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**St Oswald’s Church in Wales VA Primary school**

**Additional Learning Needs (ALN) Information Report**

As a school we work within the Pembrokeshire guidance on Provision for children with ALN in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our Equality and Accessibility policies.

**Inclusion Statement**

At St Oswald’s primary, we believe that every child deserves the best possible education. Adults and children work together and create an environment in which all pupils, regardless of their particular needs, can flourish and achieve their true potential, both academically, emotionally and socially. This is achieved through

* Quality first teaching delivered to meet children’s different learning styles.
* The support of well- trained Teaching Assistants.
* Provision to support children within the different categories of need – Cognition and Learning difficulties, Communication and Interaction difficulties, Social, Mental and Health problems and Sensory or Physical needs.
* Working closely with parents.

**The ALNCO:**

At St Oswald’s VA Primary School, our Additional Learning Needs Coordinator (ALNCO) is Thomas Harvey.

They can be contacted on 01646651409 or email harveyt8@hwbcymru.net

**What should I do if I am concerned about my child’s progress or additional learning needs?**

* Arrange a meeting with the class teacher and/or ALNCO to talk about your concerns.
* Together decide on a plan of action and set a review date if necessary.
* If there are still concerns, discuss the involvement of other agencies e.g. Speech and Language Therapist, Paediatrician, Educational Psychologist, Advisory teacher.
* If at any point you are still concerned or worried, contact either the class teacher, Thomas Harvey (ALNCO) or Mike Scale (Head teacher) to continue the conversation.

**How does the school decide whether a child has Additional Learning Needs and what extra help they need?**

* If a child starts at St Oswald’s with already identified ALN, we will work with parents and past schools, nurseries, and professionals to put a programme, provision and targets in place to meet the needs of your child.
* At St Oswald’s, we review children’s progress every half term (i.e. 6 times a year). This includes a termly Pupil Progress Meeting and includes the Head Teacher, Class Teacher, Inclusion team adults and ALNCO. Academic Progress is reviewed and new provisions/focus groups put in place. This however is also a platform for raising concerns in other areas e.g. social and emotional wellbeing, problems with movement /handwriting etc.
* The class teams and ALNCO meet every term to discuss a Graduated Response approach to meeting the needs of the pupils in each class. This is recorded on a Graduated Response chart which goes through an Assess-Plan-Do-Review cycle each half term. At parents’ evenings parents can ask teachers about the support taking place in class (Universal level of support) and by the school team outside of class (Targeted level of support). If school feels a child may need specialist support of any kind (Specialist involvement level of support) we will ask parents/ carers to meet with the class team and ALNCO to discuss, seeking specialist support as needed. Parents will also receive letters in regards to new interventions pupils join with the Inclusion team and receive termly updates to Individual targets for pupils with a One Page Profile Plus. Many pupils will be in and out of class on a day by day basis to consolidate or recap learning with their class team, this will often be at a level of support regarded as Universal so letters will not go home for daily assessment for learning responses such as this, where pupils may work with a class adult if the team feel they need a little help with a aspect of learning that day.
* It is of course possible for you and/or the class teacher to raise concerns about progress/other difficulties in school outside of the times mentioned above. If this is the case, please call school or send a class dojo to arrange with the class teacher and/or ALNCO.

**How will I know how my child is doing and how will you help me to support my child’s learning?**

* Parents evenings are held termly to check in with the class teacher about your child’s learning.
* Teachers’ written reports are completed at the end of the academic year.
* If your child is receiving additional support, or on Monitoring/ OPP+ or the ALN register, their targets will be reviewed termly and shared with parents.
* If your child has an Statement or Individual Development Plan (IDP) this will be updated every year at an Annual Review**.**
* If your child has other professionals involved, e.g. Speech and Language therapist, they may provide separate targets and reports for your child, which will also be shared.
* If there is a need for a more holistic approach with the advice and input of other agencies, a Team around the Child Meeting (TAC) may be called.
* If you need support with how to help at home, or if you are ever unsure, please do ask. Your child makes the best progress and thrives when staff and parents work together, so please make an appointment with the Class Teacher and/ or ALNCO or member of the leadership team as needed.

**How will my child be involved and consulted?**

* All children at St Oswald’s are aware of their targets and have a direct input into their learning. Targets are in their reading records or classes. The marking policy includes self- assessment where teachers write questions and challenges for children to answer and move their learning forward.
* Children and teachers review the targets.
* If your child has targets as part of a One Page Profile Plus, they will be involved in reviewing and setting new targets, wherever possible.

