



# Blaendulais Primary School Additional Learning Needs Policy



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **School Context**

Blaendulais Primary school is situated in the village of Seven Sisters. There are 3 mixed year group classes (this includes morning nursery sessions).

In addition, Blaendulais has a Learning Support Centre [LSC] providing education for 17 pupils from across the local authority. There are two classes within the LSC. This provision caters for pupils with moderate learning needs (Cognition and Learning). Pupils in the LSC have a Local Authority maintained IDP.

## **Introduction**

This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. Learners are entitled to be educated alongside their peers.

The school population at Blaendulais is thriving and our school is fully committed to meeting the needs of all pupils with Additional Learning Needs so far as is reasonably practicable. We endeavour to cater for all children with a range of strategies and support.

In meeting these responsibilities, Blaendulais Primary School will have due regard to the Additional Learning Needs and Education Tribunal (Wales) Act 2021 (legislation that commenced in all mainstream schools across Wales from January 2022), as well as to the UN Convention on the Rights of the Child (UNCRC).

## **Admission Arrangements**

The school adheres to the admission policy of the LA. The admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a LA maintained IDP, separate arrangements apply giving priority to his/her school placement.

At Blaendulais Primary School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Medical conditions.

## **Definition of Additional Learning Needs**

The Additional Learning Needs and Education Tribunal (Wales) Act 2021 specifies that a learner has ALN if:

- (a) he or she has a learning difficulty (has a greater difficulty in learning than the majority of others of the same age) or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) **and**
- (b) the learning difficulty or disability calls for additional learning provision (educational or training provision that is additional to, or different from, that made generally for others of the same age).

Blaendulais Primary School accepts this definition of Additional Learning Needs.

Learners are not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

In the application of the above definition of additional learning needs, some learners may have a greater difficulty in learning however this does **not** call for an additional learning provision. If this is the case then the learner **does not** have additional learning needs, and their needs will be catered for using the school's inclusive learning provision. Further information about inclusive learning provision and additional learning provision can be found below.

### **Inclusive Learning Provision and Additional Learning Provision**

**Inclusive learning provision (ILP)** is provision that is in place to support learners who may or may not have additional learning needs. This might include, but not limited to, differentiated work within the classroom, generally available intervention and catch-up session, reasonable adjustments within the classroom (such as assistive technology) or a key person with whom they are able to check in with. The inclusive learning provision that is in place for a learner will be kept under review to ensure that it is successfully catering to the learners needs. If a learner is supported exclusively with inclusive learning provision (that is, they do not require any additional learning provision) then they do not have additional learning needs under the additional learning needs and education tribunal (Wales) act 2021, and would not have an individual development plan. The inclusive learning provision that a learner is receiving will be made known to parents/carers in writing when this provision is put in place.

**Additional learning provision (ALP)** is provision that is additional to, or different from, the provision that is generally made available for all learners within the school. Additional learning provision is generally over and above what would be applied for the majority of learners within the school, and if in place will mean that a learner does have additional learning needs, and requires the learner to have an individual development plan. This provision might, but not in all cases, be put in place if an inclusive learning provision has not been successful, and therefore additional support is required. Additional learning provision might include, but not limited to, direct support from external education or health agencies or bespoke intervention sessions to support a particular need. Additional learning provision will be kept under review in the form of individual development plan reviews, which will take place at least annually. Further information about individual development plan reviews can be found in the individual development plan section of this policy.

### **Principles and Values**

In providing for those pupils defined as having Additional Learning Needs, Blaendulais Primary School seeks to:

- Ensure all pupils are valued equally and fairly and accept that all pupils are the responsibility of all staff.
- Maximise the potential of each child by nurturing positive attitude to learning and providing a supportive environment.
- Encourage the development of positive self-esteem.
- All children are entitled to a relevant and high quality education designed to enable all pupils to participate fully in society and to contribute to and benefit from it.
- All children have a right to a broad, balanced, relevant and differentiated yet challenging curriculum which demonstrates progression and coherence.

