

YSGOL WIRFODDOL EGLWYSIG Y MODEL

MODEL CHURCH IN WALES SCHOOL

Mission Statement

The Model Church in Wales School's mission is to work within a Christian ethos to nurture and develop all that is best in our pupils providing them with a sure foundation for their future.



Additional Learning Needs Policy

Policy confirmed by the Governing body of Model Church in Wales School on:

Date:

Signed: (Chair of Governors)

..... (Headteacher).

[Reviewed: 23rd April 2024 by the Policy Committee]

"Jesus our 'Model',
Helps us to share
Learning and Kindness,
Friendship and care"

ADDITIONAL LEARNING NEEDS POLICY

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ADDITIONAL LEARNING NEEDS (ALN) POLICY

1. Ethos of the School

- 1.1. The Model Church in Wales School is a Voluntary Aided School. Trusting in God we aim to:
- Ensure that each child realises his or her full potential
 - Meet the needs of individual children in a caring Christian environment
 - Develop mutually supportive links between home and school and Church and the wider community
 - Develop confidence, independence, and self-esteem, together with respect for all people
 - Provide high quality teaching and stimulating learning opportunities
 - Establish high expectations of attitude, behaviour and achievement
 - Prepare children for their responsibilities as good citizens and develop their awareness of their role in the wider community.

2. Introduction

- 2.1. This policy sets out the arrangements and procedures the Model School has in place to ensure that pupils who have Additional Learning Needs (ALN) are fully supported and included in our school community.
- 2.2. It has been drawn up according to the guidelines given in the 2001 Special Educational Needs Code of Practice for Wales which is based on the 1993 Education Act and which retains much of the original 1994 Code.
- 2.3. The policy interprets “additional learning needs” as being needs that a minority of children have for educational provision that is additional or otherwise different from the educational provision made generally for children of their age in school.
- 2.4. Such needs occur where a child has a significantly greater difficulty in learning than the majority of children of the same age due to having one or more of the following:
- General learning difficulties
 - A specific learning difficulty e.g. dyslexia
 - Emotional, social or behavioural difficulties
 - A disability or medical condition which creates barriers to learning
- 2.5. Additional learning need may also occur where a child has a special talent or aptitude in a particular area. (See More Able and Talented policy).

- 2.6. Over recent years approximately 25% of the children in our school have been identified as having additional needs of one type or another and so this policy clearly has a vital role to play and it is intended to form an integral part of our whole School Development Plan.
- 2.7. The fundamental principles underlying the policy are that:
- Every child with additional learning needs should have their needs met
 - The additional learning needs of children should normally be met in mainstream settings
 - The views of the child should be sought and taken into account whenever possible i.e. in the light of his/her age and understanding
 - Parents have a vital role to play in supporting their child's additional learning needs
 - Children with additional learning needs should be offered full access to a broad balanced and relevant education based on the National Curriculum offering variety of learning experiences through play and experiential activities and a language rich environment.
- 2.8. We regard the critical success factors for the policy to be:
- Early and accurate identification of additional learning needs
 - Appropriate differentiation in the classroom context
 - Effective channels of communication
 - Clearly identified roles and responsibilities of those involved in additional learning needs provision arrangements
 - Close co-operation and partnerships between all parties
 - Regular reviews and monitoring of interventions and pupil progress
 - Real commitment from all concerned to help the most vulnerable children in our school
 - A common understanding that we should have high expectations for our additional learning needs pupils both in terms of learning outcomes and the more general outcomes relating to self-esteem, self-confidence and well-being

3. Person Centred Planning

- 3.1. The school promotes a person-centred approach to planning. Personalising education is about recognising that every pupil with additional learning needs is an individual. By focusing on what matters to each individual child we can respond to their needs. Each pupil with additional learning needs can be taught and supported in the best possible way to ensure that they reach their potential.

4. Inclusion Statement

- 4.1. The Model School values all children equally whatever their abilities, needs or difficulties.
- 4.2. We seek to ensure full inclusion for all our children in every area of school life by responding appropriately to diversity.
- 4.3. Principles of inclusivity underpin all our policies and the ethos of the whole school but the Additional Learning Needs policy in particular directly reflects our commitment in this key area.

