



Your child at St Bernadette's RC Primary School





Our Mission Statement

We are a Christ-centred community, reaching out to others.

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We learn, grow and celebrate together.

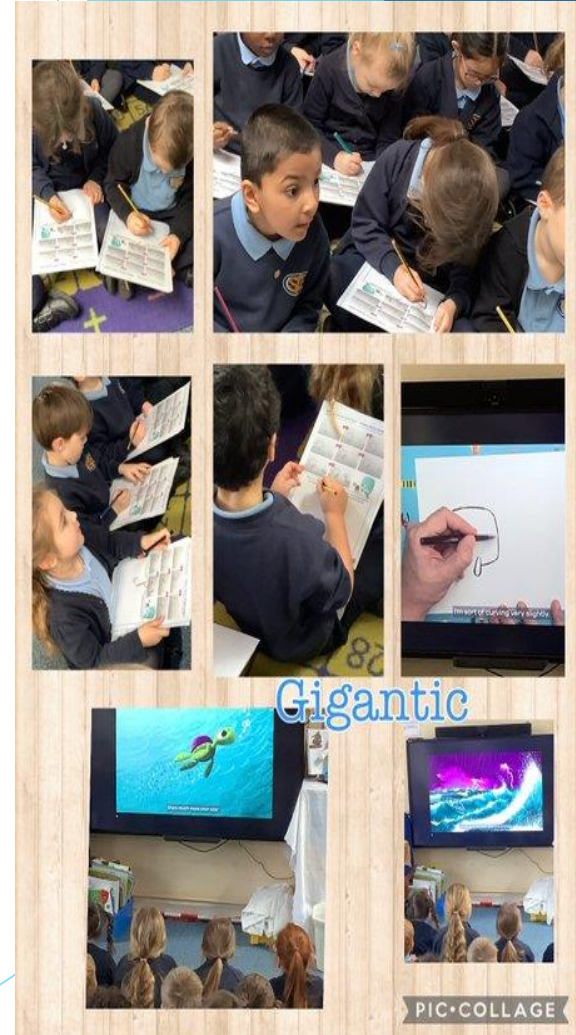
We bring our faith to life.





Our philosophy at St Bernadette's RC Primary School

The provision made for Additional Learning Needs must contribute to the school's overall philosophy that every child is a special gift from God, each with his or her own unique gifts. Our Catholic community aims to meet the needs of every child in the school. We recognise that a whole school approach is a shared responsibility, both collectively and individually, for meeting the needs of all pupils.





How do we monitor and track the progress that your child makes?





Step 1 -Early Years

- All transition information is passed from your Early Years provider to our Nursery
- Parents are invited to a meeting with our Nursery staff before your child begins their Nursery journey
- If your child is known to a Health Visitor or other medical professionals, please inform our Nursery staff at this initial meeting
- If your child is already on the ALN register and has an IDP, this will be discussed with the previous setting in a transition meeting before your child starts at our Nursery



Step 2

- The progress that your child is making both academically, emotionally and socially is carefully monitored
- There is an assessment overview in place which highlights which assessments and tests are to be carried out each term in which year groups
- All data is inputted onto an assessment tracker each term
- Pupil progress and rates of progress are analysed by the class teacher, ALNCO, SLT and Headteacher
- Pupils who are a cause for concern because their rate of progress has slowed or stalled completely are highlighted to the ALNCO and a pupil of concern running record is completed



Step 3

- Once a pupil of concern running record is started, ways forward are developed between school and home
- Our school could offer a Literacy, Numeracy or Well being intervention to support your child
- The intervention may enable your child to 'close the gap' in their learning so that they are better able to achieve success
- This intervention will have specific targets with progress closely monitored over a period of time



Step 4

- If progress remains minimal even with intervention support, further action may be taken
- This may involve a referral to one (or several) of the Local Authority Specialist Services
- You will be invited to the school to discuss the referral and gain your consent
- The subsequent observation and assessments carried out by the Specialist Teacher may identify a specific learning difficulty for your child or advise to continue with interventions over a longer period of time



When do we need to be concerned about pupil progress?





According to the ALN Code...

Concerns may arise for a learner where, despite receiving appropriate educational experiences:

- Makes little or no progress towards meeting their potential, even when teaching approaches are particularly targeted to improve the learner's identified area of difficulty;
- Continues working at levels significantly below those expected for learners of a similar age
- Presents persistent emotional or behavioural difficulties, which are not improved by behaviour management techniques usually employed;
- Has sensory or physical problems and continues to make little or no progress against that which is expected of the individual, despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress



What are the four areas of need according to the ALN code?





Cognition and learning

Learners would be achieving outcomes well below the range expected for most pupils of their age. This low level of attainment would continue in spite of school based universal provision and targeted interventions. It may be agreed that a child has an ALN. The school will need to create an IDP and secure a school based ALP.

The decision should be informed by a range of assessments over time by the class teacher, ALNCO and external professionals together with reviews of progress. Evidence gathered is highlighted in the section 'Information used to identify pupils with ALN.'



