usually related to literacy, numeracy and behaviour.

If a pupil has a specific need which requires individual support under the terms of a formal Statement of Additional Needs then this can be provided by the LEA either in the form of additional teaching time at school or at a designated unit within the authority by a Learning Support Teacher (LST).

Identification Procedures and Admissions Policy:

On entry:

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Ysgol Maes y Felin operates a policy of early intervention as it *is* crucial that pupils who have AN are identified quickly and the most appropriate support put in place to ensure a successful school experience. When parents / carers visit the school to register their children, they are asked specifically if their child has any additional needs, and if so, information about the nature of the problem and interventions from other agencies is gathered.

Pupils often transfer into Ysgol Maes y Felin at other times during their school career and again information is sought from their parents / carers about the nature of any special needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make some initial assessments during the first few weeks in their new class.

At any other time:

The co-ordination of educational provision for pupils within the school begins with the identification of a problem by any of the following:

- the class teacher;
- the parent / carer;
- the special needs support teacher;
- medical services;
- social services.

Meetings are held between all of the relevant parties to discuss the nature of the problem and how the pupil can be best supported in school. The pupil is placed on the Additional Needs Register and on the staged approach under the Additional Needs Code of Practice at the appropriate level (see below). An individual plan is drawn up for the child, identifying long and short term targets, additional provision, special resources and relevant scores from standardised tests to measure future improvements. This is then shared with the parents / carers and the pupil. Individual plans *are* formally reviewed twice a year and meetings called with the parents / carers to discuss the progress being made. Ongoing assessment are made by all staff working with the pupil to monitor progress during the year,

If a child has an Individual Education Plan we ask parents / carers to sign it as a recognition that they are aware of, and agree with the targets for their child and the provision being made to enable him or her to meet those targets.

Organisation:

All pupils at Ysgol Maes y Felin are entitled to a broad and balanced curriculum and all children, regardless of their difficulties, are fully integrated into the overall life of the school. However, it is appropriate that where necessary, pupils with particular difficulties are supported in a specific way, in order that their individual needs may be best met.

Children with additional needs are supported first and foremost by their class teacher who will provide differentiated work within the classroom to ensure they have maximum access to the curriculum. This will be done in a variety of ways that may include modified tasks, additional adult support, use of specific resources and extra time allocation. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum. Pupils are monitored carefully and assessments made against their individual targets.

Ysgol Maes y Felin operates a policy of withdrawing pupils from their classes to work in small groups with the Teaching Assistants and the ANCO. This provides an opportunity for an intense focus on an area of difficulty, in a small group setting with a high level of specialist adult support.

It also provides a quieter and more private learning environment for pupils to improve their concentration and encourages greater interaction between them and the teacher. On occasions, an individual pupil may be withdrawn for one-to-one support if this is deemed to be the best approach for that particular child. Pupils are identified for this small group support after discussions between the class teacher and the ANCO and parents / carers permission is sought. This withdrawal is presented in a very positive light to the pupils (those receiving it and those who do not), so that there is no stigma attached to it.

Premises and Resources:

Ysgol Maes y Felin School is constantly updating and improving its resources to support pupils with additional needs and now has a wide selection for use by all staff. This includes multi-sensory equipment, posters, charts, magnetic materials, interactive whiteboards, literacy and numeracy games at many different levels audio-visual equipment and computers. Increasing use is being made of new technologies to support pupils. Specific software is used with pupils who have special educational needs e.g. to support phonic development, spelling strategies to enhance presentation or to bypass writing difficulties. If a pupil needs a specific piece of equipment or software then contact will be made with the ICT Unit at the County for specialist support.

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All pupils at Ysgol Maes y Felin, regardless of whether they have Additional Learning Needs or not, are encouraged to be proud of their work by having it displayed in every area of the school. In the mainstream classroom day to day work is completed in exercise books and pupils complete topic books or folders during the year which are shared with parents and other members of staff. Pupils working with the Teaching Assistants may have an additional book or folder in which they keep the work completed in their small group sessions. All pupils on the ALN register also have an IEP book in which progress towards targets can be noted and shared between class teachers and ANCO.

Staff Development

Training and development opportunities for enhancing the provision for pupils with special educational needs is a priority and this may take place in a number of ways:

- LEA provided in-service training;
- school provided in-service training;
- cluster group support;
- advice from the Learning Support Team through the twice yearly Additional Needs Team Meetings;
- advice from related agencies e.g. Speech and Language, Educational Psychology, Educational Social Worker, Occupational Therapy, Physiotherapy, School Nurse and Social Services.

The school culture is very much based on a team approach and sharing of ideas and good practice and this is particularly supportive of pupils who have special educational needs.

Recording Progress and Reporting to Parents:

Class teachers keep detailed records of pupil progress and these help to guide them in their planning for the next stage of learning. School based formal assessments are carried out at specific times of the year alongside standardised tests at a county and national level. All of this information contributes to the annual progress report to parents in the summer term.

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All parents / carers are invited to attend three open evenings during the academic year, one in each term where their child's progress is discussed. In addition to this, parents are invited into school on a more regular basis if their child has been identified as having a special educational need to discuss what action will be taken and to find out how they are progressing. The school makes every effort to ensure that parents / carers understand the nature of their child's difficulties, the role of the school in supporting them and what they can do at home to assist their child, Ysgol Maes y Felin has an 'open door' policy and positively encourages parents to work in partnership with the staff on the basis of mutual trust and respect.

Transfer to High School:

There is excellent communication between Ysgol Maes y Felin and Holywell High School and other High Schools to aid the transition of all pupils, but especially those with Additional Learning Needs.

The Year Seven co-ordinator visits the school during the early summer term to discuss the needs of pupils and those with ALN are highlighted for any necessary action. ANCO's from transfer High Schools are also invited to the Summer Term review meeting. For those pupils with a statement, a Transitional Review is held by the school with parents and the Learning Support Service to outline the provision for the child at High School. All paperwork relating to pupils is passed through quickly, including statements, IEPs, medical information, reports by outside agencies and school records. Year Six pupils experience an induction day at their new secondary school late in the Summer Term.

If a pupil is transferring to another school, the same efforts are made to ensure a smooth change over for the pupil and continuity of provision.