



Additional Learning Needs Policy

Review Date	September 2025
Reviewed By	Headteacher, ALN Cos & Governors
Next Review	September 2026

Approved By:

Head Teacher Date

Chair of Governors Date:

Gnoll Primary School

POLICY FOR ADDITIONAL LEARNING NEEDS

The Policy uses the Additional Learning Needs and Education Tribunal Wales (ALNET) 2018 Act which provides new legislation for supporting children and young people with ALN, and is accompanied by a mandatory Code. The aim of the new approach, as stated in the Code is as follows:

'To support the creation of a fully inclusive education system where all children and young people 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. At Gnoll Primary School we believe that:

- *All children are entitled to a relevant, inclusive and high-quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.*
- *Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of methods of access including skilled staff, specialist equipment and resources.*
- *Pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education. With regard to these beliefs, the following document outlines the provision available at The Gnoll Primary School*

THE MANAGEMENT OF ADDITIONAL LEARNING NEEDS

The ALN coordinator has the responsibility for the day-to-day operation of the Additional Learning Needs policy with regard to mainstream pupils. Due to the needs of the school, there are three ALNCOs in post with responsibility for Lower School; Upper School and LSC.

The ALN Coordinators will:

- Oversee the running of the provision for pupils with additional learning needs including in class, small and individual pupil support.
- Oversee the work of the Teaching Assistants supporting ALN pupils and organise relevant training and support as required.



- Maintain the school's register of pupils with additional learning needs and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents/carers and outside agencies.
- Ensure annual reviews for pupils with statements are completed
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Liaise with class teachers and subject coordinators to ensure the needs of pupils with additional learning needs are met across the curriculum.
- In line with the school's professional development policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Meet regularly with the designated ALN governor.
- Liaise with the Head teacher and teacher in charge of ASD Learning Support Centre to provide an annual report for the designated ALN Governor and 'Governors' Report to Parents'.
- Where necessary, refer pupils to the relevant outside agencies including OT, Educational Psychology, ALN Support Team, School based counselling, CAMHS etc

ADMISSION ARRANGEMENTS

The school adheres to the admission policy of the Authority. The school's 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 statement of educational needs, separate arrangements apply giving priority to his/her school placement.

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

INCLUSION

The school is committed to inclusion and has a Strategic Equality Plan.

MANAGEMENT OF THE LEARNING SUPPORT CENTRE FOR CHILDREN WITH AUTISTIC SPECTRUM DISORDERS

The Teacher in charge of the ASD Unit has the responsibility for the day-to-day operation of the Additional Learning Support Centre for children with Autistic Spectrum Disorders.



All pupils in the Learning Support Centre have a statement of special educational needs/ local authority maintained individual developmental plan and have been placed in the provision by the Authority's SEN panel.

Teacher in charge of the Learning Support Centre for Autistic Spectrum Disorders will:

- Oversee the running of the provision for pupils with Autistic Spectrum Disorders including in whole class, small group and individual pupil support.
- Co-ordinate, oversee and provide support and guidance to other teachers in the Learning Support Provision.
- Organise and manage the work of the provision's teaching assistants and learning support assistant/s in liaison with the class teacher they work with.
- Oversee records on all pupils placed in the Support Centre and ensure their progress is regularly monitored and reviewed.
- Organise, co-ordinate and attend Annual Reviews and ensure the timely distribution of reports and invitations to professionals, parents/and carers.
- Liaise with teachers, parents/carers and other professionals.
- Organise meetings as appropriate with mainstream class teachers/SENCO in respect of additional learning needs issues when appropriate for example integration planning.
- Liaise with the additional ALNCos in order to monitor provision and link with the whole school.
- Take part in formal meetings with other professionals regarding individual pupils.
- In line with the school's professional development policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- In liaison with the ALNCos meet regularly with the designated ALN governor.
- Liaise with the Head teacher and ALNCos to provide an annual report for the designated ALN Governor and 'Governors' Report to Parents'.