- Ensure that all pupils are considered individually so that the programme of study they follow is relevant to their needs.
- Actively seek the support and involvement of parents in achieving educational targets by working in partnership in a pupil-centred way, involving pupils in decisions regarding their progress.
- All teachers understand their responsibilities for meeting all pupils' individual needs.
- Endeavour to identify Additional Learning Needs as early as possible and organise and manage support for those needs as soon as is practicable. This will include ensuring that an individual development plan is put into place for a learner with Additional Learning Needs within 35 school days.
- 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.
- Aim to endeavour to identify gifted individuals specific strengths and ensure they receive a challenging curriculum
- Work proactively with the local authority and other agencies, including social services, parent/carer support groups, education psychologists and medical services in identifying, assessing and supporting additional learning needs
- Maintain and develop a range of expertise within the school for all staff to ensure that all staff have a good understanding of additional learning needs and how to support these within the school setting
- Monitor, review and evaluate policy and provision on a regular and systematic basis.

#### **Allocation of Resources**

Teaching Assistants are funded from the general school budget. In some cases, a small proportion of one-to-one support for pupils with LA maintained IDPS, can be funded by the LA, but this is in retrospect. Teaching Assistants also lead individual and small group support sessions to meet the aims of targets within Individual Development Plans.

To include pupils who are designated as having additional learning needs, the school provides:

- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to include specific needs
- Specialist equipment as required.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

#### **Roles and responsibilities.**

Blaendulais Primary School believes that to successfully meet the needs of learners with additional learning needs, strong partnership between all those involved is required. This includes, but not limited to, learners, parents/carers, staff, the local authority and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication that can be easily understood by all. We believe in the importance of person-centred practices, and work to ensure that the learner is at the centre of all decisions that are made, hearing the opinions of all those who work with the learner.

## **The Governing Body**

The governing body, with the head teacher and staff, has agreed this policy and the procedures for meeting the needs of those pupils with additional learning needs. The governing body determine the staffing and funding arrangements, and generally oversee the school provision and work.

The governing body, via it's additional learning needs governor (Mr E. Lewis) monitors the school's work closely on behalf of the learners with additional learning needs. The governing body reports annually to parents/carers on the school's policy on additional learning needs, along with any changes or amendments that are required.

The governing body of Blaendulais Primary School endeavours to:

- ◆ Do its best to ensure that the necessary provision is made for any pupil who has additional learning needs or emerging additional learning needs
- ◆ Ensure that all staff within the school have a good understanding of additional learning needs, and how best to support the learners within the school. This responsibility may be delegated to the additional learning needs coordinator
- ◆ Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have additional learning needs, and have the appropriate skillset in order to do this
- ◆ Ensure that a pupil with additional learning needs joins in the activities of the school, together with pupils who do not have additional needs, so far as is reasonably practical. This should be compatible with the learner receiving the provision their learning needs call for, and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

## **Head Teacher**

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for learners with additional learning needs. The head teacher will keep the governing body fully informed on additional learning needs issues. The head teacher will also work closely with the additional learning needs coordinator, to ensure that the principles of this policy are carried out within the school setting.

## **Additional Learning Needs Coordinator (ALNCO)**

The ALNCO, with the head teacher, plays a key role in determining the strategic development of the additional learning needs policy, as well as the provision in the school in order to raise the achievement of learners with additional learning needs.

The ALNCO will take the day-to-day responsibility for the operation of the additional learning needs policy, and coordinates the provision for individual learners, working closely with staff, parents/carers and external agencies. The ALNCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for those learners with additional learning needs.

