



Policy Area:	Children with Additional Learning Needs		
Date:	September 2016	Policy code:	A4
Last reviewed:	January 2022	Reviewed by:	Esmá Izzidien
Next review:	January 2023	<i>(For all review dates see end of document)</i>	

Background to policy

This policy for supporting pupils with special educational needs in Cardiff Montessori School has been devised with regard to the 1996 Education Act and the SEN Code of Practice for Wales (2002). The information included within this policy is that required by the 2002 Code. However, this is a time of change in Special Educational Needs provision and a review of the SEN Code of Practice for Wales (2002) has taken place. Subsequently, the ALN Reform Bill was introduced to the National Assembly in December 2016. A key element of the new Reform is to use Person Centred Planning principles to develop Individual Development Plans (IDPs) to replace the existing system of School Action (SA), School Action + (SA+), and Statements. This statutory IDP will ensure equity of rights regardless of the learner's level of need. Learners and parents views will be considered throughout the planning process. At Cardiff Montessori School we will be working with these principles in mind as we transition to the new system.

Statement

Cardiff Montessori School is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported, according to their individual needs.

CMS is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of our facilities. All children have a right to a broad and well-balanced learning environment.

Cardiff Montessori School and Nursery is an independent school and will therefore not have access to the services of the Local Education Authority. As a result, parents of children with ALN (Additional Learning Needs) who require additional support within the classroom may have to pay fees to cover the costs of extra support and for any assessments required- for example one-to-one support or services provided by an educational psychologist / OT / Speech Therapist.

If your child has already been identified as having ALN you must inform the Headteacher of details prior to admission. Failure to do so may mean the withdrawal of an offer of a place at CMS. Parents are required to present CMS with all relevant reports and information for our consideration as to ascertain whether CMS would be able to provide appropriate support for your child. We do this with your child's interest in mind. All children deserve to be placed in a setting which is best suited to manage their needs and meet their requirements.

Where we believe that a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals (maintaining confidentiality appropriately) to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs, and the way that this may affect his/her learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals where possible
- Observing each child's development and monitoring such observations regularly.

As mentioned above, costs for these assessments may fall to the parents of the child. If our staff feel a child has additional needs at any time during their education with us and the parents disagree and refuse to engage in an assessment of needs process, we reserve the right to withdraw the offer of a place as we believe it is only by working in partnership with parents that we can best serve the interest of the child.

In the unlikely event where we feel a child has additional needs and addressing these needs is being denied by the parent we will seek advice on how best to help the child from outside agencies.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met;
- Include all children and their families in our provision;
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities;
- Develop and maintain a key member of staff who is experienced in the care of children with additional needs to act as the Additional Learning Needs Coordinator (ALNCO). Staff will be provided with specific training relating to Additional Learning Needs (ALN) and the ALN Code of Practice as soon as possible. The current ALNCO is **Julie Harvey**.
- Identify the specific needs of children with additional learning needs and/or disabilities and seek to meet those needs where possible through a range of strategies;

- Ensure that children who learn quicker, (identified in CMS as “proficient learners” are also supported and continually challenged;
- Share any statutory and other assessments made by the school with parents and support parents in seeking any help they or the child may need (in accordance with our confidentiality policy);
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required (adhering to confidentiality at all times);
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed, where possible;
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the day according to their individual needs and abilities;
- Encourage children to value and respect others;
- Challenge inappropriate attitudes and practices;
- Promote positive images and role models during play experiences of those with additional needs wherever possible;
- Celebrate diversity in all aspects of play and learning.

Methods

We will:

- Designate a member of staff to be Additional Learning Needs Co-ordinator (ALNCO) and share his/her name with parents- (currently **Julie Harvey**);
- Provide this statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals;
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the school;
- Ensure that our inclusive admissions practice includes equality of access and opportunity;
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities;
- Work closely with parents to create and maintain a positive partnership which supports their child;
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education;
- Provide parents with information on sources of independent advice and support where we can;
- Liaise with other professionals involved with the child with learning difficulties and/or disabilities and their families, including transition arrangements to other settings and schools;
- Work closely with the next school or care setting and meet with them to discuss the child’s needs to ensure information exchange and continuity of care
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs;
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities;
- Provide differentiated activities to meet all individual needs and abilities;
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Plans for children with learning difficulties and/or disabilities and discuss these with parents/ carers;

- Review individual regularly and hold review meetings with parents;
- Ensure that children with learning difficulties and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability;
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities;
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided;
- Provide in-service training for practitioners and volunteers;
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. Individual plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually;
- Provide a complaints procedure and make this available to all parents in a format that meets their needs e.g. large print, additional languages;
- Monitor and review our policy annually.

The SEN Code of Practice (2002) sets out the following definitions:

Definition of Special Educational Needs:

- Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- Pupils have a learning difficulty if they:
 - (a) have a significantly greater difficulty in learning than the majority of children of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools
 - (c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

Special educational provision means:

- for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools

Roles and Responsibilities of the Headteacher, Staff and ALNco

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- working closely with the SENCo and SEN personnel with the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored

The named SENCO is Julie Harvey, who is also employed as an intervention teacher.