5. Access Statement

- 5.1. We endeavour to ensure full access for all pupils to the National Curriculum, extracurricular activities and school-based social opportunities, and to all school buildings and facilities.
- 5.2. We try to achieve this by:
 - Offering supported differentiation made according to identified need
 - Ensuring that all staff and other adults involved with pupils with additional learning needs are made aware of the nature and extent of their needs whenever this is appropriate
 - Providing full access to all school buildings and facilities and suitable resourcing of specialist equipment where this is needed to remove any barrier to learning or access.

6. Aims and Objectives

- 6.1. The aims of this policy are to create an environment and integrated system of support that meets the additional learning needs of each child experiencing such need.
- 6.2. The overall objective of the policy is to enable pupils with additional learning needs to develop fully and achieve the highest standards possible in their learning, personal development, self-esteem and general well-being.

7. Admission Arrangements for Children with Additional Learning Needs

- 7.1. Children who have been identified as having additional learning needs prior to joining our school are welcomed fully and warmly.
- 7.2. Our admission arrangements for such children do not differ from arrangements made for all other children other than that we:

- Ask parents and relevant agencies for all available information on the child's needs
- Invite parents to meet the Head teacher and the Additional Learning Needs Coordinator (ALNCO) to discuss provision and any special arrangements that need to be in place before the child joins the school
- Make clear our commitment to work in partnership with all concerned to ensure that the child feels welcome and is given appropriate support and encouragement right from the start

(Please refer to our Admission Policy for further information and to the section in this policy relating to Assessment and the National Curriculum)

8. Additional Learning Needs Roles and Responsibilities

8.1. *The whole school perspective*

In our school the Additional Learning Needs Policy is accepted as a whole school policy and all adults involved with our children are expected to adhere to it. The responsibility for the education of every child lies with the class teacher. Every teacher will ensure they are fully aware of all the needs of the children in their care. It is their responsibility to ensure that they, and any support staff they manage, are fully aware of the requirements of a child's statement or Individual Development Plan.

8.2. *The Additional Learning Needs Team*

Particular responsibilities for implementing the Additional Learning Needs Policy lie with our Additional Learning Needs Team, which comprises:

- The Head teacher
- The ALNCO (Additional Learning Needs Co-ordinator)
- The Additional Learning Needs Support Staff which includes both teaching and non-teaching staff
- The School Governing Body and in particular the Named Governor for Additional Learning Needs

Each of these has a specific role to play but all work in partnership with the class teachers, the child, the parents, the Local Authority and the relevant outside agencies.

8.3. *The role of the Head teacher*

The Head teacher leads the school Additional Learning Needs Team and has overall responsibility for additional learning needs arrangements throughout the school. In particular the Head teacher:

- Liaises closely with the ALNCO through regular meetings to ensure that an effective Additional Learning Policy is in place and that opportunities are provided for its successful implementation
- Advises the Governing Body on:

- Our Additional Learning Needs Policy
- Issues relating to funding and resourcing of Additional Learning Needs provision
- The school annual evaluation of Additional Learning Needs Policy
- Issues relating to the development and improvement of Additional Learning Needs provision throughout the school
- Works through the Local Authority Link Advisor for Additional Learning Needs and others to ensure that the Local Authority is:
 - Kept informed of any serious complaints relating to Additional Learning Needs pupils
 - Made aware of aspects of good practice in the area of Additional Learning Needs in our school
 - Made aware of any concerns the school has regarding resourcing of Additional Learning Needs requirements
- Arranges, chairs and reports on Local Authority Annual Review meetings held in respect of pupils who have an Local Authority Statement of Additional Learning Needs

8.4. The Role of the ALNCO

The overall role of the ALNCO is to:

- Draw up an Additional Learning Needs Policy and ensure that it is understood, accepted, reviewed and adhered to.
- Draw up and maintain a school Additional Learning Needs Register of all pupils identified at School Action, School Action Plus, and Notice in Lieu of statement and a Statement.
- Ensure that the Head teacher and staff are made aware of all pupils who have been placed on the Additional Learning Needs Register and of any changes that are made to it
- Advise and assist class teachers and support assistants on appropriate strategies and methods of differentiation for pupils with additional learning needs.
- Co-ordinate and develop school-based strategies for the identification, monitoring and review of children with additional learning needs which includes:
 - Carrying out appropriate tests and assessment of additional learning needs as part of the screening and monitoring process.
 - Collating additional learning needs assessment results and general class-based assessment results together with all other relevant information and using all such information to place children at the appropriate stage of provision (or, where appropriate to refer a child on for a full Statutory Local Authority Assessment).
 - Arranging and overseeing reviews of progress of pupils identified as having additional learning needs using a person centred approach.

The role of ALNCO is also to;

- Ensure that relevant Individual Development Plans (IDPs) written by class teachers are drafted and monitored and amended when necessary
- Manage an effective system for the maintenance, storage and retrieval of records kept on pupils with additional learning needs whilst maintaining pupil confidentiality.
- Liaise with external agencies and in particular with the Educational Psychology Service
- participate in Local Authority Annual Review Procedures
- Make arrangements with parents to meet teachers and support staff and, where appropriate, the Head teacher through an arranged meeting for the reporting of additional learning needs pupils' progress.
- Contribute to the in-service training of support staff
- Ensure that information on additional learning needs pupils is dealt with appropriately such that confidentiality is maintained at appropriate levels
- Liaise with the Governing Body through the named governor for Additional Learning Needs
- Participate in Person Centred Planning meetings in line with Local Authority guidance

8.5. *The Role of Additional Learning Needs Staff*

a) Class Teacher

The role of the Class Teacher is to:

- Implement Individual Development Plans devised for pupils who receive support at the level of School Action and School Action Plus (levels of provision are explained later in this policy).
- Identify Individual Development Plan targets with pupils and parents
- Ensure that each pupil in their class has a One Page Profile
 - Deliver and plan support for statemented pupils meeting the identified needs in that statement as it is a legally binding document of provision for that child.
 - Ensure effective liaison with class support staff
 - Access school resources and materials appropriate to the needs of their pupils
 - Check and record progress and concerns over continued difficulties

b) Learning Support Assistants (Level 3)

The role of Learning Support Assistants (L3) is chiefly to:

- Work with the teacher to create a purposeful, orderly and supportive active learning environment
- Contribute to the implementation of agreed learning activities/teaching programmes
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Assist with the development and implementation of Individual Development Plans.

c) Learning Support Assistants (Level 1)

The role of Learning Support Assistants (L1) is chiefly to:

- Work alongside a pupil or group of pupils with identified additional learning needs in mainstream classes support the class teacher's differentiation and assist in implementing IDP targets and programmes of work
- Liaise with the class teacher, support teacher and ALNCO
- Oversee the day to day well-being of the self-esteem in their pupil(s)
- Provide written reports on their pupil(s) progress/difficulties for review purposes if this is required in a person centred format

d) The Role of the Governing Body

The role of the Governing Body, and in particular, the role of the named Governor for Additional Learning Needs is to:

- Closely monitor the school's work on behalf of children who have additional learning needs and be aware of the school's procedures for making additional learning needs provision
- Do their best to secure the necessary provision and funding for additional learning needs pupils in the school
- Consult with the Head teacher over additional learning needs related matters
- Liaise with the ALNCO
- Report annually on the success or otherwise of the schools Additional Learning Needs policy

9. Identification and Assessment of Additional Learning Needs

- 9.1. We recognise that early identification of Additional Learning Needs is essential in line with Welsh Government statutory guidance in the Special Educational Needs Code of Practice and that pupil's progress thereafter should be carefully monitored in order to inform decisions about suitable provision and interventions.
- 9.2. We have therefore set in place a system for assessment and monitoring of additional

learning needs using the following

- A range of Local Authority recommended Reading Assessments and diagnostic tests coupled with the professional expertise of the class teacher
- Carmarthenshire Learning Assessment Profile
- Non Verbal Reasoning
- Carmarthenshire Behaviour Assessment Profile
- British Picture Vocabulary Scale Assessment
- Carmarthenshire Literacy Profile.
- Other assessments.

