

Llansannor & Llanharry C/W Primary School



Additional Learning Needs Policy



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DOCUMENT INFORMATION			
Created by :	Mrs S. Davies	Reviewed by :	Personnel Committee
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Headteacher :	Signed electronically by Mrs S. Davies (Headteacher)		



Introduction

This Additional Learning Needs (ALN) Policy takes account of the Education Act 1996, the Additional Learning Needs Code for Wales 2021, the Equality Act 2010, policies and guidelines issued by the LEA and the aims of the school as outlined in school documentation.

Since 2021 and the New Additional Needs Reform the LEA have adopted certain principles ensuring that all statutory duties are adhered to, all of which are set out in the 'Additional Learning Needs Code for Wales, 2021)

Definition of ALN as stated in the Additional Learning Needs Code 2021 –

“Additional learning needs” (*“anghenion dysgu ychwanegol”*) or **“ALN”** has the meaning given by section 2 of the Act, namely:

1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

The Code's eight principles

The Welsh Government says Code has been developed with due regard to the United Nations Convention on the Rights of the Child (UNCRC).

- identification and intervention in relation to ALN should take place at the earliest possible opportunity;
- all those involved in providing support to children and young people with ALN should work together in the best interests of the child or young person;

- transitions should be planned in advance and consideration given to supporting transition into adulthood;
- the views, wishes and feelings of the child, child's parent or young person should be at the heart of all decision making processes;
- the child, child's parent or young person should be enabled to participate as fully as possible in decision making processes;
- meeting the needs of learners with ALN should be part of a whole school approach to school improvement;
- learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible; and,
- where a child or young person has a need for Additional Learning Provision (ALP) in Welsh, all reasonable steps must be taken to provide it.

We at Llansannor Church in Wales Primary School agree with these points and strive to ensure they are adhered to. All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. At Llansannor we believe that:

- All children are entitled to a broad, balanced, relevant, challenging and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources, whenever appropriate.
- Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.

Both staff and governors have approved this policy.

Partnership with Parents

Llansannor Primary School firmly believes in developing a strong partnership with parents and that this will enable pupils and young people with additional needs to achieve their potential. The school recognises that parents have a unique overview the pupil's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of pupils with additional needs as valued partners in the process. Depending on age and appropriateness, pupils with additional needs will also be encouraged to participate in the decision-making processes affecting them.

A guidance document is available for parents, 'Information for Parents and Carers of Children and Young People who may have Special Educational Needs' (WG 085/2010 May 2010) which is available through the WG Learning Wales website.

The management of Additional Learning Needs

The ALN Co-ordinator (ALNCo), Mrs Miller has the responsibility for the day-to-day operation of the Additional Learning Needs policy. Mrs Miller has formed personal links with local agencies, the LA advisory teachers and the school's Psychological Service with a view to forming close partnerships which will benefit children with ALN. Furthermore, the Learning Support Assistants for ALN will enable support, directed by the ALNCo and class teachers, to be offered in a variety of ways for the benefit of children with ALN. [L
SEP]

The ALNCo will:

- Oversee the day-to-day operation of the school's ALN policy, ensuring the running of the provision for pupils with ALN is smooth - including in class, small group and individual pupil support.
- Regularly review and monitor provision for pupils with ALN within the school, whilst promoting inclusion and managing support staff.
- Maintain the school's register of pupils with ALN and all the required documentation.
- Ensure the progress of ALN children is regularly monitored, tracked and reviewed.
- Liaise with teachers, parents/carers and other professionals. Ensure annual reviews for pupils with statements are completed.
- Organise meetings as appropriate with teachers in respect of ALN issues.
- Identify barriers to learning and provide staff with appropriate strategies.
- Report on new developments within the field of ALN and identify and provide access to in- service training to meet the current and anticipated needs of the school and individual members of staff.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Co-ordinate cross-phase/ cross-school transition.
- Meet with the designated ALN Governor.
- Produce an annual report for the 'Governors Report to Parents'.
- Becoming a source of expertise on ALN
- Ensuring improved outcomes for learners with ALN by contributing to the development and implementation of appropriate ALN procedures and systems, including strategic financial planning, effective deployment of resources and the collection and analysis of data
- Providing professional support to all staff to ensure the early identification, assessment and planning for learners with ALN
- Ensuring IDPs are developed and reviewed in line with Person Centered Practices