Through analysis and assessment of learners' needs, by monitoring the quality of teaching and standards of pupils' achievements, effective outcome setting and implementing appropriate provision, the ALNCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The principle responsibilities for the ALNCO include:

- ◆ Overseeing the day-to-day operation of the additional learning needs policy
- ◆ Coordinating provision and additional support for learners

- ◆ Liaising with, and advising, teachers to ensure the needs of pupils with additional learning needs are met throughout all the subjects of the curriculum.
- ◆ Supporting teaching assistants
- ◆ Overseeing the records of all learners with additional learning needs
- ◆ The administration of reviews, individual development plans and the additional learning needs register
- ◆ Regularly review and monitor provision for pupils with additional learning needs within the school
- ◆ Liaising with parents/carers of learners with additional learning needs regarding learners' needs
- ◆ Contributing to the in-service training of staff to ensure staff have a good understanding of how best to support learners' needs
- ◆ Meet termly or when necessary with designated ALN Governor
- ◆ Liaising with external agencies, including the local authority, education psychology services, health bodies, social services and other external agencies.

### **All Teaching and Non-Teaching Staff**

All staff are involved in the development of the school's additional learning needs policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with additional learning needs. Class teachers are fully involved in providing for the needs of the learners in their care, contributing to the writing of individual development plans, collecting additional information for the additional learning needs coordinator and other agencies, and in delivering the inclusive learning provision (ILP) across the school. Class teachers are responsible for setting suitable learning challenges, appropriately differentiated to suit the needs of all learners, responding to learners' diverse needs, for overcoming potential barriers to learning and for monitoring learners' progress. Class teachers also have a responsibility in the identification of additional learning needs, ensuring that possible additional learning needs are reported to the ALNCO in a timely manner.

Teaching assistants should liaise with the class teacher and ALNCO on planning of support and provision within the classroom, as well as progress that learners are making.

### **Parent Partnership**

At Blaendulais we believe the school is an integral part of the local community and value highly the contribution and involvement of parents and grandparents. We welcome the opportunity to listen to parents and those with parental responsibility and to discuss with them any concerns. We actively encourage involvement in classrooms and participation in home-school projects. With regard to children with Additional Learning Needs, we aim to take account of the wishes, feelings and knowledge of parents at all stages in order to make informed assessments of individual needs and to record responses to a variety of carefully planned actions.

In Blaendulais parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. Parents will be informed of support which is being provided. The school will adhere to Neath Port Talbot Council's Decision Making Process to identify ALN and will keep parents informed during each stage.

When a learner is in care, the carers are accorded the same rights and responsibilities as parents, and will be offered the correct support in their individual circumstances.

Blaendulais Primary School endeavours to support parents/carers so that they are able to:

- ◆ Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- ◆ Understand how the additional learning needs system of the school operates, and know how they are able to access further help and support with this should this be required
- ◆ Have knowledge of their child's entitlement within the additional learning needs framework, and know where to access more information about support should this be required
- ◆ Understand procedures and documentation, both from school, the local authority and external educational agencies
- ◆ Make their views known about how their child is educated
- ◆ Have access to information, advice and support during assessment and any related decision-making process about additional educational provision
- ◆ Access information that is shared in a format that is suitable to them.

Parents/carers are strongly encouraged to speak to the school in the first instance about concerns they have regarding additional learning needs, so that these concerns can be addressed in a timely manner appropriate to the needs of the learner in a pupil-centred way. Parents/carers are also encouraged to seek help and advice from the local authority's Additional Learning Needs Support Service (ALNSS) if this is required, who should provide support, information and relevant training. Further information about the help and support that can be provided by ALNSS can be found on the ALNSS website. Should parents/carers have concerns and are not able to access the help and support that they need from school or the local authority, they are also able to access this from SNAP Cymru (an independent advocacy service), and further information about this can be found on the SNAP Cymru website.

Parents/carers can find a learner moving through the various stages of the additional learning needs process difficult, and sometimes complicated. Therefore, we endeavour to provide extra support to parents/carers as needed, to ensure that there is a good understanding of the process, timescales and what this will mean for the learner. Parents/carers have the legal right to request this from the local authority, however discussion with the school before this is always highly preferable so that these concerns can be addressed quickly and effectively. More information about the additional learning system can be found on the NPTCBC website.

Parents/carers are informed of the Additional Learning Needs policy implementation and any changes to the policy in the annual governors' report. This policy is available to parents/carers on request, as well as on the school website for ease of access. Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. If necessary the school will seek to engage the services of a translator or interpreter.

