

Additional Learning Needs and Inclusion Policy

Ysgol Llanbedrog



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Review Date: Annually

Signed on behalf of the Chair of Governors: Alaw Ceris

Date: 20/9/22

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Ysgol Llanbedrog's ALN Panel: MHO, GLJ, SAE, CEH

This policy is based on the Additional Learning Needs Code (Wales) 2021. It is suggested that you read the Additional Learning Needs Code (Wales) 2021 alongside this policy.

1. Ethos Statement

- At Ysgol Llanbedrog every child is valued as an individual and his/her needs are dealt with sensitively and effectively. We believe that every child should receive a broad, balanced and differentiated curriculum ensuring that self-esteem and confidence is enhanced and that a positive attitude is developed.
- Ysgol Llanbedrog is committed to the successful inclusion of pupils with Additional Learning Needs. In our school, every teacher is the teacher of all pupils, including those with ALN.
- At Ysgol Llanbedrog every child is equal, valued and unique. Our aim is to provide an environment where every child feels safe and is able to flourish. We will respond to individuals in ways that take into account their various life experiences and their specific needs.
- Ysgol Llanbedrog is committed to provide an education that enables every pupil to make progress so that they achieve to the fullest of their ability, becomes confident individuals living fulfilling lives and make a successful transition to adulthood.

2. What are Additional Learning Needs (ALN)?¹

About one in five children will have Additional Learning Needs at any time during their school lives. The law states that a child has Additional Learning Needs (ALN) if he/she has a learning difficulty or disability which calls for additional learning provision (ALP).

Children have ALN if they:

- have a significantly greater difficulty in learning than the majority of others the same age which calls for additional learning provision (ALP), or
- have a disability which calls for additional learning provision (ALP)

This can include:

- communication and interaction difficulties - speech and language
- developmental delay
- sensory difficulties, hearing or visual impairment
- multi-sensory difficulties, including associated physical difficulties.
- emotional or behavioural difficulties
- specific difficulties with reading, writing or mathematics

Additional support may come from health services, social care or voluntary organisations as well as from education.

The following circumstances do not usually amount to Additional Learning Needs (ALN)

Many children and young people are likely at some point to experience **short term issues** with their learning, for example because of a period of absence from an education setting caused by a temporary illness, or because they have suffered a bereavement or some other trauma. In these circumstances, the schools may take action to help the child or young person catch up and/ or to prevent the issue from escalating. These situations would not ordinarily amount to ALN on their own

¹This Policy is based on the Statutory framework to the Additional Learning Needs and Education Tribunal (Wales) Act 2018, namely the Additional Learning Needs Code (Wales) 2021.

In accordance with Welsh Government timetable, the SEN Act 2001 and SEN Code of Practice 2002 will be replaced over a three-year operational period between 2021 and 2024 with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code (Wales) 2021. The school follows the Welsh Government's transformation programme to implement the move from the SEN system to the ALN system as seamlessly as possible.

Pupils deemed '**more able and talented**' do not have a difficulty in learning on the basis of their enhanced ability or talent. Enhanced opportunities should be provided to them as part of differential teaching.

Those with **Welsh or English as an additional language** might need extra support to achieve their potential, but do not necessarily have ALN. The school will consider all aspect of a pupil's learning and development when assessing whether their difficulty is the result of the challenge of learning Welsh or English as an additional language or if it arises from ALN.

Supporting pupils with a medical condition

See School Equality Policy

Medical conditions are met under the Equality Act (2010). The school and the Local Authority have support pathways to meet those needs. Not all children and young people with a medical condition will have ALN. The question is always whether or not the child or the young person has a learning difficulty or disability which calls for additional learning provision (ALP). Where a pupil also has ALN, an Individual Development Plan (IDP) will be prepared and its provision will be planned holistically together with the Local Health Board's Individual Healthcare Plan (IHP).