ACCESS TO THE CURRICULUM

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

- Specialist teachers, teaching assistants and/or learning support assistants to enable appropriate access to the curriculum via in- class, small group or individual support programmes.
- Emerging ALN targets, hearing Support Plans (HSP), MAT plans and EAL Plan (English as an Additional Language) are designed to meet the needs of each particular child.
- Individualised teaching programmes to include specific needs as identified (this may include disapplication from statutory curriculum subjects as agreed through formal requests).
- Specialist equipment. 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 learning programmes. The ALNCo, class teacher, Parents/carers and pupils 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.

ANALYSIS OF BEST VALUE

The ALNCOs and the school management team use both quantitative and qualitative data in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records.
- Regular reading, spelling and diagnostic assessments analysed to demonstrate an individual's progress.
- Comparative data from standardised tests. In addition to this, interventions are monitored after a period of time.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
- Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place.

FUTURE PLANNING

Future planning of provision for pupils identified with additional learning needs takes place in accordance with:

- Monitoring of Individual Development Plans (IDPs).
- Ongoing tracking of pupil progress using PPM, assessments and standardised tests.
- Ongoing evaluation of best value
- Annual ALN budget allowance
- Ongoing Authority and government directives

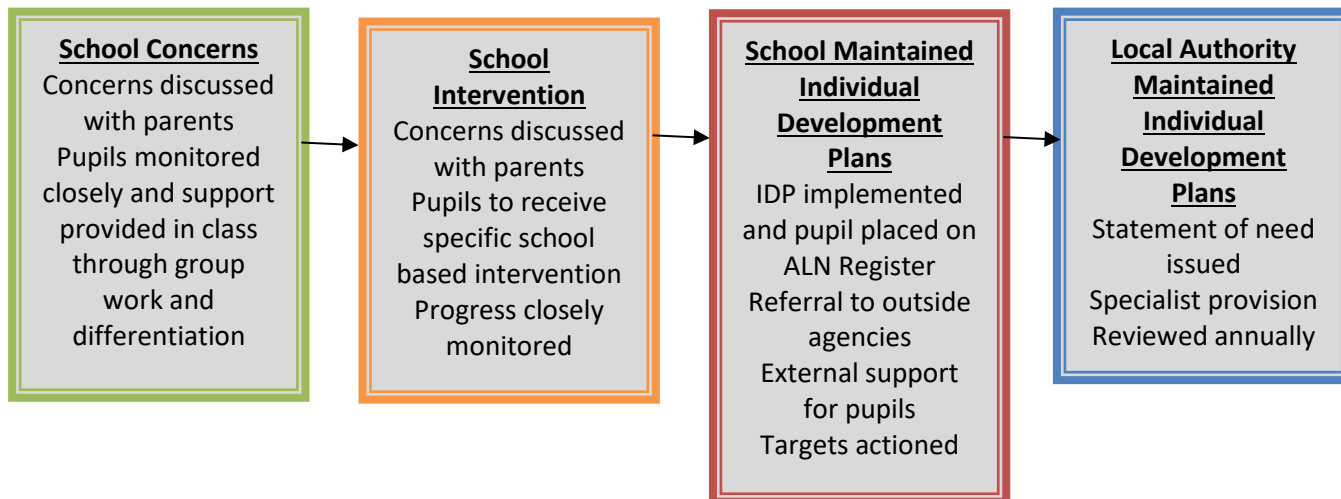
IDENTIFICATION, ASSESSMENT, RECORD-KEEPING and REVIEW

At Gnoll Primary School we adopt a graduated response to meet our responsibilities for identifying pupils with additional learning needs.

Pupils move through the stages of School Concern, Intervention, School Maintained IDP,



LA Maintained IDPs.



Identification

The triggers for intervention could be the teacher's or others' 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 areas of weakness
- Presents persistent emotional or behavioural difficulties which are not ameliorated 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 gathering of information in respect of identifying the pupil's additional learning need is done by:

1. Liaising with parents/carers
2. Liaising with teachers.
3. Liaising with previous schools.
4. Liaising with other professionals where pupils may have been known to their service e.g. Health Visitors, Speech and language therapist, other health professionals etc.