### **Identification**

The school will always discuss concerns about pupils with parents, ensuring they are kept updated of how needs have been identified, what support is in place and how we endeavour to support their child. Through pupil centred reviews, additional learning needs can be identified, meeting the criteria outlined in the definition of ALN section of this policy (Page 1).

The school informs parents/carers when additional learning needs are first identified in writing, providing information on how the needs have been identified, and will keep parents/carers informed of any changes. The school will also encourage parents/carers to participate in decision making from the outset, and throughout their child's educational time at the school.

We are open and responsive to expressions of concern by parents/carers, and take account of any

information that parents/carers provide about the learner to take a holistic approach to the planning of support for the learner. This will be completed in a pupil-centred way to best support each pupil.

### **Monitoring Learners' Progress**

The progress of all pupils is monitored throughout the school year by class teachers. Where the class teacher is concerned about a learner's progress, this will be shared with the ALNCO who will look at putting further support in place for learners

Monitoring of progress will be used to identify whether a learner has emerging additional learning needs which will be supported using inclusive learning provision or additional learning needs that require an additional learning provision to support.

Information to support the monitoring of progress is available within school in respect of the effectiveness of the support available for pupils identified. It is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching
- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Person Centred Planning tools
- Target setting
- Pupil progress

### **Emerging Additional Learning Needs**

In order to meet the needs of individual learners it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, using a range of strategies such as differentiation, reasonable adjustments and other inclusive learning provision methods. A learner who exclusively accesses inclusive learning provision (that is, they do not require additional learning provision to support their needs) does not have additional learning needs, as their needs can be catered for within the classroom setting, as well as some catch-up additional sessions. The additional learning needs coordinator will help and support the class teacher in their application of the inclusive learning provision.

The learner's parents/carers will be kept informed of class teachers' concerns, and parents/carers will be encouraged to contribute their knowledge and understanding of the learner and raise any concerns they may have. This communication will take place either at parents' evenings, or might take place through meetings with the additional learning needs coordinator.

The inclusive learning provision that a learner receives will be kept under review to ensure that the learner is making progress. Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- ◆ Closes the attainment gap between the learner and the peer group
- ◆ Prevents the attainment gap growing wider
- ◆ is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- ◆ Matches, or betters, the learner's previous progress
- ◆ Demonstrates an improvement in self-help, social or personal skills
- ◆ Demonstrates an improvement in the learner's behaviour

If a learner is making progress then the inclusive learning provision will remain in place, until such a point that this can be removed as it is no longer required. If the inclusive learning provision is not suitable to a

learner's needs this might lead to the conclusion that the pupil requires help over and above that which is normally available within the classroom, and will require additional support in the form of an additional learning provision. In cases where additional learning provision is required then a learner will be placed on the additional learning needs register, and an individual development plan will be produced through pupil-centred planning. Where it is identified that a learner has additional learning needs then parents/carers will be told in writing of this decision, with information about how they are able to get more help and support if this is needed, along with information about how to appeal the decision.

### **Additional Learning Needs – School Based Individual Development Plans**

When the additional learning needs coordinator identifies a learner with additional learning needs, the additional learning needs coordinator will write to parents/carers to let them know of this, and will arrange a meeting in order to discuss these needs and how the school is able to support. This will happen when a learner, who has been receiving inclusive learning provision, is not making progress, and requires an additional learning provision in order to support their needs.

A school based individual development plan will be developed by considering views of the learner and all those who work with the learner. From the time that the need is identified, the school will have a maximum of 35 school days in order to produce and share the individual development plan. It is possible for learners and parents/carers to comment on changes that are needed to the plan, to ensure that all are happy with how the needs will be supported. Information will also be provided when the individual development plan is shared about how to appeal any decisions, and where additional help and support can be found.

The individual development plan will record only what is different from, or additional to, the differentiated curriculum, and will be written concisely. This plan will be written in a way that is easy to understand to all who read it and are involved in using it.