- Overseeing liaison with the child, the child's parent or young person with ALN to ensure an understanding of the learner's needs and how they will be met
- Ensuring that arrangements put in place by the Local Authority in relation to avoiding and resolving disagreements are fully utilised
- Acting as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.
- Liaising with early years providers, other maintained schools and FEIs where relevant, to facilitate a smooth transition between settings for learners with ALN
- Liaising with careers specialists to ensure that the child/young person with ALN receive appropriate careers advice
- Assisting in the professional learning of staff within the school to better meet the needs of the child/young person with ALN
- Working strategically with the senior leadership team and governors to ensure the school is meeting its responsibilities under the Act, the Code and the Equality Act 2010
- Enhancing their own professional learning by liaising with the local network of ALNCoS and, where appropriate, special schools to develop and share experience and best practice
- The ALNCo will be responsible for ensuring that all children/young people who have ALN across the education setting have an IDP. The ALNCo will not be required to develop every IDP - any teacher can do so. These will be decisions that will be taken based on the circumstances in each case.
- The ALNCo will specifically be responsible for overseeing the provision across the school to meet the needs identified within IDPs. The ALNCo should ensure that annual reviews are undertaken and, where appropriate, will lead the review process
- The ALNCo will make effective use of management information systems used by the school to monitor the impact of interventions and to assess progress achieved against planned outcomes for all learners with ALN
- When necessary to liaise with external, specialist services to ensure the needs of those with ALN are met
- The ALNCo will play an important role in advising on and contributing to the broader support provided within the school, as well as the professional learning for other staff members. Therefore, it is essential that they keep up to date on the latest guidance, support and evidence of best practice available for ALN

The ALNCo is responsible for keeping the Head Teacher regularly informed about the inclusive provision on the school. Teachers are responsible for meeting the needs of all pupils in their class.

Arrangements for coordinating ALN provision

- The ALNCo will meet with each class teacher at least three times a year to

- discuss ALN concerns and to review targets set
- At other times, the ALNCo will be alerted to newly arising concerns through discussions with teaching staff. This will trigger the 7 week process as set out in the code.
- The ALNCo monitors planning for ALN. ^{[[L]]}_{SEP}
- The ALNCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with ALN. ^{[[L]]}_{SEP}
- ALN support throughout the Foundation Phase is primarily delivered by class teachers through differentiated teaching methods, and 1:1 or small group work provided by the class Learning Support Assistants (LSA's). For Key Stage 2 ALN pupils, additional support is provided by the class teachers through differentiation and by trained LSA's throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the ALNCo and the management team, in line with current pupil needs, interventions available and the school's main budget.
- Support staff, class teachers, ALNCo, and outside agencies liaise and share developments in order to inform reviews and forward planning. ^{[[L]]}_{SEP}

General Philosophy

All class teachers together with the ALNCo are responsible for the initial identification and assessment of ALN; they also have responsibility for its provision within the classroom. It is important to note that slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a learner being recorded as such. Having said that, early identification is paramount, and it is recognised at Llansannor that this could come from a wide range of bodies such as school staff, external agencies, the child / child's parents. The child / child's parents **MUST** be consulted, and their views considered.

The teaching needs of all pupils, particularly children with ALN require:

- Positive attitudes from staff ^{[[L]]}_{SEP}
- Partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible ^{[[L]]}_{SEP}
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with additional needs can experiment without fear of criticism or failure ^{[[L]]}_{SEP}
- Partnerships between home and school ^{[[L]]}_{SEP}
- Extra support at times in order to improve pupils' Basic Skills and to access ^{[[L]]}_{SEP}the Curriculum ^{[[L]]}_{SEP}

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the School Action plan for each child to have an individual target(s).

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by an LSA. The responsibility for planning for these children remains with the class teacher, in consultation with the ALNCo.

Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the ALNCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The ALNCo liaises frequently with a number of other outside agencies, for example:

- Social Services
 - Education Welfare Service
 - School Nurse
 - Community Pediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - GEMS
 - Hearing/Visual Impaired Services
 - Specific Learning Difficulties Service
- Parents/carers are informed if any outside agency is involved.

Nature of Intervention

The ALNCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support

- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Inclusion Service for advice on strategies, equipment, or staff training

Interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at Foundation Phase Outcomes / National Curriculum levels considerably lower than expected for a pupil of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information and assessments required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Transition

Our school will ensure that appropriate documentation and information on a child with special needs is requested and transferred to us when a child enters Llansannor Primary School. If this is not forthcoming, other actions will be taken e.g. contacting the link psychologist for copies of reports etc.

We will ensure that all appropriate records will be transferred to the relevant school/establishment at transition.