Each case will be discussed individually to ensure appropriate and personal care is in place. A child or his/her parent or carer may discuss with the school's Additional Learning Needs Co-ordinator (ALNCo). The Physical/Medical Specialist Service within the Local Authority can provide guidance to schools and families. Remember that it is the parent or young person's responsibility to share any relevant healthcare information with the school and/or LA.

3. Aims

Providing every opportunity to develop the true potential of all pupils is essential in our school. All children are entitled to a broad and balanced curriculum with full access to the National Curriculum where appropriate. All children are valued and their self-esteem promoted. We foster a close relationship with parents and carers who play a very important role in their child's education.

4. Objectives

Our objectives as a school are:

- Develop an effective whole-school ALN provision which is continually reviewed
- Ensure a whole-school inclusive ethos, where pupils with ALN are supported to fully participate in the school's community - including the school's curriculum, facilities and extra-curricular activities.
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability.
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, to ensure that the targets set in a One Page Profile or Individual Education Plans (IEP) are specific, measurable and within the ability of the individual.
- Ensure that the pupil's voice is central. Consider the views, wishes and feelings of pupils by means of person-centred planning practices.
- Collaborate with and ensure that parents and carers have an opportunity to fully engage in the decision-making process.
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional learning needs.

- To provide education for pupils with ALN through the medium of Welsh, and bilingually. Schools operate in a manner that contribute towards the aims and objectives of the *Welsh in Education Strategic Plan*. See *Welsh in Education Strategic Plan* and *Schools' Welsh Language Policy*.
- Provide advice, support and training for all staff who work with pupils with ALN.

5. Roles and Responsibilities within the School

5.1 Role of the ALN Co-ordinator

The ALN Co-ordinator (ALNCo) is the individual (or individuals) who acts on a strategic level in a school to ensure that the needs of every learner with ALN in the school are met. **The duties of the ALNCo are defined in the Additional Learning Needs (Wales) Code 2021 and the Additional Learning Needs (Wales) Regulations 2021.**

The ALNCo duties include:

- Overseeing the day-to-day operation of the school's ALN policy.
- Maintaining the ALN register.
- Ensuring that every pupil with additional learning needs in the school has an Individual Development Plan (IDP).
- Co-ordinating provision for children with additional learning needs.
- Liaising with and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability.
- Co-ordinating the ALN Enquiry process - namely co-ordinating the actions required to decide whether a pupil has ALN - and if there are ALN, to prepare an IDP.
- Keep records of decisions about ALN and IDPs.
- Regularly reviewing the provision of additional learning needs and the provision map. Ensuring that regular reviews of the additional learning provision (ALP) are undertaken and lead the review process to ensure provision continues to meet the needs.
- Managing ALN teachers, learning support assistants and teaching assistants within the school.
- Contributing to and, where necessary, leading the continuing professional development of school staff.
- Overseeing the records of all children and young people with ALN in the school, by monitoring the effectiveness of additional learning provisions and reviewing as necessary.
- Undertaking reviews, at least once a year for pupils with ALN, or earlier if necessary.
- Supporting pupils with ALN and their transition arrangements, which includes attending transition reviews.
- Writing applications for submission to the LA Moderation Panel.
- Ensuring that parents and carers are notified of any decision by the school that ALN provision is being made for their child.
- Liaising with parents and carers of pupils with additional learning needs to ensure that they are given clear guidance on how they can support their child's educational needs.
- Contributing to the in-service training (INSET) of staff.
- Working with LA services and external agencies including the LA's ALN&I and Educational Psychology Services, health and social services and voluntary organisations.
- Attending reviews for looked after children (LAC) with ALN and reporting on their progress in school including contributing to their Personal Education Plans (PEPs).

- Ensuring that arrangements in relation to avoiding and resolving disagreements are promoted and fully utilised as appropriate. Supporting pupils and their parents and carers to raise concerns at the most suitable local level to discuss, explain and find solutions.

