

Ysgol Deiniol Marchwiel



To **S**upport, **M**otivate and **I**nspire all
pupils to **L**earn and **E**xcel

Additional Learning Needs (ALN) Policy

Approvals	
Approved by Governing Body on	Date: 8 th March 2024
Signed by Chair of Governors:	
To be reviewed annually	Date: Spring 2025

Policy Development at Ysgol Deiniol

Additional Learning Needs Policy

Introduction

This document was written as a result of an identified need within the school improvement plan and the introduction of the revised Code of Practise for Additional Needs. The policy was reviewed and updated during the Spring term of 2023 by the co-ordinator and ALN support staff through a process of studying existing documents and through consultation with the teaching staff.

There are three specific phases.

- Basic information about Additional Learning Needs at Ysgol Deiniol.
- Information about the policy for identification, assessment and provision for all pupils with Additional Learning Needs at Ysgol Deiniol.
- Information about the school's staffing policies and partnership with external agencies.

BASIC INFORMATION covers the objectives for the Additional Learning Needs Policy.

School's Mission Statement: "To Support, Motivate and Inspire all pupils to Learn and Excel."

Our aim is to develop each child to his/her full potential within a safe, secure and happy environment. To that ends the aims cited in the curriculum policy statement acknowledges the variation on our pupils' intellectual, physical, social and emotional development and as a result we have always aimed to ensure the tasks we set our pupils match their abilities.

The Governing Body and the teaching staff will set clear procedures for identifying and assessing pupils in order to determine who has additional education needs requiring special educational provision.

The Governing Body and teaching staff will use their best endeavours to provide support for children with Additional Learning Needs.

The Governing Body and teaching staff will regularly monitor/review the identification procedures, resourcing and individual progress of children with Additional Learning Needs.

The Governing Body will also undertake to report to the parents on the implementation of our Additional Learning Needs Policy in the annual report.

Definition of Additional Learning Needs

Pupils are identified as having ALN if they have a learning difficulty that requires additional learning provision (ALP) which is 'additional to' and 'different from' that which is provided across the school.

Information is collected through a number of different communication routes, including transition between classes, teacher feedback to the ALNCO, parental concerns and regular diagnostic assessments to track progress in literacy and numeracy skills.

Once identified as having a barrier to learning which impacts upon the progress they make, pupils will be closely monitored using a graduated response of provision suited to their individual need. A one page profile will be created and reviewed twice a year. These documents are designed with the pupil at the centre and are carried out using a person centred approach. Parents are also involved in the creation and reviewing of these documents, which will be shared with parents during parents evenings / arranged meetings.

Partnership with Parents/ Carers

The child is at the centre of everything we do and we will work with families to achieve the best outcomes for their child. Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher who will inform the Additional Learning Needs Coordinator if necessary. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Pupil Participation:

The views of all pupils are valued. A person centred approach is adopted throughout our school, placing the child/ young person at the heart of everything we do. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns.

The Role of the Head Teacher

The role of the Head teacher The Head teacher will:

- Have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ALN.
- Keep the governing body informed via the head teachers' report.
- Work closely with the school's ALN team.
- Will be familiar with reports and assessments made on identified pupils.
- Be informed on a regular basis about their progress and possible changes in provision based on this progress.

The Role of the ALNCO

The key responsibilities of the school's ALNCO at Ysgol Deiniol include:-

- Overseeing the day-to-day operation of the school's Additional Learning Needs Policy.
- Coordinating provision for children with special educational needs.
- Liaising with the ALN support staff and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all children with additional learning needs.
- Liaising with parents of all children with additional learning needs.

- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- To advise and inform Governors, when asked, on the development/progress of special needs provision.
- Keeping up to date on the latest guidance, support and evidence of best practice available for ALN.
- Securing relevant services that will support a pupil' ALP as required
- Promoting a pupil's inclusion in our school community and access to the curriculum, facilities and extra-curricular activities, having regard to the views, wishes and feelings of the child and the child's parent;

The Role of the Class Teacher

- Providing high quality teaching for all children setting high expectations which inspire, motivate and challenge pupils
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Directly liaising with parents of children with ALN
- Managing behaviour effectively to ensure a good and safe learning environment

The role of Teaching Assistants (TAs)

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCo
- Providing feedback to the class teacher regarding children's progress in class lessons.

- Providing feedback to the class teacher and/or the ALNCo as appropriate, regarding children's progress in achieving individual targets
- Delivering specific intervention programs under the direction of the ALNCo and/or class teacher

The duties of the Governing Body

The Governing Body must:-

- Do its best to ensure that the necessary provision is made for any pupil who has additional learning needs.
- Ensure that when the 'responsible person' – the Head teacher or the appropriate Governor- has been informed by the LA that a pupil has Additional Learning Needs, those needs are made known to all who are likely to teach him or her.
- Ensure that all teachers in the school are aware of the importance of identifying and providing for, those pupils who have Additional Learning Needs.
- Report annually to parents on the school's policy for pupils with Additional Learning Needs.
- Ensure that the pupils join in the activities of the school together with pupils who do not have additional learning needs, so far that is reasonably practical and compatible with the pupil receiving the necessary additional learning provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties towards all pupils with additional learning needs

Provision for children with ALN

Every educational/ school practitioner is a teacher of every child and young person. Teaching therefore a whole school responsibility.

