

## ALN (Additional Learning Needs) Policy

(Revised November 2018)

Prepared with reference to:

- SEN and Disability Act 2001
- The SEN Code of Practice for Wales
- The Equality Act 2010

### Context

Cardiff Steiner School considers all children as having individual needs and aims to meet these needs in the best way possible, taking into consideration the pupil's age, developmental stage and other circumstances. This policy is designed to ensure that the needs of all pupils enrolled at the school are met within allocated and available resources, and by making reasonable adjustments.

### Definition of Additional Learning needs

Children have additional learning needs if they have a learning difficulty that calls for additional provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age or class; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided at Cardiff Steiner School for children of the same age group.
- c) Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

**Special educational provision** means:

For children of three or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in the school.

## **Objectives**

The specific objectives of the ALN policy are as follows:

- To identify children and pupils with additional learning needs and disabilities as early as possible and ensure that their needs are met
- To ensure that we provide differentiation within our balanced and broadly based Steiner Waldorf curriculum, in a way that supports children with ALN
- To ensure that all learners make the best possible progress
- To ensure that there is effective communication between parents and school
- To ensure that learners have the opportunity to express their views and are, when possible and appropriate, involved in decisions which affect their education
- To ensure that pupils are supported by appropriately trained staff to ensure that a variety of communication methods are used to ascertain the wishes of all pupils
- To promote effective partnership and involve outside agencies when appropriate
- To support disabled pupils
- To support all pupils whose learning needs differ from other pupils

## **Screenings, Identification and Assessment of ALN**

We aim to identify children with ALN as early as possible within their school career. Children are screened at age 5 at the end of the Spring Term in the Kindergarten for general development, balance, coordination and vision. Parents may be asked to arrange for their 5 year old children to have their hearing and eyesight tested by their family doctor.

Further class screenings take place in Class Two (age 7/8) Class 4 (age 9/10), and Class 6 (age 11/12)

- Class 2 - Assessment of gross and fine motor skills, hearing, vision, handedness, spelling and numeracy. Broad assessment tool, looking for major obstacles to learning that might lead to a more refined assessment. This assessment uses a mixture of tools designed by the ALNCo, in consultation with the class teacher, as well as elements taken from standardised tests, such as Dyslexia Screening Test (Phonemic segmentation, Rapid Naming, Verbal Fluency, Semantic Fluency), WRAT 4 – single word spelling and reading.
- Class 4 - Numeracy and literacy (WRAT 4) – spelling, word reading and maths computation. Vocabulary.

- Class 6 - Numeracy and Literacy (WRAT 4) – spelling, word reading, maths computation, writing task.

Where it is deemed necessary or helpful, individual pupils may be assessed by the ALNco or referred to outside specialists. Prior to this pupils may be advised to have their vision and hearing tested in order to rule out physical rather than dyslexic-type difficulties.

## **English as an Additional Language EAL/EFL**

The School delivers a broad, balanced curriculum which reflects the needs of children for whom English is an additional language. It seeks to promote equality of opportunity for all learners for whom English is an additional language so they reach their full potential.

In Kindergarten (age 3-6) children with English as a second language will be supported to develop their English Language oracy skills through the rhythm and repetition of the session, songs, gesture games, puppet shows and stories. These include opportunities to celebrate multilingual skills and promote linguistic diversity with all pupils. Oracy skills are further developed through conversation during free play and in craft and domestic activities. Stories, songs and rhymes are shared with parents.

In the School, learning of English language is multi-faceted, ensuring that language and literacy are taught within the context of all subjects, including immersion in the rich spoken and listening content of the Main Lesson with differentiated tasks where appropriate. This may include the use of key visuals and other strategies to support children's access to the curriculum.

Children with English as a second or foreign language will be given additional support to develop their English Language skills, depending on their individual needs, and the reasonable adjustment the School can make. The School has provision for some additional English Language 1:1 lessons to ensure that learners not yet fluent in spoken English receive planned support for their oracy and literacy skills. The School will actively liaise with parents to help them to support their children's learning, and parents may be advised to supplement school support with external language learning support or additional support lessons in School, with the costs met by parents.