- 9.3. These tests and assessments are carried out in addition to the normal class-based assessments which are given to all pupils at various times in each school year. (Please refer to the Additional Learning Needs Year Plan at the end of this policy, which shows how the additional learning needs and class assessment schedules tie in with each other and with review procedures).
- 9.4. Additional learning needs assessment measures are selected according to a pupil's age and the nature of his/her difficulty.
- 9.5. Test results are always considered alongside other information provided by class teachers, parents and others when deciding on interventions. In this way we ensure that testing is part of a wider, holistic approach to assessment of additional learning needs that takes into account the whole child.
- 9.6. We are aware of the danger of over-testing children and the pressures that this can cause. Accordingly we only test for additional learning needs where there is a real, agreed need to do so, and we administer tests in a child-friendly manner.
- 9.7. Where appropriate i.e. according to a child's age and level of understanding, we explain why the tests are being given and how the results are intended to be used to help with his/her difficulties.

10. The Additional Learning Needs Register

- 10.1. The ALNCO maintains and updates a register of all pupils identified as having special educational needs.
- 10.2. The Additional Learning Needs Register includes the following information:
- The names, N/C Year Groups, and D.O.B. of children with Additional Learning Needs
 - Nature/category of the child's difficulties
 - Level of provision (School Action (SA) or School Action Plus (SAP) etc. - explained later in this policy).

- The nature of any resource allocation, in class provision and level of differentiation.
- 10.3. The Additional Learning Needs Register is used as a record of levels of additional learning needs provision in the school and also has a method for tracking children's progress through different levels of support. As such it is an important tool for evaluating the effectiveness of our Additional Learning Needs Policy. (See section on Evaluation of Additional Learning Needs Policy).

11. School Based Provision

- 11.1. Formal, school-based support for children identified as having Additional Learning Needs is delivered at three stage levels within the school – School Action, School Action Plus and Statemented provision.
- 11.2. Before a child is placed within one of the three staged levels of provision class teachers will have assessed the child's skills through teacher assessment and formal assessment (as previously explained in section 8). Additionally differentiated class teaching programmes and strategies will be utilised in response to any concern about his/her difficulties or progress.
- 11.3. Where such targeted differentiation has not resulted in significant progress for the child, teachers then inform the ALNCO and together the ALNCO, teacher and parents jointly decide whether to initiate formal support.
- 11.4. Where it is agreed that formal support is appropriate the child is then placed on the Additional Learning Needs Register at one of the staged levels of provision and formal interventions are initiated accordingly. Stage placements are made according to criteria explained later in this policy. (Refer to section on Criteria for Provision).
- 11.5. *(Stage 1) School Action (SA)*

At this stage:

- First the ALNCO and the Class Teacher collect all known information about the child from existing school records, from the parents and, with parental agreement, from any professional already or previously involved with the child. From this information appropriate targets will be formulated by the class teacher.
- This action is written up by the class teacher in the form of an Individual Development Plan that normally sets 2 or 3 short-term targets for the child.
- The Individual Development Plan is implemented by the teacher and/or by any existing learning support assistants under direction of the teacher within the mainstream setting.
- Progress is monitored and recorded onto the Individual Development Plan forms in the Outcome Section of the Individual Development Plan.
- A full review of progress is carried out at least twice yearly, although specific targets

may be revised and/or updated by the teacher before the review date.