5.2 Role of the Governing Body

The School's Governing Body will, in co-operation with the headteacher:

- Maintain a general overview of the school's ALN provision and ensure that a high level of provision is available for ALN pupils and that the school provides for ALN pupils in accordance with the Special Educational Needs Code of Practice (2001) / Additional Learning Needs (Wales) Code 2021.
- Ensure that ALN pupils are fully involved in school activities.
- **The role of the governing body in the context of ALN is defined in the Additional Learning Needs (Wales) Code 2021.**
- **For the Governing Body's Equality Act 2010 responsibilities, see School Equality Policy.**

6 Identification, assessment and provision

All teachers are responsible for identifying pupils with additional learning needs and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of ALN is a priority. The school will ascertain pupils' needs through:

- Evidence obtained by teacher observation/assessment.
- Understanding their ability, attainment and progress as expressed as National Curriculum levels, literacy and numeracy standard scores.
- Information from previous schools.
- Information from parents/carers.

The main methods used by the school for providing for additional learning needs are:

- Full-time education in mainstream classes, with additional help and support from teachers through differentiated explanations, tasks and expected outcomes.
- Intervention sessions with a Teaching Assistant.
- Literacy, numeracy and inclusion training by the Integrated Team.
- In-class support.
- Support from specialists within the class or as a part of an intervention programme.
- Mentoring (provision is tailored as required).

7. Support for every pupil follows a graduated response:

7.1 Monitoring - Universal provision

Teachers are aware of the needs of the pupil but no action is required beyond appropriate differentiated learning. The pupil will continue to be monitored and the situation reviewed during staff meetings / informal discussions.

7.2 Targeted Universal provision - Profile with Targets

Your child will receive additional support on the targeted level as noted in our School ALN Provision Map and this will take place via structured interventions that have been targeted for individuals or groups of pupils. It will be carefully monitored through the One Page Profile and targets, until their needs warrant following the ALN Enquiry process to determine whether or not there are additional learning needs which call for additional learning provision (ALP).

7.3 The process of identifying a pupil with additional learning needs (ALN)

If the possibility that a pupil has ALN is brought to the attention of the maintained school or it otherwise appears to it, the School must decide whether the pupil has ALN. The School, together with the pupil, the family and everyone involved with the child is part of the ALN Enquiry process.

The ALN Enquiry process is followed in accordance with the timescale requirements set by the Additional Learning Needs (Wales) Code 2021. The school must make the decision on ALN, prepare the IDP and give a copy of it before the end of the period of 35 school days from it being brought to the attention of, or otherwise appearing to, the school that the child may have ALN.

8. ALN support follows a graduated response:

8.1 School Individual Development Plan (School IDP)

If it is determined that a child has ALN which calls for additional learning provision (ALP), the school (or sometimes the local authority) is required to prepare and maintain an Individual Development Plan (IDP) for the child. **Additional learning provision (ALP)** is an intervention that is additional to that provided as part of the school's usual differentiated curriculum.

An "individual development plan" or "IDP" is a document that contains:

- (a) a description of a person's ALN;
- (b) a description of the additional learning provision required by the person's learning difficulty or disability;
- (c) anything else that is required or has been authorised by or under Part 2 of the ALN Act.