At times it might be important for the school to seek further help and support from external agencies. This might be important for looking at the next stages of support for a learner, or for supporting with the development of the outcomes within the IDP. External support might also come in the form of an external agency working directly with a learner.

Where the school seeks help from external support agencies, the following points are taken into consideration.

- ◆ The support agencies need to see the learner's records to establish which strategies, inclusive learning provision and additional learning provision have been employed, and the successfulness of these
- ◆ The support agencies can advise on new and appropriate outcomes for the learner's individual development plan and accompanying strategies
- ◆ The outcomes set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, an educational psychologist could be required for this
- ◆ The additional learning needs coordinator, class teachers and any other member of staff who work with the learner, along with the external specialists, consider a range of teaching approaches, appropriate equipment, and teaching materials, including the use of ICT and assistive technology.
- ◆ The external specialist might act in an advisory capacity, assess the learner or be involved in teaching the learner directly.
- ◆ In some instances, improved management, based on advice from health professionals, might reduce the learner's additional learning needs considerably.

## **Individual Development Plan Reviews**

Individual development plans must be reviewed annually, though there will be instances where certain learners will require more frequent reviews. The review meeting should be organised by the additional learning needs coordinator. Learners, parents/carers and any external agencies who work with the learner are invited to the review, and their views on the learner's progress should be sought. If there are reasons that a learner or parent/carer are not able to attend a review meeting then their views should be sought, and these should feed into the review with the same weighing as if they were to attend. However, the school will put in all measures possible to arrange dates and times that are appropriate for all who should attend. Views from learners and parents/carers should be sought in a person-centred way.

In some reviews it might be decided that there are no changes to be made to the plan, and so therefore the new plan will be shared with parents/carers that will be the same as the plan before. In this meeting a new date will be set for when the plan will be reviewed again. This must take place within the next 12 months.

In some reviews it might be decided that changes are required, and the additional learning needs coordinator will then make these changes in a timely manner, and will share the new plan for learners and parents/carers. A letter accompanying the new plan will explain how parents/carers are able to appeal any of the changes within the plan, however as decisions are made within the meeting taking into consideration everyone's thoughts and wishes then these situations should be rare.

## **Additional Learning Needs - Local Authority Maintained Individual Development Plan**

The Additional Learning Needs of the majority of learners should be met effectively through Inclusive Learning Provision or additional learning provision as outlined on a school based individual development plan. However, in a small number of cases, where the progress of a learner remains a significant cause for concern after inclusive learning provision and additional learning provision has been put in place the learner, parents/carer and school are able to ask the local authority to consider a local authority maintained individual development plan. The local authority seeks evidence from the school that additional learning provision has been implemented over a period of time and has been unsuccessful. The local authority will require information about the learner's progress over time and clear documentation on the learner's additional learning needs and the action taken to support with these needs.

When investigating whether a Local Authority Maintained Individual Development Plan is required to support a learners' needs, Blaendulais Primary School are required to provide -

- ◆ The school's actions in relation of additional learning needs
- ◆ Review records for a learner with additional learning needs
- ◆ The pupil's health, including medical history where relevant
- ◆ Evidence of progress over time
- ◆ Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- ◆ The views of the parents/carers and learner
- ◆ Evidence of the involvement of other professionals
- ◆ Any involvement of Social Services or Education Welfare Service
- ◆ Any PCP work that has been carried out in assessing a learner's ALN
- ◆ Samples of a learner's work

The description of the learner's learning needs and progress, with information about the ALP in place, forms the basis on which the local authority can consider whether a local authority individual development plan is required. When consideration is being made as to whether an individual development plan is required then a member of staff from the local authority would be invited to attend a review meeting in order for the views and wishes of all who support a learner to be heard.

A local authority has 12 weeks in order to make a decision as to whether or not a learner requires a local authority maintained individual development plan, and to produce and share this plan.

### **Blaendulais Learning Support Centre**

Blaendulais Primary School has a Learning Support Centre for pupils with moderate learning difficulties (Cognition and Learning needs). All pupils in the Learning support centre have a Local Authority IDP and have been placed in the provision by the Authority's ALN panel.