**How do you assess and review my child’s progress?**

* Children’s work is marked using Next Step marking. This encourages children to be reflective and learn how to improve their own work and make progress. We aim for most marking to take place as ‘over the shoulder’ marking so pupils receive immediate feedback at the point of the lesson.
* Children are assessed every term. A Pupil Progress Meeting is held with the Head Teacher, Class Teacher and ALNCO. Children’s progress is tracked and if necessary, interventions are put in place. This could be teacher focused groups or out of class interventions, either in small groups, pairs or 1:1.
* Books are moderated termly to ensure consistency in marking and levelling.
* As mentioned above, if children have ALN their targets are reviewed termly following the assess, plan, do, review system.
* Statements and IDPs are reviewed yearly via meetings with the ALNCO, appropriate specialists and parents.
* Reports and assessments are also provided by the specialist services we work with, such as Speech and Language therapists or Educational Psychologists.

**How is teaching and the curriculum adapted to my child’s needs?**

* It is every teacher’s responsibility to deliver Quality First Teaching which is differentiated, provides challenge and support and adapts resources as necessary to meet the needs and different learning styles of all children.
* Some children may still need extra support so this is provided through interventions such as extra reading, Speech and Language Therapy targets, paired work to fill gaps in knowledge/misconceptions.
* The inclusion team and class teams support with Targeted interventions for any areas of difficulties we have targeted pupils need additional support with. They are deployed according to their expertise and the needs of the children as identified at the Graduated Response Chart meetings.
* Flexible groupings – some sessions are taught in ability groups; some are mixed groupings. Children work in pairs to support and challenge each other. Sometimes year groups are mixed with older children helping younger and adults support different groups dependent on need and currently COVID rules and regulations.
* Multi-sensory methods of teaching are used to accommodate all learning styles – visual, auditory and kinaesthetic (hands on). Many lessons are practical and involve movement so children are not just sitting at their tables writing.
* Staff continue with their professional development and have training in many different areas of ALN. They liaise with outside specialist agencies to gain their expertise in different needs and approaches to learning. These professionals may also offer advice in specialist equipment and resources for different needs.

**How we support children with their literacy and numeracy development:**

* Children’s progress is reviewed half termly.
* Teachers, support staff and ALNCO use assessments and discussion to target pupils through specific interventions.
* Interventions are put in place half termly, or when deemed necessary. (See Appendix 1 for an example of what this chart may look like).From year 3 onwards, 2 members of the inclusion team can screen for dyslexia and dyscalculia. This informs a plan for literacy support if needed .
* Some children may have a different programme set out for them planned by the Class Teacher/ALNCO and Teaching Assistant.
* If there are significant literacy needs that do not improve after in-class intervention, they may be provided with further support. If concerns continue we will decide with parents if there is a need for Specialist support and advice.

**How we support children with Speech, Language and Communication needs:**

* The Speech and Language Therapist sets targets which are carried out by trained Teaching Assistants.
* Staff members have been trained and run Speech and Language groups.
* When necessary, the Speech and Language Therapy Service deliver small group sessions in school.

**How we support children with their handwriting and fine motor skills:**

* In the Early Years, this is part of individualised learning, i.e. if a difficulty is detected, the staff will set up an activity based on the interests of your child to encourage him/her to practise.
* Fine motor and Handwriting sessions – use of Fine motor and handwriting programmes as recommended by the ALNCO or Occupational Therapist.
* Referrals are made to the OT service, following a parent and teacher meet with the ALNCO, if we feel a specialist advice and support is needed.

**What support is there for my child’s emotional well-being?**

* We have a skilful and approachable staff. Children are aware that they can talk to whoever they feel most comfortable with – this may not necessarily be the class teacher.
* We currently have 2 members of the team that are trained ELSA’s who support across the school with emotional wellbeing needs on a 1-1 basis. Parents receive a letter if we would like a pupil to receive this support, or as requested by parents.

**How do you promote positive behaviour?**

* Our Core Values promote self-discipline and awareness. Adults act as positive role models at all times and children are very well behaved.
* We are a ‘Rights Respecting’ School
* All parents have communication through class dojo and this ensures problems can be discussed quickly.
* School ensure good communication is available with home to allow for a team approach to any behaviour concerns or challenges.
* The Behaviour and Learning Support Service offer their expertise should children need extra support. This is through a referral system.

**What training and specialist skills do the staff supporting children with ALN have or are having?**

* All staff have continuing professional development with ongoing support and advice from specialist agencies.
* Teachers have weekly staff meetings to address current school needs.
* INSET days and Twilight training take place each term on areas of training needed to meet the needs of our pupils.
* All Teachers and Teaching Assistants working with children on specific areas e.g. Speech and Language therapy are trained by the associated therapists. All staff undergo high quality continuing Professional Development (CPD).
* Staff receive training from Outside Agencies e.g. from the Educational Psychology Service, Advisory Service etc.