From September 2018 the School will monitor the progress of pupils by language and ethnic group and set targets to address any underachievement identified.

## Graduated Approach

In accordance with the ‘**The SEN Code of Practice for Wales**’ the School currently adopts a graduated approach to the identification of Special Educational Needs and Disabilities – **Early Years Action, Early Years Action Plus, School Action and School Action Plus**. The School uses a graduated approach of ‘assess, plan, do, review’, for pupils with ALN, focusing on early identification of the need for intervention and a sliding scale of support and intervention, starting with classroom differentiation (Wave I), followed by increasingly individualised intervention of School implemented support (Wave II), and then utilising the resources of the Local Authority, external professionals and clinicians, specialists, etc. (Wave III).

The triggers for **Early Years/School Action** could be:

- A teacher’s concern about a pupil’s behaviour or learning abilities
- Parent’(s)’ concern about a pupil’s behaviour or learning abilities
- The results of vision, hearing or class screenings

As a consequence of these triggers:

- A teacher will complete a ‘Flag it’ form which will be passed to the ALNCo
- The Kindergarten/Class Teacher will investigate the pupil’s progress and obstacles to learning and report to the ALNCo
- The teacher and ALN team need to consider all possible causes of poor school performance including discrimination, bullying or abuse. This needs to be identified and pupils involved before parents are contacted
- Parents are contacted and the pupil’s needs are discussed
- A vision screening, hearing screening or further assessment for learning difficulties may be recommended
- The School and the ALN team will hold an internal list of individual learning needs and adjustments and shall assist all teachers to meet those needs
- Concentrated differentiation, in class support or one to one lessons can be explored along with parents’ support at home
- In the Kindergarten the teachers will work mainly through differentiated activities, one to one with teacher or assistant and in close liaison with the parent/guardians
- In all cases, where a learning challenge has been recognised, an Individual Development Plan (IDP) will be drawn up by the ALNCo, in consultation with teachers.

## **Universal Support (Wave I)**

The foundation for meeting the educational needs of all children is to provide high quality first teaching. Universal Support involves all teachers planning for effective differentiation in their presentation of material to the Class and in how they ask the pupils to demonstrate their learning and understanding. Resources and guidance for creative and effective differentiation will be part of team meetings and it is the role of the ALNCo to support an ethos of quality differentiation.

At this stage, our first approach is to use strategies and differentiation in the classroom to enable a child to access the curriculum. However, for some children small group 'catch up' support may be appropriate.

## **Targeted Support (Wave II)**

If, despite high quality first teaching, the child does not make sufficient progress, the teacher will consult with the ALNCo to plan next steps. Supportive action may include:

- Internal learning support assessment by the ALNCo
- Discussion within the Teaching Team meeting where strategies and/or suggestions for actions may be identified
- The development of an agreed IDP, with involvement from teachers, parents/carers and the child where appropriate. This will outline the child's strengths and challenges, areas of need, agreed outcomes and support strategies
- Support strategies that are varied and tailored to the child's needs and may include; in class support, short term small group or 1:1 'catch up' support with a Teaching/Learning Support Assistant or ALNCo, parent/carer support and/or successful strategies to manage behaviour

## **Specialist Support (Wave III)**

Where there is little or no improvement in the child's progress, more specialist assessment and advice may be called for from specialist teachers or from health, social service or other agencies outside of our School. Our ALNCo may also recommend a full individual assessment for a pupil. Where professionals are not already working with the setting, the ALNCo or parents/ guardians should contact them (the former with the parents'/guardians' agreement). When needs involve additional assessment or support in the class, financial assistance may be possible from the Local Authority (LA) for children under 5 years (compulsory school age). Funding of specialist involvement through the LA after compulsory school age is not available to us as an independent school. As a small independent

school, we have limited resources and any costs of further external assessments in this case must be met by parents/carers. A reasonable level of learning support is provided throughout the School to those pupils who need it and the cost of this is included in the standard School fees. However where a pupil needs more substantial support the cost of this will need to be met by parents/carers.