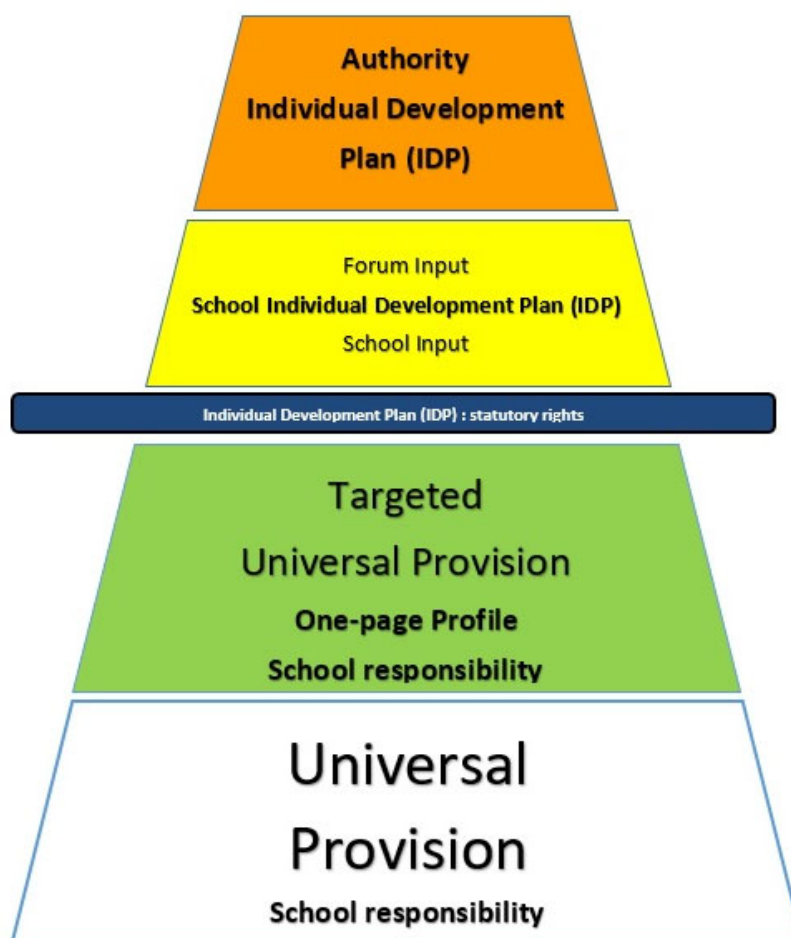
Reasons for preparing and maintaining an IDP and placing a pupil on School IDP level may include

- below average scores in literacy and numeracy or concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:
- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The ALN Co-ordinator and teachers will review the approaches to be taken, an Individual Development Plan (IDP) will be created by consulting with the child and parents. The IDP will be reviewed on a regular basis depending on need, and at least once a year. Pupils who have made significant progress and no longer have ALN will have their IDP ceased, and placed on a Profile with targets and regularly monitored.

The IDP is reviewed regularly by the class teacher and the ALN Co-ordinator. Meetings with parents are usually conducted by the class teacher and/or the ALN Co-ordinator. The role of the ALN co-ordinator with regard to IDPs is to ensure they are being reviewed as agreed and to co-ordinate a response from the school should there be a need for further screening, advice from an Educational Psychologist or further support from an external agency.

In accordance with the Additional Learning Needs (Wales) Code 2021, the school and the LA have adopted a graduated response in relation to children and young people with ALN, using a wide range of strategies. This means that the additional learning provision (ALP) should be at the lowest level necessary to meet the pupil's identified needs. The school makes full use of the resources available for them before, where necessary, bringing specialist expertise, to assist with meeting the ALN.



Graduated response triangle

8.2 School (Forum) Individual Development Plan

Following the strategic Review of the local authority, the ALN&I Integrated Service has been established. Access to the ALN&I Integrated Service is via the School (Forum) IDP.

Where a pupil's needs warrant intervention from the Additional Learning Needs and Inclusion (ALN&I) Service and external agencies, the ALN Co-ordinator will co-ordinate this so that they can advise on targets and accompanying strategies, provide more specialist assessments to inform planning and the indicators of a pupil's progress, give advice on the use of new/specialist strategies or resources, and in some cases provide support for particular activities. The reasons for placing a pupil on a School (Forum) IDP is that a pupil, despite receiving School IDP support:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below that of his/her peers.
- Continues to have significant difficulties in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or generally that of the class group.
- Warrants additional specialist equipment or regular advice/visits by a specialist service due to physical or sensory needs.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in the child's education. The School (Forum) IDP will set out new strategies for supporting the pupil's progress and these will be implemented, where possible, in the usual classroom setting. The Forum operates in accordance with the Service's Criteria in terms of access to and exit from the service.

8.3 Local Authority Individual Development Plan (Authority IDP)

Where children or young people have acute and complex needs, parents and carers or the school can make a request to the Local Authority for a Local Authority Individual Development Plan (Authority IDP). In the case of children and young people with acute and complex needs, a discussion about those needs is initiated through a County Moderation Panel. The Moderation Panel operates in accordance with the Service's Criteria in terms of access to and exit from the service.