- The review involves the class teacher and the parents. Depending on the progress the child has made, it is decided jointly whether to:
 - Move the child out of the SA stage
 - Keep the child at the SA stage and draw up a new IDP
 - Move the child to the next stage of support

11.6. (Stage 2) School Action Plus (SAP)

At this stage:

- The ALNCO, with agreement from the parents and consultation with the class / teacher, seeks advice for the class teacher, from the Educational Psychologist and/or from other external support services regarding new targets, new strategies or specialist materials to help the child further.
- A new, more detailed Individual Development Plan is drawn up by the class teacher in consultation with the ALNCO and the parents.
- The Individual Development Plan is implemented in the normal mainstream setting by the class teacher and/or a learning support assistant.
- The School Action Plus Individual Development Plan is reviewed three times a year, usually towards the end of each term although specific targets may be revised or updated before the review date.
- At the School Action Plus reviews the teacher, ALNCO and parents jointly decide:
 - To move the child back to the SA stage
 - To keep the child at the SAP stage
 - To recommend that the child be referred on for LA Statutory Assessment with a view to possible statementing.

Note

The school focuses on:

- Close consultative strategies involving the parents at every stage
- The class teacher taking the lead
- Involvement of the Educational Psychologist when necessary
- Implementation of support in mainstream class settings
- ICT support is normally included in the provision made at the 2nd stage (SAP), given in mainstream lessons and/or as part of the additional learning needs support sessions.

12. Local Authority Provision (Referral, Statutory Assessment and Statemented Provision)

12.1. Referral for Statutory Assessment (Stage 3)

- 12.2. Where a child is judged to require more support than that which can be offered through the school-based stages of provision then, with the agreement of the parents, the Head teacher requests the Local Authority to carry out a full formal Statutory Assessment of the child's additional learning needs.
- 12.3. Our school assists in the Local Authority's procedures for Statutory Assessment by supplying full educational advice, records and information relating to the school's interventions etc.
- 12.4. Where a child is subsequently made the subject of a Local Authority Statement of Additional Learning Needs the Head teacher ensures that provision for the child is set in place **at the level determined by** the Local Authority Statementing Panel.
- 12.5. Thereafter the Head teacher ensures that the school adheres to the Local Authority's procedures for the **Annual Review of the Statement** and related provision arrangements.

13. **Criteria for Additional Learning Needs Provision**

- 13.1. In our school we currently place pupils using the guidance given on the previous 2001 code of practice stages in the following way:
- SA -Stage 2 Criteria
 - SAP -Stage 3 Criteria
 - Referral for Statutory Assessment - Stage 4 Criteria

14. **Individual Development Plans and Additional Learning Needs Reviews**

- 14.1. Statemented children and all children receiving school-based provision have an Individual Development Plan, which is drawn up, by the class teacher at regular termly review meetings. The ALNCO is available for consultation at this point.
- 14.2. Individual Development Plans only record that which is additional to or different from the normal differentiated curriculum plan, which is in place for all children.
- 14.3. Most IDPs indicate:
- 3 or 4 short-term targets
 - Strategies to be used
 - The provision to be put in place
 - A date or timescale for review

- Success and/or exit criteria
- Outcomes (to be recorded by the time of the IDP review)

Individual Development Plans for statemented children are normally longer and more detailed in order to meet the requirements of the child's statement of Additional Learning Needs.

- 14.4. Specific targets within an agreed area are sometimes amended or updated before the review date as part of the ongoing monitoring of the child's progress, but major changes e.g. alteration of target areas, addition of totally new targets or strategies, are set after agreement during review meetings. This allows for flexibility whilst adhering to basic good practice in Individual Development Plan planning.
- 14.5. All Individual Development Plans are intended to be used as working documents and not simply as formal records. Staff therefore are expected to contribute comments and an evaluation as and when is appropriate.
- 14.6. Class teachers take the lead in writing Individual Development Plans. The class teacher normally writes the Individual Development Plans for pupils at School Action/ Plus and for any pupil with a Local Authority Statement of Additional Learning Needs. The ALNCO has responsibility to oversee all Individual Development Plan planning and all plans are planned in consultation with teachers involved. Outside agencies can be asked to advise on these if it is deemed necessary by the Head teacher or ALNCO to seek expert advice.
- 14.7. School Action, School Action Plus Individual Development Plans and Individual Development Plans for statemented children are reviewed and updated twice a year, normally in February and at the end of the school year. (Statements of Additional Learning Needs are also reviewed annually - see Section on Local Authority Provision arrangements).
- 14.8. Parents do not normally attend progress meetings held between staff but they are invited to attend Individual Development Plan review meetings with the class teacher and/or support staff. It is through this system that they are informed about their child's improvement or continued difficulty and are asked to contribute their own views. (Please refer to the Additional Learning Needs year plan at the end of this policy, which indicates the schedule that the school has in place for Review Meetings for parents).