The Learning Support Centre aims to function as an intensive placement for children whose moderate learning difficulties constitute their primary need. The policy of the Learning Support Centre is to involve the children as much as is appropriate and according to parental agreement, in mainstream education. The Learning Support Centre provides structured, intensive support for children with ALN. Financial resources for the Learning Support Centre are separate to that of the mainstream Additional Learning Needs budget. Funding for the LSC is based on 17 planned places.

We endeavour to provide:-

- accessibility of materials across year groups to enable pupils to work at an appropriate level, be it higher or lower than that of the peer group
- accessibility of resources
- opportunities for integration between our Learning Support Centre and mainstream classes
- strong links with parents e.g. Home School books, Class Dojo, regular coffee mornings and events.

### **Integration**

Children attending the Learning Support Centre integrate socially with their mainstream peers at mealtimes and break times every day. At present there are always two members of staff on duty at break times to ensure adequate supervision. Children from the Learning Support Centre also integrate socially with their peers for assemblies and singing practices and for whole school or key stage events including school educational visits. Some children from the Learning Support Centre also integrate for specific lessons/subjects. Reversed integration is also in practice and happens where appropriate. With regard to the daily curriculum, each child attending the LSC has a Local Authority IDP which details the amount and type of support provided for each child. All other children entered on the school register of children with Additional Learning needs are educated alongside their peers in mainstream, with appropriate support from Teaching assistants.

### **Inclusion**

The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors. School has access for the disabled at all entrances and can provide toilet facilities. There is a disabled facility with wheelchair access within the Infant Department. This consists of specially adapted toilet, shower, changing bed and wash-hand basin. The junior department consists of a specially adapted toilet and shower. When required, the needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure that full access to the curriculum is available.

## **Communication**

The Additional Learning Needs Coordinator maintains detailed records of all pupils on the additional learning needs register. All teaching staff have a copy of this additional learning needs policy and access to the register in a secure way. All documentation relating to additional learning needs is available to all teaching and support staff if required and there are clear lines of communication between all staff and the additional learning needs coordinator so that additional support and guidance can be provided in ensuring that all learners have the best possible support.

Throughout all additional learning needs processes parents/carer and learners are kept up-to-date with the support that is in place, and reviews take place for this to be discussed. Communication can take place in many forms, including in-person, telephone conversations, in-person and online meetings or email, however if any changes are taking place in terms of the provision that a learner is receiving then a letter will be produced and sent to parents, either electronically or in the post.

## **Evaluation**

This policy will be the subject of continuous review by the governing body, head teacher, additional learning needs coordinator, teaching staff and non-teaching staff.

## **Complaints Procedures**

In the first instance, parents'/carer' complaints about the provision or organisation of additional learning needs are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to the additional learning needs provision, the local authority should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to an additional learning needs tribunal at any stage, and information regarding this can be sought from the local authority. Further information regarding this can be found on the NPTCBC website.

More detailed information can be found in the Additional Learning Needs and Education Tribunal Act (Wales) 2021, which is the document that Blaendulais Primary School has adopted to work with in its entirety.

## **Other Professionals and Support Services**

The school works closely with other agencies to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to/involved with the school

- Educational psychology
- Curriculum Support
- Pupil parent support
- Education Welfare Service
- Emotional and behaviour support
- Health services
- Hearing impairment
- Visual Impairment
- Home education
- Social services
- Speech, Language and Communication
- Child and Adolescent Mental Health Services (CAMHS)

- Voluntary organisations: S.N.A.P., APHASIC, ADHD Society

A directory of contacts, addresses and telephone numbers is available at the school.

### **Links with other schools**

Blaendulais is part of a cluster group of Primary Schools for Llangatwg Comprehensive which is supportive and welcoming. In Year 6 children are given opportunities to visit the Comprehensive School (A small minority may choose to attend alternative schools).

When a child transfers from the Learning Support Centre to a new placement, a preliminary visit is made by the child to their new school. There is always an exchange of information amongst the professionals involved. Wherever possible, a key professional will make a visit from the new school.