The key responsibilities of the SENCO are:

- The day to day operation of the school's SEN policy.

- Working in partnership with class teachers to identify and support pupils with SEN
- Liaise with and advise other staff
- Co-ordinating provision for learners with special educational needs , including making referrals for external advice if appropriate
- Maintaining the school's SEN list and overseeing records of all pupils with SEN
- Liaising with parents of pupils with special educational needs regarding any concerns, progress made, support available
- Contributing to the in-service training of staff.
- Liaising with external agencies, arranging meetings, completing documentation and providing a link between those agencies, class teachers and parents
- Keeping up to date with current SEN issues, attending courses and meetings as needed
- Liaising with the SENCos in High School to ensure effective transition arrangements are in place for any student leaving CMS
- Training TA's in any extra support work they need to complete with children in their class

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum
- Making themselves aware of this policy, and procedures for identification monitoring and supporting pupils with SEN
- Identifying targets for class based IEPs and reviewing those IEPs
- Giving feedback to parents of pupils with SEN

Identification, Assessment and Provision

The Code of Practice recommends that schools in the primary phase should adopt a graduated response, encompassing an array of strategies in order to help learners who have special educational needs. This approach recognises a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties being experienced by the learner. When a pupil is identified as having special educational needs, the school should intervene as described below at School Action, School Action Plus and Statement. The majority of pupils will not pass through all school-based stages of assessment and provision. In most cases action taken at one stage will mean a pupil will not have to move to the next stage. These interventions are not steps on the way to Statutory Assessment. Most pupils will require less, not more support when the interventions work successfully. The interventions are a means of matching education provision to the needs of the learner.

Cardiff Montessori Schools has strategies in place to ensure the early identification of pupils with special educational needs:

- Ongoing monitoring and assessment by the class teacher to check progress
- SENCO, Lead teachers and SLT to analyse internally administered test results
- Consideration of concern expressed by staff, parents, the child or health and social services
- Reports/records from previous educational establishments

Provision for Pupils with Special Educational Needs

School Action

A pupil might be moved to School Action as a result of:

1. Performance monitored by the teacher
2. Outcomes from assessment results
3. Lack of progress in literacy or numeracy
4. Standardised screening or assessment tools
5. Behavioural, Social or Emotional Difficulties

At School Action level, additional teaching support in the form of sessions with the intervention teacher or other support staff may be put in place

As a Montessori school we believe that children learn in different ways and that it is our role to try ensure teachers accommodate differing learning styles. Children will often have specific learning approach plans made to enable staff to teach each child in the way that suits them best. These plans are not an indication of any additional learning need and are not formally recorded. However, if appropriate an Individual Education Plan (IEP) / Behaviour Plan (IBP) will be drawn up.

The IEP/IBP includes information on;

- The nature of the pupil's difficulties
- the short term targets set for the pupil
- the teaching strategies to be used
- the provision to be put in place
- nature of parental involvement
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed)
- views of the child (where appropriate)

School Action Plus

Pupils who fail to make adequate progress as defined by the Code of Practice may be placed at School Action Plus.

The basis for School Action Plus could be:

- pupil continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills

- has emotional, behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an Individual Behaviour Plan (IBP)
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At School Action Plus, a request may be made for external specialist support, to assess the needs of the pupil and provide appropriate support and advice. Advice from support services is shared with parents and may be used to draw up a new IEP/IBP. Support may again be individual or group support, withdrawn or in-class support.

Statement

In a small number of cases pupils may continue to give significant cause for concern despite receiving concentrated support and the school having acted on advice of external specialists. In such a situation the school, in consultation with parents or guardians, may decide to refer the pupil for statutory assessment.

This may result in the provision of a Statement of Special Needs. The routes for referral are a request for assessment from;

- the pupil's school
- the pupil's parents or guardians
- an external agency, e.g. health authority or social services

If a statement is issued it will provide additional resources for the pupil and a precise educational prescription based on a detailed analysis of need. Cardiff Montessori School is not a registered special school. This means where LEA funding or extra support is given to a student it may not be granted to the student at CMS. Children with a statement will require individual approval from Welsh government and an agreement from the school that their needs can continue to be catered for at CMS in order to remain enrolled in the school. Parent's involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure.

Monitoring and Review

The success of the SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and teachers
- Analysis of pupil tracking data and test results

- Assessments carried out by external specialists
 - Book scrutiny if in Elementary
 - Feedback from staff and parents.
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Review of policy dates:

Date of review	Reviewed by	Notes
08/2017	Esma Izzidien	
09/2018	Esma Izzidien	
11/2018	Esma Izzidien	
09/2019	Esma Izzidien	
09/2020	Esma Izzidien	
09/2021	Esma Izzidien	No significant changes
01/2022	Esma Izzidien	