15. Pupil Participation and Parental Involvement

- 15.1. We aim to foster full trusting partnerships with all children who are experiencing additional learning needs and their parents at every stage in our system of additional learning needs support and our commitment in this area underpins our whole Additional Learning Needs Policy.
- 15.2. Specific strategies and mechanisms we have in place to allow for pupil participation and parental involvement are outlined in the previous section of this policy dealing with Individual Development Plan reviews.

- 15.3. In addition to these strategies we also operate an “Open Door” system whereby children and parents are invited to meet with the ALNCO should they wish to discuss any concerns. They are always welcomed openly and warmly and the ALNCO makes every effort to resolve problems or refer matters on as quickly as possible.

16. Maintenance and Retrieval of Records/Issues of Confidentiality

- 16.1. Records kept on additional learning needs pupils are stored in Pupil Profile Files. These include:
- Individual Development Plans
 - Records of review meetings and/or Records of parental concern/parental views
 - Local Authority Annual Review records (where applicable)
 - Records of Additional Learning Needs and Class Assessment Results
 - Additional Learning Needs Stage Placements records (SA, SAP records)
 - Information received from outside agencies (e.g. Health, Occupational Therapy, Speech and Language Therapy etc.)
 - Referrals, advice and assessment made to and received from the Educational Psychology Service
 - Local Authority Statements of Additional Learning Needs (where applicable)
 - Relevant correspondence and other additional information
- 16.2. Involved staff have access to the Additional Learning Needs files but in the interest of maintaining confidentiality, they are stored securely in a locked filing cabinet in the class teacher’s classroom
- 16.3. Any particularly sensitive information about a child is kept in a locked filing cabinet in the Head teacher’s office.
- 16.4. Records relating to a pupil’s additional learning needs are transferred when a child moves subject to prior parental agreement.
- 16.5. Pupils assessment data is shared with the Local Authority as part of the IDP/Statementing Review process.

17. Additional Learning Needs Children and the National Curriculum

- 17.1. In line with the Access Statement in this policy and with the very clear guidance on access given in the new Additional Learning Needs Code of Practice, our systems for intervention and support are designed to ensure the fullest possible access to the National Curriculum.

- 17.2. Where a child experiences very significant difficulties in developing the crucial Key Skills needed for basic Literacy and Numeracy acquisition, we do feel there is a case to be made for some degree of withdrawal so that essential remediation can be offered.
- 17.3. Accordingly some groups (usually small groups of KS2 children at the School Action Plus or Statemented stages of support) are withdrawn for very short periods once or twice a week for intensive, specialist help. There is also provision in the school for the setting up and development of Nurture Groups.

18. Modifications/Concessions to the National Curriculum

- 18.1. Where it is considered to be appropriate pupils with additional learning needs are allowed extra time to complete tasks e.g. in formal tests and assessments.

19. Disapplication from the National Curriculum

- 19.1. Disapplication from any part of the National Curriculum is only made if there is a requirement to do so set out in a Local Authority Statement of Additional Learning Needs. Any such disapplication is therefore the responsibility of the Local Authority rather than that of the school.

20. Special Facilities (Buildings)

- 20.1. Our school buildings fulfil the requirements of the Disability Discrimination Act to ensure full access to anyone with a disability:
- Access to buildings from outside is provided by ramps and flat pathways
 - Internally all floor surfaces are even to allow for wheelchair access to all areas
 - We also have toilets available to people who have a disability

21. ALN Resourcing/ Funding Arrangements

- 21.1. Funding in respect of pupils with statements pays for Learning Support Assistant support. Additional Funding for School Action and School Action Plus pupils is decided on the basis of a Local Authority formula which takes account of Free School Meals provision.