The nature of the ALN and other circumstances may affect the decision to place a pupil on Authority IDP level, for example:

- the pupil has a low incidence or rare condition which requires specialism that the school cannot provide;
- to meet the pupil's needs, the school requires regular advice and support from a number of external agencies, which is over and above what can be reasonably arranged and accessed by the school;
- the pupil needs specialist equipment that can be used by one pupil only or that cannot be re-used or which is beyond the reasonable resources of the school;
- the child requires very intensive daily support which cannot be reasonably funded or secured by the school budget.

Pupils with ALN who are also looked after (LAC)

A pupil with ALN attending a mainstream school and is looked after receives a Local Authority IDP (rather than a School IDP); however, this does not affect the provision level noted in the IDP.

Pupils with ALN who are dual registered

A pupil with ALN who is dual registered receives a Local Authority IDP (rather than a School IDP); however, this does not affect the provision level noted in the IDP.

9. Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils, however, it is essential that the school has resources and facilities available to meet the pupil's needs and that the Educational Psychology Service can give advice on the best provision where appropriate.

The ALN Co-ordinator liaises closely with primary schools prior to the transfer of pupils to the senior school, and similarly with secondary schools prior to the transfer of pupils to the adult world, further education or the world of employment. Parents and carers will be given the opportunity to visit the school and discuss the provision. Pupils are given opportunities to visit the school on a regular basis.

10. Professional Development

The ALN Co-ordinator, with input from the headteacher, will monitor and evaluate our provision to identify the professional development needs of our staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or Performance Management objectives. Staff who attend training will cascade the information through staff or school meetings. The effectiveness of such professional development will be monitored and evaluated by the ALN Co-ordinator and this will be referred to in the school's self-evaluation. The ALN Co-ordinator will meet on a regular basis with the LA's ALN&I Service and the ALN co-ordinators from other schools.

11. Links with Parents and Carer

As a School, we feel strongly that input from parents and carers is crucial to the success of our pupils. We have an open-door policy. Parents and Carers are welcome to phone or visit the school in order to discuss any concerns or progress.

12. Links with LA Support Services and External Agencies

The School works closely with the LA support services and external agencies in order to ensure that we make appropriate provision for children with additional learning needs. Where it is necessary to contact external agencies, the Additional Learning Needs Co-ordinator will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- The local authority's ALN and Inclusion (ALN&I) Integrated Service
- The local authority's Educational Psychology Service
- Children and Families Services
- Speech and Language Therapy Service
- Youth Offending Service
- Occupational Therapy Service
- Physiotherapy Service
- Hearing and Visual Impairment Services
- Child and Adolescent Mental Health Services (CAMHS)
- Careers Wales
- Social Services

13. Reviewing and Maintaining ALN Procedures

ALN procedures will be kept under review by:

- Carrying out ongoing self-evaluation of ALN provision
- Identifying key areas for development in the school's improvement plan

Reviewing arrangements for children and young people with ALN may consider the following within the school:

- high quality differential teaching for individual children and young people
- additional learning provision for pupils with ALN
- effective systems for monitoring the progress and attainment of ALN pupils
- arrangements for including specialists in cases where it is appropriate to do so
- arrangements for reviewing the effectiveness of interventions used to support pupils with ALN, and the skills and expertise of staff
- arrangements for including children and their parents and carers at every stage

14. Complaints procedure

The school supports pupils and their parents and carers to raise concerns at the most local level possible, to discuss, explain and find solutions. If pupils and their parents and carers have a complaint concerning provision for their child, they should initially discuss this with the ALN Co-ordinator. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved, contact should be made with the governor who is responsible for ALN. If no solution is found, the Chair of Governors should be contacted and, finally, the Local Authority. Details on the local authority's arrangements for the avoidance and resolution of disagreements, requests for reconsideration and the right to appeal are available on the ALN&I Service website www.adyach.cymru.