Emotional, behavioural and social development

There will be some learners who continue to experience a much higher level of difficulty than their peers in making progress in their education due to the extent and nature of their EBSD. Where this is the case, despite continuing good quality universal provision, then the school will need to create an IDP and secure a school-based ALP. In these very few cases, the learner's emotional, behavioural and/or social development difficulties continue to significantly impact their ability to learn or to access learning. This may be evident by the learner demonstrating:

- Ongoing anxiety that is hindering access to education
- Difficulties in establishing and maintaining balanced relationships with fellow pupils or with adults
- Difficulties in engaging in play, social and group activities
- Difficulties in self-regulation and in managing strong feelings, including displays of challenging or aggressive behaviour
- Poor self-awareness, feelings of self-worth and difficulties in labelling or expressing their emotions
- Difficulty in focusing or maintaining attention, to listen to and comply with instructions
- Displays of destructive behaviour



Physical and Sensory Needs

Most learners with physical disabilities/sensory impairment will be enabled to access the learning environment, curriculum and facilities through the duties imposed on educational settings by the Equality Act 2010. This requires all educational settings to make reasonable adjustments to ensure that a physically disabled/sensory impaired learner is not hindered from accessing any opportunities offered to their peers within the setting. This duty encompasses broader activities and facilities such as extra-curricular and leisure activities, after school activities and school opportunities in addition to the formal learning opportunities provided.

Not all learners who have a physical disability/sensory impairment will have ALN. For most learners with a disability or impairment, it will be possible to meet their needs through effective collaboration of all key adults in securing the voice of the learner in question, to ascertain what is both important to and for them to progress in respect of their individual needs. For some learners, difficulties may be age related and may fluctuate over time. Some children with vision, hearing, multi-sensory or physical disability will require specialist support, learner specific adaptations or complex equipment to access their learning or opportunities generally made available to their peers.



Communication and Interaction

A number of young learners will exhibit a range of difficulties with speech, language and communication, but in most cases these difficulties will resolve with age. There will be a few learners who continue to experience a much higher level of difficulty than their peers in making progress in their education due to the extent and nature of their communication and interaction difficulties. Where this is the case, despite continuing good quality universal provision, then the school will need to create an IDP and secure a school-based ALP. This may be evident by the learner demonstrating:

- Ongoing communication and interaction difficulties that are hindering learning
- A profile of variable strengths and weaknesses
- Persistent difficulties with understanding language which are significantly impacting on curriculum access and participation
- Speech production and language development difficulties that severely limit participation and interaction in the classroom setting
- Extensive difficulties in meeting the language demands of ordinary learning activities



Communication and Interaction (continued)

- Difficulties in communicating and interacting with peers, leading to social isolation and escalating social, emotional and/or behaviour difficulties
- Difficulties in establishing and maintaining balanced relationships with fellow pupils or with adults
- Poor self-awareness, feelings of self-worth and difficulties in expressing their emotions
- Difficulties in following day to day school routines, adapting to change and maintaining attention on tasks
- Displaying obsessive, challenging or withdrawn behaviours with inappropriate use of language
- Displays repetitive behaviours which disrupts learning and engagement



What information do we use to identify ALN?





Information used to identify pupils with ALN

- Standardised assessment scores of 79 or below the 9th centile on a range of measures of cognition, learning and daily functioning
- Termly monitoring of pupil work and attainment by class teachers and SLT
- HT holds a pupil progress meeting with each class teacher at least twice a year
- A timetable of assessments to be carried out each term for each year group
- Phonic scores updated each term in FP
- PM Benchmarking baseline and exit data for each year group
- Monitoring of pupil work by AOLE leads
- Baseline and exit data for interventions with continuous running notes about pupil progress



Information used to identify pupils with ALN (continued)

- **Observational notes from class teachers showing a trend over time**
- **Parental concerns**
- **Involvement of LA specialist professionals who provide evidence of observations and assessment scores after an accepted referral has been made**
- **Involvement of medical specialists who provide evidence of observations, assessment data and report findings**
- **Involvement of Early Years Inclusion Team who provide evidence of developmental delay within the Early Years after discussions during Prioritisation meetings**



What happens if it is agreed by all parties, and in line with all of the gathered evidence over time, that my child has an additional learning need?

- The school must develop an Individual Development Plan (IDP) during a Person Centred Meeting
- Within the IDP, there must be an Additional Learning Provision (ALP) which outlines the provision that the school will put in place for your child





What happens if it is agreed by all parties, and in line with all of the gathered evidence over time, that my child has an additional learning need? (Continued)

- The IDP will be reviewed annually with all parties involved invited to the IDP review .
- From the IDP review, the description of ALN may be updated and amended so that it is current
- From the IDP review, the ALP may be updated and amended so that it is current and reflects the need of the child
- This IDP will be sent to the Local Authority and a copy given to parents and carers



If you have any concerns about your child or wish to have more information about ALN at St Bernadette's RC Primary School, you can take a further look at all of the information from the Local Authority which has been put onto the school website. You can also contact the school to arrange a meeting with the ALNCO (Additional Learning Needs Co-Ordinator).