**How do you make the school environment and curriculum accessible for all children?**

* All children will join in with physical activity with adaptations made as and if necessary.
* Environmental adaptations for learners with ALN such as Autistic Spectrum Disorder (ASD)/sensory needs are used when needed e.g. a quiet area, a lap weight, visual timetables.
* General equipment used/bought in where needed e.g. reading rulers, move ‘n’ sit cushions, sloping writing tables.
* ICT equipment and software is bought to meet the needs of different learners and ICT is used as a preferred method of recording where appropriate.
* Exam access arrangements are made as appropriate.
* We use contrasting colours on our walls, carpets and desks to aid visually impaired learners.

**How will my child be included in activities outside of the classroom?**

* We run a breakfast club, After School Club care and a variety of after school clubs. Adaptations will be made as and if appropriate.
* School trips are accessible to all with the necessary risk assessments made beforehand to ensure all children remain safe*.*

**How will the school prepare my child to join the school or transfer to a new school?**

* + If your child is joining our school, we will liaise with their previous nursery/school to ensure a smooth transition. This often involves visiting your child in their nursery/school and offering them a visit at St Oswald’s before they start full time. As well as a parent, pupil and school meet to plan the transition together, as appropriate for your child.
  + If your child is moving to another school or is in year 6 we will speak with their new school and prepare a transition pack to ensure their likes/dislikes and needs are met in their new school.
  + When moving classes in school, teachers liaise with each other and with you as a parent, again to ensure a smooth transition for everybody.
  + When moving classes pupils also get to experience a transition day that allows them to meet their new class, new environment and be ready for the change.

**What specialist services from outside does the school use to help meet children’s needs and how do you work together?**

* Speech and Language Therapy, Occupational Therapy, Physiotherapy
* Educational Psychology
* Paediatrician
* Attention Deficit Hyperactive Disorder (ADHD) referral pathway
* Child and Adolescent Mental Health Service (CAMHS)
* Behaviour Support team
* Sensory and Physical Disability (PD) outreach services/Hearing Impaired outreach service
* Team Around the Child (TAC) meetings, as mentioned abov*e.*

**What will you do if my child has medical needs?**

* We will meet with you first to discuss your child’s medical needs and any training implications.
* We will meet with you and the school nurse to put a Health Care Plan in place
* We will ensure that the necessary staff are aware of the medical needs and that they know what to do in an emergency. Pupils with medical, allergies or specific sensitivities have an information poster made which needed staff have a copy of across the school.
* We will make sure that we have all the necessary equipment.
* All medical information is on the school GRC maps which are updated half termly with class teams and the ALNCO. Health plans and allergy posters are reviewed with parents and class teachers/ ALNCO annually. Parents are asked to provide school with new information and changes to medication as soon as possible between these check in’s. As well as to provide school with new medication when the current is out of date.

**What should I do if I am unhappy with my child’s support or progress?**

* Arrange to meet with the Class Teacher/ALNCO.
* If you are still unhappy, discuss the issue with the senior leadership team and/ or Head Teacher.
* The Chair of Governors is the next person to be informed in writing.
* If your complaint is still unresolved, you need to contact the Local Authority. Parent Partnership can be contacted here: [2. Disagreement Resolution and Complaints.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\2.%20Disagreement%20Resolution%20and%20Complaints.pdf)

**Where can I go for further advice and support?**

**Please see below or follow these links to find out more about:**

**-** The Additional Learning Needs Transformation process:[1. ALN Transformation V2.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\1.%20ALN%20Transformation%20V2.pdf)

- [3. Individual Development Plan IDP.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\3.%20Individual%20Development%20Plan%20IDP.pdf)

-Person Centred Planning (PCP): [4. PCP and What it Means.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\4.%20PCP%20and%20What%20it%20Means.pdf)

- [5. PCP postcards guide for parents and carers.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\5.%20PCP%20postcards%20guide%20for%20parents%20and%20carers.pdf)

-[6. Right to Request LA IDP.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\6.%20Right%20to%20Request%20LA%20IDP.pdf)

-[7. How the ALNET Act Affects Children and Parents.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\7.%20How%20the%20ALNET%20Act%20Affects%20Children%20and%20Parents.pdf)

[8. Education Tribunal for Wales.pdf](file:///C:\Users\tenby.staff\OneDrive%20-%20Hwb\Website%20docs\Leaflets%20for%20Parents%20ENGLISH\8.%20Education%20Tribunal%20for%20Wales.pdf)

**Feedback:** This Information report is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: [harveyt8@hwbcymru.net](mailto:harveyt8@hwbcymru.net)

Example of our Graduated Response Chart for a year group:

Chart

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