22. Transfer/Transition Arrangements

- 22.1. Records are given on academic attainment in the core areas of the National Curriculum (Teacher assessment of National Curriculum Levels/outcomes attained).
- 22.2. During the term prior to the transfer of a pupil to another school, usually when a pupil

transfers to Secondary School, the school ALNCO meets with the receiving ALNCO to discuss individual needs of any Year 6 child at School Action and School Action Plus stages of provision. Records of a child's additional learning needs will be passed on with the agreement of the parents or carers.

- 22.3. During Year 6 all pupils visit their new schools in a planned schedule of visits and in addition to this, extra visits are organised for Additional Learning Needs pupils where this is thought to be helpful.
- 22.4. In the case of any Year 6 child with a Statement of Additional Learning Needs the receiving ALNCO is invited to attend the Year 6 Annual Review meeting and also a further "Transition" meeting. During these meetings arrangements for transfer are finalised and the child is given the opportunity to discuss any concerns or worries he/she may have about moving on.

23. Links with other Policies

- 23.1. This policy has clear links with many other school policies including:
- Equal opportunities
 - Data Protection
 - Inclusion
 - Health and safety
 - Subject Policies
 - Accessibility

These policies should therefore be read alongside our Additional Learning Needs Policy.

24. Links with Outside Agencies

- 24.1. We maintain close links with the following agencies
- Educational Psychology Service
 - Family Support Team
 - Carmarthenshire Social Services
 - Women's Refuge
 - Team Around the Family (TAF)
 - Hywel Dda University Health Board
 - GPs
 - The School Nurse

- ERW

25. Complaints Procedures

25.1. There is a school complaints procedure.

26. ALN Policy Evaluation/Monitoring Arrangements

26.1. We are committed to ensure that our school keeps abreast of current thinking and good practice in the area of additional learning needs and that the best possible use is made of available funding.

26.2. In the light of this the following measures are used to update, monitor and evaluate this policy:

- During the year the ALNCO and Head teacher monitor our Additional Learning Needs Register placements and the movement of children through and between the different levels/stages of provision. This gives an indication of the success or otherwise of our support systems and the progress of individual children
- The ALNCO also considers and gathers information on the success of the Additional Learning Needs policy from teachers, parents and children through our review and in meetings with the Educational Psychologist and other professionals during the year
- The ALNCO passes on all information relating to additional learning needs evaluation to the Head teacher in regular meetings throughout the year and to the Governing Body through annual meetings with the named governor for additional learning needs
- The Head teacher reports any current additional learning needs developments, good practice and any areas for concern to the Governing Body throughout the year
- The Governing Body carries out its role and responsibilities regarding additional learning needs in the school in the light of all the information received from the Head teacher and ALNCO (see section on the role of the Governing Body earlier in this policy)
- The Annual Governors' Report to parents forms part of the evaluation process and includes information on the overall success or otherwise of the Additional Learning Needs Policy, any significant changes made to the policy, additional learning needs resource allocations and the effectiveness of additional learning needs systems of identification, assessment and monitoring of pupils

27. ALN Year Plan for Reviews, and Assessment

September/October

- IDP Planning by class teachers for all pupils on ALN register
- ALN Register Update and Review/Evaluation
- First information sharing with parents (all pupils with additional learning needs)

November

- Local Authority Transitional Annual Reviews Y6 pupils

January/February

- Class Half Yearly Assessments
- Second Information sharing and review with parents (all pupils with additional learning needs)
- SA /SAP/ST Teacher Reviews - IDP planning and amending

May/June

- Additional Learning Needs Annual Assessments
- End of Year Class Assessments

July

- Register Placement Reviews (SA/ SAP)
- Information sharing with parents - School Reports (and meetings if required)
- New ALN Register prepared for the following year.

*Local Authority Annual Reviews will take place during the course of the Year as indicated by the Local Authority.