Universal Provision

We adopt a 'high quality teaching' approach. High quality teaching, differentiated for individual pupils, is available to all pupils who have or may not have ALN. Reasonable adjustments will be made to support our pupils.

The key characteristics of high quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

Targeted Universal Provision

There may be times where some of our pupils will require more support with their learning through a targeted approach. Where it is decided a pupil will have Targeted Provision, we will talk to the parents and their child. We will agree what intervention will be put in place, set small step targets, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child. If a pupil continues to make progress accessing targeted provision this can continue as required.

ALN Determination

If a pupil does not make progress according to the outcomes described over a sustained period of time school will seek specialist expertise. This will inform future provision. School may liaise with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and Looked After Children Team.

The appropriate processes as documented in the statutory ALN Code will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated.

Review

The effectiveness of the provision and interventions and their impact on the pupil's progress will be reviewed on an agreed date. Person centred reviews will be carried out in accordance with person centred processes through a collaboration, placing the child/young person and their family at the centre.

The class teacher or subject teacher, working with the ALNCo, will revise the provision in light of the child's progress. Outcomes created from the person centred review will take account of the aspirations of the child/young person and their family.

Managing pupils needs / IDP's

Formal person-centred review meetings for children and young people with an IDP will take place, where parents and children and young people will be involved in reviewing progress and setting new person-centred outcomes. School practitioners are responsible for evidencing progress according to the outcomes described in the child's plan (IDP).

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a pupil also has ALN, their provision will be planned and delivered in a coordinated way with their individual healthcare plan.

Looked after children (LAC)

The ALNCo and designated teacher meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN.

Early Dispute Resolution

Initially an attempt will be made to resolve a dispute about **ALN provision** at school level. Parents who are dissatisfied with the school's provision for additional learnings needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should then make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the

matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, they should then contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

If dispute is regarding **ALN determination**, parents/ carers should follow the process stated within the determination letter.

Monitoring and Evaluating ALN

Provision for pupils with ALN is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with additional learning needs. It is a statutory obligation of the school to keep their provision under review to ensure that the needs of all pupils are being met effectively

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school/college to setting/school/college, the young person , parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next setting/school /college through the review process.

More able and talented pupils

Although more able and talented pupils do not meet the definition of Additional Learning Needs as set out in the Code of Practise, pupils at school may also be considered to have Additional Learning Needs if they are achieving or have the ability to achieve at a level, significantly in advance of the average for their year group in the school. These pupils are defined as 'More able' (academic) or 'Talented' (art, music, sporting ability). As such they may also require additional learning provision to be made for them.

The following methods may be used by class teachers and the school to meet the needs of these pupils:-

- Individual Projects
- Extension group or individual work
- Mentoring fellow pupils
- Leading areas of lessons and learning

Access to the Curriculum

All children have an entitlement to a balanced curriculum, which is differentiated to enable children to:-

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feeling of success and achievement.

Teachers use a range of strategies to meet children's ALN. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

Small Step Target Plans which employ a small steps approach, feature significantly in the provision we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure the children experience success.

Complaints Procedure re: Additional Learning Needs within the school

It is hoped that we will always consult parents in an honest manner from the outset when a child may be identified as having Additional Learning Needs. Likewise we hope that we will listen/act sympathetically to any concerns expressed by parents about their child's education needs. However, we acknowledge that there may be occasions when a parent wishes to lodge a complaint. It has been agreed that should the Headteacher receive any complaints then the Governors for ALN and the Chairman of Governors should be informed. In most cases it is likely that the complaints will be resolved within school. However, if this is not possible, they in turn may seek the advice of the LA advisor for ALN via the Director of Education. It is also acknowledged that the parents may also liaise with the Director of Education.

Information about staffing policies and partnerships with external agencies

Arrangements for Additional Learning Needs In-Service Training

All teaching and support staff at Ysgol Deiniol are committed to their ongoing professional development. Training and development opportunities for enhancing the provision for pupils with ALN is a priority and this may take place in a number of ways:-

- Whole school involvement/training on ALN Policy and related issues.
- Personal and professional development for the ALNCO and ALN support staff.
- Training for non-teaching staff.
- External award bearing courses.
- Advice and support from the ALN Inclusion Officer.

Education Links

Our main links with other education establishments will be the customary liaison with The Maelor School Penley, upon transfer of year 6 pupils. All available records are sent to the child's secondary school during the summer term.