Assessment of Need



All stakeholders are to follow the principles and expectations documents as issued by NPTCBC for decision making processes

The following sequences are followed

1. Emerging ALN

2. Identified ALN - School Maintained IDP

3. Identified ALN - Local Authority Maintained IDP

Annual Review Meetings (Child Centred Review-CCR/ Person Centred Review- PCR):

ALNCO collects information from staff, parents/carers, pupils and other professionals and collates the information prior to the review, at the review, progress is discussed and a decision is made whether to:

- maintain the IDP and to continue at point 2, a continuation of process within school setting
- maintain the IDP
- request an amendment to the statement/IDP
- request ceasing the statement/IDP

EVALUATING SUCCESS

Record Keeping

The school records for pupils with additional learning needs will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Review Details
- Records of support requested from external agencies
- Reports from all other professionals involved.

MONITORING PROVISION

The following information is available within school in respect of the effectiveness of the support available for pupils with 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.



- Practical use of IDPs.
- Target setting.
- Pupil progress.
- Staff training needs identified through self-assessment and performance management reviews.
- ALN provision will be monitored by LEA and ESTYN inspectors

VALUE ADDED

The notion of 'value added' is an important one to Gnoll Primary School and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

- individual targets met
- Progress through and within curriculum for Wales
- Read, Write Inc and White Rose Maths Data
- National Test Data
- Published Support Schemes
- extra-curricular activities

This information provides a valuable insight into the progress of pupils with additional learning needs.

THE INVOLVEMENT OF ALL STAKEHOLDERS:

PUPIL PARTICIPATION

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the Child/young person.

PARENT/CARER PARTNERSHIP

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCO and/or class teacher to ensure partnership in developing strategies to help an individual pupil (contact Vulnerable learners team)

THE ROLE OF THE GOVERNORS

The governor with responsibility for additional learning needs will provide reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits. The whole governing body has a responsibility to produce an annual



report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the additional learning needs policy in respect of:

1. Additional learning needs as an integral part of the school development plan
2. Identification of need.
3. notification to parents/carers of a child who is deemed to have Additional Learning Needs
4. assessment of need
5. provision for meeting
6. provision of an inclusive environment for all
7. methods of monitoring, recording and reporting
8. additional learning needs funding and spending
9. deployment of equipment, personnel and resources
10. the use made by school of other professionals and support services

OTHER PROFESSIONALS AND SUPPORT SERVICES

The school works closely with other professionals 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 an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to the school:

- Curriculum support
- Educational Psychology
- Education welfare service
- Emotional and Behavioural support
- Health services
- Hearing Impairment
- Home Education
- Pupil parent support
- Social services
- Speech Language and Communication
- Specific Literacy Difficulties
- Visual Impairment
- Vulnerable Learner Support Team
- Voluntary organisations such as SNAP, Barnados Parenting Matters, National Autistic Society, RNIB, RNID and NCH.

TRAINING

In-service training is available in respect of additional learning needs for whole school or individual members of staff. The provision of training will be arranged where there is a



recognised need and will be in accordance with the School development Plan. It will be delivered by one of the following:

- ALNCO
- Individual members of staff within the school who have a designated specialism e.g. ALN, Autism and nurture
- Local Education Authority's support services
- External consultants/trainers

LINKS WITH OTHER SCHOOLS

Our partner comprehensive schools are supportive and welcome contact. Liaison takes place via the ALNCo and / or year 6 teachers in the primary and assistant Head / ALNCO in the comprehensive in order to have a smooth transition between the primary and secondary phases of education for pupils and to establish a welcoming environment in the comprehensive school. Visits are made prior to transition in order to familiarise pupils with their new environment.

Liaison with schools takes place via the ALNCO/teacher in the LSC who are involved in extensive two-way information sharing regarding any individual pupil and their particular needs. On transition all documentation is passed on to the comprehensive school and a copy retained and filed by the school. The staff of the receiving comprehensive school are invited to attend an information exchange meeting in the Gnoll prior to transition, for pupils with a Statement of Special Educational Need/ IDP.

Links with other LSCs are established as part of the school's drive towards an inclusive society. This involves:

- shared teaching and learning experiences
- exchange visits as part of the everyday curriculum programme
- shared staff expertise
- shared resources.

QUERIES AND COMPLAINTS

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school's complaint procedure documentation.

If on pursuing complaints, the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Local Authority. If at this point they do not agree with the school and Authority's decision, they have a right to appeal.

This policy will be reviewed annually or in line with other technological changes.