## **Individual Development Plans**

The IDP will include:

- Personalised, specific and reachable targets
- Teaching strategies to be used
- Resources to be used
- Success Criteria
- Evaluation of progress

IDPs should be created with parents and the child (if appropriate), with the ALNCo and Class Teacher, and then shared to the rest of the teaching team.

Lesson planning should provide opportunities for the child to work on these targets, and achievements should be celebrated.

IDPs are evaluated and renewed at the end of each term or half term.

## **ALN Pupil Profiles**

The School will be introducing ALN Pupil Profiles for every pupil with an ALN, which will outline background information; diagnoses (if applicable); medication (if applicable); their ALN, exhibited behaviours and the recommended approach when teaching them. The Class Teacher and ALNCo will create the profiles, and ensure that visiting and subject teachers access and read these to support their teaching with the pupil.

## **Statutory Assessment**

“Where a request for a statutory assessment is made by the school or the parents, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or program implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.” *SEN Code of Practice*

If a child has a Statement of Special Educational Needs the Statement must be reviewed annually. The Annual Review will be chaired by the ALNCo and all adults involved with the care and education of the child will be invited to attend.

## **Common Assessment Framework**

In accordance with the *'Every Child Matters'* Green Paper there are cases where we use the Common Assessment Framework (CAF) to support children with ALN and their families. This enables us to work in unison with a variety of outside agencies, assess the child's needs and set targets for them.

## **Access to the Curriculum**

Our curriculum is rich and broad with many opportunities for all children to be engaged, motivated and learn with joy. Teachers use a variety of teaching strategies to enable all children to succeed. Lessons have clear objectives and success criteria, they are differentiated to ensure all learners and learning styles are included. Weekly planning forms include a section for specific actions for children with ALN and these are linked closely to the child's IDP targets. During lessons, where necessary, children are given adult support to aid their learning. Teaching Assistants (where applicable) have access to the teachers' planning and their role during lessons is made clear.

## **Improving strategies to support children with ALN**

Cardiff Steiner School is committed to improving its provision of an all-round education to all children. For pupils with ALN, the ALNCo is responsible for ensuring that best-practice is shared between teachers and other members of staff. Some of the ways in which this is achieved are:

- Regular ALN department meetings, to review provision
- Developing an extra lesson planning and assessment framework
- Using online storage facilities to support information gathering and sharing e.g. photographic evidence of work are stored and shared online, as are support lesson plans and IDPs
- The ALNCO is responsible for ensuring that IDPs are reviewed in a timely manner.
- An open-door culture is adopted in the School, allowing the ALNCo to observe and work with pupils in the context of the classroom.
- Regular time is put aside for the ALNCo to share observations and information at faculty meetings
- This policy is kept under regular review

## ALN Register

All pupils with identified additional needs will be on the School's ALN Register where their needs, and extra help will be documented. Children who are clearly functioning 'well below the average standard of their peers in the areas of literacy (WRAT), numeracy (WRAT), movement and coordination (teacher observation and INNP test), artistic and practical skills (teacher observation) will be considered for support and for placement on the ALN register.

### Personnel

School ALNCo	Beverley Powell
EY ALNCo	Anna Podesta
Trustee with responsibility for ALN	Brigid Bowen

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### Issue date

This policy takes effect from November 2018

### Review date

This policy will be reviewed and revised by the ALNCo at least every two years

### Endorsement

Full endorsement to this policy is given by:

Name: Brigid Bowen

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Position: Chair of Trustees, Cardiff Steiner School

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Signed:



Date: 20.11.18

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### Related policies

This policy should be cross-referenced to related School policies including:

- Admissions policy
- Behaviour policy
- Equality and Diversity Policy
- More Able and Talented olicy
- Assessment Policy
- Anti-Bullying policy
- School Access Plan

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<sup>i</sup> Scores of 90 – 110 are average so scores of 89 and lower will qualify for inclusion on the ALN register.